

About the Editor

Alison Milofsky is a senior program officer at the United States Institute of Peace specializing in teacher education and curriculum development at the secondary level. She works with educators domestically and in conflict zones to integrate conflict management concepts into the curriculum. Additionally, she teaches courses on facilitation and dialogue in the Institute's Academy for International Conflict Management and Peacebuilding and trains international police and UN Peacekeepers in communication and negotiation skills. Milofsky has facilitated education and training programs in the Middle East, Africa, Southeast Asia, and Central Asia. She currently teaches dialogue courses on race and gender for undergraduate students at the University of Maryland. Milofsky holds a BA from McGill University and a PhD in education policy, with a specialization in curriculum theory and development, from the University of Maryland.

About the Contributors

Kristina Berdan is a teacher in Baltimore City Schools. She graduated from Towson University's master of arts in teaching program after earning her BS in Criminal Justice at the University of Maryland. She is currently the Teacher-Director of The Youth Dreamers, Inc., a nonprofit organization created by her students in 2001 to decrease violence among youth after school through the creation of a youth-run youth center. She was on the editorial team to produce *Writing for a Change: Boosting Literacy and Learning through Social Action*, Jossey-Bass, 2006. She earned her National Board Certification in 2000, received the B-More Fund Award in November 2006, and was an Open Society Institute Community Fellow in 2007. She teaches in the Teaching Artist Institute with Young Audiences of Maryland and with Towson University's Arts Integration Institute. She is a part-time faculty member in the Maryland Institute College of Art MA in Community Arts Program.

Sarah Bever is the education program manager at Mercy Corps Action Center to End World Hunger in New York City. She also works as a teaching artist and professional development coordinator for the International Theater and Literacy Project in Arusha, Tanzania. Prior to moving to New York, she was a theater teacher at Herndon High School in Fairfax County. She has an MA in international education development with a concentration in peace education and curriculum from Teachers College, Columbia University where she was the co-director of the Global Initiative for Social Change and the Arts.

Danielle Goldberg is a diversity training specialist and mediator with more than eight years experience managing international and domestic education programs, including the Anti-Defamation League's A WORLD OF DIFFERENCE® Institute and Echoes & Reflections: A Multi-Media Curriculum on the Holocaust. From 2009–2010, Danielle was an Atlas Corps fellow in Bogotá, Colombia working with the NGO Give to Colombia to channel international resources and building public-private alliances in support of innovative social development projects throughout Colombia. During that time, she also presented at the 2010 International Institute on Peace Education in Cartagena, Colombia. In addition to working with Voices for Sudan, a coalition of US-based organizations in the Diaspora devoted to promoting peace and development in Sudan, she is currently Program Coordinator for Columbia University's Institute for the Study of Human Rights coordinating a Peacebuilding Development Initiative in Darfur. Goldberg possesses an MA in international peace and conflict resolution from American University.

Nora Gordon has been studying and practicing conflict resolution for a decade. She is the assistant to the ambassador from Afghanistan to the United Nations. Nora holds a master's in international affairs with a focus on conflict resolution from Columbia University's School of International and Public Affairs. She majored in peace and conflict Studies at UC Berkeley and has worked on peacebuilding projects in Timor-Leste, Liberia, Rwanda, Brazil, the West Bank, Syria, the Brazilian Amazon, and New York. In Rwanda she assisted with leadership trainings and helped facilitate dialogue for high-level government and NGO leaders. Through the Women's Refugee Commission, Nora designed facilitation tools in Liberia for job training programs. Nora spent three years coordinating programs for the peace education organization, Brooklyn For Peace. She spent summer 2009 researching in Timor-Leste with Columbia's Center for International Conflict Resolution. With the U.S.-Syria Grassroots Diplomacy Program, she co-facilitated conflict resolution workshops in Syria.

Illana Lancaster is an assistant professor in the international training and education program in the School of Education, Training, and Health at American University in Washington, DC. As a Peace Corps Volunteer, she taught English in a community junior secondary school in Botswana. Her teaching career includes instructing at Bell Multicultural High School (now Columbia Heights Education Center), Koc University in Istanbul, Montgomery College in Maryland, and the University of Maryland. She also has worked as a curriculum specialist focusing on curricula development for English language learners. Lancaster holds a BA from the University of Virginia, an M.Ed. from The George Washington University, and a PhD in international education policy from the University of Maryland. Her current research interests include gender, urban education, critical race theory, and social-spatial analysis.

In her sixth year of teaching seventh grade social studies and eighth grade ethics at Green Acres School, **Adriana Murphy** completed her master's degree in Private School Leadership from Columbia University Teachers College. She is dean of the 7/8 Unit and director of service learning. She earned a bachelor's degree in history from Bishop's University in Quebec and a master's degree in peace, development, and international conflict management at the Universitat Jaume I in Spain. A strong proponent of children's ethical development, she published two books in two years: *Highly Effective Character Education Programs in Independent Schools* and *Twenty-One for Teens, Case Studies for Students in Grades 7–12*. Prior to teaching, Murphy observed elections in El Salvador and Serbia. She also served in the AmeriCorps National Civilian Community Corps as a Team Leader.

A native of Michigan, **Terese Trebilcock** received her bachelor's degree in political science, economics minor, from the University of Michigan, and her master of public policy, international emphasis, also from the University of Michigan. She has worked as project manager for the Institute of Social Research, as an Intelligence Officer (political-economic analyst on Latin America) for the Central Intelligence Agency, and, for the past fourteen years, as a high school social studies teacher in Baltimore County, Maryland. She sponsors the History Club and the Hereford Philosophical Society. She has been lucky enough to have lived overseas, and continues to enjoy traveling, reading, needlework, and her family. She has been married to her husband, Craig, an immigration attorney and colonel in the Army's JAG Corps, for twenty-seven years, and is devoted to her sons, Aubrey, a junior at the University of Wisconsin, and Joseph, a freshman at Indiana University of Pennsylvania.

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