

Happy Spring from the CT Collaborative at Middlebury!

A Note From the Director



Director Sarah Stroup with a Brazilian student exchange group from Universidade Federal Fluminense (UFF).

We are in the last few weeks of the spring semester, and finishing the first full academic year for the Collaborative. We have expanded existing efforts – such as training in restorative practices – while identifying areas where we can increase our knowledge and skills – everything from mediation to critical self awareness to the role of the arts in conflict transformation. We have hosted incredible leaders in the field; you can see recordings of some of these talks [here](#). Our external advisory board offered excellent advice at our first meeting in March, allowing us to connect our nascent efforts to broader networks of practice. Finally, our first round of annual faculty research grants has closed, and their work will be presented at the start of the fall semester.

The CT Collaborative is expanding knowledge and skills in conflict transformation throughout Middlebury, working with the Bread Loaf School of English, the undergraduate College, our experiential learning centers, the graduate Institute, the Schools Abroad, and many other partners. In this spring update, we feature a selection of stories from across these efforts. For a full account of our efforts, please read our 2022 Annual Report [here](#).

As we take stock of this first year and look ahead, we are expanding our communications efforts. We have new videos coming to our website, active social media, and a podcast in progress. For continuous updates, visit our [website](#) and follow us on Instagram: [@ConflictTransformationMid](#)

If you are interested in the work but not yet sure how to connect, please reach out! We can't wait to work with you and learn about the conflicts that you care about.

Gratefully,
Sarah Stroup
Director

May Events

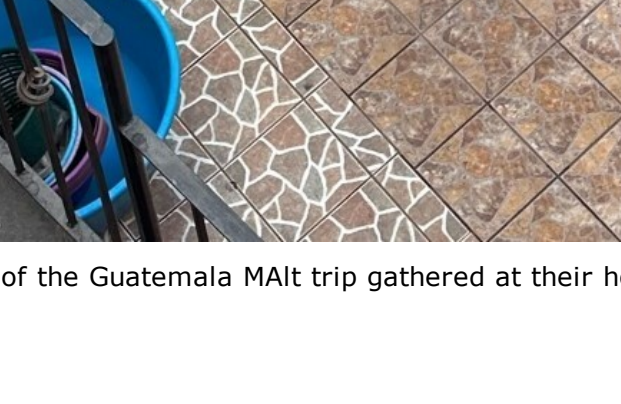
Everyday Peace Around the World

The Collaborative in Conflict Transformation will host Peter Dixon '02 on May 1st for his talk, *Everyday Peace Around the World*. Dixon is the lead research scientist for Everyday Peace Indicators and a researcher at Brandeis' Program in Conflict Resolution and Coexistence. In this talk, he will explain how studying the everyday experiences of people affected by violence inform transformative solutions toward peace and justice. Dixon has worked for the United Nations, the International Criminal Court, and has a Ph.D. in Sociology from UC Berkeley.

The talk is at 4:30 pm ET in the RAJ Conference Room, or listen into the talk [at this Zoom link](#).

[Learn more](#)

"Transforming Conflict: An Interdisciplinary Conversation"



The Graduate Pillar of the Collaborative in Conflict Transformation will host its first annual seminar, "Transforming Conflict: An Interdisciplinary Conversation" on May 5, 2023, on The Middlebury Institute of International Studies campus (MITS) in Monterey, California, and online.

The day's events will feature dialogue, storytelling, and discussion about conflict transformation at local and global scales - community-based advocacy, countering extremism, environmental conflict, intercultural engagement, peace-building, and more. 65 Conflict Transformation Fellows as well as faculty and staff will share a range of formats about their year-long interdisciplinary projects, courses research, immersive experiences, and community engagement focused on social change. The seminar will include a panel discussion with faculty who have received funding to supervise conflict transformation research projects and facilitate immersive learning experiences, interactive share-outs of the fellows' projects in a range of formats, and panel discussions among the fellows to explore thematic connections across their projects and disciplines. The day will integrate opportunities for collective exploration to move conflict transformation forward at the graduate level and beyond. This year's cohort of Conflict Transformation fellows includes participants from 9 degree programs at MITS, ranging from language education to nonproliferation studies. Over the 2022-23 academic year, they have undertaken projects reflecting a wide spectrum of interests, priorities, and perspectives on conflict transformation at all levels of society – individual, interpersonal, institutional, and global. We invite you to participate in what promises to be an engaging day full of knowledge sharing, collective learning, and inspiration for action.

[Learn more or RSVP](#)

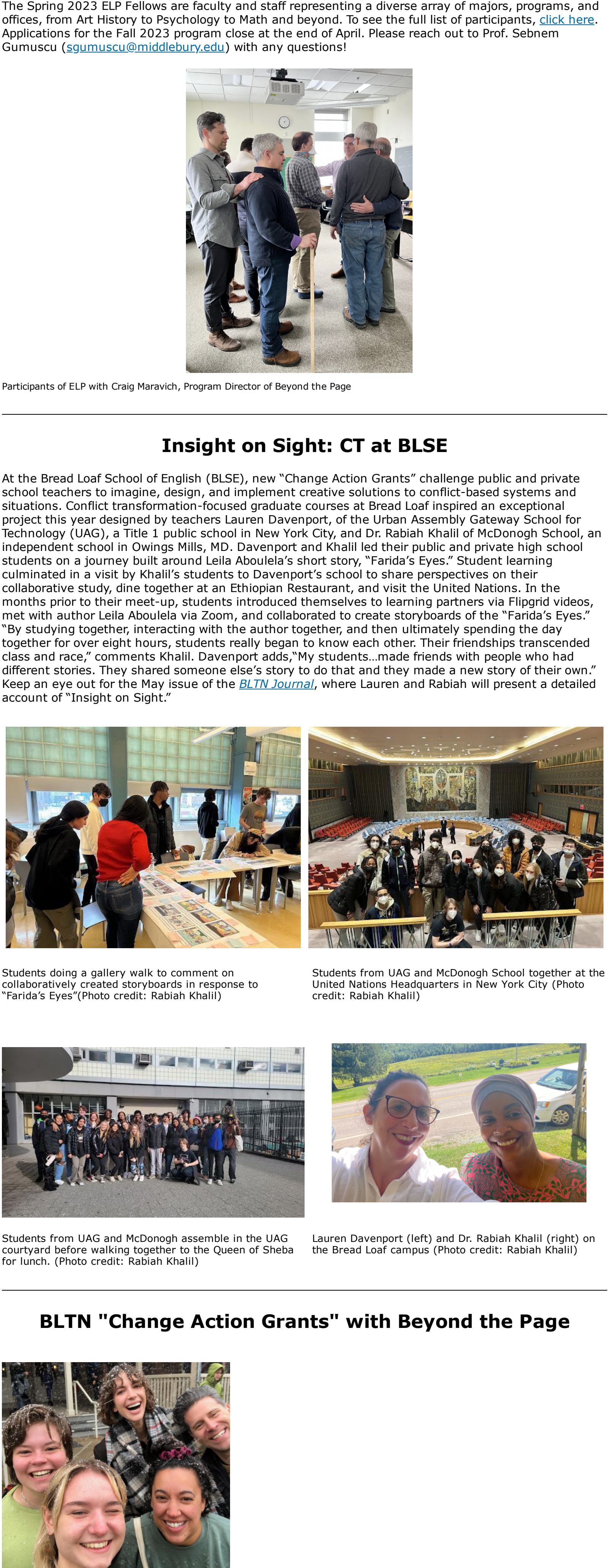
The Fellowship applications for next year's cohort are open now, with a deadline of May 15, 2023.

[Learn more](#)

For more information about the Transforming Conflict event, the Fellowship program, and the Graduate Pillar please contact Dr. Netta Avineri ([navineri@middlebury.edu](#)).

News

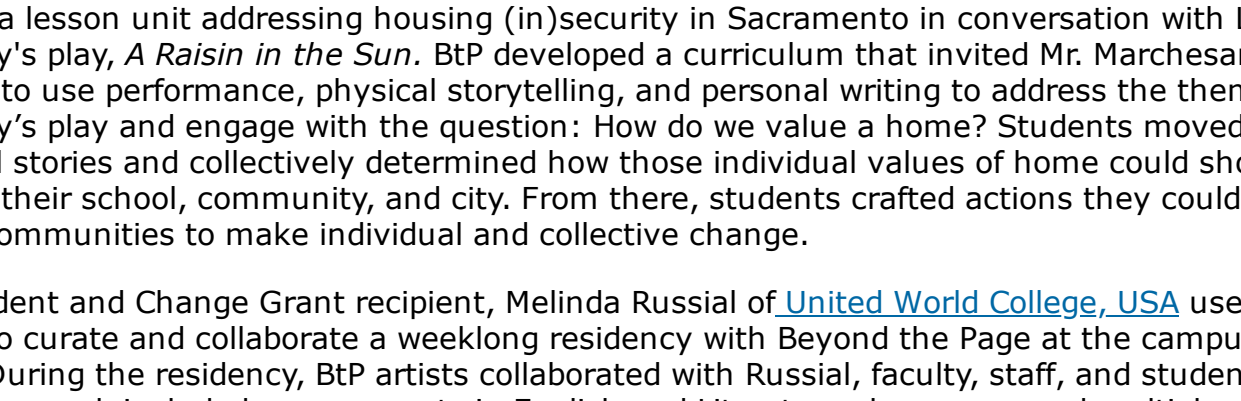
Middlebury Alternative Break Programs; February Break Immersive Learning Experiences



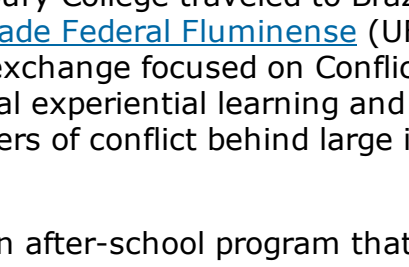
The Middlebury Alternative Breaks (MALT) program, run through the [Center for Community Engagement](#) with support from the [Student Activities Office](#), supported 60 student experiences over February Break. Each trip's cohort of students engaged with communities across the nation and the globe in order to connect with others across differences and learn about the social and economic systems that shape their daily realities. The knowledge and skills developed through these MALT trips allow students to better understand and address the conflicts that arise in various communities, and the CT Collaborative is proud to support these experiential opportunities. Ten student leaders designed the learning objectives, civic knowledge- and skill-building preparation activities, community partnerships, and daily itineraries for five unique trips. They accomplished this over the past summer and fall with supportive advising, trainings, and a new half-credit course. In the fall and J-Term, the leaders selected student participants in a competitive process and prepared them for their experiences. They connected with communities as learners and contributors of direct service in Los Angeles, New York City, New Orleans, Puerto Rico, and Guatemala on the themes of immigration justice, economic inequalities, food access, ecotourism, and sustainable farming practices. For one student's account of a MALT trip to New Orleans, [see here](#).

CCI Hosts Student Trek on Advocacy, Law, and Conflict Transformation

CCI STUDENT TREK LAW, ADVOCACY, AND CONFLICT TRANSFORMATION

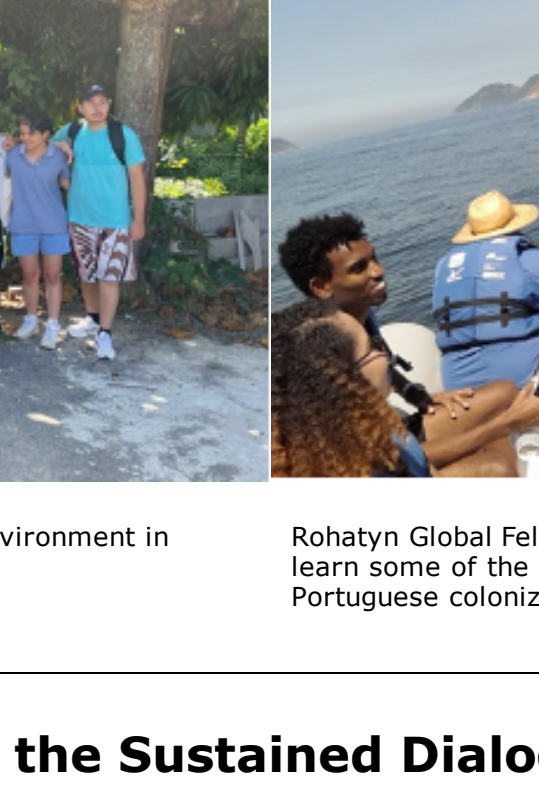


NEW YORK, NY
MARCH 19-24, 2023



"Law, Advocacy and Conflict Transformation" Trek to New York City poster

Over spring break the Center for Careers and Internships offered a Student Trek focused on Advocacy, Law, and Conflict Transformation in New York City. They selected a cohort of 12 students who had applied in a very competitive process. The purpose was to expose students to real-world professional experiences related to conflict transformation that could inform their career exploration and other post-graduate planning. They explored topics such as human rights, free speech, mediation, immigration, voting rights, civil rights, and housing through visits to nine organizations, connections with nine Middlebury alumni, and nightly reflection dinners. Examples of their connections include The National Center for Law and Economic Justice, the Center for Creative Conflict Resolution, the US Attorney's Office Southern District of New York, and the Red Hook Community Justice Center.

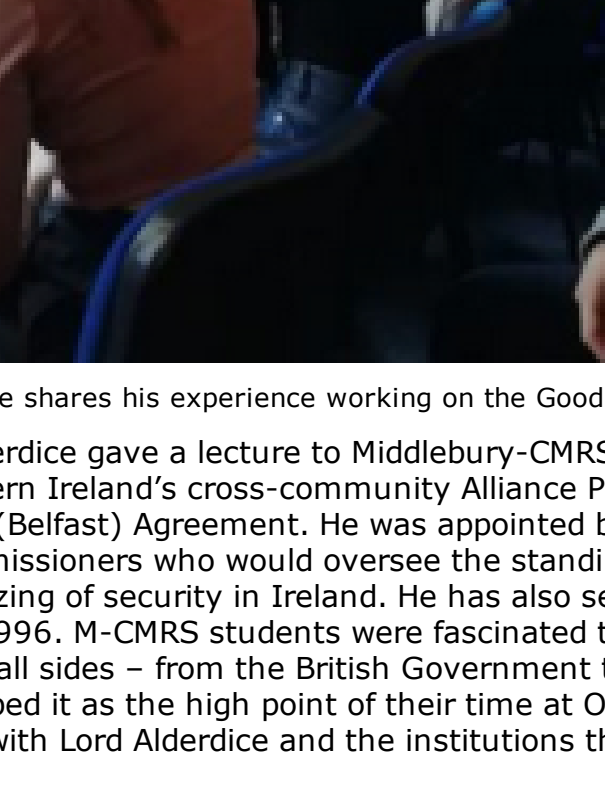


Students on the "Law, Advocacy and Conflict Transformation" Trek to New York City through holistic how the Red Hook Community Justice Center works to build community safety and advance justice through law.

Engaged Listening Project

Our first Engaged Listening Project (ELP) Fellows Program at Middlebury College under the Conflict Transformation Collaborative program went live this spring. In two cohorts led by Rob Moeller (Psychology) and Nic Poppe (Luso-Hispanic Studies), thirteen fellows met for an opening workshop in late January with Essential Partners on Reflective Structured Dialogue. In a series of lunch workshops through the Spring semester they discussed various pedagogical approaches to navigating conflicts and having difficult conversations inside and outside of our classrooms. In a workshop with [Beyond the Page](#), headed by Craig Maravich, fellows explored the theatre tools of storytelling and movement to identify their inherent and creative skills and opportunities to draw on those skills in facilitating difficult conversations. In another workshop dance artist jomatatuni poe joined ELP fellows to explore how embodiment and creativity has the potential to allow us to see and listen to each other from new perspectives.

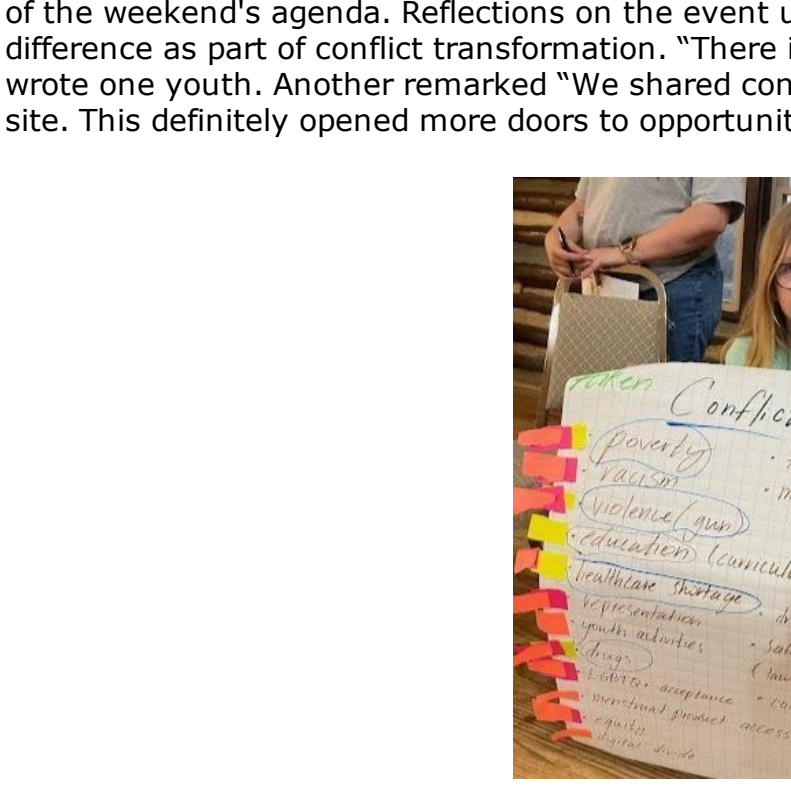
The Spring 2023 ELP Fellows are faculty and staff representing a diverse array of majors, programs, and departments. To see a full list of participants, [click here](#). Applications for the Fall 2023 program close at the end of April. Please reach out to Prof. Sebnem Gumuscu ([sgumuscu@middlebury.edu](#)) with any questions!



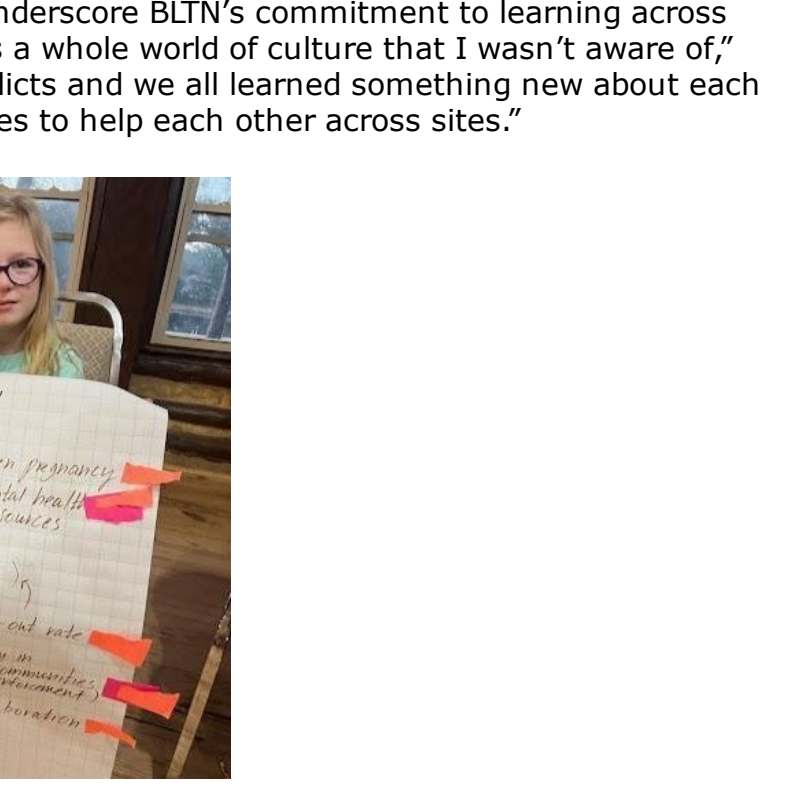
Participants of ELP with Craig Maravich, Program Director of Beyond the Page

Insight on Sight: CT at BLSE

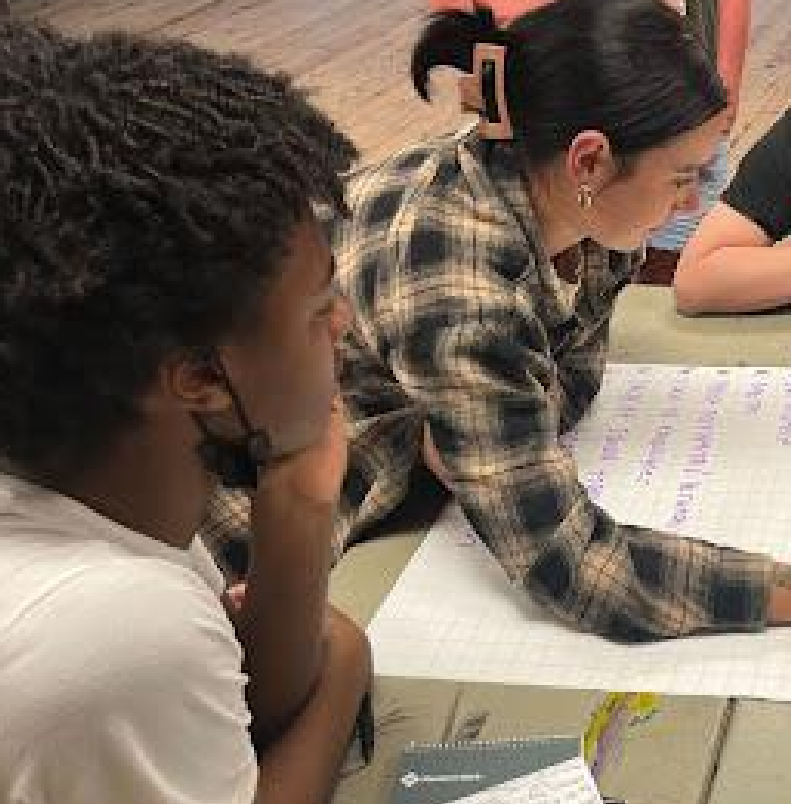
At the Bread Loaf School of English (BLSE), new "Change Action Grants" challenge public and private school teachers to imagine, design, and implement creative solutions to conflict-based systems and situations. Conflict transformation-focused graduate courses at Bread Loaf inspired an exceptional project this year designed by teachers Lauren Davenport, of the Urban Assembly Gateway School for Technology (UAG), a Title I public school in New York City, and Dr. Rabiah Khaliil of McDonogh School, an independent school in Owings Mills, MD. Davenport and Khaliil led their public and private high school students on a journey built around Leila Aboulela's short story, "Farida's Eyes." Student learning culminated in a visit by Khaliil's students to Davenport's school to share perspectives on their collaborative study, dine together at an Ethiopian Restaurant, and visit the United Nations. In the months prior to their meet-up, students introduced themselves to learning partners via Flipgrid videos, met with author Leila Aboulela via Zoom, and collaborated to create storyboards of the "Farida's Eyes." By studying together, interacting with the author together, and then ultimately spending the day together for over eight hours, students really began to know each other. Their friendships transcended class and race," comments Khaliil. Davenport adds, "My students...made friends with people who had different stories. They shared someone else's story to do that and they made a new story of their own." Keep an eye out for the May issue of the [BLTN Journal](#), where Lauren and Rabiah will present a detailed account of "Insight on Sight."



Students doing a gallery walk to comment on collaboratively created storyboards in response to Farida's Eyes (Photo credit: Rabiah Khaliil)



Students from UAG and McDonogh School together at the United Nations Headquarters in New York City (Photo credit: Rabiah Khaliil)



Students from UAG and McDonogh assemble in the UAG courtyard before walking together to the Queen of Sheba for lunch. (Photo credit: Rabiah Khaliil)



Lauren Davenport (left) and Dr. Rabiah Khaliil (right) on the Bread Loaf campus (Photo credit: Rabiah Khaliil)

BLTN "Change Action Grants" with Beyond the Page



Beyond the Page Faculty Artists Haley Schwartz, Shelley Fort, and Craig Maravich with UWC-USA student leaders

Bread Loaf Teacher Network (BLTN) member and Bread Loaf School of English student Andrew Marchesani and his 11th grade students in Sacramento, CA, collaborated with Beyond the Page (BtP) for a lesson unit addressing housing (in)security in Sacramento in conversation with Lorraine Hansberry's play, *A Raisin in the Sun*. BtP developed a curriculum that invited Mr. Marchesani and his students to use performance, physical storytelling, and personal writing to address the themes of Hansberry's play and engage with the question: How do we value a home? Students moved beyond their individual stories and collectively determined how those individual values of home could show up more widely in their school, community, and city. From there, students crafted actions they could take in these various communities to make individual and collective change.

BLSE student and Change Grant recipient, Melinda Russial of [United World College, USA](#) used her grant funding to curate and collaborate a weeklong residency with Beyond the Page at the campus in New Mexico. During the residency, BtP artists collaborated with Russial, faculty, staff, and students across the school. The work included engagements in English and Literature classrooms and multiple workshops for student leaders and mediators on the conflict transformation team. The workshops introduced theatre tools and creative capacities as different frameworks for mediation practices.

Middlebury Rohatyn Global Fellows in Brazil

In the Spring of 2023, five [Rohatyn Global Scholars](#) from Middlebury College traveled to Brazil. They joined five students and one faculty member from the [Universidade Federal Fluminense](#) (UFF), a Middlebury School Abroad partner university, for an educational exchange focused on Conflict Transformation. The five-day exchange in Niterói, provided several experiential learning and community engagement opportunities to better understand some of the drivers of conflict behind large issues such as global inequalities and sustainability.

One of the key activities was a visit to the Boat School project, an after-school program that focuses on environmental lessons for young people from local communities. Students also visited two non-profit organizations: the Institute of Global South Immigrant Women and AmaDarcy, where they learned about the circular economy, fabric recycling, and protection of the natural environment of the Serra da Tiririca State Park. These organizations offer internships for Middlebury School in Brazil students in Niterói during the academic year.

One goal of this project was to foster intercultural communication and listening among Middlebury students and their Brazilian peers. Both Middlebury and UFF students learned about the impediments which complicate addressing these issues, and how they are being addressed in each locale. Interaction between the Middlebury and UFF students provided a unique chance to learn about the current conflicts and solutions in the educational and environmental spheres in Brazil and in the United States, as well as the conflicts within US and Brazilian politics and public policies.

In early April, Brazilian students travelled up to Middlebury College for the second part of the exchange. Upon completion of both trips, UFF and Middlebury College students will participate in a mini-conference over Zoom where they will share what they have learned from the experience. We will share more on this in the next newsletter. Rohatyn Global Scholars presented their experience at the 2023 Student Spring Symposium at Middlebury College.

NGO AmaDarcy protects the natural environment in Niterói

Rohatyn Global Fellows traveled in Guanabara Bay to learn some of the history of the early days of Portuguese colonization.

JustTalks and the Sustained Dialogue Institute

Members of the JustTalks team with SDI trainer Maureen Flint (Photo Credit: Crystal Jones)

The JustTalks team and Middlebury College student leaders attending the SDI day 1 workshop (Photo credit: Crystal Jones)

In early March, the [JustTalks](#) team from Middlebury College had the incredible opportunity of attending a workshop from the [Sustained Dialogue Institute](#). Taking place over the weekend, the training aimed to strengthen their abilities to facilitate sincere interaction between people in order to cultivate personal and collective growth. On day one, the JustTalks team, along with other student leaders, began to dive deeper into what a dialogue entails and what goals are trying to be achieved in holding them. By broadening their understanding of dialogue, along with other forms of communication such as academic discourse and debate, the team learned and developed a variety of methods to aid in creating proactive spaces in which dignity and accountability are recognized as irreducible priorities. On day two, the JustTalks team developed methods that work to build a long-standing trust to allow for a genuine sharing of experiences. With these fundamental tools, the workshop sought to identify the importance of analyzing problems within our respective communities and the Middlebury community as a whole. They explored equitable education, mental health, and power dynamics in the classroom through constructed simulated dialogues. Overall, this workshop provided the JustTalks team with the opportunity to elevate their connection to the Middlebury community and beyond; their hard work and genuine intentions in combination with the critical and comprehensive nature of the Sustained Dialogue Institute's workshop continued the JustTalks mission of creating space for dialogues about social justice and social change.

Lord Alderdice on the Good Friday Agreement

Lord Alderdice shares his experience working on the Good Friday Agreement

On February, 7, Lord John Alderdice gave a lecture to Middlebury-CMRS Oxford Humanities students. Lord Alderdice is a leader of Northern Ireland's cross-community Alliance Party from 1988 to 1998 and a negotiator of the Good Friday (Belfast) Agreement. He was appointed by the British Government to be one of four international commissioners who would oversee the standing down of the paramilitary organizations and the normalizing of security in Ireland. He has also served as a Liberal Democrat peer in the UK House of Lords since 1996. M-CMRS students were fascinated to hear his account of the difficulties of negotiating with all sides – from the British Government to the IRA. 32 students attended the lecture and several described it as the high point of their time at Oxford. M-CMRS leadership is planning future collaboration with Lord Alderdice and the institutions that he leads.

BLTN NextGen Youth Share (and Dance) Across Difference

BLTN NextGen youth and Aiken site mentor Dr. Kayla Hostetler gather at Camp Long with activist speaker Christopher Emanuel

"Cultural difference was very big here, and how we danced to how we talked. It was all different but because of that I felt we could connect and learn about one another." One youth member of the Bread Loaf Teacher Network (BLTN)'s [Next Generation Leadership Network](#) beautifully summed up a March gathering of the seven-site network in Aiken, South Carolina. The gathering, partially underwritten by Conflict Transformation funds, brought four sites of the national network together for a long weekend focused on team building, cross-cultural and cross-generational understanding, and the sharing of strategies for local social action.

Aiken youth hosted guests from the Navajo Nation, Santa Fe Indian School and Louisville, Kentucky. The weekend began with cooperative team-building challenges (including low and high ropes courses) moved to community-based writing activities, a visit to the [Center for African American History, Art and Culture](#), collaborative art activities, an evening with an activist guest speaker, and a culminating activity where youth learned about unique and not-so-unique social conflicts in each locale. Each night's campfire turned into an impromptu dance party, where young people made sure joy was an integral part of the weekend's agenda. Reflections on the event underscore BLTN's commitment to learning across difference as part of conflict transformation. "There is a whole world of culture that wasn't aware of, wrote one youth. Another remarked, "We shared conflicts and we all learned something new about each site. This definitely opened more doors to opportunities to help each other across sites."

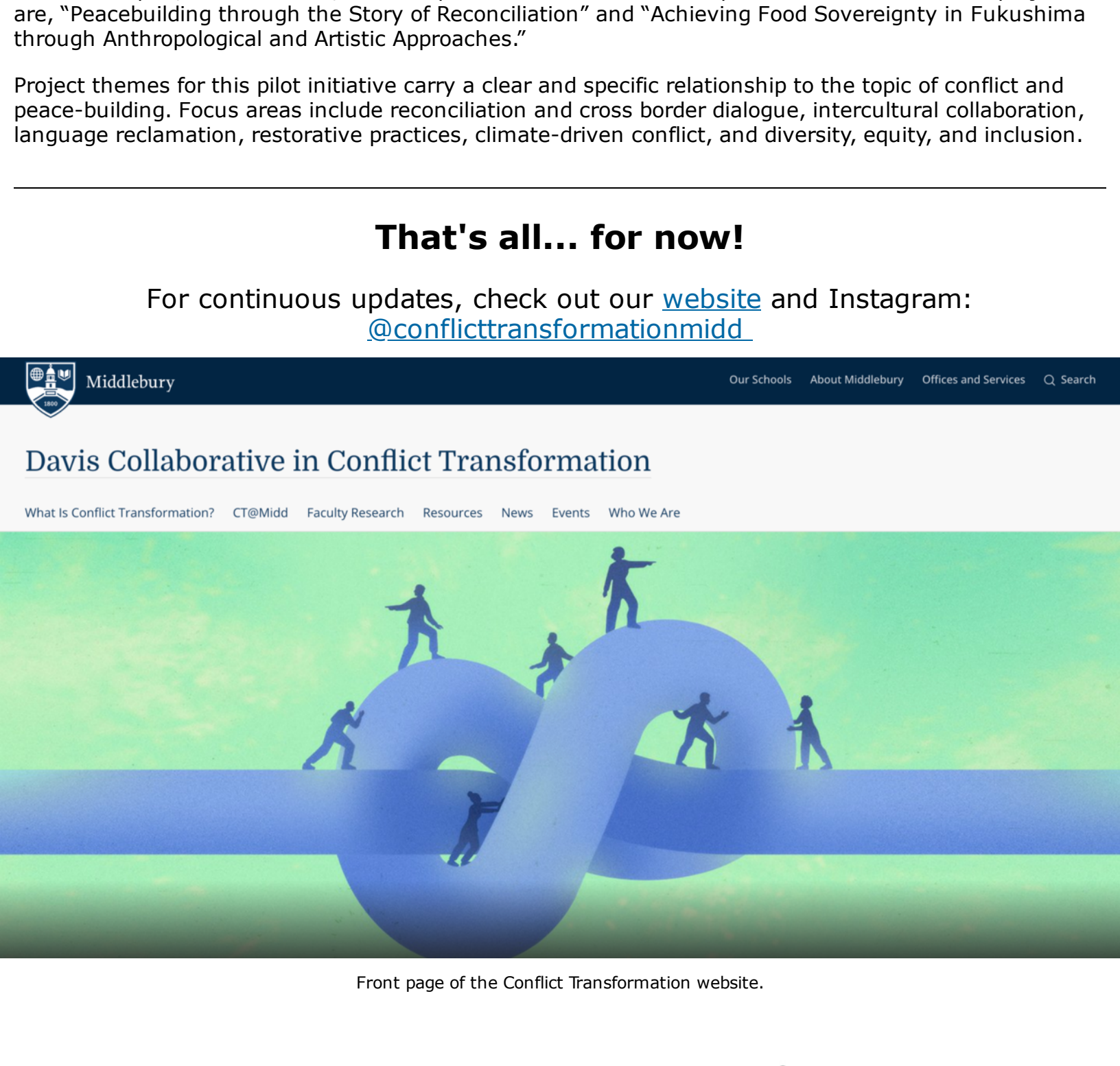
A youth helper assists with Aiken High School youth presentation on local conflicts. Sticky notes represent conflicts shared by all sites, while circles represent conflicts shared by all sites

The Louisville team transforms local conflicts



Aiken youth celebrate a day of cooperation on the Camp Long ropes courses

Partnership: Schools Abroad, CT Collaborative, and Projects for Peace



International Christian University (ICU), pictured here in February, hosts the Middlebury School of Japan. It is the first Middlebury School Abroad to be a host partner with Projects for Peace (Courtesy of ICU)

Projects for Peace, housed within the Center for Community Engagement, is working with the Collaborative in Conflict Transformation and Middlebury Schools Abroad to encourage proposals with conflict transformation themes and priorities.

In 2023, two student grants from International Christian University (ICU), home to the Middlebury School of Japan, will be funded, with the plan to welcome additional partners in 2024. The ICU projects are, "Peacebuilding through the Story of Reconciliation" and "Achieving Food Sovereignty in Fukushima through Anthropological and Artistic Approaches."

Project themes for this pilot initiative carry a clear and specific relationship to the topic of conflict and peace-building. Focus areas include reconciliation and cross border dialogue, intercultural collaboration, language reclamation, restorative practices, climate-driven conflict, and diversity, equity, and inclusion.

That's all... for now!

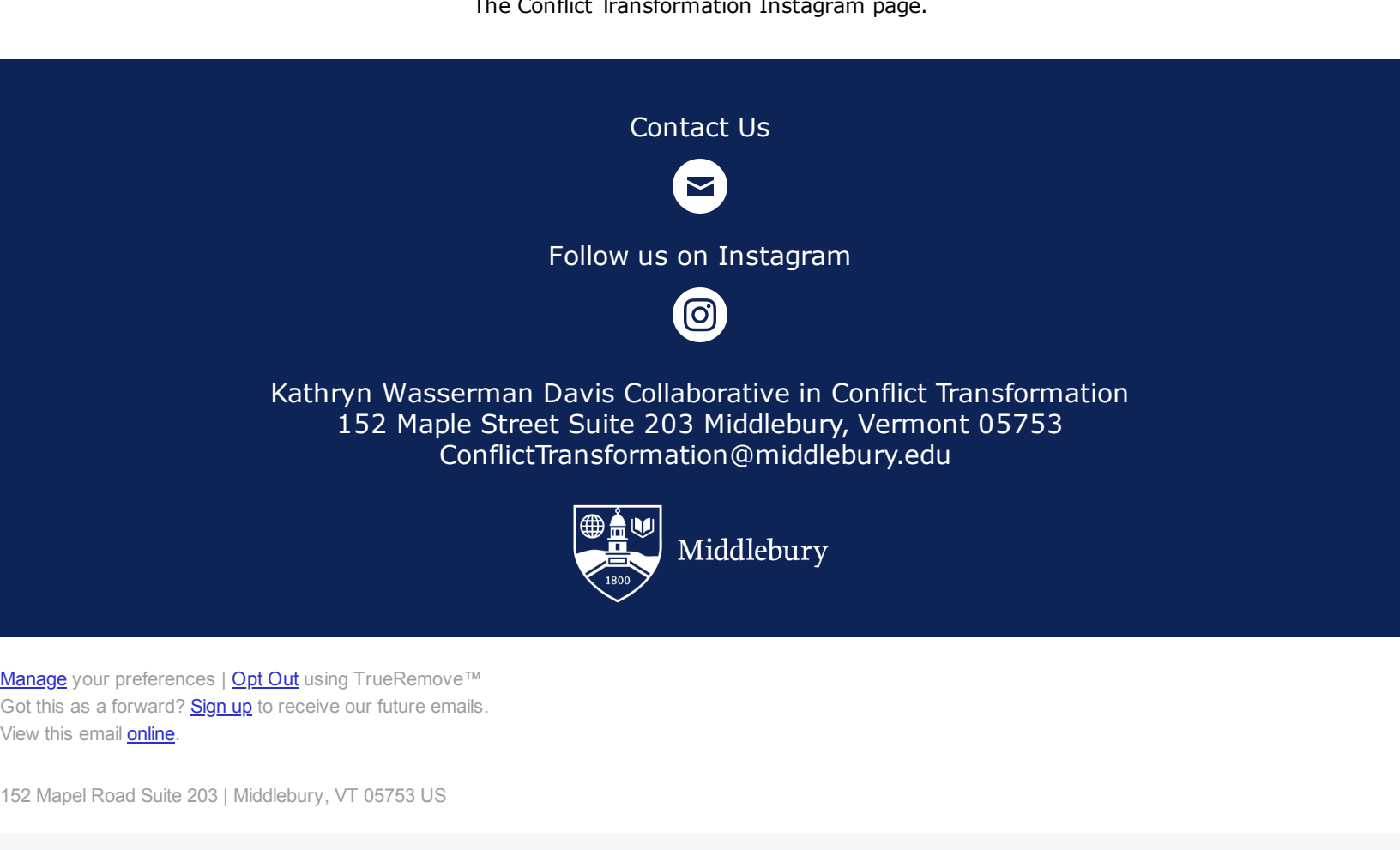
For continuous updates, check out our [website](#) and Instagram:

[@conflictttransformationmidd](#)

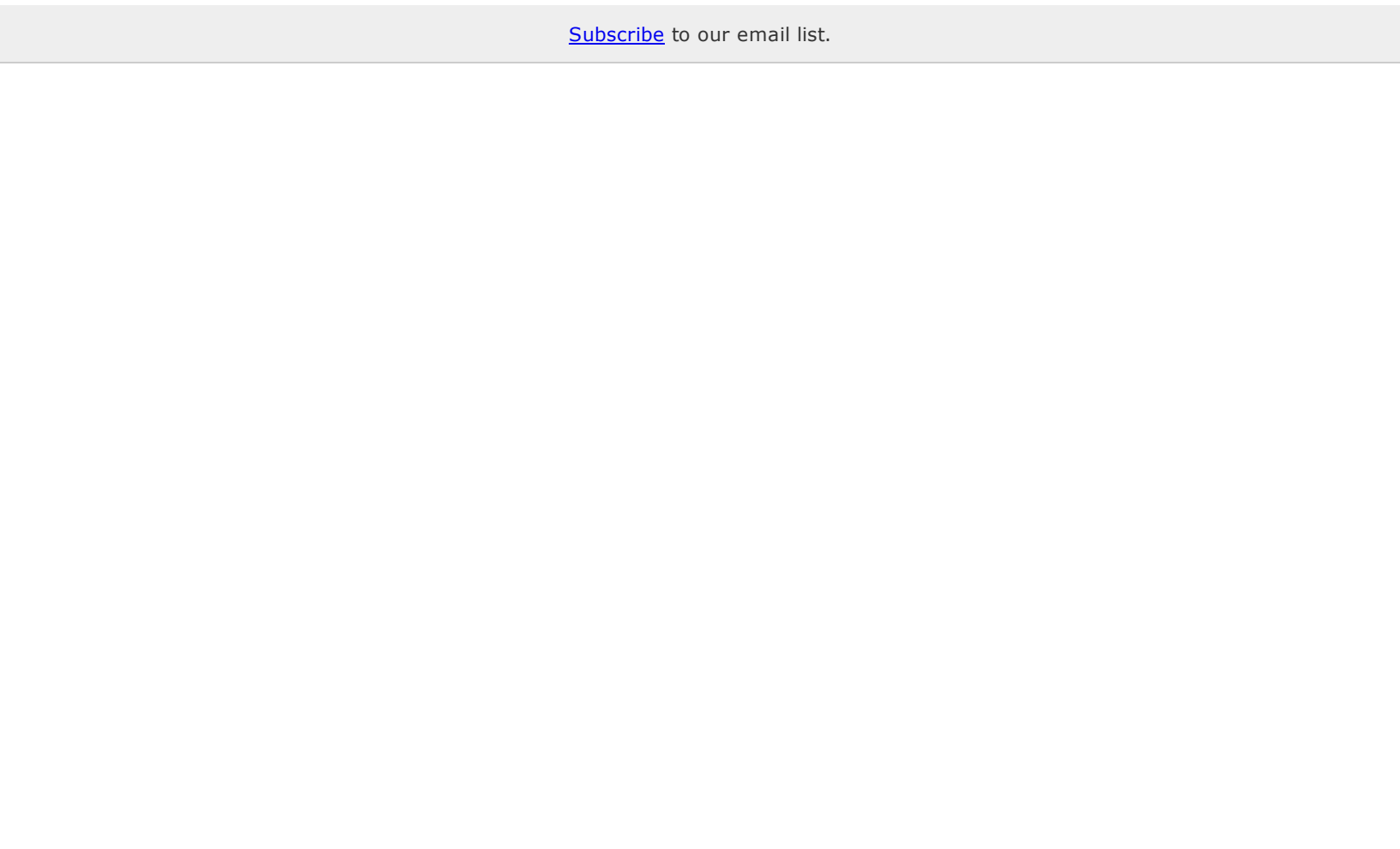


Davis Collaborative in Conflict Transformation

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