Syllabus of Course:

**From Identity-Based Conflict to Identity-Based Cooperation**

**Course Number** **\_\_\_\_\_\_\_\_\_**

Professor [Jay Rothman](http://pconfl.biu.ac.il/en/node/1934) and Lecturer [Ruham Nimri](http://pconfl.biu.ac.il/en/node/2009)

**Year**: 2014, **Semester**: summer, **Studied on**: \_\_\_\_\_\_\_\_\_\_\_\_\_, **Number of credit hours**: 2, **Email address of the lecturer**: jay.rothman@biu.ac.il

1. Description of the Course

This course is organized around the recent edited book called *From Identity-Based Conflict to Identity-Based Cooperation* (Springer, 2012), which advances efforts to understand and creatively engage this type of conflict and promote cooperation out of it. This course provides new conceptual and applied tools for enhancing creative conflict engagement among individuals, groups and nations facing deep identity-based divisions.

1. Content of the Course

**B.1. The classes**: The main pedagogical approach in this seminar is that of reflexive engagement with the ideas and practices presented in it, as well as with faculty and each other. Thus students and teachers will engage in joint inquiry. Additional pedagogical tools will be small group discussions, reflexive journals, practical exercises and simulations. In short, this course is dialogical in nature and conduct.

**B.2. The course program, by classes (titles only)**:

1. Overview of course theory, methods and goals: A Journey in to Identity-Based Conflict and Cooperation
2. Reflexivity - A Tool for Thinking and Acting for Peace: Enhancing Intergroup Relations through Why-Dialogue.
3. Interpersonal Identity-Based Conflict: The ARIA Solo Process.
4. Defining and Pursuing Success in Identity-Based Cooperation.
5. Identity-Based Conflict and Cooperation in Intergroup and Organizational life.
6. Enrolling in Simulation over Jerusalem (The What and Why stages).
7. Simulation Continued - Moving in to Practice (The Invention and Action Planning Stages).
8. You can take it with you.
9. The Course Requirements and Expectations

i. Participation - Students are expected to attend all classes and

 actively and reflexively engage in discussions (20% of grade).

1. Reflexive Journal - Students are expected to complete all assigned readings before class and maintain reflexive journal paragraph about at least one insight/question they have around the readings. Students are also expected to keep a reflexive journal about each class session (20% of grade).
2. Reflexive essays - Students are required to hand in 3 papers, 2-3 pages in length each based on reflexive assignments as described in the syllabus. At students’ discretion, the lowest score of these assignments may be discarded (30% of grade).
3. Final Paper - Students will submit a final 5-10 page reflexive and integrative paper citing at least three required readings and three additional references from optional readings (30% of grade).
4. Bibliography

 General:

Required Text: *Rothman, J. (ed.) (2012). Identity-Based Conflict to Identity-Based Cooperation. New York:* Springer.

Before arriving at class, students should strive read as much (hopefully all) of the text (even if only to skim it fairly quickly during the airplane ride!). Given that students will be taking classes all day, it is understood that relatively little time or energy will remain for reading. However, if students are unable to read this book before the course starts, they must make time to read it carefully once it begins. As this will not be a lectures course, its success will largely depend on students accepting responsibility for knowing the main course materials from the text. Instead, as described above class will be an interactive and deep exploration.

The text book is available on amazon.

In addition to obligatory texts, students will have access to a range of additional readings to deepen and supplement assigned readings. These will be available on the program Moodle for downloading.

Here is the bibliography per each class:

 **1**. **Overview of course theory, methods and goals: A Journey in to Identity-Based Conflict and Cooperation.**

Reading **–** Text Preface: “Making the Switch and Building Shared Vision for the Future” and Chapter one: “Engaging the Painful Past and Forging a Promising Future.”

 **2**. **Reflexivity - A Tool for Thinking and Acting for Peace: Enhancing Intergroup Relations through Why-Dialogue.**

Readings - Text - Chapter two: “The Power of Why"

Optional readings - Rothman (1999). “Reflexive Dialogue as Transformation.” *Mediation Quarterly*, 13, #4, 1996; Rothman, J. (2014). “Teaching and Learning Peace and Conflict Studies Reflexively,” Conflict Resolution Quarterly.

 **3**. **Interpersonal Identity-Based Conflict: The ARIA Solo Process.**

Readings - TextChapter Three: “Engaging Identity-Based Conflict in Self and Relationships.”

**Optional readings**:

Northrup, T. A. (1989). “The dynamic of identity in personal and social conflict.” In L. Kriesberg, T. A. Northrup, & S. J. Thorson (Eds.), Intractable conflicts and their transformation. Syracuse, NY: Syracuse University Press**. Highly recommended.**

Davidson, Martin N. and Erika Hayes James (2007). “The engines of positive relationships across difference: Conflict and learning.” In J. Dutton and B. R. Ragins (Eds.). *Exploring Positive Relationships at Work: Building a Theoretical and Research Foundation*. Hillsdale, NJ, Lawrence Erlbaum Associates

Sillars, A. “Attributions and Interpersonal Conflict Resolution.” In Harvey, J. Ickes, W and Kidd, R (eds.), (1981). *New Directions in Attribution Research* (vol 3). Hillsdale, N.J.: Erlbaum.

**4. Defining and Pursuing Success in Identity-Based Cooperation.**

Reading – Text – Chapter Seven. “Action Evaluation: Promoting Identity-Based Cooperation.”

**Optional readings:**

Ross, Marc Howard, “Action Evaluation in the Theory and Practice of Conflict Resolution.” George Mason University: Network of Peace and Conflict Studies. , 2001-05-01. Available at: <http://www.gmu.edu/academic/pcs/Ross81PCS.htm>

Darling, Ian, “Action Evaluation and Action Theory: An Assessment of the Process and Its Connection to Conflict Resolution,” Educating As Inquiry, a Teacher Action Research Site, 1998 Available at <http://www.lupinworks.com/ar/Schon/Paper6.html>

**5. Identity-Based Conflict and Cooperation in Intergroup and Organizational life.**

Readings:

Students divide themselves up to (re)read and cooperatively present core points of one of the following chapters in class.

1. Text - Chapter Eight: “Fostering Cooperation While Engaging Conflict - Arabs and Jews in Israel”

2. Text - Chapter Nine: “Engaging Conflict while Fostering Cooperation - An Organizational Case Study”

3. Text - Chapter Ten: Embedding Action Evaluation In An Interfaith Program For Youth”

4. Text - Chapter Eleven: “Applying Action Evaluation on a Large Scale - Cincinnati Police-Community Relations Collaborative: Successes, Failures and Lessons Learned.”

**Optional reading:**

Tjosvold, D. (2006). “Definining conflict and making choices about its management: Lighting the dark side of organizational life.” International Journal of Conflict Management, 17

**6. Enrolling in Simulation over Jerusalem (The What and Why stages).**

**About Jerusalem a collection of essays and articles** (Reading can be accessed through Moodle).

Simulation Materials drawn from Rothman (1992/2012), From Confrontation to Cooperation: Resolving Ethnic and Regional Conflict. Newburry Park, Ca.: Sage Publications.

**7. Simulation Continued - Moving in to Practice (The Invention and Action Planning Stages).**

**8. You can take it with you:** Taking Stock and Engaging Identity-Based Conflict and Cooperation in Theory and Practice in your studies, work and personal lives.

**Additional publications**

Rothman, J. (2014). “Contingency Approach to Creative Conflict Engagement ” *Peace and Conflict Studies Journal*, Vol. 21, No. 2, Fall, 2014.

*Rothman, J., (1997). Resolving Identity-Based Conflicts in Nations, Organizations and Communities,* San Francisco: Jossey-Bass, 1997.