



## MODULE - 2

# Intercultural and Interreligious Dialogue

**Number of credits:** 6 ECTs

**Teaching Modality:** Face to Face (ENG)

**Brief description of the course:**

This course provides students with the opportunity to understand dialogue theories and their application in promoting tolerance, mutual understanding, social cohesion, and peace. This course is unique because it fills the gap in postgraduate education by exploring different conceptual orientations of dialogue from interdisciplinary perspectives. Additionally, real-life cases are examined where intercultural and interreligious dialogue has been significant in bridging groups and communities and combating intolerance, xenophobia and discrimination. This is achieved through a combination of workshops and case studies while promoting the values of dialogue.

**Learning outcomes:**

- Students to be able to analyze the legal and social issues arising from international relations, based on a proper understanding of the principles and norms of international law.
- Students to be able to understand the importance of human rights and fundamental rights, their respects, and the techniques of their protection at the national and international levels.

**Course description:**

**1) Conceptions of Positive Peace and Dialogue**

The first part of the course aims to enable students to develop a good understanding of what constitutes positive peace, and what dialogue is, key theories of peace and dialogue from an interdisciplinary perspective. These include peace studies, conflict transformation, philosophy, literacy theory, sociology, psychology and politics.

**2) Understanding Relationships between Positive Peace and Intercultural and Interreligious Dialogue**

The second part of the course introduces students to theories of intercultural and interreligious dialogue, including the evolution of the major conceptual debates and contentions concerning intercultural and interreligious dialogue in the myriad contexts.



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### 3) Approaches to Intercultural and Interreligious Dialogue

The third part of course examines diverse approaches to intercultural and interreligious dialogue. Students will work in groups to analyse and evaluate important case studies from different conflict situations that feature intercultural & interreligious dialogue. In doing so, they will deepen their understanding of the imperative of dialogue, appreciate the power of dialogue, and become more aware of challenges and obstacles to and how to overcome them.

### 4) Dialogue in Practice

The final part of the course encourages students to identify a conflict situation within the context of their community, analyse its contextual and historical factors. Each student will draw on insights from dialogue theories and approaches, and propose and design an intercultural or interreligious dialogue process, and make arguments for its potential impact on peacebuilding.

#### **Teaching approach:**

##### *Lecture/seminar*

The theoretical part of the course consists of both seminars and lectures. Discussions between course attendants and lecturers are essential for this part, therefore participation is encouraged either during or after the lecture to share perspectives and address questions or comments.

##### *Practical*

The second part of the course is comprised of case studies, and experiential. Case analysis is carried out in a group of 3 students.

##### *Tutorial*

Two kinds of tutorials: (1) Peer-to-peer mentoring, and (2) tutorial with a tutor, where students will reflect on learnings from the course, share questions and understanding, and explore further interests.

#### **Recommended Textbook**

- Gill, S. & Thomson, G. (2020) *Understanding Peace Holistically: From the Spiritual to the Political*, New York: Peter Lang
- Lederach, J. (2005). *The Moral Imagination: The Art and Soul of Building Peace*. Oxford, MA: Oxford University Press.
- Galtung, J. (1996). *Peace by Peaceful Means: Peace and Conflict, Development and Civilization*, London: Sage
- Gadamer, H-G. (1975) *Truth and Method*, 2nd and revised edition, trans. by J. Weinsheimer and D. Marshall, London/New York: Continuum



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- Gadamer, H-G. (1977) *Philosophical Hermeneutics*, translated and edited by D. Linge, Berkeley, CA:University of California Press

### Reference Materials

- Dallmayr, F. (2009) 'Hermeneutics and intercultural dialog: linking theory and practice', *Ethics and Global Politics*, 2(1), 23-39.
- Bohm, D. (1996) *On dialogue*. London and New York: Routledge Freire, P. (1972) *Pedagogy of the Oppressed*, Harmondsworth: Penguin Avnon, D. (1998) *Martin Buber. The hidden dialogue*, Lanham:  
Rownman and Litterfield Publishers
- Merleau-Ponty, M. (1973) 'Dailogue and the Perception of the Other', in  
C. Lefort (ed.) *The Prose of the World*, trans. J. O'Neill, Evanston,  
IL: Northwestern University Press
- Nealon, J. (1997) 'The ethics of dialogue: Bakhtin and Levinas', *College English*, 59(2), 129 – 148
- Walhof, D. (2006) 'Friendship, Otherness, and Gadamer's Politics of Solidarity', *Political Theory*, 34(5), pp. 569-593
- Todorov, T. (1984). *Mikhail Bakhtin: The dialogical principle* (W. Godzich, Trans.). Minneapolis: University of Minnesota Press.
- Derrida, J. (2001). *On Cosmopolitanism and Forgiveness*, trans. M. Dooley and M. Hughes, London/New York, NY: Routledge.
- Gill, S. (2015). "'Holding oneself open in a conversation" – Gadamer's philosophical hermeneutics and the ethics of dialogue', *Journal of Dialogue Studies*, Spring, 9-28
- Taylor, C. (1989). *Sources of the Self: The Making of the Modern Identity*, Cambridge, MA: Harvard University Press.
- UNESCO Intercultural Dialogue : <https://en.unesco.org/themes/intercultural-dialogue>
- UNESCO Interreligious Dialogue: <http://www.unesco.org/new/en/culture/themes/dialogue/intercultural-dialogue/interreligious-dialogue/>
- Intercultural and Interreligious Dialogue in Pluralist Europe : <https://journals.sagepub.com/doi/pdf/10.2304/pfie.2011.9.1.74>
- Georgetown Berkley Center Intercultural and Interreligious Dialogue: <https://berkeleycenter.georgetown.edu/topics/intercultural-and-interreligious-dialogue>
- European Parliament: Intercultural Dialogue: <https://www.eppgroup.eu/how-we-make-it-happen/outside-eu/intercultural-dialogue>



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## Learning Methodology:

Methodology	Dedicated Hours
Lectures 12 sessions (@4 hours)	48
Tutoring	6
Assessment	6
Independent study	20
Practical exercise	50
Reading and Bibliography Search	20
<b>TOTAL</b>	<b>150</b>

## Course Assessment:

The course assessment is integrated of two main aspects:

- *A mid-term individual essay (50%)*  
Every student must develop a 3,000 words essay addressing a selected topic from the course discussions, applying relevant conceptual perspectives and critically explore key questions.
- *A group presentation (50%)*  
Students will be part of a team who will research and analyse a real life conflict situation, and propose a dialogue design, drawing on theories and practices examined throughout the course. In addition to oral presentation, each group will provide a written commentary to support the analysis and argument.

Practices and /or seminars will be evaluated through different assessment methods (exercise, completion and presentation of assignments, practical clases, etc.) that reflect the practical content covered.

In general, the grading system established in R.D. 1125/2003 of September 5<sup>th</sup> will be followed, which is as follows:

- 0 – 4,9: Fail (SS)
- 5,0 – 6,9: Pass (AP)
- 7,0 – 8,9: Good (Notable)
- 9,0 – 10: Outstanding (SB)

The mention of “Honors” may be granted to students who have obtained a grade equal or higher than 9.0. The number of honors awarded cannot exceed 5% of the



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students enrolled in a subject in the corresponding academic year, unless the number of enrolled students is less than 20, in which case only one honor may be granted.

### **Teaching team:**

Prof Bichara Kader

Prof. Adrian Chrobot, PhD

### **Schedule:**

12 lecture sessions from 16h00 to 18h00 CET which would be conducted between mid-November to December.