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 aims to capture 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, interorganizational, 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 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 international setting, public policy cases related to health, transportation and other policy oriented cases will be examined.

The course has four major objectives: To examine the multiplicity of methodologies (theoretical and applied models) that have evolved in the field of identity-based dialogue;
To highlight the potential constructive role that the various dialogue frameworks can play in reducing violence and building a culture of peace; To empower participants by acknowledging their experience with dialogue and by learning new skills and designs of dialogue; 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, include: how can dialogue be linked to policy change? What are the conditions for effective dialogue? What are the major necessary pre-dialogue activities?

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:**

8. A course package will be provided during first class.

**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.

**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 23).

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 April 30, 2009.

**A weekend dialogue workshop: Saturday, February 28- Sunday, March 1, 2009**

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 can not make the workshop, DO NOT TAKE THIS CLASS!

**Draft Course Outline**

Introductions and Definitions

**Week 1. January 15**

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 22

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:
- Hewstone. Chapter 1-3.

Week 3. January 29

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

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 5
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:
Helms. Chapter: 1-3

Week 5. February 12
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: 3 and 4: Predictive Intuition; 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)
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 19
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)
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:

Case Study: McKenna and Manseau Sauceda. Students Talk About Race (in Schoem and Hurtado: chapter 5).
  Helms chapters 9,10,11

Week 7. February 26
Dialogue Framework: Talk Versus Action

Required Readings:

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

Recommended Readings:

  Helms chapters: 12, 13, 14

February 28- March 1, 2009
Intensive Dialogue Sessions on Culture, Faith, Race

February 28 (Saturday): (AM)

Session 1.

Approaches to dialogue: Personal; Cultural; Political; Spiritual;

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

February 28, Saturday (PM)
Session I.

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 March 1, 2006

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 5th

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
   Schoem, 2001, chapt. 2: Research and Evaluation on Intergroup Dialogue
   In: Sylvia Hurtado
Additional Recommended and Required Readings


