AMERICAN UNIVERSITY
SCHOOL OF INTERNATIONAL SERVICE (SIS)
INTERNATIONAL PEACE AND CONFLICT RESOLUTION PROGRAM (IPCR)
DIALOGUE: APPROACHES AND APPLICATIONS

SIS 619.001, Fall 2017
Monday 8:20-10:50 PM
Location: SIS 333

Dr. Mohammed Abu-Nimer
Phone (202) 885 1656
Fax (202) 885-1661
abunimer@american.edu
SIS 211
Office Hours:
Monday 5:00-8:00 PM (Or by appointment)

Teaching assistant:
Mohamed Abdelmeguid
<ma4999a@student.american.edu>
Phone: (202) 710-5031
Office: SIS 211

Course Description
In the last three decades, dialogue has occupied a central stage in the theoretical and practical
development of the fields of conflict resolution and peace studies. Dialogue is being constantly
proposed as a framework of intervention and as a set of instruments and skills to address
complex conflicts on community, national, international, and global levels. Books and research
have been made available to conflict resolution practitioners and the public as guides on how to
conduct and lead dialogue processes. In addition, governmental and non-governmental
organizations (NGOs) have developed manuals and guidelines for effective dialogue processes.

This course covers a wide range of themes related to dialogue. It captures the major
developments in the study and practice of dialogue both on the academic and practical levels. It
focuses on theoretical models of dialogue in interethnic, interreligious, intercultural, inter-
organizational, and other forms of identity-based conflicts. A set of theories and models rooted in
an interdisciplinary perspective (sociology, social psychology, and anthropology) constitute the
main theoretical framework for this course. The course covers studies related to principles of
intergroup relations, cultural factors, elements of identity formation and transformation, and
models of decision-making. The course also explores the necessary skills to conduct dialogue in
conflict settings, such as basic conflict assessment, communication skills, designs, and
evaluation of dialogue processes. In addition, it examines conditions and criteria for effective
dialogue frameworks based on actual examination of various case studies of interethnic and
interfaith dialogue. Some of the case studies will be derived from US interracial and interethnic
relations, in addition to cases from Sri Lanka, the Philippines, and other regions. In addition to
elements from the international setting, public policy cases related to health, transportation and
other policy oriented cases will be examined.
**Course objectives and learning outcomes**
The course has four major objectives: (1) To examine the multiplicity of methodologies (theoretical and applied models) that have evolved in the field of identity-based dialogue; (2) To highlight the potentially constructive role that the various dialogue frameworks can play in reducing violence and building a culture of peace; (3) To empower participants by acknowledging their experience with dialogue and by learning new skills and designs of dialogue; and (4) To practice various settings of identity-based dialogue to heighten participants’ awareness of their own attitudes and views on controversial subjects.

Some of the major questions that will be addressed in this course include: How can dialogue be linked to policy change? What are the conditions for effective dialogue? What are the major necessary pre-dialogue activities?

Based on the above objectives, the main learning outcomes for this course are for students to be able to

1. Describe, compare and contrast, and critically examine dialogue processes and theoretical frameworks,
2. Apply skills in a specific dialogical process,
3. Collaborate in examining dialogical processes and identify multiple perspectives, and
4. Demonstrate the capacity to reflect on their own role and biases in a dialogue setting.

The course adopts an interactive and experiential format; hands-on experience and in-class dialogue sessions will be designed and evaluated. The students' professional experience and background are central in facilitating the learning process in the class. Be prepared to engage in actual dialogue!

**Required Readings:**


**Recommended Readings:**

Course Requirements and Expectations:
The final grade will be based on:
- 50% Research paper
- 30% Summaries
- 20% Participation

Students are expected to attend all classes and take an active role in the class discussions, as well as in the presentation of materials and assignments. Each student is expected to have an e-mail account, in order to subscribe to two networks that provide information on current events in the region.

Reading summaries: You are expected to hand in a two-page (single-spaced) summary of the weekly readings for at least 10 reading sessions. The summary should not be descriptive (do not describe what is in each article). You should highlight points that you find interesting in the readings, compare articles, and express your opinion—evaluate what you read.

Term Paper and External Dialogue Group Participation: For this assignment students are expected to complete the two sections (A and B):

A. In pairs, identify a dialogue project in town or outside (a list of potential organizations will be distributed by the instructor). Contact the organizers and ask permission to observe/participate for research purposes. A minimal commitment of 5-6 meetings is required. The purpose of your observation/participation is to learn about the specific model of dialogue utilized by the organization, criteria of success and examples of effective dialogue, linkages to theoretical framework of dialogue, etc. Journal entries and observations from this dialogue experience should constitute the core of the term paper (see instruction below).

B. In pairs: identify a dialogue practitioner and interview/discuss with this person his/her dialogue experience (challenges, ethics, frustrations, success examples, etc.). Also share with this person the above information about your external group dialogue
experience and seek his/her response to this particular case (effectiveness, problems, suggestions to improve it, etc).

Instructions for the Term Paper:
Each student is expected to complete a separate research paper using primary and secondary sources (archival, empirical data, etc.) The data for the paper should be mainly derived and based on the experience in the external dialogue group. (Your participation in this dialogue group can take place any time between October 1-Dec. 7, 2017).

This research paper is due on Dec 10, 2017.

Grading scale:
A  94 – 100 %  A grades reflect consistent higher level thinking: analysis, synthesis, evaluation; well organized & presented work;
A -  90 – 93 %  creativity and originality; intellectual engagement with ideas, theories and interpretations.
B+  87 – 89 %  B grades reflect a command of the material with some examples of higher level thinking, organization, creativity and intellectual engagement.
B  82 – 86%  B -  78 – 81%  C+  75 – 77 %  C grades reflect a lack of higher level thinking, intellectual engagement, well organized work
C  71 – 74 %  C -  70 – 73%  D  67 – 70%  minimum course requirements were not fully met
F  66%  minimum course requirements were not met

Academic Integrity Code
Students are expected to conform to the regulations of the University in regard to academic integrity, especially in regard to plagiarism, inappropriate collaboration, dishonesty in examinations, dishonesty in papers, and work for one course and submitted to another, deliberate falsification of data, interference with other students' work, and copyright violation. Please read the university's Academic Integrity Code closely, and be sure to ask me if you have any questions. The code is available online at http://www.american.edu/academics/integrity/index.htm

Services for Students with Disabilities
Appropriate modifications to academic requirements may be necessary on a case-by-case basis to ensure educational opportunity for students with disabilities, and individual faculty members may need to modify specific course requirements to permit equal participation by students with disabilities.
Emergency Preparedness
In the event of a declared pandemic (influenza or other communicable disease), American University will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU e-mail and Blackboard, while students must inform their faculty immediately of any absence due to illness. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies. In the event of a declared pandemic or other emergency, students should refer to the AU Web site (www.prepared.american.edu) and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty and/or respective dean’s office for course and school/college-specific information.

A weekend dialogue workshop: September 30- October 1, 2017 (Saturday and Sunday). These are two full days from 9:00AM- 5:00PM.

Please reserve the above dates for a special intensive interethnic and intercultural dialogue workshop on campus. Attending the workshop is a requirement for all students. If you cannot make the workshop, DO NOT TAKE THIS CLASS!

Draft Course Outline

Introductions and Definitions

Week 1. August 28
Introductions and expectations
Norms of the group: cultural and personal issues
Review of the program
Conflict transformation: terminology and basic principles
What is peacebuilding and dialogue? What are the principles of peacebuilding field?
What are the principles of dialogue?

Required Readings:
1. Bohm: Forward: V-XVII.
2. Isaacs: Part 1. What is Dialogue?

Nature of Identity-Based conflicts and Theoretical Principles and Approaches

Week 2. Sept. 11
What theoretical assumptions and principles underlie the dialogue processes? Why does it
work? “Our Experiences with intergroup dialogue” Sharing of personal stories related to cultural/ethnic/religious dialogue: identifying common patterns and principles.

**Nature of Identity Based conflicts**
The nature of identity based conflicts
- Theories of causes of conflict
- Assumptions
- Basic concepts of nature and conflict dynamics

**Required Readings:**
- Schoem and Hurtado: Chapter 1. Intergroup Dialogue Democracy at Work in Theory
- Bohm: Chapter 2. On Dialogue
- Bohm: On Communication the Nature of Collective Thoughts.
- Marianne "Mille" Bojer: Mapping Dialogue (pp. 11-18)

**Recommended Readings:**
- Hewstone. Chapter 1-3.

**Foundations of Dialogue: From the Self out; Building the inner**

**Week 3. Sept. 18**
**Required Readings:**
- Bohm: Chapter 4. The Problem and the Paradox
- Isaacs: Part 2 and 3: Building Capacity for new Behavior; Predictive Intuition
- Marianne 'Mille" Bojer: Mapping Dialogue (Pp 18-29)

**Recommended Readings:**
Hewstone. Chapter 4-6.

**Week 4. Sept. 25**
What are the basic foundational skills for dialogue process? How to acquire such basic skills?

**Required Readings:**
- Bohm: Chapter 5, 6, and 7: The Observer and the Observed; Suspension, the Body and Proprioception; Participatory Thoughts and the Unlimited
- Isaacs: 4 and 5: Architecture of the Invisible
- Marianne "Mille" Bojer: Mapping Dialogue (pp. 31-37)
- Marianne "Mille" Bojer: Mapping Dialogue (pp. 37-64)
Recommended Readings:

- Helms. Chapter: 1-3

A weekend dialogue workshop: September 30- October 1, 2017 (Saturday and Sunday). These are two full days from 9:00AM- 5:00PM.

Please reserve the above dates for a special intensive interethnic and intercultural dialogue workshop on campus. Attending the workshop is a requirement for all students. If you cannot make the workshop, DO NOT TAKE THIS CLASS!

The Weekend workshop:

Sept. 30 -Oct. 1, 2017
Intensive Dialogue Sessions on Culture, Faith, Race

Sept. 30 (Saturday): (AM)

Session 1.

Approaches to Dialogue: Personal; Cultural; Political; Spiritual; Dialogue: A Framework for Political Peace Process Dialogue

What are the unique features of a dialogue process in a public peace process? Case studies form different ethnic conflict areas

Required Readings:

- David Schoem, Chapt. 20: 2001: Design Considerations in Intergroup Dialogue / Ximena Zuniga and Biren (Ratnesh) A. Nagda
- Marianne 'Mille" Bojer: Mapping dialogue (Pp 114-135)

Session II.

Required Readings:

- Saunders, Public Peace Process, chpt. 4-6.
- Isaac: Part 5. Widening the Circle

Saturday, Sept. 30, (PM)
Session III.

Intercultural Dialogue Process and Outcomes
How do Cultural differences affect the dialogue processes?
What aspects of the cultural identity are expressed in the dialogue process?
What are the desired outcomes of an intercultural dialogue process?

Required Readings:

Recommended readings:
- Helms Chapters: 4-5

Sunday, Oct. 1, 2017

Session I.

Interfaith Dialogue: Achieving the Miracles!
- Interfaith dialogue: Is it unique?
- Principles and processes of interfaith dialogue
- Case studies of effective interfaith dialogue

Required Readings
- From Christoffer H. Grundmann, (2015) edited Volume:

Session II.
Continue with Interfaith case studies: interethnic and international
Required Readings


- Auxiliary Bishop Barry C. Knestout. Dialogue of Life: Celebrating our Commonalities, Understanding our Differences,
- Andrew Wingate. A Buddhist Monk as a Member of a Christian Mission College
- Jeffrey W. Bailey Sacred Book Club: Reading Scripture Across Interfaith
- Epilogue: How to Get Moving?

Week 5. Oct. 2.

The complexity of intergroup dialogue
How to engage in a dialogue process?
Exploring the core paradox in dialogue framework: content/process and individual and group
history of the field of dialogue: who are the first “dialoguers,” etc.

Continue exploring core paradox in dialogue framework: process and content
Personal and institutional change through dialogue: A. Process (experience); B. Skills
How do dialogue and conflict resolution bring about change through dialogue?
Attitudes, behaviors, situations.
Preparing case studies of dialogue and change

Dialogue Framework: Content Versus Process

Required Readings:

- Schoem and Hurtado: Chapter 17: The Content /Process Balance in
  Intergroup Dialogue (by Beala and Schoem)
- Schoem and Hurtado: Chapter 16: Embracing the Paradox: Dialogue that
  Incorporates Both the Individual and Group Identities (by Kardia and Sevig).
- Marianne "Mille" Bojer: Mapping Dialogue (pp. 64-105)

Dialogue Framework: Talk Versus Action

- Schoem and Hurtado: chapter 19: Mark Chesler: Extending intergroup
  Dialogue: From Talk to Action
- Schoem and Hurtado: chapter 11: Case Study: Wayne Winborn Allison
  Smith. No Dialogue for the Dialogue’s Sake: The National Conference for
  Community and Justice.
Recommended Readings:
- Helms, chapters; 4-6
- Schoem and Hurtado: Case Study: Education for Social Justice: The Program on Intergroup Relations, Conflict, and Community at the University of Michigan.
- Schoem and Hurtado: Case Study: Voices of Discovery: intergroup Dialogue at Arizona State University.


Lessons learned from Interfaith and Race Relations Dialogue

Required Readings
- Building Bridges for Interfaith Dialogue, Jaco Cilliers
- American Jews, Christians, and Muslims Working Together for Peace in the Middle East, Ronald Young
- Schoem and Hurtado: Chapter 5: Case Study: McKenna and Manseau Saucedo. Students Talk About Race.
- Schoem and Hurtado: Chapter 10: Karen Elliot Greisdorf. An Honest Conversation on Race, Reconciliation, and Responsibility.

Week 7. Oct. 16

Evaluation and Impact of Dialogue Processes
What Are the Principles of Effective Dialogue?
Indicators of Successful Dialogue: Evaluation of Impact

- What are your indicators of success for your dialogue project?
- Can dialoguers have different criteria for success?
- Conclusions and Course Evaluation

Required Readings
- David Schoem, 2001, chapt. 2: Research and Evaluation on Intergroup Dialogue
Additional Recommended and Required Readings


