

**Syllabus: Course GPB-6030**  
**December 4th – 15th, 2006**  
**Professor Mohammed Abu-Nimer**

1. Specific Course Title  
**Cultures and Learning - from Violence towards Peace**

2. Course number/ number of credits:  
GPB-6030. 3 Credits

3. Prerequisites or co-requisites  
None

4. Course description

The major assumption of this course is that “Humans can learn and change their acquired behaviors and beliefs.” Human behavior is mostly transmitted from one generation to another via cultural means of socializations (for example, militarization and education are essential institutions in this context). Categorization and identity labeling is one of these powerful means to establish boundaries and justify both violence and cooperative relationship.

This course such aims to develop further understanding of the role of cultural, ethnic, religious, gender, linguistic, and other forms sub-identities in creating peaceful environment. Students will learn concepts and frameworks to analytically link the different forms of violence in society with gender based violence. In addition, the course will explore gender based initiatives to reduce violence in society and promote values and practices of peace. Through an overview of the variety of cultural values and structures that can promote peace or violence, the students will explore their own cultural values and biases that may produce prejudice and discrimination. The course raises issues of awareness of biases, prejudices, and direct and indirect institutional discrimination that are often implicated in social and cultural forms of violence. It explores creative ways to handle ‘difference’ as a central assumption in Peace Education (including gender, ethnic, racial, religious, national, and all other forms of identity). The course explores social and political arrangements, which various societies have devised in order to deal with cultural and ethnic differences. It focuses on practical questions, such as how to address and handle expressions of culture of violence in societies? What are some of the creative ways in which different cultures have regulated violence and established order? The course examines the obstacles, as well as major accomplishments, of various organizations in integrating human and cultural values and practices of peace into their structures. Such questions are covered through concrete examples and case studies from various parts of the world, in which diversity and multicultural themes and principles have been successfully employed.

5. Course length  
This course has a length of 2 weeks, 4.5 academic hours per day (45 academic hours) and will be taught from December 4th to December 15th, 2006.

6. Instructor  
**Prof. Mohammed Abu-Nimer**  
[abunimer@american.edu](mailto:abunimer@american.edu)

7. Course meeting times and place

9:00am – 1:00pm, Monday through Friday

**December 4th, 2006 to December 15th, 2006.**

University for Peace Main Campus

San José, Costa Rica

Room:

8. Course overview:

A. **Intended participants**

(1) Students of the MA in Gender and Peace Building and the MA in Peace Education, 2005-2006. These include students who are continuing their education and mid-career professionals who are working in government, multi-lateral or bi-lateral institutions, non-governmental organizations and private enterprises.

(2) Select students from outside institutions who have been admitted by the Department for Gender and Peace Studies may also join this course for their professional development. These students will be selected based upon strict standards, which include having a basic knowledge of the current issues in the fields of Gender and Peace Studies.

B. **Minimum and maximum number of students envisaged**

Class size will range between 25 and 30 students.

C. **Prerequisite knowledge, skills, or sensitivities**

- Knowledge of ethnic relations and experience with interethnic and interracial conflicts or realities;
- Ability to express opinion and take an active participation in group discussion;
- Willingness to reflect on personal and collective bias and prejudice
- Open for learning from other cultures and people.

D. **Type of issues addressed**

This is a foundational course that will address wide range of issues. It is an overview of core themes that relate to the nurturing the concepts and practices of culture of peace and those practices and systems that perpetuate cultures and expressions violence. The following are some of the themes.

- Socialization (informal learning) about conflict, violence and peace: Culture and informal education
- Social structure and social institutions
- Cultural challenges: (un) learning conflict, violence and peace
- Connections among various kinds of interpersonal (micro level) and collective (macro level) violence, both direct and structural, in different cultural contexts
- Identity formation, development of ‘other’ and ‘enemy’ conceptions, racial, religious, ethnic, social class, gender, and other stereotyping, ideologies of supremacy and domination, including the role of public media
- Nationalism, militarism, intrastate violence, social injustice, genocide and disposition to use weapons of mass destruction.
- Gender in world religions and traditions
- Reconciliation and forgiveness in various religions and spiritual traditions

**E. Relations to larger issues of peace and conflict**

These themes are central to the field of peace and conflict resolution.

**F. Where the course fits in within the general programme of study**

The course is the third in the list of courses in which students will be prepared to deal with cultural differences and increase their understanding of the nature and characteristics of the culture of peace concepts and practice. It will provide students with the skills to link gender based violence with other forms of violence in society. The course will help students understand and appreciate the positive and constructive role that certain gender-based initiatives for peace and social change have in various cultural context.

**G. Degree to which this course is oriented toward academic vis-à-vis professional education.**

The course will combine academic and professional training. The professional experience of the students will be central to the learning process in the class, however theories and causes of violence, models of understanding cultural practices, and analytical framework to understand processes of prejudice based on social psychological theories will be some of the core academic tools in the course. In addition to the knowledge of the above concepts and theories, students will receive practical training and hands on experience in how to integrate cultural diversity in their personal and professional environment.

9. Course purpose, goals, and objectives

- 1) To understand the importance of philosophies of inclusion and appreciation of cultural, ethnic, gender, linguistic, and religious diversity.
- 2) Cultural and social values, norms, and structures as sources of peace and violence
- 3) Awareness of multiculturalism as a positive asset in the building of societies that are resilient to ethnic and religious unrest.

- 4) Examples in which selective application of indigenous knowledge and traditional methods of peace education and conflict resolution can be useful in the processes and activities of Peace Education.
- 5) Skills for identifying changes needed in formal or informal educational settings, in order for diversity to become an asset rather than a liability.
- 6) Ability to identify linkages between the various forms of prejudice and discrimination, including those based on gender and ethnicity.
- 7) Develop strategies to address obstacles and challenges that face educators and agents of change, as they attempt to address the enrichment possible from diversity.
- 8) Awareness of the different models for ethnic and cultural coexistence (assimilation, separation, or integration).

#### 10. Teaching method/Class format

“Effective adult learning process depends on the ability of the instructor to combine formal input (content) with creating safe space for participants to engage in critical thinking and learning that assist the person in their professional development.”

Guided by the above principle, in each meeting students will have a mixture of formal lecture and discussion of the major analytical concepts for the specific day. This will be followed by hands-on activities and exercises that focus on the application of these concepts in the professional and social context of the participants.

The course will be taught using interactive and participatory methods. Case studies of prejudice and discrimination will be shared and analyzed with the students. Also, role-plays demonstrating how to confront prejudice and expressions of violence in professional setting will be presented and shared.

The students will be expected to conduct interviews on certain issues with other students on campus and maybe with available organizations and individuals in the San Jose. Resources in the library as well as on the Internet will be integral part of the course. For example, students will be expected to research cases of organizations that have innovative methods of teaching peace using the Internet as well as library resources.

There are several films on the subject of culture of peace and causes of violence; such films will be shown in class and after class as well.

#### 11. Learning resources

##### A. **Textbooks**

1. Jennifer Turin and Lester Kurtz (Eds.). The Web Of Violence: From Interpersonal to Global. Urbana and Chicago: University of Illinois Press, 1997.

2. Jana Noel. *Multicultural Education*. Guilford, CT: Dushkin/McGraw-Hill. 2000.
3. Course Pack Prepared by UPEACE

**B. Supplemental or recommended readings**

4. Lederach, John Paul *Preparing for Peace: Conflict transformation Across Cultures*. New York: Syracuse University Press. 1995.
5. Sleeter, Christine. *Multicultural Education as Social Activism*. New York: SUNY Press, 1996.
6. Abu-Nimer, Mohammed. (1996). Conflict Resolution Approaches: Western and Middle Eastern Lessons and Approaches. *American Journal of Economics and Sociology*, 55, (1), 35-52.
7. Abu-Nimer, Mohammed. (1998). Conflict Resolution Training in the Middle East. *International Negotiation Journal*, 3.
8. Augsburger, D.W. (1992). Conflict: The Power of Honor, Dignity, and Face. In D.W. Augsburger (Ed.), *Conflict Mediation Across Cultures: Pathways and Patterns* (pp. 73-112). Louisville: Westminster/John Knox Press.
9. Avruch, Kevin (1998). *Culture and Conflict Resolution*. Washington: US Institute of Peace.
10. Barth, F. (1998). Introduction. In F. Barth (Ed.), *Ethnic Groups and Boundaries: The Social Organization of Cultural Differences*. Illinois: Waveland.
11. Bennett, Milton. Towards Ethnorelativism: A Developmental Model of Intercultural Sensitivity. In Michael Paige (Ed.), *Education for the Intercultural Experience* (pp. 22-71).
12. Bush, Robert A. Baruch and Folger, Joseph (1994). *The Promise of Mediation: Responding to Mediation Through Empowerment and Recognition*. San Francisco: Jossey-Bass.
13. Geertz, Clifford (1973). *The Interpretation of Cultures*.
14. Griswold, Wendy *Culture and Societies in a Changing World*.
15. Gulliver, Philip H. (1988). Anthropological Contributions to the Study of Negotiations. *Negotiation Journal*, 4, (3), 247-255.
16. Lederach, John Paul (1995). *Preparing for Peace: Conflict Transformation Across Cultures*. Syracuse: Syracuse University Press.
17. Lee, Dorothy *Freedom and Culture*.
18. Lum, Doman (1999). *Culturally Competent Practice: A Framework for Growth and Action*. Boston: Brooks/Cole Publishing Company.

19. Rubin, Jeffrey Z. and Frank E. A. Sander. (1991). Culture, Negotiation, and The Eye of the Beholder. *Negotiation Journal*, 249-254.
20. Spradley, James P.
21. *The Ethnographic Interview*. New York: Holt, Rinehart, and Winston.
22. *Participant Observation*. New York: Holt, Rinehart, and Winston.
23. Triandis, Harry (1994) *Culture and Social Behavior*. New York: McGraw Hill

### C. Audio-visual resources

Several films on:

24. The Color of fear;
25. Interfaith and Intercultural Dialogue: three case studies;
26. Putulo tribe

### D. Web-based resources

No specific list, but students will be expected to conduct research and access websites on projects to confront violence in Urban settings; education for peace programs; and intercultural training resources

## READINGS

### Session 1:

- *Class Introductions*
- *Violence Definitions and Concepts: What is violence? What are the primary causes and Types?*

### Required Readings:

1. Jennifer Turin and Lester Kurtz . Introduction: violence-The Micro/Macro Link. In: Jennifer Turin and Lester Kurtz (Eds.). *The Web Of Violence: From Interpersonal to Global*. Urbana and Chicago: University of Illinois Press, 1997. (1-29)
2. Manfred B. Steger and Nancy S. Lind. (eds.) From *An Interdisciplinary Reader Violence and Its Alternatives*. New York: St. Martin's Press. 1999. (3-57)
  1. Hannah Arendt, Excerpt from On Violence
  2. Robert Paul Wolf, "on Violence"
  3. C.A. J. Coady, The Idea of Violence"
  4. Johan Galtung, Cultural Violence

## Session 2.

- *Linking Macro and Micro Violence. Dynamics of Culture of Violence*

### **Required Readings:**

1. Manfred B. Steger and Nancy S. Lind. (eds.) *From An Interdisciplinary Reader Violence and Its Alternatives*. New York: St. Martin's Press. 1999. (57-77)
  - Michel Foucault, Excerpt from *Discipline and Punish*
  - Robert Elias. *A Culture of Violent Solutions*. In: Jennifer Turin and Lester Kurtz (Eds.). *The Web Of Violence: From Interpersonal to Global*. Urbana and Chicago: University of Illinois Press, 1997. (117-149)

## Session 3.

- *Culture: Definitions and Features*
- *What is culture? Its dynamics and features. Linking conflict and culture. Cultural forms of conflict resolution. Are there violent and peaceful cultures?*

### **Required readings**

1. Avruch. Kevin. *Culture and Conflict Resolution*. Washington DC: USIP. 1998 Part One: culture). (5-23)
2. Edward T. Hall *From Silent Language* . In : Jana Noel. *Multicultural Education*. Guilford, CT: ushkin/McGraw-Hill. 2000 (81-84)
3. Kaj Bjorkqvist. *The Inevitability of Conflict, But not of Violence: Theoretical Considerations on Conflict and aggression*. In: *Cultural Variation in Conflict Resolution: Alternatives to Violence* (Eds.) Douglas Fry and Kaj Bjorkqvist. Mahwah, NJ: Lawrence Erlbaum Associates. 1997 (25-37)
4. D.W. Augsberger *Conflict : A Universal , Cultural, And Individual Process* In D.W. Augsberger (Ed.), *Conflict Mediation Across Cultures: Pathways and Patterns* Louisville: Westminster/John Knox Press. 1992. (11-42)

### *Recommended readings:*

1. Jennifer Turin and Lester Kurtz . *Untangling the web of Violence*. In: Jennifer Turin and Lester Kurtz (Eds.). *The Web Of Violence: From Interpersonal to Global*. Urbana and Chicago: University of Illinois Press, 1997. (207-233)
2. Birgit Brock-Utne. *Linking the Micro and Macro in Peace and Development Studies*. In: Jennifer Turin and Lester Kurtz (Eds.). *The Web Of Violence: From Interpersonal to Global*. Urbana and Chicago: University of Illinois Press, 1997. (149-161)

## Session 4.

- *Development and Formation of identities – gender, race, ethnicity, religion, age, sexual orientation Construction of exclusionary bars for members of all types of minorities (including tribal, clan,*

*aboriginal, and other minority categories of exclusion). Gender strategies of inclusion, reversal, and displacement*

### **Required readings**

1. Jean S. Phinny. From: Ethnic Identity in Adolescent and Adults: Review of Research.” Psychological Bulletin. In: Jana Noel. *Multicultural Education*. Guilford, CT: Dushkin/McGraw-Hill. 2000 (127-147).
2. Steans, J. States, Nationalism, and Gendered Identities.” In *Gender and International Relations*, Rutgers University Press. 1998, 60-80.

### **Session 5.**

- *Cultures of Prejudice and Discrimination*
- *Perception of ‘difference’ as threat (gender, ethnicity, culture, etc). Processes of formation of prejudice, stereotypes, and animosities; Structures of discrimination and exclusion;*
- *Approaches to multiculturalism, issues of assimilation, integration, rejectionism, separation, and amalgamation.*

### **Required Readings**

1. Gordon Allport (from The Nature of Prejudice). In: Jana Noel. *Multicultural Education*. Guilford, CT: Dushkin/McGraw-Hill. 2000 (93-102).
2. Glenn S. Pate, From Research on Prejudice Reduction,” Educational Leadership. In: Jana Noel. *Multicultural Education*. Guilford, CT: Dushkin/McGraw-Hill. 2000 (102-109)
3. Bennett, Milton. Towards Ethnorelativism: A Developmental Model of Intercultural Sensitivity. In Michael Paige (Ed.), *Education for the Intercultural Experience* (pp. 22-71).

### **Session 6.**

- *Recognition of ‘difference’ as beneficial Tool in building Peace*
  - *Skills for creating respect, tolerance, and appreciation; Harnessing ‘difference’ as an essential creative element in building Peace; Inter-cultural dialog*
1. Ho-Wong Jeong. Peace Building in Identity Driven Ethnopolitical Conflicts. In: *Reconcilable Differences: Turning Point sin Ethno Political Conflict*. (Eds.) Sean Byrne and Cynthia Itvin. West Hartford, CT.: Kumarian Press 2000 (115-127)
  2. Peggy McIntosh fro White Privilege; Unpacking the invisible Knapsack,” Peace and Freedom. In: Jana Noel. *Multicultural Education*. Guilford, CT: Dushkin/McGraw-Hill. 2000 (115-121)
  3. Steeler Christine. From White Racism, “ Multicultural Education. In: Jana Noel. *Multicultural Education*. Guilford, CT: Dushkin/McGraw-Hill. 2000 (121-127)

*Recommended Readings:*



1. Boulding, E. Demilitarization: The Hardest Challenge for State and Civil Society. In E. Boulding "Cultures of Peace: The Hidden Side of History" Syracuse : Syracuse University Press, 2000 (23-256)

*\*\*Some chapters of this book may be found in the course readers for GPB-6010 and GPB-6011, the first and second courses of the programme. This book has not been included in the course reader – copies are available in the UPEACE library for those who wish to read.\*\**

### **Session 7.**

- *Change through Training for Peace: Training models in conflict resolution and Peace. Impact and effectiveness of training models in creating culture of peace and change of attitudes and perceptions.*

### **Required Readings:**

1. John Paul Lederach. Preparing for Peace: Conflict transformation Across Cultures. New York: Syracuse University Press. 1995. Part one: The Training Project in Perspective and Part two: Rethinking Approaches to Training
2. Abu-Nimer, Mohammed. (1998). Conflict Resolution Training in the Middle East. *International Negotiation Journal*, 3.

### **Session 8.**

- *Indigenous and traditional approaches to resolving 'difference'*
  - *Cultural differences in responding to conflicts; Variations in cultural values and beliefs regarding conflicts.*
1. Jessica Senehi, Constructive Storytelling in Intercommunal Conflicts: Building Community Building Peace. In: Reconcilable Differences: Turning Point in Ethno Political Conflict. (Eds.) Sean Byrne and Cynthia Itvin. West Hartford, CT.: Kumarian Press 2000 (96-115)
  2. Abu-Nimer, Mohammed. (1996). Conflict Resolution Approaches: Western and Middle Eastern Lessons and Approaches. *American Journal of Economics and Sociology*, 55, (1), 35-52.
  3. Augsburger, D.W. (1992). Conflict: The Power of Honor, Dignity, and Face. In D.W. Augsberger (Ed.), Conflict Mediation Across Cultures: Pathways and Patterns (pp. 73-112). Louisville: Westminster/John Knox Press.

### **Session 9.**

- *Culture of Peace through Multicultural Education*
- *Obstacles to introducing diversity in formal and informal educational settings, and ways to overcome them.*
- *Critical Pedagogy*

### **Required Readings:**

1. Paulo Freire, from: Pedagogy of the Oppressed. In: Jana Noel. Multicultural Education. Guilford, CT: Dushkin/McGraw-Hill. 2000. (171-176)

2. Henry Giroux/ from: Insurgent Multiculturalism and the Promise of Pedagogy.” In David Theo Goldberg, ed Multiculturalism reader. In: Jana Noel. Multicultural Education. Guilford, CT: Dushkin/McGraw-Hill. 2000 (176-184).
3. Sleeter, Christine. Multicultural Education as Social Activism. New York: SUNY Press, 1996.
  - Multicultural education as a Form of Resistance to Oppression. (1-17)
  - This Curriculum is Multicultural ...Isn't it? (91-117)
  - Power and Privilege in white Middle Class Feminist Discussion of Gender Education (199-217)
  - Multicultural Education as Social Movement. (217-243)

*Recommended Readings:*  
*Social Class*

1. Jean Anyon. Social Class and School Knowledge. Curriculum Inquiry. In: Jana Noel. Multicultural Education. Guilford, CT: Dushkin/McGraw-Hill. 2000 (261-272)
2. Joe L. Kincheloe and Shirley R. Steinberg. From Changing Multiculturalism. In: Jana Noel. Multicultural Education. Guilford, CT: Dushkin/McGraw-Hill. 2000 (272-281)

**Session 10.**

- *Models and examples of successful integration of diversity in formal and informal educational systems.*
- *Integrated educational programs; Diversity in professional environment;*
- *Multicultural Practices in Classrooms*
- *Multicultural Schools*

**Required Readings:**

1. Louise Derman-Parks From: Empowering Children to Create A Caring Culture in a World of differences,” Childhood Education. In: Jana Noel. Multicultural Education. Guilford, CT: Dushkin/McGraw-Hill. 2000. (283-291)
2. James Banks, from: Transforming the Mainstream Curriculum,” Educational Leadership In: Jana Noel. Multicultural Education. Guilford, CT: Dushkin/McGraw-Hill. 2000 (291-299).
3. Sonia Nieto. From: Affirming Diversity: the Sociopolitical Context of Multicultural Education, 2<sup>nd</sup> ed. In: Jana Noel. Multicultural Education. Guilford, CT: Dushkin/McGraw-Hill. 2000 (299-308)

12. Detailed outline of instructional sessions/units

Session	Dates	Topic	Assigned Readings	Assignments
1	Dec. 4	Class Introductions <b>Violence Definitions and Concepts: What is violence? What are the primary causes and Types?</b>	Jennifer Turin and Lester Kurtz . 1997; Manfred B. Steger and Nancy S. Lind. (eds.) 1999.	Introductions-Prepare Journal Entry forms
2	Dec. 5	Linking Macro and Micro Violence. Dynamics of Culture of Violence	Manfred B. Steger and Nancy S. Lind. (eds.) 1999. Robert Elias. 1997.	Share a Journal entry in class
3	Dec. 6	<b>Culture: Definitions and Features</b> What is culture? Its dynamics and features. Linking conflict and culture. Cultural forms of conflict resolution. Are there violent and peaceful cultures?	Avruch. Kevin. 1998 (Part One: culture). (5-23) Edward T. Hall. 2000 (81-84); Douglas P. Fry And C. Kaj Bjorkqvist 1997 (25-37); D.W. Augsberger 1992. (11-42)	View A Film and Journal Share entry
4	Dec. 7	<b>Development and Formation of identities</b> – gender, race, ethnicity, religion, age, sexual orientation Construction of exclusionary bars for members of all types of minorities (including tribal, clan, aboriginal, and other minority categories of exclusion). Gender strategies of inclusion, reversal, and displacement	Jean S. Phinny. 2000 (127-147). Steans, J. States, 1998, 60-80. Enole, C. (47-93)	Journal entry In class and discussion groups
5	Dec.8.	<b>Cultures of Prejudice and Discrimination</b> Perception of ‘difference’ as threat (gender, ethnicity, culture, etc). Processes of formation of prejudice and stereotypes; Structures of discrimination and exclusion; Multicultural Approaches, issues of assimilation, integration, separation, and amalgamation.	Gordon Allport (from The Nature of Prejudice). 2000 (93-102); Glenn S. Pate, 2000 (102-109); Bennett, Milton. (pp. 22-71).	First set of journal entries is due

6	Dec.11	<b>Recognition of ‘difference’ as beneficial Tool in building Peace:</b> Skills for creating respect, tolerance, and appreciation; Harnessing ‘difference’ as an essential creative element in building Peace; Inter-cultural dialogue	Ho-Wong Jeong. 2000 (115-127); Peggy McIntosh, 2000 (115-121); Steeler Christine. 2000 (121-127);	Share Journal Entry; Film
7	Dec.12	<b>Change through Training for Peace:</b> Training models in conflict resolution and Peace. Impact and effectiveness of training models in creating culture of peace and change of attitudes and perceptions.	John Paul Lederach. Preparing for Peace: 1995. (1-Part one and Two); Abu-Nimer, Mohammed. (1998).	Development of a Case study for training
8	Dec.13	<b>Indigenous and traditional approaches to resolving ‘difference’:</b> Cultural differences in responding to conflicts; Variations in cultural values and beliefs regarding conflicts.	Jessica Senehi, 2000 (96-115); Abu-Nimer, Mohammed. (1996); Augsburg, D.W. (1992). (pp. 73-112).	Sharing Cultural rituals of peace making
9	Dec.14	<b>Culture of Peace through Multicultural Education</b> Obstacles to introducing diversity in formal and informal educational settings, and ways to overcome them. Critical Pedagogy	Paulo Freire, 2000.(171-176); Henry Giroux 2000 (176-184). Sleeter, Christine. 1996. (1-17); (91-117); (199-217); (217-243)	Group presentations
10	Dec.15	<b>Models and examples of successful integration of diversity in formal and informal educational systems.</b> Integrated educational programs; Diversity in professional environment; Multicultural Practices in Classrooms Multicultural Schools	Louise Derman-Parks. 2000. (283-291); James Banks, 2000 (291-299); Sonia Nieto. 2000 (299-308)	Group Presentations; Conclusions, and Evaluation

### 13. Special requirements

Students will be expected to be familiar with reading material distributed in advance.

### 14. Assignments, exercises, projects

Provide information on research papers, essays, case studies, and/or individual or group projects to alert students about the intensity of course work required.

### **Assignment 1.**

Students are keeping daily summary or entry regarding the intercultural interactions in class and outside (Each journal entry can be 2-3 pages-single space). The journal entries discuss or relate to the same day reading and will be turned in each morning, students will have a chance to share some of these entries during the week.

Each summary should include the following:

- a. Identify and discuss the main concepts in the readings
- b. Provide examples from current events, real life examples
- c. Personal reaction or critique

### **Assignment/Project 2.**

In groups of 3 students will be expected to identify a problem or conflict related to multicultural issues in their professional environment. The students will meet twice during the class period and continue their work outside the class to prepare a strategy in dealing with the problem identified by the group. Each group will present its project at the end of the course (during the last two days). Each group will be expected to write a report of 10-12 pages on the problem, its proposed resolutions, the experience of working with the group on such project, and theoretical linkages based on the course literature.

### 15. Assessment

1. Participation and readings 30%
2. The summaries and journal entries 30 %
3. Presentation and report on final project 40%

### 16. Instructor's biographical data

Associate professor at the American University's School of International Service in International Peace and Conflict Resolution in Washington, DC, Mohammed Abu-Nimer is an expert on conflict resolution and dialogue for peace. He has conducted research on conflict resolution and dialogue for peace among Palestinians and Jews in Israel; Israeli-Palestinian conflict; application of conflict resolution models in Muslim communities; interreligious conflict resolution training; interfaith dialogue; and evaluation of conflict resolution programs. As a practitioner, he has been intervening and conducting conflict resolution training workshops in Palestine, Israel, Egypt, Northern Ireland, Philippines (Mindanao), Sri Lanka, and the U.S. He has published articles on these subjects in the Journal of Peace Research; Journal of Peace and Changes, American Journal of Economics and Sociology, and in various edited books. Abu-Nimer is the co-founder and co-editor of the new Journal of Peacebuilding and Development. He has authored numerous articles, chapters in edited books and book reviews, and also the author of several books, including: Dialogue, Conflict Resolution and Change: The Case of Arabs and Jews in Israel (1999); Reconciliation, Coexistence, and Justice in Interethnic Conflicts (2001); and Peacebuilding and Nonviolence in Islamic Context: Theory and Practice (University of Florida press, 2003). Modern Islamic Thought: Dynamic, Not Static. (Eds.) Said Abdul Aziz, Mohammed Abu-Nimer, and Meena Sharify-Funk. New York. Routledge Press. 2006. Interfaith Peacebuilding and

Dialogue in the Middle East: From Sacred to Political. Mohammed Abu-Nimer, Amal Khoury, and Emily Welty (forthcoming USIP, 2007).