



Peace Mandala, Steven O Loughin

**CULTURE, PEACE AND CONFLICT RESOLUTION:
(GOVT-593-01)**

Dr. S. Ayse Kadayifci-Orellana

Mondays 5:00pm-7:30pm

Office Hours: Tuesday 10am-12:30pm

And by Appointment

Location:

Office: Prospect Street

Office Phone: 202-687-0345

Email: sao32@georgetown.edu

COURSE DESCRIPTION

This course focuses on culture and conflict resolution by exploring the role culture plays in conflict and how it impacts its resolution. Especially since the collapse of the Cold War in 1990's there has been a rise in identity conflicts, where culture and religion are used to separate communities and justify hatred and violence towards the other. In many of these conflicts cultural and religious traditions play a negative role by being a source of conflict or to justify violence. However these same traditions can also play a constructive role in resolving conflicts by helping to establish sustainable relationships within and among communities. Therefore, resolving conflicts, where culture is a significant component, renders the study of culture and its role in conflict resolution critical.

This course treats culture and religion as aspects of individual and group identity, which influence the causes, dynamics, outcomes of conflicts, and intervention methods. It identifies core "etic" (culture general) and "emic" (culture specific) patterns of cultural differences in such areas as values and beliefs, patterns of thought, interpretive frames, and behavior in peace-building and conflict resolution efforts; explores concepts such as high context/low context cultures, intercultural communication approaches, stereotyping, prejudices, and analyzes role of culture in peace-building processes such as mediation, negotiation, and facilitation. Cutting edge issues in theory development, research and practice in integrating cultural insights into the international peace and conflict resolution domain will also be discussed during the course.

The course also focuses on specific skills, concepts, and stories relating to effective ways to handle cultural differences in conflict and peace building training. It introduces skills and approaches to deal with issues of prejudice, stereotyping, and ethnocentrism in conflict settings as well as interactive exercises, role-plays, and real life case studies to learn constructive ways of addressing intercultural encounters. This course includes lecture presentations, personal development, in-depth group discussions, role-plays, films and guest speakers. Experiential learning methods are extensively used in the course.

More specifically this course aims to:

1. Highlight the role of culture in conflict resolution, peacebuilding training and intervention methods.
2. Identify main concepts and methodologies to understand the role of culture in conflict and its resolution.
3. Explore the potential for conflict resolution and peacebuilding found within different religious and cultural traditions.
4. Introduce skills that will promote conflict resolution and peacebuilding in multicultural settings.

COURSE MATERIALS

Required course books can be found both at the **Georgetown University Library Reserve Desk** and the **GT University Bookstore**. Other course materials, such as, articles and chapters, can also be found at the **GT University Library Reserve Desk**. Some of the articles will also be available on **Blackboard**. Students are also suggested to familiarize themselves with the Blackboard, as important announcement will be posted there.

REQUIRED TEXTS

1. Avruch, K. (1998) *Culture and Conflict Resolution*. Washington DC: United States Institute of Peace.
2. Lederach, J. P. (1995) *Preparing for Peace: Conflict Transformation Across Cultures (Syracuse Studies on Peace and Conflict Resolution)* Syracuse University Press.

RECOMMENDED TEXTS

1. Michelle LeBaron. *Bridging Cultural Conflicts: A New Approach for a Changing World* Jossey-Bass; 1 edition (April 21, 2003) ISBN-10: 078796431X or ISBN-13: 978-0787964313
2. Cohen, R. (1997). *Negotiating across cultures*. Washington DC: United States Institute of Peace.
3. Augsburger, D.W. (1992). *Conflict mediation across cultures*. Louisville, KY: Westminster/John Knox Press.

COURSE REQUIREMENTS

1. **Class Participation 10 points:** 10 points of the final grade will be based on your attendance and the quality of your participation in class discussions. Therefore it is imperative that students come to the class prepared. In order to prepare for the class, students are expected to do all the required readings, and prepare one question for discussion. Unexcused absences will affect your participation grade. The student is responsible for making up all assignments missed because of excused absences. Late submission of assignments submitted without an official excuse will affect your grade.
2. **Class Presentations 20 Points:** Students will make brief (20 minute) presentations **in addition** to the course material on each group's assigned week. Class Presentations should not include a summary of the readings for the class, but should present relevant other material to the week's topic. Some students may choose to present relevant current events with an analysis, others may present a scholarly article relevant to the week's topic, others may present a relevant video clip and others may lead an experiential, exercise relevant to the topic. Creativity will be encouraged. Nevertheless, each class presentation should have clear learning objectives and should be designed to achieve these objectives effectively. **Each presenter** will write a brief **(5-6 pages)** each where they identify key themes of the week, critically engage with the readings, describe presented project, state its relevance to the theme of the week and learning objectives and how this presentation achieves the learning objectives. Students will be evaluated on their preparation and research, relevance and

connecting the presentation to week's topic, analysis, and effective use of time. Students are **required** to discuss their plans ahead of time (at least a week in advance) with Dr. Kadayifci-Orellana. Please refer the Class Presentation Guidelines handout for more detailed information.

3. **Substantial Case Study: 60 points** of your grade will be based on the quality and depth of your *substantial case study papers*. You will be divided into groups of 2-3 students analyzing the same conflict and collaborating on the research and mapping aspect of the exercise, however your assignments and final case study papers will be written individually not as a group. Case-study papers should demonstrate mastery of the themes explored in class and serious research into a particular case where cultural factors have contributed to the escalation of conflict or can contribute to its resolution or transformation of conflict. Students will be expected to identify the role of cultural factors in the conflict itself, focus on one key dimension that they think is central and design an intervention strategy. You are strongly encouraged to conduct interviews. **Case Study Papers are due on December 16, 2013.** Please also set up a meeting as a group with Dr. Kadayifci-Orellana at least once to discuss your case study and the assignment. Writing of this paper will be completed in two stages:
 - a. **Cultural Mapping: 25 points** of your grade will be based on your analysis of the cultural resources in the communities involved in your case study. In this paper you will map the key actors of the conflict, issues and positions of the parties, conflict dynamics, parties' needs, interests, goals etc. This paper should map key relevant cultural actors (not names of the people but as a social group such as priests, shamans, imams, military leaders etc.), their roles in the society, and the sources of their legitimacy; major institutions and how they are culturally informed; communication styles; relevant texts, myths, assumptions and rituals, etc. that play a role in your case study. Also identify which cultural factors are dividers or connectors. You are encouraged to collaborate with your group Case Study Papers. **You can chose to submit this paper as a group or individually.** For more information see Substantial Case Study Guidelines on Blackboard under assignments **Due: October 28, 2013**
 - b. **Final Case Study Papers: 35 points** of your grade will be based on the final case study paper, where you will put together the information gathered during the semester. This paper will integrate the revised conflict mapping and cultural mapping papers by providing a narrative account of the conflict analysis and how cultural sources can be utilized to address the conflict. This paper should also include a recommended conflict resolution/ peace building intervention strategy that takes culture and cultural resources into consideration. This paper should demonstrate mastery of the themes, concepts, and theories explored in class and serious research into a particular case. It should include an analysis of how culture and cultural factures play a role in this conflict and how they can play a role in its resolution and building sustainable peace. These recommendations should be practical and take into consideration cultural factors such as values, traditions, worldviews, communication styles, and/or arts etc. Your recommendations may be for a governmental agency, an NGO, or any other institution of your choosing. Please indicate in your paper for whom you are writing these recommendations. This paper should be 25-30 pages (12 Times Roman Double Space). For more information see Substantial Case Study Guidelines on Blackboard under assignments **Final Case Study Papers are due on December 16, 2013.**

Case-study papers will be evaluated on timely submission, page requirements, proper use of citations, relevance to class themes and topics, display of a good understanding of course material, brief contextual background information on the case, argument is well developed and is clear, display of evidence/facts/interviews to support the argument, analysis of cultural factors that played or play a role in the conflict or peace process, including scholarly articles and primary research, conclusions, implications of the research. Papers should be properly proof-read and need to have good citation form (bibliography and footnotes/endnotes), and demonstrate that you used the course platform to launch yourselves into independent inquiry beyond the classroom. **Students are expected to submit a proposal and discuss their case studies with Dr. Kadayifci-Orellana before October 7, 2013.**

4. Simulation Exercise: 10 Points of your grade will be based on your preparation and incorporation of the themes we have learned in the class into the presentation of your role in a simulation exercise. Students will receive their role on the second class. Students are expected to learn the religio-cultural traditions and conflict resolution approaches of the religio-cultural tradition of their character. They should also provide a bibliography about the history and cultural/religious background of the conflict and how the religio-cultural tradition the student is representing views the conflict at hand. Students should also identify the possible cultural communication styles, stereotypes, biases, needs, fears of their role based on the class readings and extra research. Based on their analysis, students are also expected to develop a strategy. Students should also submit 8-10 page analysis paper about their character, its needs, religious-cultural narratives regarding the conflict as well as peace building and conflict resolution approaches of the tradition in general, integrate principles, main characteristics of the conflict resolution strategies and tools we have studied, how they inform their role, and principles. Please refer to the simulation guidelines handout for more detailed information about requirements and evaluations of this assignment. **All students are required to take part in the simulation exercise. Simulation Date: December 2, 2013.**

GRADING

Student Grades: Each assignment will receive a numerical grade out of the total points possible. Student performances will be determined by adding the points received from each assignment.

1. Class Participation	(10 points)
2. Class Presentations	(20 points)
3. Cultural Mapping	(25 points)
4. Simulation	(10 points)
5. Final Paper	(35 points)
Total	100 points

The final grade for the course -- A numerical score will be equivalent to the following letter grades:

- 100-95: A
- 90-94: A-
- 85-89: B+
- 80-84: B
- 75-79: B-
- 70-74: C+

Below C equals a Failing Grade

STATEMENT ON ACADEMIC INTEGRITY

All students are governed by Georgetown University's Academic Integrity Code, which details specific violations of ethical conduct that relates to academic integrity. By registering, you have acknowledged your awareness of the Academic Integrity Code, and you are obliged to become

familiar with your rights and responsibilities as defined by the Code. The provisions of the Code, whether oral or written, govern all of your work in this class. Academic violations, particularly plagiarism, have been increasing in recent years, partly due to web sites and other sources that offer information or papers that students can submit as their own work. Defined by the Code, plagiarism is using the work, ideas, or words of someone else without attribution. Other violations include inappropriate collaboration (working on a project with another person but not acknowledging her or his contribution), dishonesty in examinations, whether in class or take-home, dishonesty in papers (not submitting original work), work done for one course and submitted to another, deliberate falsification of data, interference with other students' work, and copyright violations. The Instructor has the responsibility to monitor course assignments for violations of academic integrity, and the right to submit any suspicious assignments for electronic analysis to detect such violations. Being a member of this academic community entitles each of us to a wide degree of freedom in the pursuit of scholarly interests; with that freedom, however, comes a responsibility to uphold the ethical standards of scholarly conduct.

CLASS SCHEDULE

August 28:

Syllabus review, course expectations, participant introductions, overview of relevance of culture for conflict resolution field

No Preparation

September 2: No Class. Labor Day.

Part I

Theoretical and Methodological Considerations

September 9: Conceptual Framework; Defining culture/religion; Linking Culture/religion and Conflict Resolution: This week will lay down the theoretical and conceptual framework of the course and discuss what is culture and religion, why is it necessary to study their role in conflict and their resolution.

Form groups for Case Studies and Class Presentations

Required Readings:

- Avruch, p. 1-55.
- Liebler, Claudia and Cynthia Sampson (2003) "Appreciative Inquiry in Peacebuilding" in *Positive Approaches to Peace Building: A Resource for Innovators* Sampson, Abu-Nimer, Liebler and Whitney eds. Pact Publications
- Lederach, J. P. *Preparing for Peace: Conflict Transformation Across Cultures* pages 3-23
- Kadayifci-Orellana S. Ayse, "Religion and Conflict Resolution" *Sage Handbook of Conflict Resolution* Sage (2008)* Chapter 14

Recommended Readings:

- Asante, M. K. & W. B. Gudykunst: *Handbook of international and Intercultural Communication*, Sage Publications, (1989) Chapter 1

- Galtung, Johan. “Cultural Violence” *Journal of Peace Studies* vol 27. no. 3 pp. 291-305
- Sampson, Cynthia “Religion and Peace Building” in *Peacemaking in International Conflict: Methods and Techniques*. W. Zartman eds. Washington D.C.: United States Institute of Peace Press. Washington DC., 2005
- David R. Smock eds. Religious Contributions to Peacemaking When Religion Brings Peace, Not War <http://www.usip.org/pubs/peaceworks/pwks55.html> (you can download this document from this web address)

September 16: Studying Culture and Conflict: Methodology, Emic and Etic Approaches: This week will explore how to study conflict resolution and peace building in different cultural contexts by specifically focusing on cultural mapping, etic, emic and hermeneutic approaches.

Nacirema exercise (etic or emic? What did we learn about this culture?)

Class Presentation

Required Readings:

- Clifford Geertz “Thick Description: Toward an Interpretive Theory of Culture” in Interpretation of Cultures Basic Books: New York. Publication 1973 (Chapter 1) pp.3-30 *
- Avruch p. 57-72
- (2008) “Cultural Planning in The City of L’viv: Cultural Mapping” Inter Cultural Management Center at: www.eurocult.org/uploads/docs/1181.pdf
- Michael W Morris, Kwok Leung, Daniel Ames, Brian Lickel “Views from Inside and Outside: Integrating Etc and Emic Insights about Culture and Justice Judgment” Academy of Management Review Vol. 24, No.4 (October 1999) pp. 781-796*

Recommended Readings:

- Kadayifci-Orellana “Islamic Tradition of Nonviolence: A Hermeneutical Approach” In Identity, Morality, and Threat: Towards a Theory of Identity-based Conflict Daniel Rothbart and Karina Korostelina eds. Lexington (2007)
- Ben Agger “Critical Theory, Poststructuralism, Postmodernism: Their Sociological Relevance” Annual Review of Sociology, Vol. 17 (1991), pp. 105-131 <http://www.jstor.org/stable/2083337>*
- Marvin Harris “History and Significance of Etic/Emic Distinction” Annual Review Anthropology 1976 Vol. 5: pp. 329-350

Part II

Unobservable Aspects of Culture and Conflict Resolution

September 23: Identity Construction and Ethnocentrism vs. Ethnorelativism: This week will focus on the relationship between culture and identity construction in the context of ethno-religious conflicts. We will also discuss the role of ethnocentrism, stereotypes and prejudice in conflict and explore how we can move from ethno-centrism to ethnorelativism.

Class Presentation

Required Readings:

- Karen A. Cerulo Identity Construction: New Issues, New Directions: Annual Review of Sociology, Vol. 23 (1997), pp. 385-409 at <http://www.jstor.org/stable/2952557>
- Jeffrey R. Seul “Ours Is the Way of God!: Religion, Identity, and Intergroup Conflict Source” Journal of Peace Research, Vol. 36, No. 5 (Sep., 1999), pp. 553-569 at <http://www.jstor.org/stable/424533>
- Marc Howard Ross “The Relevance of Culture for the Study of Political Psychology and Ethnic Conflict” Political Psychology, Vol. 18, No. 2, Special Issue: Culture and Cross-Cultural Dimensions of Political Psychology (Jun., 1997), pp. 299-326
- Bennett, Milton. “Towards Ethnorelativism: A Developmental Model of Intercultural Sensitivity.” In *Education for the Intercultural Experience* M. Paige (Ed.), (pp. 22-71).*

Recommended:

- Audrey Smedley "Race" and the Construction of Human Identity: American Anthropologist, New Series, Vol. 100, No. 3 (Sep., 1998), pp. 690-702 Published by: Blackwell Publishing on behalf of the American Anthropological at <http://www.jstor.org/stable/682047>
- James Jankowski and Israel Gershoni eds. *Rethinking Nationalism in the Arab Middle East* Columbia University Press New York 1997 Introduction (ix-xxvi)*

Video: 30 Days

September 30: Culture and Assumptions, Myths, and Worldviews: This week the class will look at how worldviews, cosmologies and myths contribute to violence as well as conflict resolution and peace building.

Intelligence test!!??

Class Presentation

Required Readings:

- Walker, Polly. “Decolonizing Conflict Resolution: Addressing the Ontological Violence of Westernization” American Indian Quarterly Summer and Fall 2004 Vol. 28, Nos. 3 and 4*
- Stewart, E. C., J. Danielian & R. J. Foster “Cultural Assumptions and Values”, in Bennett, M. J. (1998): Basic Concepts of Intercultural Communication, Intercultural Press, USA, p.157-172
- Barre Toelken, “Cultural Worldview.” Dynamics of Folklore (revised and expanded edition), Logan: Utah State University Press, 1996. At: www.hsp.org/sites/www.hsp.org/files/.../dynamicsoffolklorereading.pdf

Theidon, Kimberly “Justice in Transition: The Micropolitics of Reconciliation in Postwar Peru” Journal of Conflict Resolution Vol. 50 No. 3 June 2006 pp.432-457

Recommended Readings:

- Michelle LeBaron. Bridging Cultural Conflicts: A New Approach for a Changing World Jossey-Bass; 1 edition (April 21, 2003) Chapters 4
- Nandy, Ashis “Sati: A Nineteenth Century Tale of Women, Violence and Protest” in At the Edge of Psychology: Essays in Politics and Culture Ashis Nandy Oxford University Press 1980

Part III

Observable Aspects of Culture and Conflict Resolution

October 7: Rituals, Symbols and Healing: Healing and reconciliation are central to conflict resolution and peace building. Rituals and Symbols play an important transformative role in reconciliation and healing. This week we will look at different cultural rituals and symbols as sources for healing and peace building.

Class Presentation

Submission of Proposals

Required Readings:

- Edward C. Green, and Alcinda Honwana, "Indigenous Healing of War Affected Children in Africa" IK Notes No 10 July 1999
- Claudia Nolte-Schamm "African Traditional Ritual of Cleansing the Chest of Grudges as a Ritual of Reconciliation" Religion and Theology vol. 13 No. 1 2006 (www.brill.nl)
- Schirch, Lisa. (1999). "Ritual reconciliation: Transforming identity/reframing conflict." In Reconciliation, justice, and Coexistence: Theory & Practice, ed. Mohammed Abu-Nimer, pp. 145-161. Lanham, Maryland: Lexington Books.
- Davidheiser, Mark. "Rituals and Conflict Transformation: An Anthropological Analysis of the Ceremonial Dimensions of Dispute Processing." Beyond Intractability. Eds. Guy Burgess and Heidi Burgess. Conflict Research Consortium, University of Colorado, Boulder. Posted: June 2006
- <http://www.beyondintractability.org/essay/rituals_and_ceremonials/>.

Recommended Readings:

- Lisa Schirch, Ritual and Symbol in Peacebuilding, Bloomfield, CT: Kumarian Press, 2005.

October 14: No Class. Columbus Day

October 21: Culture, Communication and Listening: Communicating effectively is central to resolving conflicts. However quite often cultural differences in communicating styles can either cause conflict or escalate it. For that reason it is important to understand how culture and language impacts communication styles. This week will discuss the connections between culture, language and communication in the context of resolving conflicts.

Class Presentation

Cultural Mapping Assignment for Case Study Papers are due

Required Readings:

- Bennett, M.J. "Intercultural Communication: A Current Perspective". In Concepts of Intercultural Communication M.J. Benett (Ed). Bacis 1998 pp.1-34*
- Kazuo Nishiyama Doing Business with Japan: Successful Strategies for Intercultural Communication University of Hawaii Press (December 1, 1999) Chapter 1
- Hammer, M. R "Intercultural Communication Competence". in Asante, M. K. & W. B. Gudykunst: Handbook of international and Intercultural Communication, Sage Publications, (1989) p. 247-261

Recommended Readings:

- Gudykunst William and Bella Mody eds Handbook of International and Intercultural Communication. Sage Publications, Inc; 2nd edition (September 12, 2001) Chapter 1
- Feghali, E. (1997). "Arab Cultural Communication Patterns" *International Journal of Intercultural Relations*, 21, 345-378.*
- Albert, R.D. (1996). "A framework and model for understanding Latin American and Latino/Hispanic cultural patterns". In D. Landis & R.S. Bhagat (Eds.), Handbook of intercultural training (second edition) (pp. 327-348). Thousand Oaks, CA: Sage.*

October 28: Arts, Literature, Poetry as Cultural Sources of Peace and Conflict Resolution: Art, Literature, Music, and Poetry, as integral aspects of culture, can be critical source for addressing difficult to express emotions at times of conflict. They can also inspire and facilitate social, political and cultural change. This week we will explore how art forms such as music, poetry, drama and film, can become sources of both conflict and peace building in communities experiencing violence and war.

Submission of Cultural Maps

Class Presentation

Required Readings:

- Anton Franks "School drama and representations of war and terror - some theoretical approaches to understanding learning in drama in troubled times" Research in Drama Education Volume 13, Issue 1 February 2008 , pages 23 - 37
- Haggerson Jr, Nelson "Peace Through Art and Art Through Peace: A Story of Meaning" in Expanding Curriculum Research and Understanding: A Mytho-Ethical Perspective Peter Lang Publishers NY 2000 Chapter 11
- Louise C. Wilkinson "A developmental approach to uses of moving pictures in intercultural education" International Journal of Intercultural Relations Volume 31, Issue 1, January 2007, Pages 1-27
- Nasser Al-Tae "Voices of Peace and the Legacy of Reconciliation: Popular Music, Nationalism, and the Quest for Peace in the Middle East" Popular Music, Vol. 21, No. 1 (Jan., 2002), pp. 41-61 <http://www.jstor.org/stable/853586>

Recommended Readings:

- William O. Beeman "The Anthropology of Theater and Spectacle" Annual Review of Anthropology, Vol. 22 (1993), pp. 369-393 Published by: Annual Reviews Stable URL: <http://www.jstor.org/stable/2155853>
- Bart Vandenabeele "New" Media, Art, and Intercultural" Journal of Aesthetic Education, Vol. 38, No. 4 (Winter, 2004), pp. 1-9 <http://www.jstor.org/stable/3527371>
- Jack G. Shaheen "Reel Bad Arabs: How Hollywood Vilifies a People" Annals of the American Academy of Political and Social Science, Vol. 588, Islam: Enduring Myths and Changing Realities (Jul., 2003), pp. 171-193 <http://www.jstor.org/stable/1049860>

Part IV

Culture and Conflict Resolution in Practice

November 4: Culture and Negotiation: It is often assumed that negotiation as a universal process is based on the same principles and rules. However, culture plays a significant role in negotiations between different communities. This week will explore how culture impacts negotiation processes in different contexts.

Class Presentation

Required Readings:

- Avruch p. 73-108
- Anthony Wanis- St. John “Cultural Pathways in Negotiation and Conflict Management” in The Handbook of Dispute Resolution ed. Michael L. Moffitt and Robert C. Bordone Jossey Bass Publishers 2005*
- Cohen, R. (1997). *Negotiating across cultures*. Washington DC: United States Institute of Peace. Chapters 4 and 12

November 11: Culture and Third Party Intervention: Different communities have different preferences regarding who can intervene into conflicts and what are the right processes to address conflicts. This we will look at how culture impacts third-party intervention in conflicts.

Class Presentation

Required Readings:

- Raymond Cohen “Cultural Aspects of Mediation” in Resolving International Conflicts: The Theory and Practice of Mediation Bercovitch eds. 1996 107-128
- Wehr and Lederach “Mediating Conflict in Central America” in *Journal of Peace Research*, vol. 28, no. 1, 1991 pp. 85-98
- Liu Institute for Global Issues Gulu District NGO Forum “Accountability, Reconciliation and the Juba Peace Talks: Beyond the Impasse” Field Notes, No. 3, October 2006
- Wolf, A. T. 2000. “Indigenous approaches to water conflict negotiations and implications for international waters” International Negotiation vol. 5, no. 2: 357-373

Recommended Readings:

- Bercovitch and Kadayifci-Orellana (2009) “Role of Faith-Based Actors in Mediation” International Negotiation Journal vol. 14 pp. 175- 204
- Paronica, Kristine “Lessons Learned of Mediation in Indian Country: Exploring and Comparing Transformative Mediation Process and Theory and American Indian Values and Processes” at www.mediate.com/pfriendly/cfm?id=2100

November 18: Conducting Dialogue and Conflict Resolution Education/Training Workshops in Cross-Cultural Contexts: Conducting conflict resolution training and facilitating dialogues in different religio-

cultural contexts require an understanding of different training and facilitation styles. Therefore this week will focus on elicitive and prescriptive approaches to training as well as unique aspects of interfaith dialogue.

Class Presentation

Required Readings:

- Abu-Nimer, Mohammed. “Conflict Resolution, Culture, and Religion: Toward a Training Model of Interreligious Peacebuilding.” Peace Research. vol. 38 no.6, 685-704 (2001)*
- Lederach, J. P. Preparing for Peace: Conflict Transformation Across Cultures. Part 2 and 3
- Ayse Kadayifci-Orellana “Interfaith Dialogue and Conflict Resolution”

Recommended Readings:

- Abu-Nimer, Mohammed. (1998) “Conflict Resolution Training in the Middle East”. International Negotiation Journal, 3.

November 25 Summary of the Course and Conclusion

December 2: Class Simulation

December 9: Examination Week No Classes

December 16 Final Paper Due (papers are submitted online)