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Nota di contenuto	1. Introduction: Learning through Conflict, Working for Transformation; Ellen Ott Marshall, Candler School of Theology, Emory University, USA -- 2. Transformative Solidarity: International Accompaniment as Conflict Transformation; Sarah MacDonald, Emory University, USA -- 3. "Word Made Flesh": Toward a Pedagogy of a New We; Chris Rice, Duke Divinity School, USA -- 4. Serving as a Critical Friend to Men of Violence; Gary Mason, Maynooth University, Ireland, and Candler School of Theology, Emory University, USA -- 5. Living a Life of Love in the Midst of Trauma; Joshua M. Noblitt, Saint Mark United Methodist Church, USA -- 6. Crossing Over: Transforming the War on Kids through Ministries with Youth; Elizabeth Corrie, Candler School of Theology, Emory University, USA -- 7. "I Am because We Are": A Relational Foundation for Transformation of Conflicts and Classrooms; Debbie Roberts, Bethany Theological Seminary, USA -- 8. "Loves the Spirit": Transformative Mediation as Pedagogical Practice; Marcia Y. Riggs, Candler School of Theology, Emory University, USA -- 9. The

Conflict Skills Classroom as Social Microcosm; Elizabeth M. Bounds, Candler School of Theology, Emory University, USA -- 10. Questioning Assumptions beneath Conflict Transformation; Edward Queen, Emory University Center for Ethics, USA -- 11. Trauma, Transformation, and Transcendence; Shelly Rambo, Boston University School of Theology, USA.

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Sommario/riassunto

Writing from a variety of contexts, the contributors to this volume describe the ways that conflict and their efforts to engage it constructively shape their work in classrooms and communities. Each chapter begins with a different experience of conflict—a physical confrontation, shooting and killing, ethnic violence, a hate crime, overt and covert racism, structural violence, interpersonal conflict in a family, and the marginalization of youth. The authors employ a variety of theoretical and practical responses to conflict, highlighting the role that faith, power, and relationships play in processes of transformation. As these teachers and ministers engage conflict constructively, they put forward novel approaches toward teaching, training, care, solidarity, and advocacy. Their stories demonstrate how conflict can serve as a site for positive change and transformation. .

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