



ISLAMIC SOURCES OF CONFLICT RESOLUTION SPRING 2009

Dr. S. Ayse Kadayifci-Orellana

Mondays 2:10-4:50 pm

Office Hours: Wednesday: 2:00 pm-4:30 pm and by appointment

Office: Bender Annex 164

Office Phone: 202-885-2497

Email: Kadayifc@american.edu

It is increasingly becoming evident that for peace and conflict resolution approaches to be sustainable and long lasting they must take into consideration the religio-cultural traditions of the communities involved. As such, Islam has a direct impact on the way peace is conceptualized and the way conflicts are resolved in Islamic societies, because it embodies and elaborates upon its highest morals, ethical principles and ideals of social harmony. For that reason conflict resolution scholars and practitioners must take into consideration the religious and cultural traditions of Muslim communities to address conflicts involving them. Although the current image of Muslims is associated with violence, in fact, the ideal of peace is deeply embedded in the religious vision of Islam and Muslim communities have developed various approaches and tools to address conflicts. Drawing links between Islamic and Western conflict resolution approaches, this course will explore principles, values, and practices of peace and conflict resolution rooted in the Islamic texts and traditions. This is an interactive course in which students are expected to engage with the ideas and thoughts presented in the class assignments, by the professor, and other students. Teaching resources also include visual materials relevant to class themes, such as power point lectures, documentaries, and films etc. Guest speakers, carefully chosen among the practitioners and scholars of the field also enrich the learning experience of the students. The philosophy of teaching followed is **collaborative learning**, where students are engaged in active learning by critically analyzing the readings and ideas of others, including the professor, in the light of historical and current events, and participating in class assignments where they collaborate with other students.

*My heart is capable of every form.
A cloister for the monk, a fane for idols,
A pasture for gazelles, the votary's Kabah
The tables of the Torah, the Koran.
Love is the faith I hold: wherever turn
His camels, still the one true faith is mine.
Ibn Arabi*



CLASS REQUIREMENTS AND EVALUATION PROCESS

- 1. Participation: 15 %** of your final grade will be based on the quality of your *participation* in class. In order to prepare for the class, students are expected to do **all** the **required** readings. Also remember: participation entails not only *attendance*, but also *active self-expression* in response to the course materials and *active listening*. *Active listening* is a communication skill which we develop as we learn to hear words, ideas, and opinions, and the emotions behind words, ideas, and opinions. We try to become a clear mirror for another person, reflecting back what we hear and comprehend. Using empathy as a tool of analysis, we seek not only to understand ideas, but also to understand people.
- 2. In-class Mid-term Exam: 35%** of your grade will be based on an in-class *mid-term examination*. Date of the exam is **March 30, 2009**.
- 3. Class Presentations 20%:** Students will make **25 minute** presentations in addition to the course material on each group's assigned week. Students may choose to present in groups of two. At the end of the presentations, students should lead a class discussion for approximately about 5 minutes. Learning Partners 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; focus on a text (the Quran, the *Hadith* etc.) and discuss it in relation to the class theme of the week; others may present a scholarly article other than class readings 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 learning partners' presentation should have clear learning objectives and should be designed to achieve these objectives effectively. Each presenter will write a (4-6) page brief each where they critically engage with the readings for the week, describe the 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, team work, and effective use of time. Students are **required** to discuss their plans ahead of time with Dr. Kadayifci-Orellana. Please see Class Presentation guidelines.
- 4. Case Study Papers: 30%** of your grade will be based on the quality and depth of your *individual case study papers*, which each student will present to the class. Students may choose to do a group case-study paper if they like. If that is the case groups should not be more than 3 (three) students. Case-study papers should demonstrate mastery of the themes explored in class and serious research into a particular case or issue in the Islamic culture area where Islamic sources of conflict resolution can contribute or have contributed to resolution or transformation of conflict. Students will be expected to identify the roles of culture and religion/Islam in the conflict itself, as well as in actual or potential efforts to resolve the conflict. Following the in-class presentation of their research paper each student will guide discussion on their case studies and issue areas. Individual case-study papers should be 15-20 pages (12 points, double space). Presentation of the papers should last approximately 30 minutes and the discussion following the presentation should be no more than 10 minutes. **Proposals are due on March 2nd 2009** and **Papers are due on May 4th 2009**. See Case Study Guidelines.

PEDAGOGICAL STYLE:

This is an interactive course in which you are expected to engage with the ideas and thoughts presented in the assignments, by the professor, other students -- and yourself. The philosophy of teaching followed is **collaborative learning**. It works as follows: In an MIT study of modes of learning, the basic professor-lecture model was shown least effective in student ability to master the course material. Assigned readings and group research projects fared better; however, when students and teachers worked cooperatively, learning increased exponentially. Moreover, collaborative learning stimulated the highest degree of **creative thought**. **By taking this course, you are already involved in the process of creative thoughtfulness.**

What is Collaborative Learning?

- Collaborative learning means that in addition to the lectures, and the requisite assignments, we will engage in active, ongoing and focused discussion.
- The process is based on the concept that we each -- equally -- hold experience-based knowledge that provides a solution (or stimulus) to another person's question.
- Rather than passive learning, you will be engaged in "doing," in thinking, creating, rejecting, and building.
- You will be required to analyze the ideas of others, to organize your own and to express them constructively.
- We each have our own learning styles and ways of expression. Becoming aware of these and using them wisely is part of the collaborative process.
- In the collaborative process, we not only listen and observe, but actively participate by contributing ideas, resources and follow-up action. We also adjust our perceived realities.
- Preparedness includes coming to class having read and thought through the assignments, ready to build on what has already been done, to offer new solutions.
- Collaborative learning does not stop when you walk out of the class room (nor begin when you enter). You are encouraged to continue your discussions and to work collaboratively out of class.

Your assignments, however, are individual.

Collaborative Learning is neither a free-for-all, nor talk for talk's sake. Collaborative Learning does not mean slacking off and hiding behind the work of others.

GRADING

Student Evaluations: Student performances will be determined by adding the points received from

1. Class Participation	(15%)
2. Class Presentations	(20%)
3. Group Case Study Papers	(30%)
4. In-class Final Exam	(35%)
Total	100%

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+
65-69: C
60-64: D

Required Books (Available at the Bookstore):

1. Salem, ed. *Conflict Resolution in the Arab World: Selected Essays*. Beirut, Lebanon: American University of Beirut,

1997.

2. Mohammed Abunimer and Mohammad Shafiq *Interfaith Dialogue: A Guide for Muslims* International Institute of Islamic Thought (IIIT); 1st edition 2007

Recommended:

1. Farid Esack *The Qur'an: A Short Introduction* Oneworld Press, Oxford 2002
2. Ralph H. Salmi, Cesar Adib Majul, and George K. Tanham. *Islam and Conflict Resolution: Theories and Practices.* Lanham, MD: University Press of American, 1998.
3. Nathan C. Funk and Abdul Aziz Said *Islam and Peacemaking in the Middle East* Lynn Reinner October 2008

Note on Recommended Books Included in the Syllabus

Following the required books in the syllabus, you will find a set of recommended books, chapters, and articles. These books and articles are included in the syllabus as additional resources for those students who are interested in particular themes and topics and who would like to read more in those areas. Some of the recommended books will be available both at the bookstore and the library. Recommended articles and book chapters will be made available at the Library Reserves and, online space permitting, on blackboard for your convenience. While all the students are required to do the “required readings” students are encouraged to read the recommended readings relevant to their interest areas.

STATEMENT ON ACADEMIC INTEGRITY

All students are governed by American 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. All of your work (whether oral or written) in this class is governed by the provisions of the Code. 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 adjudication process and possible penalties are listed in American University's Academic Integrity Code booklet, which is also available on the American University web site. 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

January 12 (Week One): Meeting one another and presentation of course overview, discussion of assignments and course materials. Today we will also assign Class Presentations.

January 26, (Week Two): Conflict Resolution as a Religio- Cultural Activity and Islam. This week we will focus on the relevance of religion and conflict resolution. More specifically, this week will focus on how Islam shapes and informs the Muslim world in the context of modernization, and globalization. How to research and study conflicts involving Muslims will also be discussed.

Required Readings:

- Paul Salem, ed. *Conflict Resolution in the Arab World: Selected Essays*. Beirut, Lebanon: American University of Beirut, 1997. *Preface, Chapter 1 (Jeffrey Rubin), and Chapter 2 (Paul Salem)
- Karamustafa, Ahmet 2003. "Islam: A Civilizational Project in Progress" in Omid Safi eds. *Progressive Muslims on Justice, Gender, and Pluralism*
- S. A. Kadayifci-Orellana *Standing on an Isthmus: Islamic Narratives of War and Peace in Palestinian Territories* Lexington Books 2007 Chapter 4

Recommended:

- Said, Abdul Aziz, Nathan Funk and Ayse Kadayifci. (2001) *Peace and Conflict Resolution in Islam: Peace and Practice*. New York, NY: University Press of America., Introduction
- Scott Appleby. (2006) *The Ambivalence of the Sacred*. Rowman and Littlefield Publishers, Inc (Introduction, Chapter 1)
- Annemarie Schimmel (1992) *Islam: An introduction* Albany: State University of New York Press

February 2 (Week Three): Islamic Approaches to Peace Conflict Resolution: Conceptual Framework. This week we will focus on the Islamic principles and values of peace and conflict resolution and major Islamic sources that inform the conflict resolution practice in Islam.

Class Presentation

Required Readings:

- Farid Esack (2002) *The Qur'an: A Short Introduction* Oneworld Press, Oxford Chapter 1, 2
- Muhammad Abu-Nimer. "Conflict Resolution in an Islamic Context: Some Conceptual Questions." *Peace and Change*, vol. 21, no. 1 (January 1996): 22-40.
- Nathan C. Funk and Abdul Aziz Said *Islam and Peacemaking in the Middle East* Lynn Reinner October 2008 Chapter 3
- Amr Abdalla "Principles of Islamic Interpersonal Conflict Intervention: A Search within Islam and Western Literature" *Journal of Law and Religion* Vol XV 2002 pages 151-183

Recommended:

- Ralph H. Salmi, Cesar Adib Majul, and George K. Tanham. *Islam and Conflict Resolution: Theories and Practices*. Lanham, MD: University Press of American, 1998. Pages 65-149

February 9 (Week Four): Conflicts in the Muslim World: This week we will explore Muslim identity and different kinds of conflicts experienced by Muslims in the contemporary world such as sectarian, inter-group, ethnic and transnational conflicts. We will also discuss nationalism, tribalism, notion of ummah as well as sources of authority in the context of Islam.

Class Presentations

Required Readings

- Paul Salem, ed. *Conflict Resolution in the Arab World: Selected Essays*. Beirut, Lebanon: American University of Beirut, 1997. Chapters 10, 12, 14
- Muhammad Qasim Zaman "Sectarianism in Pakistan: The Radicalization of Shi'i and Sunni Identities" *Modern Asian Studies*, Vol. 32, No. 3 (Jul., 1998), pp. 689-716

- Graham E. Fuller “Islamist Politics in Iraq after Saddam Hussein” Special Report No. 10 (8August 2003) USIP at <http://www.usip.org/pubs/specialreports/sr108.pdf>

Recommended:

- Paul Salem, ed. *Conflict Resolution in the Arab World: Selected Essays*. Beirut, Lebanon: American University of Beirut, 1997 Chapter 12
- Varisco Daniel Martin “Metaphors and Sacred History: The Genealogy of Muhammad and the Arab "Tribe" *Anthropological Quarterly*, Vol. 68, No. 3, (Jul., 1995), pp. 139-156

February 16 (Week Five): Islamic Worldview, Assumptions and Myths and Conflict Resolution: This week we will explore how Islamic symbolism, myths, and cosmology have contributed to conflict and peace building. We will explore Quranic verses, stories as sources for resolving conflicts as well as how the modern myth of martyrdom emerged in contemporary Islamic narratives.

Class Presentations

Required Readings

- Chaiwat Satha-Anand. “Core Values for Peacemaking in Islam: The Prophet’s Practice as Paradigm.” In *Building Peace in the Middle East: Challenges for States and Civil Society*, ed. Elise Boulding. Boulder, CO: Lynne Rienner Pubs., 1994.
- Johansen, Robert C. 1997. Radical Islam and nonviolence: A case study of religious empowerment and constraint among Pashtuns. *Journal of Peace Research* 34, 1:53-71
- Mohammed M. Hafez. *Suicide Bombers in Iraq: The Strategy and Ideology of Martyrdom* USIP Press Washington DC 2007 Chapter 5
- Jawdat Said and Afra Jalabi “Law, Religion and the Prophetic Method of Social Change” *Journal of Law and Religion*, Vol. 15, No. 1/2 (2000 - 2001), pp. 83-150 <http://www.jstor.org/stable/1051516>

Recommended:

- S. A. Kadayifci-Orellana *Standing on an Isthmus: Islamic Narratives of War and Peace in Palestinian Territories* Lexington Books 2007 Chapter 6

February 23 (Week Six): Islamic Rituals and Symbols: “Tool Box” for Conflict Resolution: This week the class will focus on Islamic practices and models of third-party intervention, such as *wasta*, *tabkim*, and *salha*, and will discuss how they differ from their Western counterparts. We will also discuss role of rituals in Islamic conflict resolution.

Class Presentations

Required Readings

- Irani, George and Nathan C. Funk. “Rituals of Reconciliation: Arab-Islamic Perspectives,” in *Arab Studies Quarterly*, Vol. 20, No. 4, Fall 1997, pp. 53-73.
- David Steele “Reconciliation Strategies in Iraq” Special Report 213 (October 2008) <http://www.usip.org/pubs/specialreports/sr213.pdf>
- Paul Salem, ed., *Conflict Resolution in the Arab World: Selected Essays*. *Chapter 6
- Ali Wardak “Jirga: A Traditional Mechanism of Conflict Resolution Mechanism in Afghanistan”
- Special Conflict Resolution research group of *Mali Scholars of Peace: Islamic Tradition and Historical Conflict Resolution in Timbuktu* <http://www.sum.uio.no/research/mali/timbuktu/research/articles/conflictresolution.pdf> (pages 1-4)

Recommended:

- Irani, George E. "Islamic Mediation Techniques for Middle East Conflicts." *Middle East Review of International Affairs (MERIA)* 3 (2) (June 1999). Available online at <http://meria.idc.ac.il/journal/1999/issue2/jv3n2a1.html>
- International Crisis Group “Peacebuilding in Afghanistan” *Asia Report* no.64 29 September 2003
- Paul Salem, ed., *Conflict Resolution in the Arab World: Selected Essays*. Chapters 4 and 5

Web Sources:

- Sulha Tradition http://www.planet.edu/~alaslal/annual_report9900/annual_report2003.htm
- Sulha in Practice <http://www.haaretz.com/hasen/pages/ShArtUnd.jhtml?itemNo=603974&contrassID=2&subContrassID=1&sbSubContrassID=0&listSrc=Y>

March 2 (Week Seven): Democracy and Human Rights in Islam: This week the class will explore the relevance of democracy and human rights and conflict resolution and will discuss how Islamic sources of conflict resolution can be utilized to promote values and principles embedded in democracy and human rights.

Class Presentations

Required Readings:

- Recep Senturk “Sociology of Rights: I Am Therefore I Have Rights: Human Rights in Islam between Universalistic and Communitarian Perspectives” *Muslim World Journal of Human Rights* (Emory Islam and Human Rights Program) Vol. 2, No.1 2005 Article 11
- Rahim Nobahar “Religion and Human Dignity” in *Theoretical Foundations of Human Rights: Collected Papers of the Second International Conference on Human Rights* [C]arl Wellman and Moammad Habibi Modjandeh eds. Mofid University Center for Human Rights Studies May 2003 pp. 336-352
- David Smock *Islam and Democracy* <http://www.usip.org/pubs/specialreports/sr93.html>

Recommended:

- Paul Salem, ed., *Conflict Resolution in the Arab World: Selected Essays* Chapters 17 (Samir Khalaf), 19 (Hassan Krayyem), and 20 (Ibrahim Najjar).
- Habibollah Peyman “Islam and the Source of Human Rights” in *Theoretical Foundations of Human Rights: Collected Papers of the Second International Conference on Human Rights* [C]arl Wellman and Moammad Habibi Modjandeh eds. Mofid University Center for Human Rights Studies May 2003 pp.353-376
- Said, Abdul Aziz and Jamil Nasser. “The Use and Abuse of Democracy in Islam,” in *International Human Rights: Contemporary Issues*, Stanfordville, NY: Earl M. Coleman Enterprises, 1980

March 9, 2007 Spring Break

March 16 (Week Eight): Muslim Women and Conflict Resolution: This week we will look at women’s rights and issues in the Muslim world as well as Muslim women who have actively engaged in peacebuilding in their communities.

Class Presentations

Required:

- Ayse Kadayifci-Orellana and Meena Sharify-Funk “Women and Peace Building in the Muslim World” (forthcoming 2009) USIP
- Combs-Schilling, M. Elaine “Sacred Refuge: the Power of a Muslim Female Saint” in *Fellowship* vol. 60, 5-6 (May/ June, 1994)
- W. Flagg Miller (2002) “Public Words and Body Politics: Reflections on the Strategies of Women Poets in Rural Yemen” *Journal of Women’s History* Volume 14; No.1 (Spring) pp. 94-122

Recommended:

- Monica Kathina Juma “A Women-Grown Sustainable Peace: The Case of Wajir District” *Unveiling Women as Pillars of Peace: Peace Building in Communities Fractured by Conflict in Kenya* UNDP Report http://www.onlinewomeninpolitics.org/beijing12/women_peace.pdf Chapter 3 (pp 21-35)
- Wadud-Muhsin, Amina. 1992. *Qur'an and Woman*. Kuala Lumpur, Malaysia: Penerbit Fajar Bakti Sdn. Bhd. Chapters. 3 & 4
- Majid, Anouar. “The Politics of Feminism in Islam,” in *Gender, Politics, and Islam*, Therese Saliba, Carolyn Allen, and Judith A. Howard eds. Chicago, University of Chicago, 2002, pp. 53-93.

March 23 (Week Nine): Peace Building and Conflict Resolution in the Muslim World through Education: This week we will explore how peace education and training can be resources for peace building and conflict resolution in the Muslim world. In this context we will look at similarities and differences between Western and Islamic educational institutions and role of madrasas in the Muslim world. We will also discuss how to engage Muslims educational institutions in peace building and conflict resolution.

Class Presentations

Required Readings:

- Bradley J. Cook “Islamic versus Western Conceptions of Education: Reflections on Egypt” *International Review of Education / Internationale Zeitschrift für Erziehungswissenschaft / Revue Internationale de l'Education*, Vol. 45, No. 3/4, Learning, Knowledge and Cultural Context. (1999), pp. 339-357.
- International Crisis Group “Pakistan: Madrasas, Extremism and the Militarism” ICG Asia Report No 36 (29 July 2002).|
- Imad Harb “Higher Education and the Future of Iraq” Special Report No. 195 January 2008 |

Recommended:

- Linda S. Bishai “Sudanese Universities as Sites of Social Transformation” Special Report No. 203 February 2008
- International Crisis Group Report, *Pakistan: Karachi's Madrasas and Violent Extremism* ICG Asia Report No 130 (29 March 2007).
- Abdalla, Amr, Mohammed Abu Nimer, Ilham Nasser, Ayse Kadayifci, Lynn Kunkle and Saber el Kilani. *Implementing Approaches to Improved Quality of Islamic Education in Developing Countries* Creative Associates International Inc. (2006).

March 30 (Week Ten): In-Class Mid-Term Exam

April 6 (Week Eleven): Principles and Practices of Interfaith Dialogue from an Islamic Perspective. This week class will discuss sources of cultural and political pluralism in Islam via exploring Quranic verses and *Hadiths*. This week we will also look at the current interfaith movements and dialogues organized or participated by the Muslims. We will also discuss the principles, objectives, and challenges involved in interfaith dialogues.

Class Presentations

Required Readings:

- Abdulaziz Sachedina. “Freedom of Conscience and Religion in the Qur’an.” In *Human Rights and the Conflict of Cultures: Western and Islamic Perspectives on Religious Liberty*, eds. David Little, John Kelsay, and Abdulaziz A. Sachedina. University of South Carolina Press, 1988
- Mohammed Abunimer and Mohammad Shafiq *Interfaith Dialogue: A Guide for Muslims* International Institute of Islamic Thought (IIIT); 1st edition (February 1, 2007)

Recommended Readings:

- Said, Abdul Aziz and Meena Sharify Funk, eds. 2003. *Cultural Diversity in Islam*. Lanham, MD: University Press of America. Introduction, Chps. 4 and 7
- Abu-Nimer, Mohammed. “Conflict Resolution, Culture, and Religion: Toward a Training Model of Interreligious Peacebuilding,” *Peace Research*. vol. 38 no.6, 685-704 (2001)
- Smock eds. *Interfaith Dialogue and Peacebuilding* Introduction and Chapter 1 pp3-31 USIP Press 2002

April 13 (Week Twelve): Peace-Building Actors in the Muslim World. In this class we will look at the roles and characteristics of Peace building actors in the Muslim world, compare and contrast them with Western peace building actors and identify and discuss their strengths and weaknesses. The course will look at both International Islamic peace building actors such as Organization of Islamic Conference and also local

indigenous peace building actors.

Class Presentations

Required Readings:

- Abu-Nimer, Mohammed and Ayse Kadayifci-Orellana “Muslim Peace Building Actors in Africa and the Balkans” *Peace and Change* Vol. 33, No. 4 (October 2008)
- Ralph H. Salmi, Cesar Adib Majul, and George K. Tanham. *Islam and Conflict Resolution: Theories and Practices*. Lanham, MD: University Press of American, 1998. Pages 151-189
- David Dickson *Political Islam in Sub-Saharan Africa: The Need for a New Research and Diplomatic Agenda* USIP Special Report No 140. May 2005
- Paul Salem, ed., *Conflict Resolution in the Arab World: Selected Essays* Chapters 11

Recommended:

- Video: *The Pastor and the Imam* (Available at the AU Media Library)
- Dakin, Brett *Islamic Community in Bosnia and Herzegovina v. The Republika Srpska: Human Rights in a Multi-Ethnic Bosnia* *Harvard Human Rights Journal* Vol 15. (Spring 2002) at <http://www.law.harvard.edu/students/orgs/hrj/iss15/dakin.shtml#Heading82>
- Turay, Thomas *Civil society and Peacebuilding: The role of the Inter-Religious Council of Sierra Leone* at <http://www.c-r.org/accord/s-leone/accord9/society.shtml>
- Leban Mojca “Faith-Based NGOs in Bosnia and Herzegovina” in *The International Journal of Not-for-Profit Law* Vol. 6 Issue 1 (September 2003) at: http://www.icnl.org/JOURNAL/vol6iss1/rel_lebanprint.htm

Web sources:

- Acholi Peace website at <http://www.acholipeace.org/>
- African Centers for Peace Education and Training website at <http://www.peace.ca/africa.htm>

April 20 (Week Thirteen): Presentation of Case Studies

April 27 (Week Fourteen): Presentation of Case Studies

**May 4 (Week Fifteen): Presentation of Case Studies
Case Study Papers are Due**