6th International Conference on Conflict Resolution Education (CRE)

Bridging Cultures: Education for Global Citizenship and Civic Engagement
June 12 – 17, 2013
Cleveland, Ohio, USA

Crowne Plaza Cleveland Airport, 7230 Engle Rd, Middleburg Heights, Ohio

Pre-Conference Workshops

- Integrating Core Theories of Conflict Resolution Across Disciplines, Kent State University, Center for Applied Conflict Management (June 12)
- Collaborative Negotiations: Strategies, Skills and Techniques, Federal Mediation & Conciliation Service (June 12)
- Toward A Healthier Campus Community Through Sustained Dialogue, Sustained Dialogue Campus Network (June 12 - 13)
- Teaching International Humanitarian Law in the Humanities, American Red Cross (June 13)
- People, Power and Pedagogy: Methods for Teaching about Nonviolent Struggle, International Center on Nonviolent Conflict (June 13)
- Let’s Talk about Child Rights! International School Psychology Association (June 13)
- Integrating Service Learning and Opportunities for Civic Engagement into Courses, Ohio Campus Compact (June 13)

Pre Conference Descriptions

Integrating Core Theories of Conflict Resolution across Disciplines (June 12, 2013)

Presenters:
Landon Hancock, Ph.D.  Kent State University, Center for Applied Conflict Management
**Description:** One day intensive seminar for core faculty on the foundational theories of Conflict Resolution, utilizing historical examples and cases from the United States and around the globe. During this session, professors will be introduced to pedagogical tools that can enhance student learning, sample assignments will be shared that lead to enhanced application of the theories to practice, and sample methods of evaluation/assessment of the students understanding and ability to apply these core theories will be covered.

**Bios:**

**Landon Hancock, Ph.D., Associate Professor**

Landon Hancock teaches courses for both the Center for Applied Conflict Management and the Department of Political Science. Recent publications include articles in *Ethnopolitics, Peace & Change, Irish Political Studies, Peace and Conflict Studies, Conflict Resolution Quarterly,* and *Journal of Peace Education.* He is co-editor (with Christopher Mitchell) of two volumes, *Zones of Peace* (2007) and *Local Peacebuilding and National Peace* (2012). His research is focused on identity-driven conflict, from the reasons for its inception and outbreak to its resolution and to periods of post-conflict peacebuilding and transitional justice.

Dr. Hancock was awarded a Peace Scholar fellowship from the United States Institute of Peace for his dissertation, *Peace from the People: Identity Salience and the Northern Irish Peace Process.* He was also a summer fellow at the Solomon Asch Center for Study of Ethnopolitical Conflict at the University of Pennsylvania and a research fellow at RESOLVE, Center for Environmental Conflict Resolution, Research and Education.

Prior to coming to KSU, Dr. Hancock taught courses at the University of Baltimore's Center for Negotiations and Conflict Management; American University's Washington Semester Program; and George Mason University's Institute for Conflict Analysis & Resolution, New Century College and Department of Sociology.

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**Collaborative Negotiations: Strategies, Skills and Techniques**

(June 12, 2013)

**Presenters:**

Timothy J. Viskocil, Commissioner, The Federal Mediation and Conciliation Service

**Description:** Negotiations are a fact of life whether in business, government, education or within a family. Strategies that have been historically used in negotiations may negatively impact the relationship between the parties and may not completely resolve the problem or issue in question.

This interactive workshop introduces participants to a collaborative form of negotiating called Interest Based Negotiations (IBN). At its most fundamental level, IBN can be defined as an
alternative to the traditional style of negotiating. Instead of negotiating from hard and fast positions, IBN focuses on identifying and discussing the interests that underlie issues. The negotiators, in effect, become problem solvers working together to explore options and develop solutions that satisfy mutual interests while positively impacting their relationship.

Participants attending this session will come away with an understanding of the differences between traditional and collaborative bargaining, and of the Interest Based Problem Solving (IBPS) process. The participants will gain experience in problem identification, identifying interests, brainstorming, evaluating options and consensus decision making. The session reinforces active listening and open communication, and includes individual group exercises and activities to help ensure maximum participation.

**Bios:** Timothy J. Viskocil is a Commissioner with the Federal Mediation and Conciliation Service (FMCS) in the Cleveland, Ohio Field Office. Prior to joining FMCS, Mr. Viskocil held management positions in human resources and labor relations in the private and public sectors. He has extensive experience mediating disputes and has taught basic and advanced negotiation and mediation courses. Mr. Viskocil received an undergraduate degree in Labor-Management Relations from Cleveland State University and a JD from Cleveland-Marshall College of Law, and is a member of the Ohio Bar.

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**Toward A Healthier Campus Community Through Sustained Dialogue:**
**A Training for Community Advocates, Administrators, and Advanced Students**

(June 12 – 13, 2013)

**Presenters:**
Amy Lazarus, International Institute for Sustained Dialogue
Rhonda Fitzgerald, International Institute for Sustained Dialogue

**Description:**
This pre-workshop will serve as an introductory training in a grassroots dialogue-to-action process that students, faculty, and administrators are using around the world to solve problems in their community. Sustained Dialogue (SD) gives those most invested in improving campus climate the skills and space to generate community solutions to questions such as educational access, the political divide, incivility, and retention. This workshop will provide a unique space where participants will gain facilitation skills, learn to lead classroom and co-curricular activities, and brainstorm with other committed change agents to solve real problems in diversity and inclusion in fun and unique ways. We hope to rejuvenate those focused on improving their institutions’ work in inclusion. Although issues related to relationships - race relations, class tension, gender dynamics, and campus commitments - don’t change overnight, participants will leave with actionable plans for improving the inclusiveness of their campus communities and concrete knowledge of how to bring SD to their campus.
About Sustained Dialogue: Dialogue is a way of communicating in which parties listen to each other carefully enough to be changed by what they hear. When sustained, dialogue can become a change process. Based on 40 years of international diplomacy work by Hal Saunders, SD works through a thoroughly tested five-stage system and within a carefully defined concept of relationship that is being applied in communities, governments, and 20 campuses in the U.S. and abroad.

**Bios:**

**Amy Lazarus, Executive Director:** Amy is the first Executive Director of Sustained Dialogue Campus Network. Previously, Amy worked at ICF International, consulting with federal agencies on leadership development and human capital. She was a Coro Fellow in Public Affairs and earned an M.S. in Public Policy and Management at Carnegie Mellon, where she received the Dean’s Diversity Fellowship and Dean’s Leadership Fellowship. At Duke University, Amy co-founded the student-run Center for Race Relations and Common Ground. From Shaker Heights, OH, Amy lives in Washington, DC and serves on the board of Operation Understanding DC. Recent awards include: World Economic Forum Global Shaper, USA Networks Characters Unite Award, Facing History’s Upstander Award, and the American Express NGen Leadership Fellowship through Independent Sector. Amy practices tai chi and has sung back up for Aretha Franklin.

**Rhonda Fitzgerald, Program Director:** Rhonda’s role at SDCN focuses on shaping the student experience of Sustained Dialogue. She has worked to develop leadership & training materials, provide students with useful evaluative tools, and to inspire students to organize and moderate Sustained Dialogue since joining the SDCN team. She became involved in SD during her freshman year at Princeton University, where she majored in Sociology. She credits her time as a participant and moderator of SD with teaching her the unwritten complexities of community relationships and empowering her to challenge norms surrounding them. She is currently helping to support the formation of a student-led SD initiative in Addis Ababa.

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**Teaching International Humanitarian Law in the Humanities**

(June 13, 2013)

**Presenters:**

**Dr. Cindy Epperson,** Professor of Sociology, St. Louis Community College – Meramec  
**Laurie Fisher,** American Red Cross, International Services Dept., International Humanitarian Law Education Program

**Description:**

Today’s students are expected to demonstrate “beyond-textbook” awareness and competencies essential to navigating increasingly complex global realities. Preparing students for responsible
global citizenship in a well-ordered democratic society, a critical goal identified in a recent AAC&U report, *College Learning for the New Global Century*, includes imparting an appreciation and understanding of the rule of law.

This professional development workshop for community college faculty will introduce the subject of international humanitarian law (IHL) – rules and principles that limit the means and methods of violent conflict - including topics such as human dignity, historical and contemporary development, human rights, conflict status, child soldiers, civilians, combatants, protection, enforcement, war crimes & international criminal justice mechanisms, refugees, IDPs and others.

The workshop will share tools and resources from the free *Exploring Humanitarian Law* (EHL) program and other sources, and highlight current practices by community college faculty to integrate IHL into existing courses. Engaging primary source materials: news accounts, photos, videos, letters and hands-on activities will help connect multi-cultural issues and current and historical events. IHL is a cross-disciplinary subject that intersects with Humanities, Peace and Conflict Studies, Behavioral Sciences, Veterans, Criminal Justice and other programs or courses such as: history (American and World), international studies, political science, human rights, foreign language, English, ESL, philosophy, ethics, anthropology, psychology, etc.

By building global competencies essential for today’s workforce and the 2020 global economy, students are empowered as active and involved citizens through increased cultural sensitivity, global awareness, critical thinking, perspective taking, media literacy and civic engagement – skills that directly contribute to democracy education and the global citizen.

**Bios:**


**Laurie Fisher** is the Senior Associate for International Humanitarian Law Education for the American Red Cross International Services Department in Washington, D.C. She is a member of the national team that supports initiatives to promote the teaching of international humanitarian law whose current efforts include collaboration with community colleges, universities and law schools. She recently contributed to the development of a new publication by the United States
Institute of Peace: *Teaching About Peace and Global Conflict in Democracy’s Colleges – A Resource for Community Colleges*, Teaching About Human Rights and Humanitarian Law (2013). Since 1993 she has organized and coordinated national instructor courses to train American Red Cross staff and volunteers to provide training courses in humanitarian law and humanitarian response. Fisher has a B.A. in International Studies and Spanish with a concentration in Latin American Studies from Dickinson College, and a Master in International Management (MIM) degree from the American Graduate School of International Management (Thunderbird).

People Power and Pedagogy: Methods for Teaching about Nonviolent Struggle

(June 13, 2013)

**Presenters:**
Hardy Merriman and Daryn Cambridge, International Center on Nonviolent Conflict

**Description:**
Nonviolent movements are an increasingly powerful force in global and national affairs. From the Arab Spring, to movements to expand women’s rights, minority rights, labor rights, and other causes, nonviolent action has gained widespread recognition as a potent means for fighting and overcoming oppression. Concurrently, interest in nonviolent action has risen among students, scholars, practitioners, and others.

This participatory workshop aims to provide up-to-date thinking, frameworks, and pedagogical techniques to educators who want to more deeply engage their students in the rich history and dynamic strategies of nonviolent struggle. Activities will explore such themes as nonviolent conflict analysis, strategic and tactical decision making by nonviolent movements, and history construction and its role in shaping students’ conceptions of power. Learning and teaching resources (DVDs, books, and computer game) will be shared, along with lesson plans.

**Bios:**

**Hardy Merriman** is a Senior Advisor to the [International Center on Nonviolent Conflict](http://www.icnc.org) (ICNC) and has worked in the field of strategic nonviolent conflict since 2002. He was director of programs and research at ICNC from 2005 to 2007. Prior to this, he worked at the [Albert Einstein Institution](http://www.aei.org). Mr. Merriman writes and presents about nonviolent conflict both for academic audiences as well as for activists, organizers, other practitioners. He has contributed to works such as *Waging Nonviolent Struggle: 20th Century Practice and 21st Century Potential* (2005) by Gene Sharp and *Civilian Jihad: Nonviolent Struggle, Democratization, and Governance in the Middle East* (2010) by Maria Stephan (ed.), and co-authored *A Guide to Effective Nonviolent Struggle* (2007), a training curriculum for activists. He also is a member of the board of advisors to the [Meta-Activism Project](http://www.meta-activism.org). You can learn more about his work at [http://hardymerriman.com](http://hardymerriman.com).
Daryn Cambridge is Director for Knowledge & Digital Strategies at the International Center on Nonviolent Conflict and an adjunct professor at American University in Washington, DC where he teaches two courses: Peace Pedagogy and Education for International Development. He is also an independent, experiential education and training consultant, working with organizations, schools, and teachers to design and facilitate engaging peace education, nonviolence, and conflict resolution workshops. You can learn more about his work at http://daryncambridge.com.

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Let's Talk about Child Rights!

Presenters:
Dr. William Pfohl, International School Psychology Association and Western Kentucky University
Shereen Naser, Tulane University

Description: All children have rights that emanate from their humanity such as the right to life, survival, protection, and development. However, throughout the world children and young people continue to experience abuse, neglect and exploitation, conflict, and other factors which affect their healthy development and their physical and mental health. It is the responsibility of adults in society to protect and promote the rights of children the world over. The United Nations Convention on the Rights of the Child is one way we can begin to talk about the promotion and protection of child rights. Aimed towards those who work in educational settings, this workshop will equip participants with the skills they need to talk about, promote and train others on child rights. This workshop will be a Trainer of Trainers model using the International School Psychology Association (ISPA) curriculum. Come, learn, and become an advocate for the rights of all children!

Bios:

William Pfohl, Ph.D. is the Immediate Past President of the International School Psychology Association (ISPA). He is also Chair of the National Emergency Assistance Team (NEAT) sponsored by the National Association of School Psychologists (NASP). He trains school psychologists internationally in crisis response and safe school procedures. He has been a school psychologist trainer at Western Kentucky University in Bowling Green, Kentucky for 33 years.

Shereen Naser is a School Psychology graduate student at Tulane University. Her work centers around understanding child reactions to trauma and creating school systems that help build child resilience. Shereen is part of the Tulane University Child Rights Team and has traveled to many conferences promoting and disseminating information on a curriculum for school based mental health professionals concerning the U.N. Convention on the Rights of the Child.

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Integrating Service Learning and Opportunities for Civic Engagement into Courses
(June 13, 2013)

Presenters:
Susan Studer King, Ohio Campus Compact
Dick Kinsley, Ohio Campus Compact

Description: This workshop is designed for persons interested in developing and/or enhancing service-learning experiences in a campus setting. Service-Learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. Experienced staff from Ohio Campus Compact will address the importance of service-learning on campus, in the classroom, and in the community. This interactive workshop will draw upon theory but provide participants with real tools and resources to enhance service-learning practice. Topics will include:

- Defining service-learning and exploring common misconceptions;
- Highlighting the impact of service-learning experiences on campus and in the community;
- Linking theory to practice through a deeper understanding of service-learning models including the P.A.R.E. model and different models of reflection;
- Understanding campus examples and “best practices”;
- Working with community partners for and finding projects to meet both learning objectives and needs of the community;
- Leveraging existing campus resources to build service-learning experiences;
- Utilizing technology and social media to enhance practice; and
- Finding real dollars for creating, enhancing, and sustaining service-learning initiatives.

Bios:

**Susan Studer King** serves as Ohio Campus Compact’s Program Director for Outreach & Engagement. In this capacity, she is responsible for coordinating professional development training for college community service directors as well as organizing regional meetings and workshops for member campuses and AmeriCorps VISTA alumni. Susan also manages the organization’s communications, marketing and resource development programs and has worked to expand the use of e-engagement tools to support and enhance college civic engagement efforts. Prior to joining the Ohio Campus Compact team, Susan served as the Denison University Environmental Studies Program Manager and also worked for over eight years at the Ohio Environmental Council. Susan is a returned Peace Corps Volunteer and board member of Amazon Partnerships Foundation. When not conducting
outreach to Ohio Campus Compact member institutions, Susan can be found at her family’s farm where she helps her mother grow organic flowers for Buckeye Blooms.

Richard Kinsley has been Executive Director of Ohio Campus Compact since 1997. He has over 25 years of experience as a faculty member, curriculum specialist, trainer, and administrator in the field of service-learning and experiential education. Ohio Campus Compact engages and supports its members in public and community service that builds sustainable campus/community partnerships, educates for active citizenship, and improves the social and economic well being of communities. Under Mr. Kinsley’s leadership, Ohio Campus Compact has expanded its membership to 46 Ohio colleges and universities, expanded its grant programs for faculty, students, and community organizations, expanded its technical assistance and training services, and developed a nationally recognized college student philanthropy program and a nationally recognized AmeriCorps VISTA program.