

**Course Information**

|  |  |
| --- | --- |
| Course code: | CMHA 613 |
| School and Program name | MSc in Conflict Management and Humanitarian Action (CMHA).  |
| Academic Year and Semester  | Spring 2020 |
| Course title | Conflict Transformation and Peace Processes  |
| Course teacher/s | Dr. Ibrahim Fraihat Email address: ibrahim.fraihat@dohainstitute.edu.qaTel No.: +974 40356961Room no.: 033 |
| Class location  | Academic building, first floor |
| Office hours |  |
| Credit value | 3 |
| Pre requisites | This course has two pre requisites 610 + 611 |
| Co-requisites | This course has no co- requisites  |
| Course duration | One semester (14 weeks), Spring Semester |
| Total student study time | 42 contact hours plus 84 personal study hours. Total 126 hours. |

 **Course Description:**

This course surveys major processes that aim to prevent, manage, contain, resolve, or transform conflict in an international setting. The course will discuss theoretical assumptions about social conflict such as whether conflicts are resolvable or at best they can be managed, should humanity be pursuing lasting solutions to their conflicts in the first place, and if so under what terms. Furthermore, the course covers relevant concepts, models, and frameworks that are necessary to understand how the resolution process of social conflict functions. That is, the course will discuss resolution processes such as peace processes, peace agreements, peacekeeping, negotiation, mediation, peacebuilding, peace implementation, national dialogue, transitional justice, and reconciliation. The course will allocate ample time for an applied dimension of the study of conflict transformation; role play negotiation and simulation of mediation settings as well as problem solving workshop will be practiced in class and in the form of homework. In addition, the course examines the applicability of conflict resolution processes in real world conflicts such as conflict prevention in Macedonia, peace process in Northern Ireland and Syria, mediation in Bosnia, negotiation and mediation in Northern Ireland and Palestine, military intervention in Kosovo, international intervention in Libya, peacekeeping in DRC and Bosnia, transitional justice in Iraq and Liberia, national dialogue in Yemen and Tunisia, and reconciliation in South Africa and truth commission in Morocco. Case studies are selected to reflect the various types of resolutions for protracted conflicts such as long-lasting, successfully resolved, and internationally mediated.

The ultimate goal of the course is to equip students with the theoretical and practical skills necessary to respond to social and political conflicts and their resolutions. To do so, students should benefit from what the multiple case study of international conflicts and the simulation of various conflict scenarios that will be offered in class. A comparative approach to resolution processes of world conflicts will be the core approach used to achieve this objective.

**Course Learning Outcomes (CLOs) and their relation to the program’s learning outcomes:**

|  |  |  |
| --- | --- | --- |
| Type of Course Learning Outcome | Course Learning Outcomes (CLOs) | CLOs relation to Program Learning Outcomes (PLOs) |
| Knowledge and Understanding  | CLO 1: Understand the various processes used to manage, contain, resolve and transform protracted conflicts.CLO 2: Develop a holistic understanding of the field specially that this course provides a comprehensive review of the various approaches and procedures used to respond to international and conflicts.CLO 3: Contextualize resolution processes across different cultures and particularly apply to a context of Arab and Islamic society.CLO 4: Link theory to practice by examining different case studies from the international arena. | **-PLO 1: Develop the capacity to seek and absorb new knowledge.** CLO 1 meets PLO 1 and PLO 2: understanding how to engage in a conflict resolution process will help students learn new skills that deal with international conflicts (PLO1) and do this in a cultural context of studying Arab conflicts as religion and culture are important factors that affect these conflicts.CLO 4 meets PLO 1: Main learning skills (knowledge absorption) students will learn here is to start analyzing real world conflicts including in the Arab region by using theory and notions of conflict analysis and resolutions discussed in class.**-PLO 2: Explore the specific added value and understand what culture, religion and tradition can bring to the overall improvement of the subject.**CLO 3 meets PLO 2: Culture and religion are at the core of understanding how to deal with conflicts in the Arab region. Mainstream Islamic movement, radical and extremists groups, non-religious social forces are all taking apart of these conflicts. Understanding the regional context will help students understand how these social forces relate to conflicts.**- PLO 3: Equip students with a genuine cross-disciplinary or cross-specialization collaborative attitude.** CLO2 meets PLO3 as a holistic understanding of an Arab conflict requires understanding the very different aspects that affect the escalation of such a conflict like dictatorships, repression, and under-development, which means touching on areas of political science (political systems) and economics (under-development. |
| Intellectual Skills | CLO 5: Develop thorough and deep analysis that captures the nuances and multilayers of complexity of real world conflicts.CLO 6: Conduct thorough assessment of conflict situations and determine what processes are applicable to use and the how to implement. | **- PLO 4: Utilize analytical skills to understand conflict and to design, manage and evaluate resolution and transformation policies.**CLO 5 & CLO 6 meet PLO 4: both CLOs focus on the analytical dimension of student learning. By conducing thorough assessment of real world conflicts and diving into the very small details students will be expected to meet PLO 4 of applying those analytical skills to their future academic research or professions if they choose to become practitioners in the field of conflict resolution and humanitarian action.  |
| Practical Skills | CLO 7: Ability to use conflict resolution skills learned in class through methods such as role play, simulation, and case study, to real world conflicts. CLO 8: Develop a solid understanding of international conflict resolution platforms (e.g. databases, international networks, conferences, workshops, relevant software) that are used to track developments and solutions of international conflictsCLO 9: Understand and analyze tough choices that policy-makers face when they contemplate or undertake interventions and resolutions in different conflicts | **PLO 5: Acquire and update knowledge of new technologies that can spark innovations and support successful policy implementation.** CLO 7 meets PLO 5 as learning new ways of simulation in negotiation and mediation will move students a step closer to understanding how policy making functions and with that trigger innovation in policy thinking.CLO 8 and CLO 9 meet PLO 5 as it focuses primarily on mapping the field of conflict resolution in terms of technologies, networks, and portals, and aims to familiarize students with these areas to first bring them up to date on the latest in the field and become effectively engaged with the policy world.  |
| Transferable Skills  | CLO 10: Use this course and especially its emphasis on management and resolution processes as foundation for further specialization in one or more of the aspects of resolution such as negotiation, reconciliation, or peacekeeping.CLO 11: Commit to a high standard of impartiality when mediating community and international conflicts.CLO 12: Link successful intervention to demonstrating highly responsible behavior in conflict situation and showing full respect to indigenous norms and social structures. CLO 13: Capitalize on local conflict resolution knowledge and avoid importing externally developed formulas to deals with local conflicts such as in the Arab region. | **PLO 6: Engage effectively with conflict parties on the ground – whether at the national or sub-national level – in order to tailor conflict resolution programs that meet needs and interests of the parties engaged in the conflict** CLO 11 meets PLO 6 especially in intervention program in social, regional, or international conflicts where techniques learned in the course will guide successful intervention. Students becoming practitioners in the future will reflect on those skills of neutrality, impartiality, and empathy when dealing closely with conflict parties and be able to design intervention that respects these principles and build trust with the parties.**PLO 7: Act transparently, with integrity and within existing national and international legislative frameworks, while understanding and making use of the right political circumstances when they present themselves to innovate while upholding the highest international standards**CLO 12 meets PLO 7 by emphasizing the trust that conflict resolvers commit to building with communities of conflict and defuse suspicions of external agendas by committing to the highest levels of transparency in dealing with the various parties. CLO 13 meets PLO 7 by insisting on solutions elicited from the local cultures and not imported or imposed from the outside. Emphasizing that locals are owners of solutions.  |

**Course Format and Teaching Methods:**

In order to achieve its objectives, the course employs a variety of teaching methods to give its students the academic, professional and personal skills required to successfully complete the CMHA program and ultimately succeed in their future academic and professional careers. These include:

* **Lectures:** Introducing the topic and highlighting certain notions, definitions, and approaches. The goal here is to ensure students are familiar with particularly important themes that are essential to understanding the subject.
* **Case study discussion** in class - students will be expected to familiarize themselves with a number of case studies that will be discussed at length.
* **Master Class:** Distinguished professionals and experts from academia or from professional practice are invited to join the class to share their insights with the students.
* **Seminars**: Are designed to enhance participation and intellectual freedom. Seminars will include short PBL (problem-based learning) scenarios, in which students will be able to apply the knowledge they have gained about protocols and gain a realistic understanding of their use in practice.
* **Reading**: Students should be prepared for each class by completing and reflecting on required reading in advance. There will be in class group activities aimed at improving critical reading skills.
* **Group discussions**: Group work constitutes an important part of the learning methodology. Groups of about six students on various occasions throughout the semester will address the assigned discussion questions.
* **Presentations:** Allow students a safe space to practice oral and visual presentation skills. It trains students to be ready to (a) critically research certain subjects, (b) be prepared to speak effectively from a range of public platforms, and (c) learn how to deliver in teams rather than working individually all the time.
* **Role play & simulations:** challenge the students to come up with solutions through simulation exercise and role play of certain conflict settings.

**General resources to help with conflict mapping and designing of strategies of intervention**

* Uppsala Conflict Data Program (UCDP): <http://www.ucdp.uu.se/>
* Armed Conflict Database: Monitoring Conflicts Worldwide <https://acd.iiss.org/>
* Conflict Mapping: <http://www.conflictmap.org/>
* Relief Web: <http://reliefweb.int/>
* Crisis Mappers: <http://crisismappers.net/>
* Armed Conflict Database: <https://www.iiss.org/publications/armed-conflict-database>

**Assessment Items:**

**Class Reports (30%)**

Students are expected to engage with the readings by submitting a total of 10 reports reflecting this engagement throughout the semester. For each report, students should take one or more of the assigned readings, provide a summary of the main themes, and critically engage through debating the themes presented in the article(s). Each report merits 3 points. Reports are submitted during the first 15 minutes of the class and in hard copy only. No submissions will be accepted after the first 15 minutes of the class. No electronic submissions of this assignment. Reports should be written in font Times New Roman, size 12.

**Negotiation and Mediation Simulation (30%):** Students are expected to write up a conflict scenario of their own thinking. It could be an interpersonal, social, intra and/or interstate conflict. The scenario should clearly explain the parties of the conflict, issues, behavior, and the challenges to solutions. Students should work in teams where each group includes three students to simulate negotiation and mediation of the conflict situation. Two students should play the role of negotiators of the conflict and the third will be mediating/intervening between the two negotiators. Each team will videotape their simulation and watch their recording to reflect on how they act in a negotiation/mediation setting. Each team should submit a copy of the conflict scenario along with the simulation recording to the professor upon completion. Students are expected to consult with the professor in advance on the suitability of the conflict scenario. Scenarios and recordings are due **Week** **10**

**Research Paper (40%):** Students are expected to write a 4000-word policy research paper on an international conflict of their choice. The paper consists of three parts: 1- description of the conflict resolution efforts taking place in the case that you have selected, 2- assessment of these efforts (e.g. peace process, negotiation, mediation, peacekeeping, peacebuilding, transitional justice, national dialogue, reconciliation) and their level of effectiveness in presenting solutions to the conflict, and 3- designing a comprehensive strategy to intervention and resolution of the conflict. The first two parts take approximately 50% of the paper and the third part is the remaining 50% of the paper. Students are not necessarily expected to provide a comprehensive solution to a particular conflict but rather they can take one aspect of the conflict and focus on solutions to that particular aspect. For example, instead of designing a comprehensive solution to the conflict in Yemen – though this remains a possibility – students can choose to focus on designing a strategy for any of the following areas: mediation strategy for Yemen, national dialogue, negotiation, reconciliation, transitional justice, NGOs intervention in the conflict, a problem solving workshop, etc. Paper should be written in font Times New Roman, size 12. Paper is due **Week 13**.

**Course Syllabus Plan:**

**Week 1 Introduction, definitions, frameworks**

* فالنستين، بيتر*. "فهم عملية تسوية الصراعات".* في *مدخل إلى فهم تسوية الصراعات : الحرب والسلام والنظام العالمي،* ترجمة سعيد فيصل السعد و محمد محمود دبور*: 17-30.* عمان: المركز العلمي للدراسات السياسية،2005.
* بشارة، عزمي. *المجتمع المدني: دراسة نقدية*، الطبعة السادسة. الدوحة: المركز العربي للأبحاث ودراسة السياسات، 2012.
* عزم، أحمد جميل. الفشل العلمي الأمريكي في إدارة العراق وفشل استراتيجيات "تحويل" الصراع.

المجلة العربية للعلوم السياسية. تاريخ الدخول فبراير 28، 2017. متوفر في:

<http://www.ahmadazem.com/files/1714/0799/8929/____.pdf>

**Week 2 Methodology in the resolution of conflicts**

* فالنستين، بيتر. *"منهجية تسوية الصراعات".* في *مدخل إلى فهم تسوية الصراعات : الحرب والسلام والنظام العالمي،* ترجمة سعيد فيصل السعد و محمد محمود دبور*: 57-89.* عمان: المركز العلمي للدراسات السياسية، 2005.
* Lederach, John Paul. *The Little Book of Conflict Transformation*. New York: Good Books; Skyhorse publishing, 2003.

**Week 3 Conflict Prevention – an effective approach to resolution. Case study: Macedonia & Kosovo**

* الخزندار، سامي. *إدارة الصراعات وفض المنازعات: 237-276*. الدوحة: مركز الجزيرة للدراسات، 2014.
* غليون، برهان. *المسألة الطائفية ومشكلة الأقليات*، الطبعة الثالثة. الدوحة: المركز العربي للأبحاث ودراسة السياسات، 2012.
* Bercovitch, Jacob & Richard Jackson. *Conflict Resolution in the Twenty-First Century: Principles, Methods, and Approaches:* 87-100. Michigan: University of Michigan Press, 2009.
* Evans, Gareth. *“Preventing and Resolving Deadly Conflict: What Have We Learned?”. In Interventions in Conflict: International Peacemaking in the Middle East*, edited by Rami G. Khouri, Karim Makdisi, and Martin Wahlisch: 163-178. New York: Palgrave Macmillan, 2016.
* Carment, David & Albrecht Schnabel. *“Conflict Prevention – Taking Stock”. In Conflict Prevention: Path to Peace or Grand Illusion?,* edited by David Carment, and Albrecht Schnabel: 11-25. Tokyo: United Nations University Press, 2003.
* Vayrynen, Raimo. *“Challenges to Preventive Action: The Cases of Kosovo and Macedonia. In Conflict Prevention: Path to Peace or Grand Illusion?,* edited by David Carment, and Albrecht Schnabel: 47-69. Tokyo: United Nations University Press, 2003.

**Week 4 Conflict Containment, international intervention, and Peacekeeping - case study: Libya and Bosnia**

* فالنستين، بيتر*. "الأمم المتحدة وعملية تسوية الصراعات".* في *مدخل إلى فهم تسوية الصراعات : الحرب والسلام والنظام العالمي،* ترجمة سعيد فيصل السعد و محمد محمود دبور،317-351. عمان: المركز العلمي للدراسات السياسية،2005.
* Bercovitch, Jacob & Richard Jackson. *Conflict Resolution in the Twenty-First Century: Principles, Methods, and Approaches*: 76-83. Michigan: University of Michigan Press, 2009.
* Bercovitch, Jacob & Richard Jackson. *Conflict Resolution in the Twenty-First Century: Principles, Methods, and Approaches:* 102-118. Michigan: University of Michigan Press, 2009.
* Butler, Michael J. *International Conflict Management*: 65-98. New York: Routledge, 2009.
* Mood, Robert. *“Supervising a Temporary Truce, Working for a Permanent Peace: UNTSO’s Mission in the Middle East”. In Interventions in Conflict: International Peacemaking in the Middle East*, edited by Rami G. Khouri, Karim Makdisi, and Martin Wahlisch: 135-146. New York: Palgrave Macmillan, 2016.
* Butler, Michael J. *International Conflict Management:* 158-185. New York: Routledge, 2009.

**Week 5 Peace Processes and Ethics of Intervention**

* فالنستين، بيتر. *"تسوية الصراعات في الحروب الأهلية".* في *مدخل إلى فهم تسوية الصراعات : الحرب والسلام والنظام العالمي،* ترجمة سعيد فيصل السعد و محمد محمود دبور*:181-219.* عمان: المركز العلمي للدراسات السياسية،2005.
* Westendorf, Jasmine-Kim. *Why Peace Processes Fail: Negotiating Insecurity After Civil War*: 1-54. Colorado: Lynne Rienner Publishers, 2015.
* Brahimi, Lakhdar. *“Making and Keeping the Peace: Reflection on UN Experiences in the Middle East and Afghanistan”. In Interventions in Conflict: International Peacemaking in the Middle East*, edited by Rami G. Khouri, Karim Makdisi, and Martin Wahlisch: 23-36. New York: Palgrave Macmillan, 2016.
* De Soto, Alvaro. *“Lessons Learned from a Quarter Century of Peacemaking”. In Interventions in Conflict: International Peacemaking in the Middle East*, edited by Rami G. Khouri, Karim Makdisi, and Martin Wahlisch: 53-64. New York: Palgrave Macmillan, 2016.

**Week 6 Negotiation in International Conflict**

* Bercovitch, Jacob & Richard Jackson. *Conflict Resolution in the Twenty-First Century: Principles, Methods, and Approaches*: 19-32. Michigan: University of Michigan Press, 2009.
* Brett, Jeanne M. *Negotiating Globally: How to Negotiate Deals, Resolve Disputes, and Make Decisions Across Cultural Boundaries*: 25-47. 4th ed. San Francisco: John Wiley & Sons Inc, 2014.
* Fisher, Roger & William Ury. *Getting To Yes: Negotiating Agreements without giving up.* Revised ed. New York: Penguin Group, 2011.
* Faure, Guy-Oliver. International Negotiation: The Cultural Dimension. In Victor Kremenyuk (ed.), *International Negotiation, Analysis, Approaches, Issues*. San Francesco: Jossy-Bass, 2002. Pp392-415

**Week 7 International mediation**

* Zartman, I.W., ‘The Timing of Peace Initiatives: Hurting Stalemates and Ripe Moments’, *The Global Review of Ethnopolitics*, 1:1 (2001), 8-18. Available here <https://peacemaker.un.org/sites/peacemaker.un.org/files/TimingofPeaceInitiatives_Zartman2001.pdf>
* Bercovitch, Jacob & Richard Jackson. *Conflict Resolution in the Twenty-First Century: Principles, Methods, and Approaches*: 33-46. Michigan: University of Michigan Press, 2009.
* Fraihat, Ibrahim. “Superpower and Small-State Mediation in the Qatar Gulf Crisis.” *The International Spectator*, 2020, 1–13. https://doi.org/10.1080/03932729.2020.1741268.
* Eliasson, Jan. “Peacemaking under the United Nations Flag: Reflections on a Quarter Century of Mediation”. In *Interventions in Conflict: International Peacemaking in the Middle East*, edited by Rami G. Khouri, Karim Makdisi, and Martin Wahlisch: 33-52. New York: Palgrave Macmillan, 2016.
* Svensson, Isak. *International Mediation Bias and Peacemaking: Taking sides in civil wars*: 20-42. New York: Routledge, 2014.

**Week 8 Applied Negotiation and Mediation in conflict resolution**

Role play and simulation training in class

**Week 9 Case study: Northern Ireland and Palestine with a comparative aspect of peace processes and mediation**

* White, Timothy J. *"Lessons from the Northern Ireland Peace Process."* YouTube. March 19, 2014. Accessed March 04, 2017. Available at: https://www.youtube.com/watch?v=mQEezkv0Wf8.
* Hanisko, Sarah. *"Book Review-Lessons from the Northern Ireland Peace Process: A Volume edited by Timothy J. White."* Peace and Conflict Studies 22, no. 1, Article 5, (2015). Available at : <http://nsuworks.nova.edu/cgi/viewcontent.cgi?article=1274&context=pcs>
* Powell, Jonathan*. “Security is Not Enough: Ten Lessons for Conflict Resolution from Northern Ireland”.* Available at : http://eprints.lse.ac.uk/43488/1/The%20lessons%20of%20Northern%20Ireland\_security%20is%20not%20enough(lsero).pdf
* Rabbani, Mouin*. “Twenty Years of Oslo and the Future of the Two-State Paradigm”.* 20 Years Since Oslo: Palestinian Perspectives. Issue 5 (2013): 29-33. Available at:

<https://www.boell.de/sites/default/files/perspective_issue5_decembre_2013.pdf>

* Giacaman, George. “Palestinian Civil Society and the Oslo Process: Some Personal Reflections”. 20 Years Since Oslo: Palestinian Perspectives. Issue 5 (2013): 34-37. Available at:

 <https://www.boell.de/sites/default/files/perspective_issue5_decembre_2013.pdf>

**Week 10 Simulation exercise of an international conflict**

 *Second assignment, conflict scenario simulation is due today.*

**Week 11 Track II and problem solving workshop**

* Kelman, Herbart C. *The* *Problem Solving Workshop in Conflict Resolution*. Accessed February 28, 2017. Available at:

<http://scholar.harvard.edu/files/hckelman/files/ProblemSolvingWorkshop.pdf>

# Kelman, Herbart. *Interactive Problem-Solving: A Social-psychological Approach to Conflict Resolution*. Accessed February 28, 2017. Available at : <http://link.springer.com/chapter/10.1007/978-1-349-21003-9_11>

* Rouhana, Nadim N. “*The Dynamics of Joint Thinking between Adversaries in International Conflict: Phases of the Continuing Problem-Solving Workshop”*. Journal of Conflict Resolution 16, no. 2 (June, 1995): 321-345. doi: 10.2307/3791834. Available at:

 <http://www.jstor.org/stable/3791834?seq=1#page_scan_tab_contents>

* Hill, Barbara J. *" An Analysis of Conflict Resolution Techniques: From Problem-Solving Workshops to Theory."* Journal of Conflict Resolution 26, no. 1 (March 03, 1982): 109-38. doi:10.1177/0022002782026001004. Available at: <http://journals.sagepub.com/doi/abs/10.1177/0022002782026001004>

**Week 12 National dialogue – case study: Tunisia and Yemen**

* Schirch, Lisa, and David Campt. *The little book of dialogue for difficult subjects: a practical, hands-on guide*. New York: Skyhorse Publishing Inc., 2015.
* Fraihat, Ibrahim. *Unfinished Revolutions: Yemen, Libya, and Tunisia After the Arab Spring*: 75-102. New Heaven, CT.: Yale University Press, 2016.
* Siebert, Hannes. *“Beyond Mediation: Promoting Change and Resolving Conflict through Authentic National Dialogues”. In Interventions in Conflict: International Peacemaking in the Middle East*, edited by Rami G. Khouri, Karim Makdisi, and Martin Wahlisch: 153-162. New York: Palgrave Macmillan, 2016.
* Crooke, Alastair. *“Talking with Islamists: The Need for Mutual Dignity and Respect”. In Interventions in Conflict: International Peacemaking in the Middle East*, edited by Rami G. Khouri, Karim Makdisi, and Martin Wahlisch: 119-134. New York: Palgrave Macmillan, 2016.
* Melwani, Eric. *National Dialogue for Nation Building: Strategies of Nation Building Champions.* Colorado,U.S : CreateSpace Independent Publishing Platform, 2016.

**Week 13 Transitional Justice (truth seeking, reparation, lustration, institutional reform)**

* Fraihat, Ibrahim & Bill Hess. *“For the Sake of Peace or Justice? Truth, Accountability, and Amnesty in the Middle East”. Tarnsitional Justice in the Middle East and North Africa,* edited by Chandra Sriram. Oxford: Oxford University Press, 2017
* Fraihat, Ibrahim. *Unfinished Revolutions: Yemen, Libya, and Tunisia After the Arab Spring*: 127-188. New Heaven, CT.: Yale University Press, 2016.
* Mani, Rama. *“Integral Justice for Victims”. In Justice for Victims: Perspectives on Rights, Transition and Reconciliation*, edited by Inge Vanfraechem, Antony Pemberton, and Felix Mukwiza Ndahinda: 183-209. New York: Routledge, 2014.
* Letschert, Rianne & Stephan Parmentier. *“Repairing the Impossible: Victimological Approaches to International Crimes”. In Justice for Victims: Perspectives on Rights, Transition and Reconciliation*, edited by Inge Vanfraechem, Antony Pemberton, and Felix Mukwiza Ndahinda: 210-227. New York: Routledge, 2014.
* From bullets to ballots, the Arab Center for Research and Policy Studies <https://www.youtube.com/playlist?list=PLt3Bsj5JaaadnCMgoqWbHxAaZEai9xkVL&fbclid=IwAR1hyrOXX7P7wz0vsirzziXdaDIKgqdqp-dkXrocKr3mQ0wfBeH8kZrOtxk>

*Third assignment, final research paper is due today.*

**Week 14 Reconciliation - Arab *musalaha,* Case study: South Africa, Morocco, Rwanda, and Liberia.**

* عبد اللطيف، كمال. *العدالة الانتقالية والتحولات السياسية في المغرب: تجربة هيئة الإنصاف والمصالحة*. الدوحة: المركز العربي للأبحاث ودراسة السياسات، 2013.
* George Irani and Nathan Funk. Rituals of Reconciliation: Arab-Islamic Perspectives. (Occasional Paper No. 19.) University of Notre Dame, IN: Joan B. Kroc Institute for International Peace Studies. August 2000. Available here:

<https://www.academia.edu/352902/_Rituals_of_Reconciliation_Arab-Islamic_Perspectives_>

* Safa, Oussama*."*Conflict Resolution and Reconciliation in the Arab world: The work of civil society organisations in Lebanon and Morocco." (2007). Available at: <http://www.berghof-foundation.org/fileadmin/redaktion/Publications/Handbook/Articles/safa_handbook.pdf>
* Bercovitch, Jacob & Richard Jackson. *Conflict Resolution in the Twenty-First Century: Principles, Methods, and Approaches*: 152-167. Michigan: University of Michigan Press, 2009.
* Diab, Rasha. *Shades of Sulh: The Rhetoric of Arab-Islamic Reconciliation*: 20-80. Pittsburgh: University of Pittsburgh Press, 2016.
* Isakhan, B. (2015). The De-Baathification of post-2003 Iraq: Purging the Past for Political Power. In Isakhan, B. (Ed.) The Legacy of Iraq: From the 2003 War to the ‘Islamic State’ (p. 21-35). Edinburgh: Edinburgh University Press; New York: Oxford University Press.

**Course Syllabus Change:**

Student workload and course requirements are subject to change at the discretion of the instructor with proper advance notice to the students.

**Relevant DI Policies and Statements**

**Class Attendance Policy**

All students are expected to attend all classes regularly without any absence. Records of class attendance are kept by the instructor. For more information, please refer to the DI “Attendance Policy” that defines student, faculty, and DI rights and responsibilities with respect to class attendance at

<https://www.dohainstitute.edu.qa/AR/Academics/Pages/Academic-Policies.aspx>

**Grading Policy**

The DI adopts a standardized system for grading and recording the students’ academic progress. The grading scale is as follows:

|  |  |  |  |
| --- | --- | --- | --- |
| العلامة بالأرقام | العلامة بالحروف | الدرجات بالأرقام | شرح تصنيف الدرجات بالحروف |
| 95-100 | A | 4.00 | متميز. أداء متميز يظهر إتقانًا وفهمًا استثنائيًا لموضوع المقرر. |
| 90-94 | A- | 3.75 | امتياز. أداء بارز يُبيّن فهمًا شاملًا ومعمّقًا لموضوع المُقرَّر. |
| 87-89 | B+ | 3.25 | جيد جدًا. أداء يفوق المعدّل بوضوح مع امتلاك معرفة وفهم جيّدين جدًا للموضوع المقرّر بلا أيّ قصور. |
| 83-86 | B | 3.00 | جيد. أداء يفوق المعدّل مع معرفة جيدة بالمبادئ تمكّنه في الحد الأدنى من التواصل بكفاءة في هذا الحقل المعرفيّ. |
| 80-82 | B- | 2.75 | متوسط. متوسط مع معرفة مقبولة بالمبادئ والحقائق تمكّنه في الحد الأدنى من التواصل بكفاءة في هذا الحقل المعرفيّ. |
| 75-79 | C+ | 2.25 | مقبول. فهم أساسيّ في معرفة المبادئ والحقائق مع إمكانيّة وجود قصور.  |

For information on DI grading procedures, such as changing grades or merit classifications in the Grade Point Average, please refer to the DI’s full Grading System Policy at <https://www.dohainstitute.edu.qa/AR/Academics/Pages/Academic-Policies.aspx>

**Course Resits and Repeats and Student Appeals**

Course Resits: At the DI, students who have missed or failed to pass an assessment for a course whether the assessment was an examination or coursework can apply for a resit for that specific assessment. No students are automatically registered for resit assessments, even if they missed an assessment for medical reasons or extenuating circumstances. For more information on the course resit procedures, please refer to the Resits Policy at <https://www.dohainstitute.edu.qa/AR/Academics/Pages/Academic-Policies.aspx>

Course Repeats: Under no circumstances does the DI allow students to repeat a course whether failed or passed. Students will make use of the resit option to pass or improve their grades in a course. For more information on the course repeat procedures, please refer to the DI Resits Policy at <https://www.dohainstitute.edu.qa/AR/Academics/Pages/Academic-Policies.aspx>

Student Appeals: Enrolled students at the DI have the right to appeal against decisions made by an Examination Committee, Disciplinary Committee, or any other equivalent body that may affect their academic progress, provided such appeals are based on grounds stated by the DI in the Student Academic Appeals Policy. Please refer to the policy for more information about the grounds for appeal, process of the appeal, and outcomes at <https://www.dohainstitute.edu.qa/AR/Academics/Pages/Academic-Policies.aspx>

**Academic Integrity and Misconduct**

The DI expects all its students to comply with the principles of the DI Academic Code of Good Practice Policy which include, but are not limited to intellectual honesty; high ethical standards of academic conduct; submitting original work; acknowledging the work and efforts of other individuals and making appropriate references; undertaking honest research; and relying on one’s own efforts in completing examinations and all other forms of assessment. The DI takes academic misconduct very seriously and students found guilty of it will be penalized. Students are given the chance to appeal in writing against any decision taken by the disciplinary committee. For more information on managing academic misconduct and its consequences, and student appeals, please refer to the DI Academic Code of Good Practice Policy at <https://www.dohainstitute.edu.qa/AR/Academics/Pages/Academic-Policies.aspx>

**Student Course Surveys**

Student course surveys are part of a process by which DI aims to improve teaching and learning. Students are strongly encouraged to participate in providing feedback on their course and its quality of instruction by completing an online student course survey. The survey is usually open during the last two or three weeks of a semester. Students will be informed of when and how to complete the survey in due time.

**Students with Disabilities**

Special needs or any disability-related concerns and requests must be submitted by students to the Enrollment and Student Affairs Department in good time to allow for facilitating such requests. The course instructor must also be previously informed of any requests and accommodations.

**Course Readings Access and Library Resources**

Course readings are available at the DI Library and its staff may assist in finding the relevant resources for studies and research. For more information, please visit the library page at <https://www.dohainstitute.edu.qa/AR/Library/Pages/default.aspx>