

<p>Course Title: Conflict Resolution and Management: Beyond The Arab-Israeli Conflict</p>
<p>Instructor:</p>
<p>Instructor Contact Details</p> <p>Email:</p> <p>Contact phone number:</p> <p>Office hours/office location:</p>
<p>Course Description:</p> <p>This is a case-study oriented course of the Conflict Resolution and Management theories presented in the first part of the program. The primary focus of the course is to show that, despite well-grounded theories in Conflict and Conflict Resolution, and wide-spread agreements on procedures, there is little importance allocated to cultural factors. The course has been designed as a trial to compile cultural and social factors in general theory of Conflict Resolution and Management, particularly focusing on case studies in the region (Arab-Israeli conflict, Jordan, Lebanon, and Yemen). In particular the course examines the role of constructivism and “othering” in the eruption of conflict, and the modalities of its resolution and management. The course will provide a rich experience in co-curricular activities and in depth analysis of the case-studies that will impact participants' understanding of Arab life and culture, with emphasis on local approaches to conflict. As a note, this part of the course will reduce the time given to the Arab-Israeli conflict, which is high jacking and covering up all the other conflicts in the region. The case studies chosen serve as a proof that there is more to the Middle East than the Arab-Israeli conflict. One of the highlights of the course is to present students with the dynamics and politics of other conflicts that deserve more attention than they are given. Through this approach, the course sets up to help students understand the region from a different perspective than the one that dominate media and mainstream specialized literature. In order to understand Middle Eastern Politics, one should first study Arab culture and societal organization, the Intra-Arab conflicts playing essential roles in determining the regional political scene.</p>
<p>Course Objectives:</p> <p>The very essence of study abroad is that of learning through experience, i.e. learning by doing, observing, and reflecting. The topics that students explore are consistent with their own individual interests but grounded in their experience in Dublin and Amman exploring the theory and practice of conflict resolution and management and its applicability to intractable conflicts like those in the Middle East and beyond. Using the framework developed in Dublin, this Amman-based course examines the role of religion and the clash of cultures; the significance of regional organisations in preventing and resolving conflict; the place of civil society and of political leadership; economic assistance as a generator in peace building; and the question (or lack thereof) of gender mainstreaming. We look beyond the Arab-Israeli conflict to other significant regional conflicts involving Jordan, Lebanon, and Yemen to inter-tribal conflict.</p>

Course Learning Outcomes:

At the end of this course, students will:

- Understand in depth regional conflicts in the Middle East;
- Critically analyse the process of conflict resolution; and
- Analyse differences and similarities between theoretical literature (particularly the consociational model) and practical experience

Charting the Course: FIE's Values and the curriculum:

The following FIE articulated values are addressed in this course:

Knowledge and Inclusivity <ul style="list-style-type: none"> • A recognition of the social, cultural and historical context of knowledge, and of knowledge as socially and culturally constructed and maintained • An understanding of the potential for contribution of non-dominant groups and recognition of their role, power and privilege, within fields of study 	✓
Ethics and Human Rights <ul style="list-style-type: none"> • Recognition of issues of social justice at global and national levels • Awareness of ethical implications of personal choice and governmental action 	✓
Social and Cultural Reflection and Action <ul style="list-style-type: none"> • A heightened awareness of civic and social responsibilities at local and global levels • Developing our understanding, appreciation of and empathy towards diverse cultures and identities • A continued engagement in cross-cultural and multicultural communication 	✓
Commitment to the Environment <ul style="list-style-type: none"> • Active engagement with environmental impact • Addressing issues of sustainability and applying initiatives 	

Required Text(s):

Avreuch, K. (1998). *Culture and Conflict Resolution*. Washington D.C.: United States Institute of Peace Press

Students will also be provided with a reading pack upon arrival as well as preparatory readings for the pre-programme

Additional/Recommended Readings:**Instructional Methods:**

The summer program will divide its time between Dublin and Amman. The latter will be concerned with issues in the Middle East whereas the former will concentrate on specific European case studies and on the state of the literature on conflict resolution and management. It will be a summer school based on collegiality, reflection and sound academic criteria. Site visits, group discussion and guest lectures will enhance the richness of the experience.

Topics:

- Conflict Resolution and Culture: an introduction
- The Middle East: an overview of the world's most profound and protracted conflicts
- The origins of the Arab-Israeli conflict: political, social and cultural
- Arabs and Israelis: 7 wars and 3 peace(s)...why the imbalance?
- The causes of the Arab Spring: cultural, social, political and economic
- Peace and Conflict Resolution in today's Egypt: from where, to where?
- Peace and Conflict Resolution in Syria: mission impossible?
- Peace and Conflict Resolution in Lebanon: cultural, social and religious harmony?
- Peace and Conflict Resolution in Jordan: the stability of the tribe

- The role of Islam in Conflict Resolution: is religion a cause for conflict or a solution to it?
- Iran's Islam: revolutionary or cultural? □ Turkey's Islam: democratic or social? □ Identity and Nationalism in Peace and Conflict Resolution: can they play a role?

Assignments and Due Dates:

Attendance & Participation

Merely attending class is not enough. Instructors expect students to be actively engaged in their learning and class participation, reaction, and reflection are essential. Students are evaluated on their ability to relate course readings to class discussions and their fieldtrips along with their ability to participate constructively in the discussion of other students' projects.

Amman Research Paper and Presentation

Based on the Research Paper Proposal prepared in London and utilising the theoretical and practical lessons learned in both Dublin and Amman, each student will conduct research and produce a paper that both demonstrates his or her understanding of the complexity of the issues embedded in the topic and provides critical assessment of the utility of the theoretical methodologies available for examination of the topic. The instructors will provide additional information during the Dublin segment but the paper will be no less than 10 pages and will include appropriate references and citations.

Before leaving Amman, each student will present his/her paper to class peers.

Possible Co-curricular Activities and Tentative Dates:

The co-curricular activities will provide opportunities for students to meet people caught up in conflicts from a variety of backgrounds, offering a large poll of perspectives and attitude on the conflicts studied. Furthermore, the activities will act as occasions for first hand experiences of local culture showing ways in which it shapes conflict and its management and resolution. The highlights of the planned co-curriculars are lectures and discussions from prominent scholars in Middle Eastern Politics. In addition to this, the activities will also include field trips and local cultural experiences.

Activities:

- Lunch with Jordanian students and youth representatives, in order to give the local youth perspective on the conflicts and see the ways in which they are impacted by them.
- Visit to tribal chief from Bani Sakhr tribe, where the Sheikh of the tribe will talk on types of conflicts within Jordan, with emphasis on tribal conflicts, local ways of conflict resolution and mediation, and firsthand experience of Bedouin culture and ways of life.
- Simulations and group discussion.
- Visit to prominent Israeli speaker

Possible Additional Field Excursions

The Amman portion of this summer study experience is rich in experience, taking students to a number of key historical and cultural sites around Jordan. These may include:

Amman City Tour
Biblical Jordan
Excursion to the South

- Assessment Plan:**
- Attendance and Participation: 20%
 - Mid-term Exam: 30%
 - Amman Research Paper and Presentation: 50%

Academic Integrity:

By enrolling at FIE, you have joined an academic community and you are expected and required to act honestly regarding the work you submit for assessment in your courses. Academic integrity is closely related to the concept of good academic practice.

Any attempts to Cheat; Fabricate; Plagiarise; Collaborate without Authorisation; Participate in Academically Dishonest Activities; and/or Facilitate Academic Dishonesty will be viewed as a breach of this regulation.

Most students do not have any problems understanding the rules and expectations about acting honestly at university. If you have any questions you must talk to your faculty or a member of FIE's Academic Team.

FIE Attendance Policy:

Regular attendance is essential in order to achieve a passing grade in a course. A class constitutes lectures, student presentations, discussions, seminars, field visits, tests, and examinations. In addition, **under UK Home Office regulations class attendance is mandatory.**

In addition to physical presence in class, a student's class **participation score** is based on the mastery of assigned course readings as reflected in a consistent, valid contribution to class discussions, in-class exercises, and in asking questions that enrich the on-going discourse. Consistency and validity in participation is key, and is expected in every class. Occasional participation will have a negative impact on a student's participation score.

Class attendance is formally recorded and incorporated into a student's final grade.

Attendance is taken at the beginning of each class. Any student arriving late to class by five minutes or more will be marked absent for that session, unless the tardiness is excusable. (Note that commute time from a residence hall/class/placement site is not usually a valid excuse.) All attendance and participation decisions lie with the faculty in the first instance.

In the event of an anticipated absence, it is the responsibility of the student to contact the faculty member in advance to request approval. Absence from class does not relieve a student of responsibility for assignments. Unexcused absences/assignments will be appropriately reflected in grading. Class absences are deemed excused at the discretion of the faculty member and may require documentation.

An excused absence or an excused reason for being late to class is any documented emergency and/or acute illness or injury directly involving the student. **Unexplained absence is not permitted.** For a list of what constitutes a documented emergency please consult the Mitigating Circumstances policy.

FIE Grading Rubric:

Letter Grades	Knowledge & Content	Methodology & Structure, Language & Style	Understanding, Reflection & Critique	Integrative thinking & demonstration of experiential learning
	Interesting topic handled with	Material is unified and well-focused;	Well-chosen examples;	Gives full insight into the nature of an

A	intelligence, originality, and depth; wealth of supporting material, smoothly integrated into the text; tone is evident and maintained throughout; no factual inaccuracies	organization is clear, logical and purposeful throughout the essay; well-chosen examples. Uses sophisticated sentences effectively; usually chooses words aptly; observes conventions of written English and manuscript format; makes few minor or technical errors	persuasive reasoning used to develop and support thesis consistently: uses quotations and citations effectively; causal connections between ideas are evident	event, experience, or artefact; achieves complete integration of knowledge from diverse disciplines to interpret an issue. Shows clear understanding of cultural impact through appropriate examples
B	Content is above average; worthwhile topic; satisfactory depth of development; supporting details for the thesis and topic sentences are specific, concrete, and plentiful; has only minor factual inaccuracies	Material is unified and well-focused; pattern of organization is clear, logical, and well executed; makes an effort to organize paragraphs topically. Some mechanical difficulties or stylistic problems; may make occasional problematic word choices or awkward syntax errors; a few spelling or punctuation errors or cliché; usually presents quotations effectively	Pursues thesis consistently: develops a main argument with clear major points and appropriate textual evidence and supporting detail; makes an effort to organize paragraphs topically	Gives some insights into the nature of an event, experience, or artefact; achieves partial integration of knowledge from diverse disciplines to interpret an issue; some understanding of cultural impact through appropriate examples
C	Worthwhile topic; supporting material for thesis and topic sentences is general and abstract rather than specific and concrete; most information is correct	Organization is clear, logical, and coherent; some ideas unsupported; fails to integrate quotations appropriately. More frequent wordiness; several unclear or awkward sentences; imprecise use of words or over-reliance on passive voice; one or two major grammatical errors	Only partially develops the argument; shallow analysis; some ideas and generalizations undeveloped or unsupported; makes limited use of textual evidence; fails to integrate quotations appropriately	Able to explain to a limited extent, the quality of a performance, event, or artifact; gives few insights into event, experience; discusses few qualities of an experience; a limited understanding of cultural impact with few examples
D	Trivial subject; very few supporting details for the thesis and topic sentences; has some correct & incorrect information	Not logically organized; digresses from one topic to another; no clear organizational pattern. Some major grammatical or proofreading errors (subject-verb agreement; sentence fragments); language marred by clichés	Frequently only narrates; digresses from one topic to another without developing ideas or terms; makes insufficient or awkward use of textual evidence	Little integration of experience and narrative; limited insight of issues and insufficient understanding of cultural impact

F	Consists of unsupported generalities and/or the repetition of commonplace ideas; lacks originality and insight; information is inaccurate or absent	Does not follow the instructions; rambling, disorganized and incoherent. Numerous grammatical errors	Little or no development; may list incorrect facts or misinformation; uses no quotations or fails to cite sources or plagiarizes	Little or no integration experience and narrative; lack of insight and fails to understand cultural impact
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Late Submission of Written Work:

Written work may be submitted later than the due date only with express permission from the faculty. Credit is not given for work received late, except in exceptional circumstances of personal illness or similar (which must be made known to FIE at the time). Documentation of exceptional circumstances from a third party, such as a doctor's note will be required. Any extensions made beyond the last class meeting must be committed to writing and include information on the exceptional circumstances that require the extension, the nature of work yet to be submitted, and the date by which the work will be received. If said work is not received by the agreed extension date, barring further exceptional circumstances, the work will not be given credit.

Inclusion Statement:

FIE regards its facilities as safe spaces to live, study, and work with students, faculty, and staff who are understanding, supportive, and trustworthy. Inappropriate and derogatory comments and actions are not tolerated and any such behaviour is addressed in an educational and informative manner. Students must be respectful of diverse opinions and of all class members regardless of personal attribute and use inclusive language in written and oral work. Any student who feels s/he may need an accommodation based on the impact of a disability or any other life circumstances should contact the faculty member privately to let them know what they can do to maximise your learning potential. Please ensure you are registered with FIE's Administration Team to establish any accommodations made for you at your home institution.

Writing/Language Support

At FIE we pride ourselves on our strong academics, but the UK way may be a little different from what you are used to. For this reason, we offer the Writing Support Tutor (WST) programme. Some people think WSTs only provide assistance for "poor" writers or for whom English is not the first language, but all writers, from beginners to professionals, profit from having other people review their work. No matter your level of writing expertise, FIE's WSTs help with all phases of the writing process. In addition, FIE allows the use of a foreign language/English dictionary in exam situations for students where English is not their primary language UNLESS the use of the dictionary would give the student a significant advantage (e.g. where the exam is aimed at getting the students to define terms that might be found in the dictionary). London-based FIE Writing Support Tutors will be available to provide feedback and assistance via email during your time in Ireland and Amman.

For assistance, fill in the online form at <http://www.fie.org.uk/london-writing-support-tutors/writing-support-form>. More information on WST support is available online at <http://www.fie.org.uk/london-writing-support-tutors>.