

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

**SIS 619.015, Spring 2011  
SIS 419. 015 Spring 2011  
Thursday 5:30-8:00 PM  
Location: EQB-17**

**Dr. Mohammed Abu-Nimer**  
Phone (202) 885 1656  
Fax (202) 885-1661  
abunimer@american.edu  
Office: SIS 211

**Teaching assistant:**  
Suzanne Ghais  
Phone 303-913-5030  
sghais13@yahoo.com  
Office: SIS 211  
Office Hours: Tues. & Thur. 10:00-  
12:00 (or by appointment)

**Office Hours:**

Thursday 2:00-5:00 PM (or by appointment)

**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 examples 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:**

1. Saunders, Harold, 1999. *A Public Peace Process: Sustained Dialogue to Transform Racial and Ethnic Conflicts*. New York: St. Martin's Press.
2. Schoem, David and Sylvia Hurtado (eds.). 2001. *Intergroup Dialogue: Deliberative Democracy in School, College, Community, and Workplace*. University of Michigan Press.
3. Smock, David. 2002. *Interfaith Dialogue*. Washington: USIP.
4. David Bohm. 1996. *On Dialogue*, Routledge.
5. Isaacs William. 1999. *Dialogue and the Art of Thinking Together*. Random House.
6. Marianne "Mille" Bojer, Heiko Roehl, Marianne Knuth, Colleen Magner. 2008. *Mapping Dialogue: Essential Tools for Social Change*. Chagrin Falls, OH: Taos Institute Publication.

7. Bennett, Milton. 1993. "Towards Ethnorelativism: A Developmental Model of Intercultural Sensitivity." In Michael Paige (ed.), *Education for the Intercultural Experience* (pp. 22-71).

**Recommended Readings:**

- Abu-Nimer, Mohammed, 1999. *Dialogue, Conflict Resolution and Change: Arab-Jewish Encounters in Israel*. Albany, New York: SUNY Press.
- Brown, R. 1995. *Prejudice: its Social Psychology*. London: Blackwell.
- Helmes, J.Y. 1990. *Black and White Racial Identity: Theory, Research, and Practice*. London: Greenwood Press.
- Hewstone, Miles & Rupert Brown, eds. 1986. *Contact and Conflict in Intergroup Encounters*. Oxford, New York: Basil Blackwell.
- Ellinor, Linda and Gerard, Glenna. *Dialogue: Rediscovering the Transforming Power of Conversation*. New York: John Wiley & Sons 1998.
- Yankelovich, Daniel. 1999. *The Magic of Dialogue: Transforming Conflict into Cooperation* New York: Touchstone.

**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.

**Group project:** 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. Each student is expected to complete a separate research paper using primary and secondary

sources (archival, empirical data, etc.) - (Your participation in this dialogue group can take place any time between February – April 25).

- 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 the project and seek his/her response to this particular case (effectiveness, problems, suggestions to improve it, etc).

**This research paper is due on Friday, April 29, 2011.**

**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](http://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: February 26-27, 2011 (Saturday and Sunday).**

**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. January 13**

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.**

### **Nature of Identity-Based conflicts and Theoretical Principles and Approaches**

#### **Week 2. January 20**

What theoretical assumptions and principles underline 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
- Isaacs: Part 1. What is Dialogue?
- Bohm: On Communication the Nature of Collective Thoughts.
- Marianne "Mille" Bojer: Mapping Dialogue (pp. 11-18)

**Recommended Readings:**

- L. Tiven. Student Voices: The ADL's World of Differences (in Schoem and Hurtado chapter 4).
- Hewstone. Chapter 1-3.

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

**Week 3. January 27**

**Required Readings:**

- Bohm: Chapter 2. On Dialogue
- Bohm: Chapter 3. On the Nature of Collective Thoughts.
- Bohm: Chapter 4. The Problem and the Paradox
- Marianne "Mille" Bojer: Mapping Dialogue (Pp 18-29)

**Recommended Readings:**

Hewstone. Chapter 4-6.

**Week 4. February 3**

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: Part 2 and 3: Building Capacity for new Behavior; Predictive Intuition
- Marianne "Mille" Bojer: Mapping Dialogue (pp. 31-37)

**Recommended Readings:**

- Schoem, David. 2001: Chapter 15: Training Peer Facilitators for Intergroup Dialogue Leadership Ruby, Beale, Monita Thompson, and Mark Chesler.
- Helms. Chapter: 1-3

**Week 5. February 10**

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.

**Required Readings:**

- Isaacs: 4 and 5: Architecture of the Invisible
- Schoem and Hurtado: Chapter 16: Embracing the Paradox: Dialogue that Incorporates Both the Individual and Group Identities (by Kardia and Sevig).
- Schoem and Hurtado: chapter 3: Case study: Tina Fernandez: Case study: Building Bridges of Understanding Through Dialogue.
- Schoem and Hurtado: Case Study: Voices of Discovery: intergroup Dialogue at Arizona State University.
- Marianne "Mille" Bojer: Mapping Dialogue (pp. 74-105)

**Recommended Readings:**

- Helms, chapters; 4-6

**Week 6. February 17**

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

**Required Readings:**

- Schoem and Hurtado: Chapter 17: The Content /Process Balance in Intergroup Dialogue (by Beala and Schoem)
- Schoem and Hurtado: Case Study: Education for Social Justice: The Program on Intergroup Relations, Conflict, and Community at the University of Michigan.
- Marianne "Mille" Bojer: Mapping Dialogue (pp. 37-64)

**Recommended Readings:**

- Schoem and Hurtado: Chapter 5: Case Study: McKenna and Manseau Saucedo. Students Talk About Race.
- Helms chapters 9-11

**Dialogue Framework: Talk Versus Action**

**Week 7. February 24**

**Required Readings:**

- Schoem and Hurtado: chapter 19: Mark Chesler: Extending intergroup Dialogue: From Talk to Action

- Schoem and Hurtado: Chapter 10: Karen Elliot Greisdorf. An Honest Conversation on Race, Reconciliation, and Responsibility.
- 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.
- Marianne "Mille" Bojer: Mapping Dialogue (pp. 64-87)

**Recommended Readings:**

- Schoem and Hurtado: Chapter 8: Case Study: Nagda, Harding, et al. Intergroup Dialogue, education, and Action: Innovations at the University of Washington School of Social Work.
- Helms chapters: 12, 13, 14

**February 26- 27, 2011  
Intensive Dialogue Sessions on Culture, Faith, Race**

**February 26, 2011 (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:**

- Saunders, Public Peace Process, chpt. 1-3.
- 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

**February 26, Saturday (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:**

- Milton J. Bennett. "Towards Ethnorelativism: A Developmental Model of Intercultural Sensitivity."
- Schoem and Hurtado: Chapter 12: Case Study: R. Hardiman and B.W. Jackson. Cultural Study Group: Creating Dialogue in a Corporate Setting.

### **Recommended readings:**

Helms Chapters: 4-5

**Sunday February 27, 2011**

### **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 David Smock edited Volume:
  - Introduction
  - Mohammed Abu-Nimer: The Miracles of Transformation through Interfaith Dialogue;
  - The Use of the Word and Its Limits, Marc Gopin
  - Building Bridges for Interfaith Dialogue, Jaco Cilliers
  - American Jews, Christians, and Muslims Working Together for Peace in the Middle East, Ronald Young

### **Session II.**

Continue with Interfaith case studies: interethnic and international

### **Required Readings**

- From David Smock Book:
  - Interfaith Dialogue in the Former Yugoslavia, David Steele
  - Mitigation in Northern Ireland, Joseph Liechty
  - Religion and Interfaith Conflict, Arthur Schneier
  - The United Religious Initiative at Work, Charles Gibbs
  - World Conference on Religion and Peace, William Vendley
  - Conclusion

**March 3**

**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**

- Evaluating Interfaith Peacebuilding Program. Special Report USIP 2004.
- David Schoem, 2001: Chapt. 21. Adapting Intergroup Dialogue Processes for Use in a Variety of Settings
- David Schoem, 2001, chapt. 2: Research and Evaluation on Intergroup Dialogue

## Additional Recommended and Required Readings

- Abu-Nimer, Mohammed, 1999. *Dialogue, Conflict Resolution and Change: Arab-Jewish Encounters in Israel*. Albany, New York: SUNY Press.
- Abu-Nimer, Mohammed. (1996). Conflict Resolution Approaches: Western and Middle Eastern Lessons and Approaches. *American Journal of Economics and Sociology*, 55, (1), 35-52.
- Bennett, Milton, 1993. 'Towards Ethnorelativism: A Developmental Model of Intercultural Sensitivity', in Michael Paige, ed., *Education for the Intercultural Experience*. Yarmouth, ME: Intercultural Press (20-72).
- Boulding, Elise, 1986. 'Two Cultures of Religion as Obstacles to Peace', *Zygon* 21(18) 501-523.
- Brown, R. (1995). *Prejudice: its Social Psychology*. London: Blackwell.
- Cox, Harvey; Arvind Sharma, Masao Abe, Abdulaziz Sachedina, Harjot Oberoi, & Moshe Idel, 1994. 'World Religions and Conflict Resolution.' In Douglas Johnston & Cynthia Sampson, eds., *Religion: The Missing Dimension of Statecraft*. Oxford, New York: Oxford University Press (266-284).
- Diamond, Louise, "Dialogue: Peacebuilding through Discovery", special paper, Institute for Multi-Track Diplomacy, Arlington, Va., 1993.
- Daniel Regenhardt. Israeli Palestinian Dialogue At IMTD. (2000 Report)
- Fisher, Ronald, 1997. 'Training as Interactive Conflict Resolution: Characteristics and Challenges', *Journal of International Negotiation: Theory and Practice* 2 (3): 331-351.
- Helmes, J.Y. (1990). *Black and White Racial Identity: Theory, Research, and Practice*. London: Greenwood Press.
- Hewstone, Miles & Rupert Brown, eds., 1986. *Contact and Conflict in Intergroup Encounters*. Oxford, New York: Basil Blackwell.
- Lewin, Kurt, 1948. 'Conduct, Knowledge, and Acceptance of New Values', in Gertrud Weis Lewin, ed., *Resolving Social Conflicts: selected Papers on Group Dynamics*. New York: Harper & Row (56-68).
- Le Baron, Michelle and Nike Carstarphen. Negotiating Intractable Conflict: The Common Ground Dialogue Process and Abortion" by in *Negotiation Journal* (Oct. 1997) p. 341-361.
- Halabi, Rabah. *Israeli and Palestinian Identities in Dialogue: The School for Peace Approach*. Rutgers University Press. 2004.
- Saunders, Harold, 1999. *A Public Peace Process: Sustained Dialogue to Transform Racial and Ethnic Conflicts*. New York, NY: St Martins Press.
- Tajfel, H. (ed.) (1978). *Differentiation Between Social Groups: Studies in the Social Psychology of Intergroup Relations*. London: Academic Press.
- Weber, R., and Crocker, J. (1983). Cognitive processes in the revision of stereotypic beliefs. *Journal of Personality and Social Psychology* 24, 14-21.
- Wilder, D.A. (1984). Intergroup contact: The typical member and the exception to the rule. *Journal of Experimental Social Psychology* 20, 177-194.