

AMERICAN UNIVERSITY
SCHOOL OF INTERNATIONAL SERVICE (SIS)
INTERNATIONAL PEACE AND CONFLICT RESOLUTION PROGRAM (IPCR)
PEACE BUILDING IN DIVIDED SOCIETIES: THE CASE OF ISRAEL AND
PALESTINE
SIS 516.001 Fall 2011
Thursday 5:30-8:00PM

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Office Hours:

Thursday: 3:00-5:00PM
(or by appointment, too)

Office Hours:

Tuesday 11-1:00 PM
(or by appointment, too)

COURSE DESCRIPTION:

The course explores various peacebuilding approaches that can be utilized in a deeply divided society context. It focuses on the three possible levels of intervention (grass-root, middle out, and top down) which are often implemented by peacemakers in their attempts to bring change to the dynamics of deeply rooted conflict societies.

As a case study for this course, the Israeli-Palestinian conflict—known as one of the most deep-rooted and complex conflicts in the world—will be critically reviewed and examined. Multiple dimensions of the Israeli-Palestinian conflict in the West Bank and Gaza Strip, as well as the relationship between Palestinians and Jews within Israel will be investigated. Therefore, historical, cultural, social, and religious factors involved in this conflict will be reviewed.

In addition, this course investigates numerous challenges faced by Israeli and Palestinian peacemakers in various historical phases of the conflict along with the different peacebuilding approaches and strategies they have employed, including the initiation of dialogue, launching peace organizations and mass protest movements, monitoring of human rights abuses, educating for democracy and curriculum development, carrying out conflict resolution training, encouraging intercultural and inter-religious encounters, and conducting formal negotiations. Moreover, this course will identify and list the profiles of peacemakers in divided societies, hence, examining the social, religious, and other features of Palestinian and Israeli peace activists. The course will evaluate the impact and role of national and grassroots movements in promoting peace and negotiation, instead of focusing solely on that of the political elite in perpetuating or settling the conflict.

The course will focus on protest and peace movements that aim to change the status quo. Scholars and activists have continuously expressed doubts in regard to the extent to which a peace movement, regardless of whether it is based on the resources or the magnitude of mass mobilization, can really bring political and social change to societies. The course examines this issue in the context of the Israeli-Palestinian peace movements. It will evaluate the impact of the main social and political movements (Israeli peace movement, Palestinian peace activists and the

Intifada) in launching recent peace initiatives in the Middle East. In order to understand the complexity of these movements, the course will first explore some basic elements of the conflict, such as: (a) the national and religious roots of the Arab-Jewish conflict; (b) the current issues under negotiation; (c) the alternative solutions proposed; and (d) the social and political obstacles for the implementation of a negotiated settlement. In this context, students will discuss the dilemmas and obstacles awaiting activists who work for peace, through these movements. Examples from other deep-rooted conflicts such as Cyprus, Northern Ireland, and South Africa will be included. However, the main case study will be the Israeli-Palestinian conflict.

Course objectives and learning outcomes

This course focuses on different peacebuilding approaches and strategies utilized in the context of deep-rooted conflicts and divided societies. Therefore, it aims to: (1) identify and understand the characteristics of deep-rooted conflicts and the nature of ethnic relations in divided societies; (2) examine various theoretical frameworks which underlie certain peacebuilding strategies and approaches; (3) understand the complexity and challenges involved in implementing peacebuilding strategies in the context of deep-rooted conflicts.

Some of the major questions that will be addressed in this course include: How can peacebuilding actors link their efforts on all levels (grass-root, middle, and top down)? What are the challenges that face peacebuilders in deeply divided societies? What are the measures of success in implementing and evaluating peacebuilding programs in a context such as Israel-Palestine?

Based on the above objectives, the main learning outcomes for this course are for students to be able to

1. Describe, compare and contrast, and critically examine possible peacebuilding programs in divided society context?
2. Demonstrate the capacity to analyze an intervention program in deeply divided society and identify multiple perspectives in presenting the conflict and its intervention program
3. Examine the effectiveness of peacebuilding intervention programs in a context such as Israeli Palestinian conflict, and
4. Demonstrate capacity to critically evaluate news and information regarding the Israeli Palestinian and understand the possible bias in analyzing the conflict.

The course adopts an interactive format; in-class dialogue sessions to explore the conflict from different perspectives. Be prepared to engage and delve in the Israeli Palestinian peace work!

COURSE REQUIREMENTS AND EXPECTATIONS:

The final grade will be based on:

- 20% Book review of a peacemaker (biography)
- 40% Research paper
- 30% Summaries
- 10% Participation

Class Participation: Students are expected to attend all classes and take an active role in the class discussions, as well as in the presentation of materials and assignments. Each student is expected to have an e-mail account, in order to subscribe to two networks that provide

information on current events in the region.

Reading summaries: you are expected to hand in a two-page (single-spaced) summary of the weekly readings for at least 10 classes. The summary should not be descriptive (do not describe each article). You should highlight points that you find interesting in the readings, compare articles, and express your opinion (evaluate what you read).

Book review: Each student is expected to thoroughly review a biography of an Israeli or Palestinian who had/has a role in the conflict or peace process. Through the biography, you should clarify the relationship and attitude that the reviewed person had/has with the various efforts of peacebuilding. Also identify the impact which this person had/has on the course of the conflict. The paper is due in class on **October 6, 2011**.

Research paper is due on **December 12, 2011**.

Each student is expected to conduct a research paper using primary or secondary sources (archival, empirical data, etc.). The paper topic can be any case study (Israeli Palestinian peace organization or project) or question that deals with peacebuilding in divided society (information on paper format and length will be distributed during the semester).

GRADING CRITERIA:

Every student is expected to be an active participant in the discussion and analysis of the course material. Exams and papers will be evaluated according to the following grading criteria:

"F": Failing work. "D": Lack of fundamental knowledge of the material but sufficient knowledge for a passing grade. "C": Satisfactory knowledge of the basic information or data presented in the course. This is primarily knowledge of the "facts" or content and involves the memorizing of details and material. "B": Ability to explain how certain issues and events are related to one another according to explanations currently held in the field. It reflects the ability to use the interpretive skill of seeing the relationships between events and theories. Here one knows not just the results or conclusions of methods or theories in a subject, but can summarize or reproduce the arguments and logic by which these results were achieved. "A": Demonstration of independent analysis, original insight, or creativity (an analytical approach). Such level could be reached through critical examination of the current theories of peacebuilding and reconciliation, integrating and applying the course theoretical concepts on personal, community, and national levels; and ability to examine and evaluate future trends in the field.

GENERAL POLICIES

This course is structured to involve students' participation. Class attendance and class preparation are necessary for participation in exploring the issues of the course. Regular attendance is required as is punctual reading of assignments. It is very unlikely that anyone missing more than 2 class periods, for whatever reason, will receive higher than a "C" for class participation. It is the responsibility of any student who misses three class sessions during the semester to confer with the instructor to see whether he or she should continue the course.

ACADEMIC INTEGRITY CODE : All students must adhere to the Academic Integrity Code (<http://www.american.edu/provost/registrar/regulations/reg80.cfm>). As the code states, "By enrolling at American University and then each semester when registering for classes, students acknowledge their commitment to the Code. As members of the academic community, students

must become familiar with their rights and their responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, examinations of whatever kind, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Students are responsible for learning the conventions of documentation and acknowledgment of sources. American University expects students to complete all examinations, tests, papers, creative projects, and assignments of any kind according to the highest ethical standards, as set forth either explicitly or implicitly in this Code or by the direction of instructors."

DISABILITY SUPPORT SERVICES

If you experience difficulty in this course for any reason, please don't hesitate to consult with me. In addition to the resources of the department, a wide range of services is available to support you in your efforts to meet the course requirements.

Academic Support Center (x3360, MGC 243) offers study skills workshops, individual instruction, tutor referrals, and services for students with learning disabilities. Writing support is available in the ASC Writing Lab or in the Writing Center, Battelle 228.

Counseling Center (x3500, MGC 214) offers counseling and consultations regarding personal concerns, self-help information, and connections to off-campus mental health resources.

Disability Support Services (x3315, MGC 206) offers technical and practical support and assistance with accommodations for students with physical, medical, or psychological disabilities. If you qualify for accommodations because of a disability, please notify me in a timely manner with a letter from the Academic Support Center or Disability Support Services so that we can make arrangements to address your needs.

EMERGENCY PREPAREDNESS

In the event of a declared pandemic (influenza or other communicable disease), American University will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or use of distance instructional methods.

Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU e-mail and Blackboard, while students must inform their faculty immediately of any absence due to illness. Students are responsible for checking their AU e-mail regularly and keeping themselves informed of emergencies. In the event of a declared pandemic or other emergency, students should refer to the AU Web site (www.prepared.american.edu) and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty and/or respective dean's office for course and school/ college-specific information.

REQUIRED READINGS:

1. Abu-Nimer, Mohammed . Dialogue, Conflict Resolution, and Change: Arab-Jewish Encounters in Israel. SUNY Press, 1999.
ISBN10: 0-7914-4154-7; ISBN13: 978-0-7914-4154-1
2. Bar-On Mordechai. In Pursuit of Peace: A History of the Israeli Peace Movement.

- Washington, DC.: USIP, 1996. (ISBN 978-1-878379-53-5)
3. Lederach, J. Paul. Building Peace : Sustainable Reconciliation in Divided Societies. Washington D.C. : USIP, 1997. (ISBN 978-1-878379-73-3)
 4. Yehezkel Landau. Healing the Holy Land : Interreligious Peacebuilding in Israel/Palestine. Washington, DC : United States Institute of Peace, 2003 (Available Online-Free)
 5. Simona Sharoni. Gender and the Israeli-Palestinian Conflict. New York: Syracuse. 1994. (ISBN 0-8156-2643-6)
 6. Usher Graham. Dispatches from Palestine: the rise and fall of the Oslo peace process. London ; Sterling, Va. : Pluto Press, 1999. (ISBN: 9780745313375)
 7. Kaufman, Edy, Walid Salem, Juliette Verhoeven (Eds). Bridging the Divide: Peacebuilding in the Israeli-Palestinian Conflict. Boulder, CO: Lynne Rienner, 2006. ISBN: 978-1-58826-365-0; ISBN: 978-1-58826-390-2
 8. Reading Pack on Reserve at the Library (Available at SIS 211, too).

RECOMMENDED READINGS:

1. Phillip L. Hammack: **Narrative and the Politics of Identity: The Cultural Psychology of Israeli and Palestinian Youth**. Oxford University Press. 2010 (ISBN13: 9780195394467; ISBN10: 0195394461)
2. Maxine Kaufman-Lacusta . Refusing to Be Enemies: Palestinian and Israeli Nonviolent Resistance to the Israeli Occupation. Ithaca Press (GB), 2010 (ISBN086372342X (ISBN13: 9780863723421)
3. Weiner, Y. (ed). The Handbook of Interethnic Coexistence , New York: Continuum 1998

COURSE OUTLINE:

Week 1. Sept. 1. Introductions

- Background, expectations, syllabus, readings, etc.
- Assigning up the case studies
- Theoretical and historical frameworks

Required Readings:

1. Lederach Chapters 1 and 2 (In: Lederach. Building Peace)

Week 2. Sept. 8 Theoretical Framework

- What are the unique characteristics of divided societies and deep-rooted conflicts?
- What are the strengths and limitations of the transformative peace building approaches?

Required Readings

1. The Dynamics and Process of Conflict (Chapter 5. Lederach)
2. The Peace-building and Reconciliation Framework (Chapter 3,4,6 Lederach)

Recommended Readings:

- a. Chapter 1: Phillip L. Hammack: **Narrative and the Politics of Identity: The**

Cultural Psychology of Israeli and Palestinian Youth. Oxford University Press. 2010 (E-Reserve)

Week 3. Sept. 15 An Overview: Israeli-Palestinian Conflict

- What are the major historical events in this conflict?

Required Readings:

1. Avraham Zilkha. History of Israeli- Palestinian Conflict. (Fernea: Ch- 1 Reserve)
2. M. Muslih. A History of Israeli Palestinian Conflict. (Fernea: Ch. 2) (Reserve).
3. Walid Salem and Edy Kaufman. "Palestinian-Israeli Peacebuilding: A Historical Perspective." (Chapter 1 in *Bridging the Divide*)
4. Chronology and maps (E-Reserve)

Recommended Readings:

1. Bar-On. Chapters 1 and 2. (In: Pursuit of Peace)
2. Harms & Ferry, *The Palestine-Israel Conflict: A Basic Introduction* (2005), sections 2 and 3.
3. Chapter 3-4: Phillip L. Hammack: **Narrative and the Politics of Identity: The Cultural Psychology of Israeli and Palestinian Youth.** Oxford University Press. 2010 (E-Reserve)

Week 4., Sept. 22. Causes, Parties, and Issues: A Right Wing Perspective

- Who are the major players or actors in the conflict?

- What are the issues?

Required Readings:

1. Ian Lustick, "The Worldview of Jewish Fundamentalism," In For the Land and the Lord, New York: Council of Foreign Relations Press, 1988. (Reserve)
2. Israel Right Wing Government. The Washington Report on Middle East Affairs [8755-4917] yr:2009 vol:28 iss:5 pg:12 (online-AU library)
3. Alistair Crooke and Beverly Edwards, "Elusive Ingredient: Hamas and the Peace process" in *Journal of Palestine Studies*, Summer 2004 (4), 39-52. (E-Reserve)
4. Usher Graham 1999. Chapter 22: The Meaning of Sheikh Yassin.
5. Dershowitz, Alan. *The Case for Israel* (2003). Introduction, Ch. 26 (E-Reserve)
6. Hage, Ghassan. "Comes a Time We Are All Enthusiasm: Understanding Palestinian Suicide Bombers in Times of Exiphobia." *Public Culture* 15.1 (Winter 2003), 65-89. (E-Reserve)

Recommended Readings:

1. Founding Charter of Hamas (1988), available online.
2. Ehud Sprinzak, "What is the Radical Right? A Political and Cultural Profile", in *The Ascendance of Israel's Radical Right* (New York: Oxford University Press, 1991), Chapter One. (E-Reserve)

3. Bar-On. Chapters 4. (In: Pursuit of Peace)

Week 5. Sept. 29. *Peace Building on the Political Elite Level: The Top-Down Approach*

- What are the current developments and future prospect for peace and conflict?
- What are the major current obstacles in the peace process?
- What were the obstacles in pre-Oslo period?
- How was the conflict perceived by peacemakers in the pre-settlement period?
- What are major developments that followed the settlement?
- What were the challenges that brought the collapse of the settlement?

Required Readings:

1. Bar-On. From Sealed Rooms to Madrid/chapter 13, 271-291(in: Pursuit of Peace).
2. Usher, Graham: 1999: Part t. 1. Oslo One - Gaza/Jericho First September 1993 to September 1995. Chapters:
 1. Why Gaza Says Yes, Mostly.
 2. What Kind of Nation? The Rise of Hamas in the Occupied Territories.
 3. An Israeli Peace: an Interview with Ilan Pappé.
 4. Palestine: the Economic Fist in the Political Glove.
 5. Jabaliya and the Meaning of Return
3. Agha, Hussein and Malley, Robert; Morris, Benny; Ross, Dennis. "Camp David: The Tragedy of Errors," series of articles and responses published in *The New York Review of Books* (August 9, 2001; September 20, 2001; June 13, 2002) (E-Reserve).
4. Kaufman, Salem, and Verhoeven, *Bridging the Divide*. Ch. 5: "Israeli-Palestinian Track II Diplomacy" (Klein & Malki)

Recommended Readings:

Golan, Galia. *Israel and Palestine: Peace Plans and Proposals from Oslo to Disengagement* (2007). Ch. 1-3, 9, 10, 14 (E-Reserve)

Week 6. Oct. 6 *Peace building through protest and peace movements*

- What role do protest and peace movements play in peace building?
- How and why do they emerge?
- Who are the leaders of such movements?

Required Readings:

1. Bar-On. Chapter 5, 6, 7, 93-157 (In : Pursuit of Peace)
2. **Hermann, Tamar.** "Civil Society and NGOs Building Peace in Israel." (Ch. 2 in *Bridging the Divide*) (E-Reserve)
3. **Hassassian, Manuel.** "Civil Society and NGOs Building Peace in Palestine." (Ch. 3 in *Bridging the Divide*)

4. Part IV. Analysis -- 10. Palestinian Nonviolence: A Historical Perspective / Ghassan Andoni -- 11. Towards a Strategic Nonviolence / Jeff Halper -- 12. Palestinian Nonviolence: A Pacifist Palestinian Perspective / Jonathan Kuttab -- 13. The Unique Challenges of Palestinian Nonviolence / Starhawk -- 14. Conclusions (*in* : **Refusing to be enemies : [Palestinian and Israeli nonviolent resistance to the Israeli occupation]** / Maxine Kaufman-Lacusta). (E-Reserve)

Recommended Readings:

1. Bar-On Chapter 3. Professors for Peace (In: Pursuit of Peace)
2. Part. II. Strategies and Applications of Nonviolent Action -- 3. Nonviolent Strategies of Palestinian and Israeli Organizations -- 4. Joint Struggle and the Issues of Normalization and Power -- 5. Three Nonviolent Campaigns: A Closer Look (*in* : **Refusing to be enemies : [Palestinian and Israeli nonviolent resistance to the Israeli occupation]** / Maxine Kaufman-Lacusta). (E-Reserve)

Week 7. Oct. 13

Decline of Peace Movements: Overcoming the Challenge

*** Book review is due in class (the biography of a peacemaker).**

- How do ethnic differences impact the internal dynamics of peace building groups?
- What are the challenges in keeping a unified peace building movement?

Required Readings:

1. Bar-On. Chapters 8. and 9, 157-199 (In: In Pursuit of Peace)
2. Graham Usher: Part. 3. Oslo - Decline and Fall May 1996 to December 1998. Chapters: 14. Pictures of War.
 15. Madness in Ramallah.
 16. Hizbollah, Syria and the Lebanese Elections.
 17. 'All Killers': Luxor, the Gama'a and Egypt's Prisons.
 18. Fatah, Hamas and the Crisis of Oslo: Interviews with Marwan Barghouti and Ibrahim Ghoshah.
 19. Making Peace: an Interview with Yossi Beilin.
3. Maoz, Ifat. "Peacebuilding in Violent Conflict," in *International Journal of Politics, Culture and Society*, 2004 17(3), 563-574 (E-Reserve).
4. Svirsky, Gila. "The Israeli Peace Movement Since the Al-Aqsa Intifada." *The New Intifada*. Ed. Roane Carey. London: Verso, 2001. 321-332. (E-Reserve)

Recommended Readings

1. Shulman, David. *Dark Hope: Working for Peace in Israel and Palestine*. (2007). Introduction. (E-Reserve)

Week 8. Oct. 20.

Protest Among Dominated Groups as a Tool for Peace Building

- How do dominated groups convey their initiatives for peace?
- What were the Intifada's impacts on the Israeli society and the peace movement?
- What was the role of nonviolent strategies in the Intifada?

- Who are the protest movement leaders?

Required Readings:

1. Part. III. Looking Forward -- 6. Towards a More Effective Nonviolent Movement -- 7. Learning from the Past, Building for the Future -- 8. Thinking about the Future of Palestinian Nonviolent Struggle (in *in : Refusing to be enemies : [Palestinian and Israeli nonviolent resistance to the Israeli occupation] / Maxine Kaufman-Lacusta*). (E-Reserve)
2. Sharoni. Chapter: 5 and 7 Palestinian Women and the Intifada; Israeli Jewish Women and the Intifada
3. Andoni, Ghassan. "A Comparative Study of Intifada 1987 and Intifada 2000." *The New Intifada*. Ed. Roane Carey. London: Verso, 2001. 209-218. (E-Reserve)
5. Abu-Nimer, Mohammed. "Nonviolent Action in Israel and Palestine: A Growing Force." (Ch. 6 in *Bridging the Divide*)

Recommended Readings:

- a. Dajani, Souad. "Nonviolent Resistance in the Occupied Territories: A Critical Reevaluation." *Nonviolent Social Movements*. Ed. Stephen Zunes, Lester R. Kurtz, & Sarah Beth Asher. Oxford: Blackwell, 1999. 52-74. (E-Reserve)

Week 9. , October 27: Women= Peace & Protest Movements: Strong Actors in Peace Building

- What allows women to be such strong actors in peace building?
- What are the obstacles which block effective participation in women's peace organizations?

Required Readings:

1. Sharoni, Chapter 4. Palestinian Women's Resistance: History, Context and Strategies
2. Sharoni, Chapter 6. Israeli Women's Struggle: History, Context and Strategies
3. Sharoni, Chapter 8 : The Politics of Alliance Between Palestinian and Israeli Women.

Recommended Readings:

1. Sharoni. Chapter 3. Nationalism, Gender, and Israeli Palestinian Conflict
2. Sharoni, Simona. "The Myth of Gender Equality and the Limits of Women's Political Dissent in Israel." *Middle East Report* No. 207 (Summer, 1998), pp. 24-28.
3. Helman, Sara, and Tamar Rapoport. "Women in Black: Challenging Israel's Gender and Socio-Political Orders." *The British Journal of Sociology* 48.4 (Dec. 1997): 681-700. (E-Reserve)

Week. 10. Nov. 3. Peace Building Through Dialogue

- What are the principles of dialogue?

- How to conduct dialogue groups?
- How do religious principles influence dialogue?

Required Readings:

1. Bar-On. The Israeli- Palestinian-Dialogue. (In Pursuit of Peace, Chapter 10.
2. Yehezkel Landau. Healing the Holy Land : Interreligious Peacebuilding in Israel/Palestine. Washington, DC : United States Institute of Peace, 2003
3. Smock, David. *Interfaith Dialogue and Peacebuilding* (2002), Ch. 1 (Abu-Nimer) (E-Reserve)
4. Chapter 8. Peace, Justice, and the Politics of Identity: Toward a New Praxis (in Phillip Hammack, Narrative and Politics Identity, Oxford press 2010) (E-Reserve)

Recommended Readings:

1. Lerner, Michael. *Healing Israel/Palestine* (2003), Introduction, Chapters 6 & 7. (E-Reserve)
4. Guinn, David. *Protecting Jerusalem's Holy Sites: A Strategy for Negotiating a Sacred Peace* (2006), Introduction. (E-Reserve)

Week 11. Nov. 10 *Dialogue and Power in Peace Building: A Palestinian Perspective and an Israeli perspective*

- How do power relations influence the perception, willingness, and outcome of dialogue?
- What are the obstacles to and pitfalls of dialogue?

Required Readings:

1. Aloni,S., "The Quest for Human Rights and The Need for Dialogue: Two Sovereign Peoples," (Gordon and Gordon, pp.21-29) (E-Reserve)
2. Ateek, S., "The Basic principles of Dialogue in the Israeli-Palestinian Conflict: Respect, Honesty, Sincerity, Humility," (Gordon and Gordon, pp. 59-75) (E-Reserve)
3. Dajani, Mohammed and Gershon Baskin. "Israeli-Palestinian Joint Activities: Problematic Endeavor, but Necessary Challenge." (Ch. 4 in *Bridging the Divide*)

Recommended Readings:

1. Hussaini, "The Prospect for Dialogue: Accepting the PLO," (Gordon and Gordon, pp. 29-39) (E-Reserve)

Week 12. Nov. 17 *Peace Building Tools for Minority- Majority Relations*

- Historical and political overview of Arab-Jewish Relations in Israel
- Contact Hypothesis: Strengths and limitations
- Theories of encounter and inter-group relations
- Techniques of encounters

Required Readings:

1. Abu-Nimer. Chapter 1, 3, 4 (In: Dialogue, Conflict Resolution, and Change)

2. Chapter 1-2 in: Phillip L. Hammack: **Narrative and the Politics of Identity: The Cultural Psychology of Israeli and Palestinian Youth.** Oxford University Press. 2010 (E-reserve)

Recommended Readings:

1. Wallach, John, Michael Wallach, James Lukoski. *The Enemy Has a Face: The Seeds of Peace Experience.* Washington, DC: USIP, 2000. (Chapters 2 and 3: “Living Together: Breaking the Stereotypes” and “Coexistence Sessions: Owning Up and Reaching Out” (E-Reserve)

Week 13. Dec. 1 : *Reconciliation and Coexistence Tools of Peace Building: Models of Coexistence Work Between Arabs and Jews In Israel:*

Required Readings:

1. Abu-Nimer. Arab-Jewish Encounter Programs: Political Change or Control? In: Dialogue, Conflict Resolution, and Change, Chapter 10).
2. Abu-Nimer. The Arab-Jewish Coexistence Programs. (In: Dialogue, Conflict Resolution and Change, Chapter 4. 37-53).
3. Dichter, Shalom and Khaled Abu-Asba. “Two Peoples, One Civil Society.” (Ch. 7 in *Bridging the Divide*)

Recommended Readings:

1. Payes, Shany. *Palestinian NGOs in Israel: The Politics of Civil Society.* Introduction, Chapters 2 and 5. (E-Reserve)
2. Bar, H. and Eady, E. Education to Cope with Conflict: Encounters between Jews and Palestinian Citizens of Israel. (In: Weiner, E. Handbook of Coexistence, 514 - 535). (E-Reserve)
3. Sonnenschein, Halabi, and Friedman, Israeli-Palestinian Workshops: Legitimation of Palestinian Identity and Changes in Power Relationships. (In: Weiner, E. Handbook of Coexistence, 600-615). (E-Reserve)

Week 14. , DEC. 8

Peace Building through Conflict Resolution Techniques

*** Research paper outline is due in class for presentation**

- What are the contribution of conflict resolution techniques to peace building?
- What are the limitations?
- How do the dominant and dominated groups perceive such techniques?

Required Readings:

1. Kaufman, Salem, and Verhoeven. "Looking Back, Looking Forward: Toward Transforming the Conflict." (Ch. 8 in *Bridging the Divide*)

Recommended Readings:

1. Chapter 6-7: Maxine Kaufman-Lacusta . Refusing to Be Enemies: Palestinian and Israeli Nonviolent Resistance to the Israeli Occupation. Ithaca Press (GB), 2010 (E-reserve)

Course Evaluation and Conclusion