Conflict Analysis:
A Case Study Using Israel and Palestine

June 21-23 and June 28-30, 2013

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Course Introduction and Syllabus

COURSE WORKSPACE

I will set up an online workspace for this course, on which I will post readings, course material, and other information generated during our sessions. Only class members and invited guests will have access to the workspace.

PLEASE NOTE: The only way I have to contact class members is through the SMU e-mail address provided to me by the Department – PLEASE CHECK YOUR SMU E-MAIL REGULARLY FOR UPDATES TO THIS SYLLABUS AND FOR INFORMATION ABOUT THE CLASS.

ORIENTATION & CAVEAT

I have designed this course as a case study of conflict analysis, which I think is the necessary precursor to any conflict intervention. In the class we will use the conflict environment that exists between Israel and the Occupied Territories of Palestine as the living case for our analysis. This subject is, by its very nature, controversial. Even the choice of what to call the land on the other side of the border from Israel is fraught with political and social overtones: Palestine? The

West Bank? The Palestinian Territory? The Occupied Territory? Each of these names, innocuous in and of themselves, bring supporters and objectors, with cultural and political reasons for accepting or rejecting labels for the geography ostensibly governed by the Palestinian Authority.

If the name is controversial, we should expect that discussions related to the relationship between Israel and Palestine will be very controversial, and that discussions regarding relationships among interest groups on both sides of the border will be equally controversial.

In this class you will, no matter what your political view of the region, be confronted with ideas and opinions that differ from your own. I will ask – no, I will insist – that all viewpoints and all persons who express them be treated with respect and civility. Comity does not equal agreement, and agreement is not the goal of this course. The goal of any conflict analysis is to understand, as best it is possible to do so, the complex set of relationships and actions that have created ongoing conflict, and, again as best it is possible to do so, to understand the positions taken by those who disagree with us.

We will attempt to accomplish this by interacting with a series of guests, all of whom are working and/or living in the region, and by using a standard conflict analysis framework to discuss, item by item, the elements of the conflict environment.

Required Reading

There are required books for this course:

TBD

There are articles required as reading for this course:

TBD

Please do your best to read all of these required texts and articles before we meet on June 21.

Learning Objectives

Key Learning Objectives	How Achieved
1. Students will learn the theory behind conflict analysis.	Related books and articles will be provided so students can identify the theories associated with and the skills necessary for engaging in international conflict management. Direct discussion with international conflict management professionals will provide information about conflict analysis and intervention.
2. Students will learn to use a standard conflict analysis instrument to prepare for intervention.	Students will form teams to conduct a conflict analysis using the Israel/Palestine conflict. In-class presentations of the analysis and group critiques will provide an understanding of conflict analysis requirements.
3. Students will learn to evaluate the appropriateness of interventions using conflict analysis as a lens.	Students will analyze an existing conflict intervention in the region, comparing the intervention with the information generated in the full conflict analysis.

Grades

In-Class Participation: Class members are expected to attend all six face-to-face meetings of the class, to arrive on time, prepared, and to participate fully in discussions, presentations, etc. (Maximum = 20 points)

Readings Discussion: Each individual will be expected to participate in a full-class discussion on the content of the readings and complete an analytical survey of the readings. (Maximum = 10 points)

Written Conflict Analysis Section: The class will work in teams to complete a full conflict analysis. Each team will be responsible for one element of the analysis.

Each team will provide a written analysis before the class discusses the full analysis. Due at the end of class on June 29. (Maximum = 25 points)

Oral Presentation of the Analysis Section: The work teams will present their work to the class. Due in class on June 30. (Maximum = 20 points)

Evaluation of an Intervention: Each individual will submit a critique of an existing conflict intervention program underway in either Israel or Palestine. Due July 15. (Maximum = 25 points)

The following scale, based on the department standard, will be used to calculate final grades:

94-100 = A
90-93 = A-
87-89 = B+
84-86 = B
80-83 = B-
77-79 = C+
74-76 = C
70-73 = C-

NOTE:

The information below is required content for all SMU syllabi – the language is taken from standard university guidelines.

Disability Accommodations: Students needing academic accommodations for a disability must first contact Ms. Rebecca Marin, Coordinator, Services for Students with Disabilities (214-768-4557) to verify the disability and establish eligibility for accommodations. They should then schedule an appointment with the professor to make appropriate arrangements. (See University Policy No. 2.4.)

Religious Observance: Religiously observant students wishing to be absent on the holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of absence. (See University Policy No. 1.9.)

Honor Code: Students are reminded of the SMU Honor Code as referenced in the *Student Handbook*. Intellectual integrity and academic honesty are both the foundation and the goals for this program. Please reference and review the university policies on the responsibilities, policies, and penalties regarding academic honesty at the URL below:

http://www.smu.edu/studentlife/PCL_05_HC.asp

Class Decorum: Turn off (or set on vibrate) all cell phones or pagers. Do not read newspapers, books for other classes, or other outside reading material during class. Walking into class late is disruptive as is leaving early. If you have to leave early, make arrangements before class begins, and then, when you leave, do so quietly. Professional respect and courtesy for your fellow students is imperative at all times.