

Creatively Engaging Identity-Based Conflict in Israel, the US and Beyond

Prof. Jay Rothman

Course schedule:	Wednesdays
Location:	TBD
Availability:	Wednesdays before class and by appointment.
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OVERVIEW AND PURPOSE

This seminar, for upper level undergraduates, is organized around the edited book called From Identity-Based Conflict to Identity-Based Cooperation: The ARIA Approach in Theory and Practice (New York: Springer, 2012).¹ This book and course explore the nature of this type of conflict and how to engage it most creatively. The deepest and most destructive form of conflict, it is rooted in antagonists' existential concerns for non-negotiable identity issues like recognition, safety and dignity.

Each chapter in the text-book is organized around "peace stories" derived from engaging many Identity-Based conflicts around the world (from the Middle East to the U.S. Middle West, from Eastern Europe to Africa and South America). They are rooted in authors' efforts to apply a theoretical framework to promote identity-based cooperation at different levels of social organization (from interpersonal to international). The book, and course, provide new conceptual and applied tools for enhancing creative conflict engagement among individuals, groups and nations facing deep identity-based divisions.

This course invites class participants to take up this challenge, very relevant to domestic and international dynamics in today's world so riven by "identity-politics." It explores the modern and deeply destructive nature of Identity-Based Conflict and distinguishes it from other more "normal" types (like resource and interest-based). Handled like other conflicts, identity-conflict deepens. Explosive and often at the root of modern war, this type of conflict requires a new analysis and practice.

Through the primary case study of the Israeli-Palestinian conflict, we will explore *Identity-Based Conflict* and how to potentially transform it in to *Identity-Based Cooperation*. During the first week or two of class, students will each select a case study of identity based conflict and/or cooperation that they are personally interested in

¹ This book, which I edited, is available in electronic form for free downloading from the UCSD-library. The preface and first chapter should be read before the first class on January 8th. See assignment #1 for the first day of class below.

examining. The Israeli-Palestinian case will serve either as their primary focus or as a comparative case study.

Expectations and Grading:

Students are expected to attend all classes and complete all reading and writing assignments before each class.

Assignments:

1. Students will be assigned to keep a weekly hand-held “reflexive journal” of any length about the reading material and seminar sessions (or special topics as assigned). They will be asked to keep this journal with them throughout the week and make notes in it (these could also be in the form of drawings, poems, reflections, etc.), based on readings and class discussions, from their daily experiences in other classes, with peers, encountering the media, and in the politics of everyday life. The professor will review these journals at least twice during the quarter as a way to monitor student learning and experience and will meet with each student individually at least once. While pass/fail (each student must have 10 weeks of entries in their journal), this ongoing assignment will be correlated with students’ participation grade (see next item below).
2. Class participation is worth 30% of total grade. This will be determined by active engagement in class discussions, attending all class sessions and reflexive pages. Every student begins with an A for this. Points will be taken off for unexcused absences, for sleeping (!) or playing with electronics in class and other such disengagements, and for not taking the reflexive pages seriously.
3. There will be a mid-term exam worth 20%. In addition to completing this in-class mid-term, students will turn in an overview of their research project along with an annotated bibliography of at least 5 readings that will support it.
4. For their final project, based on the theories and methods studied and their own case study mid-term projects, students will write a 20 page research paper about applying the A.R.I.A. conflict engagement framework studied in class – Antagonism, Resonance, Invention, Action - to analyzing a case study of a group level identity-based conflict (e.g. racial, gender, class, communal, religious, ideological, etc.) in the US or internationally. The Israeli-Palestinian case should be used as focus or comparative case study. In addition to a reflexive component (see rubric for reflexive writing below) describing why each student wants to undertake this research, this paper should tell a story about a given identity-based conflict, what it is about and why it has happened, and how creative engagement with such conflicts is or could be generating cooperation. This will be worth 50% of total grade.

Students are expected to do their own work - both reading and writing. Plagiarism of any kind will result in a failing grade.²

SEMINAR SCHEDULE (planning for progress, expect change!)

Session One: Wednesday January 8th: Identity, Conflict and Narrative. Overview of course theory, methods and goals.

In this session students will be introduced to the main concepts and terminology of identity-based conflict and cooperation. They will also learn about the main conceptual and applied lens, the ARIA framework, that we will be using to examine this conflict/cooperation dynamic.

Pre-first class assignment:

Reading: Text - Rothman, J. Preface and Chapter One.

Write 2-3 reflexive paragraphs (see rubric at end of syllabus) about your personal reflections on the readings. Pick something that jumps off the page at you (i.e. that you find particularly interesting, affirming, challenging, confusing, etc.) quote or summarize it and write your response in first person, why it is personally meaningful for you.

Session Two: January 15th: Different forms of dialogue and intergroup relations (What are strengths and weaknesses of each?); Why-Way (Reflexivity).

Readings: Text - Friedman, V, et al, Chapter two: "The Power of Why." and Chapter 2: Israeli-Palestinian Dialogue: Past and Future" in Rothman J., From Confrontation to Cooperation.

² "All of the following are considered plagiarism; turning in someone else's work as your own; copying words or ideas from someone else without giving credit; failing to put a quotation in quotation mark; giving incorrect information about the source of a quotation; changing words but copying the sentence structure of a source without giving credit; copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not." Cited from <http://www.plagiarism.org/plagiarism-101/what-is-plagiarism/> Accessed 26.8.13.

Academic Integrity policy: All writing must be original and written exclusively by students. All cases of suspected cheating (e.g. plagiarism) will be referred for adjudication to the Office of Academic Integrity and the Assistant Dean of Student Affairs in the Office of Graduate Studies. Any violation for which a student is found responsible is considered grounds for failure in the course, not simply on the assignment. To review the policy, please go [here](#).

In short: own you own work.

Additional assignment: Review the website/organizational story of "[Essential Partners](#)" ("Our mission is to foster constructive dialogue wherever conflicts are driven by differences of identities, beliefs, and values").

By this session, students should already have identified the case study they will examine, and reflexively describe the conflict, the context and why it is important to them personally. This should be handed in before class.

Session Three, January 22nd: Interpersonal Identity-Based Conflict

The roots of identity-based conflict are often found in the threat and frustration to individual needs, often expressed and contained within a group setting in which solidarity, or identification, is central. We will examine this dynamic by exploring its intrapersonal and interpersonal foundations in a racial and gender-based conflict.

Readings: Text Chapter Three: Rothman, J., and Chrobot-Mason, D. Engaging Identity-Based Conflict in Self and Relationships

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 (located in Canvas).

Session Four, January 29th: Converting Antagonism in to Resonance - Critical Reflections on Research, Training and Experience in inter-national Conflict Resolution

While many approaches to conflict resolution suggest that finding common ground and bridging differences is the best way forward, this book and course hypothesize that in identity-based conflict, paradoxically, starting with accentuating and understanding differences is actually an effective path to peace in identity-based conflict.

Reading: Half class reads #1 and selects/presents exercise; Half class reads #2 and presents problematique

1. Text - Chapter Four: Kaufman, E., et al. "Experimenting with ARIA globally: Best Practices and Lessons Learned."
2. Text - Chapter Five: Badawi, A., et al., "From Antagonism To Resonance: Some Methodological Insights and Dilemmas."

All: [Kelman, HC](#) "The Role of National Identity in Conflict Resolution"

Session Five, February 5th: Applying ARIA to analyzing and/or addressing other Identity-Based Conflicts (student led 3-minute presentations based on their mid-term papers).

In addition to completing an in-class mid-term exam, students will present a 3-minute overview of their drafts of their final paper (What they are focusing on, Why they care

about the topic, How it exemplifies the theories and methods of Identity-Based Conflict and/or Cooperation).

Session Six, February 12th: Defining and Pursuing Success in Identity-Based Cooperation

In this session students will learn about the need for and an approach to defining, promoting and assessing success in identity-based cooperation.

Reading: Text - Chapter Seven: Rothman, J., "Action Evaluation in Theory and Practice" (also, review chapter two).

And Select 1:

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>

Session Seven, February 19th: Engaging Conflict in Intergroup and Organizational life

Life in organizations, within and between groups is fraught with identity-based conflict. Engaging it successfully is an act of both analysis (definition as well as contingency) and planning. In this session students will examine case studies from both levels of social organization and how conflict was successfully engaged in them.

Reading:

Half class reads #1 and half class reads #2:

1. Text - Chapter Eight: Arielli, D., et al, "Fostering Cooperation While Engaging Conflict - Arabs and Jews in Israel"
2. Text - Chapter Nine: Urick, M. and Crandall, V., "Engaging Conflict while Fostering Cooperation - An Organizational Case Study"

Session Eight, February 26th: Fostering Identity-Based Cooperation in Practice

This session will examine in some detail how youth from multiple faiths and thousands of people from a divided city in the US listened deeply and planned for a new cooperative future.

Reading:

Half class reads #1 and half class reads #2:

1. Text - Chapter Ten - Miller, S., et. al., Embedding Action Evaluation In An Interfaith Program For Youth.
2. Text - Chapter Eleven - Rothman, J. Applying Action Evaluation on a Large Scale - Cincinnati Police-Community Relations Collaborative: Successes, Failures and Lessons Learned.

Session Nine, March 4th: - Review of concepts and practices and student final paper presentations (after the manner of short Ted-like-Talks).

Sessions Ten, March 11th: Taking lessons home, and remaining student final paper presentations (after the manner of short Ted-like-Talks).

Reflexive Essay (1-2 pages due before final class)

Summarize your experience in this seminar and write about "Taking it home - Identity Conflict and Me: What I think, feel, and want to do about it."

III. REQUIRED TEXT

Rothman, Jay. (Ed.) (2012). From Identity-Based Conflict to Identity-Based Cooperation: The ARIA Approach in Theory and Practice. New York: Springer. This can be downloaded for free from the University Library system. If you have any trouble doing this please contact a GPS administrator or librarian for assistance.

Additional Readings/Resources (available online or on class Canvas):

Chaitin, Julia. "Narratives and Storytelling." *Beyond Intractability Website*. Eds. Guy Burgess and Heidi Burgess. Conflict Information Consortium, University of Colorado, Boulder. Posted: July 2003 <<http://www.beyondintractability.org/bi-essay/narratives>>

Elliott, M., d'Estrée, T.P. and **Kaufman, S.**, "Evaluation as a Tool for Reflection." *Beyond Intractability*. Eds. Guy Burgess and Heidi Burgess. Conflict Information Consortium, University of Colorado, Boulder. Posted: September 2003, available at <http://www.beyondintractability.org/bi-essay/evaluation-reflection>.

Fisher, R.J. (ed.), Paving the Way: Contributions of Interactive Conflict Resolution to Peacemaking, New York: Lexington, 2005.

Fisher, R.J., "Historical Mapping of the Field of Interactive Conflict Resolution," in Davies, J., and E. Kaufman, (eds.), *Second Track/Citizen's Diplomacy: Concepts and Techniques for Conflict Transformation*, Lanham, MD: Rowman & Littlefield, 2002.

Kelman H., [The role of national identity in conflict resolution: Experiences from Israeli-Palestinian problem-solving workshops](#). In: In R.D. Ashmore, L. Jussim, & D. Wilder (Eds.), *Social identity, intergroup conflict, and conflict reduction*. Oxford and New York: Oxford University Press ; 2001. pp. 187-212.

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.

Ratner, S. "Horace M. Kallen and Cultural Pluralism" *Modern Judaism*, Vol. 4, No. 2 (May, 1984), Oxford University Press, pp. 185-200.

Rothman, J. "Action Evaluation," (2014). In Coghlan, D. & Brydon-Miller, M. [Encyclopedia of Action Research](#). London: Sage Publications. pp. 4-9

Rothman, J and M. Olson, From Interests to Identities: Towards a New Emphasis in Interactive Conflict Resolution, *Journal of Peace Research*, Vol 38, #3, 2001, pp. 289-305
https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=jay+rothman&btnG=

Rothman, J. "[Reflexive Dialogue as Transformation](#)." *Mediation Quarterly*, 13, #4, 1996

Rothman, J. (1992). [From Confrontation to Cooperation: Resolving Ethnic and Regional Conflict](#). Newbury Park: Sage.

Short historical background piece on Israeli-Palestinian Conflict: Rothman, J.
<https://origins.osu.edu/article/new-view-israeli-palestinian-conflict-needs-and-narratives-negotiation>

Rubin Rivlin (President of Israel): Overview of Israel's "Four-Tribes"
<https://en.idi.org.il/articles/23298>

You will also find many useful articles and references by exploring a site called "BeyondIntractability.org" which can be accessed at <http://www.beyondintractability.org/iweb/>. In particular, the Table of Contents in the "Browse" section is most useful. It is at http://www.beyondintractability.org/iweb/browse_contents.htm

Website about ARIA process www.ariagroup.com

Rubric for Reflexive Journal

Category	Point Values 3	Points earned	Comments
Reflexivity	Writing reflects personally engaged thoughtful responses (why this is or is not interesting or relevant to me), which are linked to the student's own life and experiences. It also connects student's experiences to the course material and content. Should be well written, referenced and of high academic quality (while still being first person).		
Quality and Mastery of content	Entry includes references to assigned or optional readings and gives full citations and references regarding them.		
Fluency	Entry is well constructed with good grammar, sentence structure, spelling, etc.		

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