



UNITED STATES INSTITUTE OF PEACE  
ACADEMY FOR INTERNATIONAL CONFLICT MANAGEMENT AND PEACEBUILDING

**Dear Interested Course Participants: Thanks for visiting this page. Please note that this is last year's syllabus and that the new syllabus entitled "Local and National Dialogues: What Makes Them Work?" is still in development. The course will retain a very practical and applied focus, but will reflect a new focus on the intersection between local and national dialogues processes. Please check back in early March for the new syllabus and feel free to be in touch with the instructor, Maria Jessop, with any questions: [mjessop@usip.org](mailto:mjessop@usip.org)**

**Building Bridges through Intergroup Dialogue**

*February 25 – March 1, 2013*

*9:30 a.m. – 4:30 p.m., Room 203/204, USIP Headquarters*

**Facilitator:**

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**Course Description:**

Peacebuilding practitioners, development specialists, educators, activists and others working to promote constructive change in conflict-affected countries often face the challenge of working with groups that are experiencing divisions rooted in identity. Practitioners have the opportunity to bring such groups together in order to increase understanding of the "other" and eventually explore common action. Building these bridges serves to strengthen communities and promote reconciliation and collaboration by allowing alienated groups to come together as allies.

While identity-based differences may or may not be the source of conflict, they can be contributing factors which can continue to hinder peacebuilding, democracy-building, and development processes well after violent hostilities have abated. Intergroup Dialogue (ID) is a tool practitioners can use to engage alienated groups in conversation about their identities in a

safe, trusting environment. Dialogue around differences takes time, thoughtful planning and careful facilitation. It involves skills that cannot be gained by reading theory alone.

This course is designed to help prepare participants to engage people from one or more identity groups in dialogue about the similarities and differences of experience that exist within and between groups, in order to increase understanding and dismantle the perceptions of the “other” that can contribute to conflict. The goal of the dialogue process is for participants to emerge with a better understanding of and relationship with those from a different identity group. While this course will focus primarily on addressing identity-based differences through intergroup dialogue, many of the skills and concepts introduced can be applied to other types of dialogue and conflict resolution processes.

### **Objectives:**

- Participants will explore the process of dialogue by engaging in an identity-based dialogue.
- Participants will learn about the application of ID in various contexts including Track II peace processes.
- Participants will understand and apply the theory of ID.
- Participants will develop facilitation and process design skills which will help prepare them to facilitate dialogues on their own.

### **Teaching Methodology:**

The primary learning approach in this course is experiential learning, through which participants will engage in the thinking, sharing, experimenting, trusting, and learning that they will engage others in when they facilitate dialogues. Experiential learning enables students to acquire and apply knowledge and skills as well as process feelings in an immediate setting. It involves a direct encounter with a phenomenon rather than thinking about an encounter. Reflection is a key component of experiential learning and will be a part of the dialogue program.

### **Course Requirements:**

***Participation:*** The nature of dialogue is cumulative; understanding concepts and experiences discussed in later dialogues is, to some degree, contingent upon having attended and participated in earlier sessions. Therefore, it is essential that participants attend the entire course.

***Readings:*** Readings provided include ones that are necessary in preparation for the conversations and presentations each day. The facilitator will indicate each day which readings should be reviewed for the next day’s sessions. All readings including those that supplement your understanding of the theory, process, and cases of intergroup dialogue can be accessed online by following the steps below:

- Log on to Moodle by clicking at: <https://academyonline.usip.org>
- Your user name is your first initial followed by your last name, for example, Adam Smith would use: asmith

- Your initial password is Usip!123 – this password is case sensitive. You may change your password after your first log-in.

**Reflections:** Dialogue is a process involving extensive self-reflection, both during the dialogue and after. We will ask participants to write about their experience each day – what they noticed, what they felt, what they thought, etc... and will ask volunteers to share a sentence or two from their reflections.

**Micro-Facilitation:** On the last day of the course, each participant will practice their dialogue facilitation skills by co-facilitating a 20-minute dialogue for their peers. Course facilitators and invited guest coaches, as well as peers, will provide feedback after each practice dialogue.

**Course Schedule:** 9:30 a.m. to 4:30 p.m. every day. There will be a lunch break around 12:45 – 1:45 p.m. There will be a morning break around 10:45 a.m. Coffee and dessert will be served in the classroom at 1:30 p.m. every day.

## Course Outline:

### Day 1

#### *Morning*

#### 1) **Introductions, Expectations and Course Overview**

- *Exercise*
- *Group norms*

#### 2) **Defining Dialogue**

- *What is Dialogue?*
- *Why and when do we need Dialogue? Under what conditions?*
- *How is Dialogue different from other kinds of communication and conflict resolution methods?*
- *Goals and types of Dialogue*
- *Governing Principles of Dialogue*

#### Readings:

- David Bohm, Chapter 2: On Dialogue in « On Dialogue, » Routledge (1996)
- Bettye Pruitt and Philip Thomas, “Chapter 1: Introduction, Chapter 1.2: The Need for Dialogue and Chapter 1.3: Defining Dialogue” in Democratic Dialogue – A Handbook for Practitioners, GS/OAS, International IDEA, UNDP (2007)
- Harold Saunders, “Chapter 5: The Dialogue Process” in A Public Peace Process: Sustained Dialogue to Transform Racial and Ethnic Conflicts, PALGRAVE (1999)
- Schoem, Hurtado, Sevig, Chesler, and Sumida, “Intergroup Dialogue: Democracy at Work in Theory and Practice” in Intergroup Dialogue: Deliberative Democracy in

School, College, Community and Workplace. David Schoem and Sylvia Hurtado (eds.) (1999)

Handout: Powerpoint

**Group Lunch -- (Note: lunch will be your free time on other days but on the first day, we will have lunch together as a way to help us set the stage for dialogue in the afternoon)**

*Afternoon*

**3) Experiencing Dialogue #1: Setting the stage for a dialogue on identity**

Debrief: *What is the role of the facilitator in Dialogue? How are the Principles of Dialogue put into action?*

**Day 2**

*Morning*

**1) Review, reflections and discussion of readings**

**2) Building Skills: Communication in Dialogue**

- *What are the challenges of dialogue across differences?*
- *What are the skills and mindset needed to dialogue effectively?*
- *Communication exercise*

Readings:

- William Isaacs, Dialogue and the Art of Thinking Together, Chapter 1: "A conversation with a Center not Sides" (1999)
- Deborah Tannen, The Argument Culture: Stopping America's War of Words

Handout:

- Active Listening

**3) Experiencing Dialogue #2: Exploring Commonalities and Differences**

*Begin exploring and mapping our experiences around identity*

*Afternoon*

**4) The Role of Identity in Conflict**

Guest Presenter: Dr. Ayse Kadayifce-Orellana, Associate Professor, Georgetown University

Case Discussion: Dialogue Training for Iraqi Women Peacemakers (Ayse and Maria)

### **Day 3**

*Morning*

- 1) **Experiencing Dialogue #3: Probing Differences/ Exploring Controversial Issues**
- 2) **Intergroup Dialogue in Track II Peace Processes: Seeds of Peace Program in Israel/Palestine**

Guest Presenter: Dr. Ned Lazarus, FIPSE Post-Doctoral Fellow at the School for Conflict Analysis and Resolution at George Mason University

- Reading: Ned Lazarus, "Evaluating Seeds of Peace: Assessing Long-Term Impact in Volatile Context," in Celina Del Felice and Andria Wisler (eds.), *Peace Education Evaluation* (Information Age Press, forthcoming 2012).

*Afternoon*

- 3) **Experiencing Dialogue #4: Continuing to Probe Differences / Explore Controversial Issues**

### **Day 4**

*Morning*

- 1) **Experiencing Dialogue #5: Closure -- realizations; decisions; and/or living with ambiguity**
- 2) **Spiritual Dimensions of Intergroup Dialogue**

Guest Presenter: Dr. Peter Weinberger, Senior Program Officer, USIP's Academy

*Afternoon*

- 3) **Building Skills: Elements of Facilitation**
  - *What makes a good facilitator?*
  - *How and when should we use exercises or external content in Intergroup Dialogue?*
  - *What are the challenges of facilitation and how can we overcome them?*

Reading:

- Joellen P. Killion and Lynn A. Simmons. The Zen of Facilitation

**4) Building Skills: Designing a Dialogue Process**

**Readings:**

- Bettye Pruitt and Philip Thomas, Chapters 2.1, 2.2 and 2.3 in “Democratic Dialogue – A Handbook for Practitioners,” GS/OAS, International IDEA, UNDP (2007)
- Maggie Herzig & Laura Chasin, Chapter 3 in “Fostering Dialogue Across Divides: A Nuts and Bolts Guide from the Public Conversations Project” (JAMS)

**Day 5**

*Morning*

**1) Building Skills: The Art of Asking Questions**

**2) Building Skills: Structuring a Dialogue Session**

- Exercise in designing a dialogue session

- Reading: Maggie Herzig & Laura Chasin, Chapter 4, “Fostering Dialogue Across Divides: A Nuts and Bolts Guide from the Public Conversations Project” (JAMS)

**3) Facilitation Practice 11-12:30**

*Afternoon*

**4) Facilitation Practice and De-brief 1:45 -**

**5) Closing reflections and course evaluation**