

Spring 2012 IPCR Skills Institute Program

International Peace & Conflict Resolution
School of International Service
American University

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SIS 639.001 - People Power: How and Why Nonviolent Action

Works

February 10-12

Instructor: Dr. Maciej Bartkowski & Daryn Cambridge

Dr. Maciej Bartkowski is the Senior Director for Education and Research at ICNC where he works on academic programs for students, faculty, and professionals, in curricular development, global academic, educational outreach and research in the emerging field of civil resistance studies. Dr. Bartkowski speaks regularly about civil resistance at different academic and policy forums, conducts research, writes and teaches on nonviolent movements and strategic nonviolent conflict. He is an Adjunct Professor in the Sociology Department at George Mason University where he co-teaches a course on nonviolent civil resistance (Fall 2011). Dr. Bartkowski has also taught at the Bard College Globalization and International Affairs Program in New York, the Open Society Institute Undergraduate Exchange Program, Adelphi University and at the Academy of the Organization for Security and Cooperation in Europe. His recently co-authored articles include: A Human Right to Resist and Egypt: How to Negotiate the Transition. Lessons from Poland and China, and is currently completing an edited book project on Rediscovering Nonviolent History, Civil Resistance, Liberation Struggles and Nation-Making. He holds a Ph.D. in Political Science and M.A. in International Relations and European Studies from Central European University in Budapest, completed his undergraduate work at the American University of Central Asia in Bishkek, Kyrgyzstan, and speaks fluent English, Polish and Russian.

Daryn Cambridge is Director for Knowledge & Digital Strategies at the International Center on Nonviolent Conflict. He consulted with organizations such as One World Education, LearnServe International, and the United States Association for the University of Peace. He served for three years as Assistant Director of the Democracy Matters Institute and then Director of Youth Programs at Common Cause. He has also been a Program Supervisor and Instructor with the Close Up Foundation, where he taught civic engagement workshops for young people from the United States, the Middle East, North Africa, and Eurasia. He serves on the boards of the Democracy Matters Institute and the Institute for Technology and Social Change. Daryn has a Master's Degree in International Training and Education and a professional certificate in International Peace and Conflict Resolution from American University.

Course Description:

This short course is designed to provide a multi-disciplinary perspective on nonviolent, civilian-based movements and campaigns that defend and obtain basic rights and justice around the world - from Zimbabwe to West Papua and throughout the Middle East-North Africa region. Historically, political change in countries that curtail freedom and ignore international human rights norms has been difficult to achieve. Violent revolution or the use of armed force by external actors is typically seen as the primary means of overcoming oppression. Yet people power, relying on a variety of methods of nonviolent action, has been used for this purpose for well over a century in different parts of the world, by different peoples and societies, in different cultures and political systems, and with some impressive results as well as some apparent failures. Furthermore, countries that experience bottom-up, civilian-based resistance are known to have a better track record of successful democratic transitions than the states that initiated their systemic transformation after a protracted civil war, or due to top-down, elite-to-elite negotiations or external military interventions.

SIS 639.002 - Collaborative Communication

February 17-19

Instructor: Tarek Maassarani

At American University, **Tarek Farouk Maassarani** has served as a lecturer in the field of conflict resolution and an adviser to the Dialogue Development Group. He is a member of the community peacebuilding team at the Latin American Youth Center and also provides dispute resolution services, including mediation, dialogue facilitation, training, peace education, and legal representation, to organizations, schools, and members of the local DC community. On an international level, Tarek has practiced and published on international human rights law, produced a documentary film on the Israeli-Palestinian conflict, and carried out educational and community development projects in Africa and the Middle East. Tarek holds a Masters in International Affairs from Columbia University's School for International and Public Affairs, a J.D. from Georgetown University, as well as a B.S. in Environmental Studies and B.A. in Cultural Anthropology from the University of California, Santa Barbara.

Course Description:

In the heat of conflict, how can you deal with seemingly contradictory claims of truth? What about expressions of rage and the destructive impulses that might accompany it? How can you move past the blocks to deep listening and open communication? What can be done about the enemy images parties so tenaciously hold of each other? Collaborative communication is model for clear communication, authentic human connection, and empathic understanding that has supported effective conflict resolution in diverse international and domestic contexts. Using a wide variety of interactive and self-reflective exercises, this course will offer conflict transformation skills and perspectives to empower students to understand and engage constructively with these bewildering dynamics. The collaborative communication model will be applied to high-profile conflicts, such as the Rwandan genocide and racial divisions in the U.S., as well as to conflicts that students encounter in their personal lives.

***NEW DATE!* - SIS 639.007 - Mechanisms for Transitional Justice**

February 24-26

Instructor: Miki Jacevic

Mirsad "Miki" Jacevic is chief training officer at The Institute for Inclusive Security and is a human rights activist and peace program specialist from Sarajevo, Bosnia and Hercegovina. He also directs Bosnia program at Global Youth Connect, taking delegation of students to explore issues of transitional justice and reconciliation to Bosnia. During the war, he was involved in numerous projects to ease the suffering of youth and the elderly. Previously, Miki directed the Emerging Leaders Project at the State of the World Forum and managed child soldiers' reintegration efforts at Search for Common Ground. Now, he oversees Inclusive Security's training program to help them remain focused on promoting inclusion of civil society, with an emphasis on women's groups, in all stages of the peace process. Mr. Jacevic also directs the Institute's programs in Afghanistan and Pakistan and has managed efforts in Bosnia, Colombia, and Liberia. Miki has led workshops and consultations on inclusion of civil society in various aspects of peace processes in 40 countries. He is a PhD candidate at the George Mason University's School for Conflict Analysis and Resolution, where he received his master's degree.

Course Description:

To address such immense complexities of protracted social conflicts, the field of transitional justice has grown over the past twenty years into a globalized form of intervention following civil war and political repression. Transitional justice is an ever-growing field which responds to dilemmas over how successor regimes should deal with the troubled past. It comprises of a range of mechanisms, approaches and processes associated with a society's attempts to come to terms with a large scale past abuses in order to ensure accountability and serve justice, as well as to achieve healing, reconciliation, truth, and conflict transformation.

SIS 639.003 – Theatre, Dialogue Facilitation & Conflict Analysis

March 2-4

Instructor: Kelly Howe

Dr. Kelly Howe is an activist, teacher, artist, writer, and dialogue facilitator based in Oak Park, Illinois, and serves as President of the Board of Directors for Pedagogy & Theatre of the Oppressed. As a faculty member at North Central College, she teaches courses in performance and social change, theatre history, script analysis, and acting; she also directs plays and mentors students interested in theatre for dialogue, applied theatre, community-based or devised performances, dramaturgy, and/or theory and criticism. Kelly's research interests include Theatre of the Oppressed and other forms of activist performance; community-based performance; critical pedagogy; and feminist, queer, and critical race theory. Recently she began writing about the satirical agit-prop performances of the group Billionaires for Wealthcare, as well as other theatrical contributions to conversations on U.S. health care reform, 2008-2010. She has facilitated summer performance devising programs for youth in Louisville's Portland neighborhood, and she currently sits on the advisory board for the Houston Forum For Arts In Health. As an artist, she specializes in collaborative devising, Forum Theatre, and new play direction. She holds an M.A. and a Ph.D. in Performance as Public Practice from the University of Texas at Austin and a B.A. in Theatre and English from Muhlenberg College.

Course Description:

This course will rehearse for genuine encounter, exploring theatrical facilitation as a mode of conflict analysis and dialogic engagement. Our primary focus will be Theatre of the Oppressed, a set of techniques articulated by Brazilian theatre theorist/practitioner Augusto Boal, though we will also explore relationships between Boal and other artist-facilitators. Valuing theory and practice equally, we will embody a variety of theatre techniques and build knowledge together about what it means to facilitate theatrical dialogues with ethical specificity.

SIS 639.005 – Research Tools for Qualitative Interviewing

March 30 – April 1

Instructor: Dr. Irving Seidman

Irv Seidman is Professor Emeritus, University of Massachusetts Amherst School of Education. He is the author of Interviewing as Qualitative Research: A Guide for Researchers in Education and the Social Sciences (Teachers College Press, 2006). Using a hands on approach in his teaching, he introduces participants in his workshops and courses to a phenomenological approach to interviewing and explores its adaptability to their research goals and interests.

Course Description:

This course introduces class participants to the basic assumptions underlying a phenomenological approach to interviewing which focuses on the perceptions people have as they reconstruct their own experience and reflect upon it. Through peer interviews, class participants will gain direct experience with the approach, including experience with the informed consent process, interviewing technique, working with and sharing interview material, issues of qualitative research and ethical issues in interviewing as qualitative research. In addition, class members will consider complexities that can develop in the context of research topics in peace and conflict resolution.

Each Skills Institute runs from 4-9 pm on Fridays and 9-5 on Saturday and Sunday. For additional information, please contact the IPCR Skills Institute Assistant at 202-885-1622 or via email at ipcrskills@american.edu