Regional Politics, Cooperation, and Conflict in the Middle East, MC324a

Spring 2011
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Office hours: T,TH 9-11:30
Class Meets T,TH 12:40-2:00,
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DESCRIPTION OF COURSE:

This course will focus on the causes for conflict and cooperation between states, and between state and non-state actors, in the modern Middle East. The course will center on several in depth case studies emphasizing the Persian Gulf as a security region, as well as the Arab-Israeli conflict and efforts to negotiate peace agreements. We will begin the course by analyzing the political, economic, and human development in the region, and explore varied explanations for the varied levels of development and its regional political effects. We will analyze issues of gender, culture and politics, looking at gender issues in a variety of states and contexts, and examining the impact of gender issues on political and human development as well as security more broadly defined. The course will analyze the growing middle class in several countries in the Middle East and the potential impact that may have on democratization, as well as remaining challenges to further democratization, and U.S. goals concerning democratization.

After introducing some of these common themes and questions for the region as a whole, we will turn to in depth case studies of the Persian Gulf security region, including wars, political alliances, and the balance of power within the region. Our main text will be Gregory Gause, *International Relations of the Persian Gulf* (Cambridge: Cambridge University Press, 2010), but we will supplement this with many recent journal articles on selected countries. The course will explore the causes and effects of the Iranian-Iraqi war, the Persian Gulf War, the second war in Iraq, and current dilemmas and politics in Iraq. After exploring Iraq, we move to discussing Saudi Arabia, the impact of oil on its political development, its influence in the region, and its special relationship with the United States. We will move from Saudi interests in Yemen to investigating internal wars in Yemen, its political and economic development, and the U.S. heightened counter-terror efforts in Yemen. We will then explore the dynamic changes within Iran, its status as a competing regional power and its regional influence, as well as U.S. policies toward Iran. After focusing in-depth on Iran, we will hold a simulation of varied decision-making options for the U.S. in engaging Iran based on the policy memos analyzing policy options toward Iran.

Just as international relations within the Persian Gulf are important to understanding the Middle East, the Arab-Israeli conflict is central to any study of wars and efforts at negotiation in the region. We will focus on conflict and efforts at cooperation between Syria and Israel, Lebanon and Israel, and especially the emerging Palestine and Israel. We will focus on the main actors in negotiations between Israel and Syria, Israel and Palestine, and Israel and Lebanon, as well as the role of the United States, regional actors, and the international community in facilitating negotiations. All three dyads of conflict have included violent conflict, as well as periods of serious negotiation. We will examine conditions for conflict and cooperation as they relate to
non-state actors involved, as well as state actors. We will discover how in the midst of violent conflict unofficial negotiations can pave the way to cooperation and official negotiation and what the conditions are for successful negotiations. The cases allow for a greater understanding of the domestic and foreign policies of these countries immersed in conflict, and enable comparisons of different types of conflict and cooperation. The books we will be reading as a class are recent books published by top scholars in the field analyzing the motivations of the various actors, negotiators themselves, analyses of the role of culture in negotiating behavior, as well as frank accounts of lessons learned by former American mediators.

We shall examine and simulate the ongoing quest for peace in the Middle East. President Obama has said that he wishes to conclude an Israeli-Palestinian agreement within his first term, and wants to make progress on such agreements between Israel, Syria and Lebanon as well. The class will be divided into 9 working groups or teams. Each team will represent one of the aforementioned actors and mediators. Each team will be collectively responsible for researching and negotiating on behalf of, the actor they are representing. Each team will decide how it is going to organize and reach decisions. You will need to determine who the most relevant actors who influence foreign and security policies are for your state and/or nation. Each team member then writes an individual research paper of a particular key actor (could be political party, interest group, bureaucracy, or political leader), their goals and interests in an agreement, past stances toward negotiations, and preferred negotiating positions. The American mediators need to show an understanding of both states’ interests, as well as U.S. interests in resolving the conflict. They should specify what kinds of influence and persuasion they intend to use as well as any positions they might propose to further progress in the negotiations. Each team will then determine the policy of their state by simulating the negotiation between competing domestic interests and their perceptions of regional and international interests and pressures. This first set of simulations, whereby each nation negotiates among its own relevant domestic constituencies is also intended to show the multi-layered complexity of the conflicts and to expose the dangers of treating any side to a conflict in a monolithic way. There is deep domestic contestation concerning the advisability of negotiation and the extent to which each nation should compromise in any such negotiation. Therefore, these types of peace negotiations often require just as much negotiation internally as they do with the representatives of their traditional adversary across contested borders.

The culmination of this project will be the simulation of direct negotiations between an Israeli team and a Syrian one, another Israeli team and the emerging Palestine, and a third Israeli team and Lebanese team, facilitated by three respective American teams to mediate the three sets of negotiations. Students will be strongly encouraged to represent the actor with whom they are least sympathetic so that they can develop understanding and empathy to all parties in the conflict. At the end of the semester national groups will present the agreements they have reached. There will be a group paper, writing up the peace agreement reached after simulations specifying mutual interests, the points of agreement, and/or disagreement on the pertinent issues. However, if your group cannot come to an agreement on certain issues, those can also be articulated in the paper. For example, it could be that the group decides to sign the agreement, but that the dissent of one of the actor's is noted with explanations for both.

In this class you will be exposed to multiple points of view and interpretations not only through
the readings, but through interaction with a variety of different guest speakers as well having the opportunity to view films outside of class. We will be viewing the film *Persepolis*. This is a film by Majrane Satrapi and Vincent Paronnaud, based on the graphic novel by Marjane Satrapi, 2007 Academy Award Nominee Best Animated Feature. This is a semi-autobiographical narrative of an Iranian woman’s life as she lives through various important political events in Iran. In order to better familiarize ourselves with Palestinian negotiating patterns, Track II diplomacy, and peace organizations, we will have a video-conference with Professor Saliba Sarsar, Professor of Political Science, Associate Vice President for Academic Initiatives at Monmouth University, American Task Force on Palestine. He grew up in Jerusalem under both Jordanian and Israeli rule. After we have finished reading and discussing Professor Alan Dowty’s book, *Israel/Palestine, 2nd Edition*, (Cambridge: Polity Press, 2008) we will have a video-conference with Professor Dowty, who is Professor Emeritus of Political Science at Notre Dame University, so that you have an opportunity to ask him questions about the book and he can provide an analysis of events since the publication of the book. We will have young Israeli and Palestinian leaders of One Voice come speak to our class. One leader is a representative of the Israeli office and another is a leader in the Palestinian office in Ramallah. This organization attempts to mobilize its respective publics to push their leaders to reach a peace agreement based on a two state solution and have the respective publics discuss the nature of such an agreement and the compromises that will be necessary. They will describe to you their own respective narratives as well as the work they do for One Voice and then will answer questions. We will also play a video game called *Peacemaker* that we will play from the perspective of both Israeli and Palestinian leaders. This game allows one to recognize tradeoffs between accommodating domestic political pressures and international ones, as well as the effects that violence has on both sets of decision-makers. Finally, we will watch the documentary *Shattered Dreams*, based on the book by French journalist Charles Enderlin. This is a documentary which explores negotiations through the Oslo process and Camp David negotiations between Israel and the Palestinian Authority and analyzes the reasons for the successes and failures of these varied efforts at negotiation by interviewing both Israeli and Palestinian negotiators and leaders, as well as ordinary people.

**Goals of the course:**

To develop the students’ skills in conducting original research, collaborating with others in a team project, the writing of positions papers, learning and utilizing negotiating techniques, understanding the complexity of important public policy issues, learning about an important region of the world, and developing understanding and empathy toward all parties to the conflict.

This course has five main objectives:

1) To examine the different layers of causation for both conflict and cooperation and to be able to apply different approaches to explaining particular cases of conflict and cooperation to our case studies. In doing so, we will explore the strengths and weaknesses of these various approaches: the valuable insights each perspective can give, to what extent the approaches are complimentary and to what extent they are contradictory.

2) To examine selected cases from the Middle East in order to examine the role of domestic politics including ideology, nationalism, and religion, leadership, competing political cultures, as well as regional politics and power balances.
3) To better understand the particular cases of conflict and cooperation we will study, as well as understand changing conceptions of international security and ways to promote international cooperation.

4) Simulations will enable you to apply what you have learned, make the strengths and limits of various theoretical approaches concrete, and help understand multiple perspectives. Role-playing is used to increase your empathy for and understanding of a variety of actors.

5) To provide you opportunities to improve your critical thinking, reading, writing, and speaking abilities. Particular attention will be given to developing argumentation skills, both orally and in writing, through written assignments, in class discussions and weekly discussions on ANGEL, in class and simulations. We will focus on the use of logic and evidence to build an argument, and address weaknesses and exceptions in order to determine the limits of an argument.

Course Requirements:
Attendance is required and late assignments will not be accepted and cannot be made up except for certified emergency medical reasons. The success of the simulations as a whole depends on each and every student conscientiously doing his or her fair share of the work (research, writing position papers, and negotiating). Finally, reading the New York Times every day is essential, especially since current events in the Middle East are critical to your own negotiating postures.

Evaluation Criteria: I use the following criteria for assessing work:
4.0 – Your work is excellent relative to the level necessary to meet course requirements; you not only make strong, organized arguments that make good use of evidence and link theory to empirical cases, but also are able to recognize the limits of those arguments through thoughtful assessments of alternative explanations. Your work is probing, perceptive, and well expressed.
3.0 – Your work is good relative to the level of course requirements; it demonstrates very good command of the materials, is well written, and insightful.
2.0 – Your work meets requirements of the assignment, demonstrates adequate command of materials, and is fairly well expressed. Please note that an average grade is a 2.5.
1.0 – Your work meets minimum requirements for credit but shows weaknesses in the mastery of material and expression.
0.0 – Your work is unsatisfactory for credit because of major problems in understanding and expressing that understanding of course material.

Office Hours and Availability: I strongly encourage everyone to take advantage of the 5 hours a week I have devoted to office hours. Please contact me if you cannot make the office hours due to your class schedule, and I will be happy to make an appointment with you at another time. Please come with questions concerning lectures, readings, or assignments, or if you would just like to discuss the reading, relate the reading to what you are doing in another class or your past experiences. I encourage you to come to office hours with outlines for all written assignments, so that we can discuss your ideas and so that I have the opportunity to advise you. My door is open to you, and I look forward to having stimulating discussions with you outside class (over lunch and in office hours), as well as in class. I would like everyone to succeed, and am available to help you do so.
Evaluation:

The final grade will be based on the following:

1) Written work, 70%

   a. Weekly responses to web discussions based on reading, 10%
      Discussion question(s) regarding each week’s reading will be posted for your
      response on Friday and they will be due at midnight on Monday, before
      Tuesday’s class. You should answer the post in at least two paragraphs, directly
      incorporating the reading for that following Tuesday into your answer. Then you
      should also later post a response of at least a paragraph to at least one of your
      fellow students’ comments. Participation in web forums will enable you to come
      to class prepared for discussion, and will give you an opportunity to discuss the
      material outside of class. I will be checking, and at times participating in, these
      discussions.

   b. Policy memos, 20%
      Due Tuesday, February 22nd at the beginning of class.
      Write a five page, double spaced, policy memo addressed to President Obama
      weighing three alternative policy options toward Iran and advocating on behalf of
      one of the three. In writing your memo, take into consideration
      Iran’s apparent motive for wanting the capacity to build a nuclear weapon, the
      influence it would have on the regional balance of power in the Persian Gulf and
      across the Middle East if Iran attained that capacity, and how each of the three
      alternatives would influence broader U.S. interests in the Persian Gulf and in the
      region. This is not a research paper and you should rely on class readings alone to
      write the paper, except for current developments in Iranian politics and U.S.
      policies toward Iran in the New York Times. You should use footnotes for the
      memo and include a title page (not part of the 5 pages).

   c. Individual bibliographies for individual position paper, 5%
      Due Tuesday, February 15 at the beginning of class.
      Include at least 10 different sources. The main references should be scholarly
      studies of the political systems and especially the foreign policies of your
      respective state. These will be books devoted to the subject and articles in
      scholarly journals. These journals include the leading journals in political science
      and those specialized journals dealing with individual states (American Political
      Organization, Israel Affairs, Israel Studies, Israel Studies Forum, Israel Studies
      Review, Journal of Palestine Studies, MERIP Reports, Palestine – Israel Journal
      of Politics, Economic, and Culture, Review of Middle East Studies, Security
Studies, World Politics. There are a range of somewhat more popular, yet serious periodicals (e.g. Jerusalem Report and Economist) that have relevant articles as well. A good place to start is by checking the bibliographies of the required and recommended reading for class.

The consulates and foreign ministries of the country you are representing can also be valuable sources of information, especially on their bargaining positions. Some of them have on-line news services, reports of the media in their country and/or the Middle East more generally.

d. Individual position paper of relevant actor/interest group, 20%

10 page paper (minimum) analyzing the interests and goals of your actor/party/bureaucracy as they relate to peace with the designated adversary, as well as articulated initial and fall back positions.
Due at the beginning of class, Thursday, April 14

e. Final Group Peace Agreement, 15%

This paper, a minimum of 10 pages, should specify mutual interests, the points of agreement, and/or disagreement on the pertinent issues negotiated during the simulation.
Due Thursday, May 5.

All papers should be written in double-spaced and in 12pt font. Include footnotes and a bibliography for each paper. Put in the footnotes as you write your initial draft. You are almost guaranteed to forget to put some in if you wait until the end, and then are responsible for plagiarism. Example for citing a book in a footnote, Itamar Rabinovitch, Waging Peace: Israel and the Arabs 1948-2003, (Princeton: Princeton University Press, 2004), pp. 24-25.

You are welcome to re-write your individual position paper or your policy memo. If you choose to do so, your final grade for the paper will be the average of the two grades that you receive for the original and for the re-write.

4) Class participation, 30%

a. Participation in discussions over common readings, 20%
On-time attendance to all classes is expected. Students must faithfully complete a close reading of assigned readings before class, and participate regularly in class. In these discussions, both in and outside of class, you will have the opportunity to engage the viewpoints of other students, make connections among the readings and link theory with empirical examples, and ask clarifying questions.

b. Participation in simulation of policy toward Iran, and simulations of negotiations to
determine each nation’s position, and negotiations for final peace agreement, 10%
Every member of each team must participate in the negotiations, based on their well
researched and presented individual papers. Then every member of each team must
participate in the final negotiations, based on their commonly negotiated sets of positions.
Absence during any of the classes devoted to negotiations will result in a zero for that
part of the simulation grade. Anyone who arrives late will also be penalized for that in
terms of their grade.

**Required Readings:** The following four books are available at the book store. If you are able, it
is recommended that you purchase them as these books will be read in their entirety. One copy
of the Dowty and Kurtzer and Lasensky books will be available in the Madison library reserve.
You should also purchase the course packet for the class at Ned’s book store on Grand River
(across from the Campus). You can purchase the game *Peacemaker* on the web and share copies
among students:

1) Gregory Gause, *International Relations of the Persian Gulf* (Cambridge: Cambridge
University Press, 2010)

2) Suzanne Maloney, *Iran’s Long Reach: Iran as a Pivotal State in the Muslim World*


4) Daniel C. Kurtzer and Scott B. Lasensky (with William B. Quandt, Steven L. Spiegel, and
Shibley I. Telhami) *Negotiating Arab-Israeli Peace: American Leadership in the Middle East*

5) Course Packet

6) *Peacemaker* www.PeaceMakerGame.com

**Additional Highly Recommended Resources**
Knowledge of current events is expected for discussions and your papers. All students should
regularly read

*The New York Times* (which is readily available around the College)
*Jerusalem Post* (Internet) www.ipost.com
*Al Jazeera* English Edition at http://english.aljazeera.net/English
Council on Foreign Relations Crisis Guide: The Israeli-Palestinian Conflict:
http://www.cfr.org/publication/13850/

**Co-Curricular Events Related to the Class:**
In the syllabus there are several co-curricular lectures and films that are related to the course. These fall into two categories:

1) I will be showing two films in the evening that directly relate to our class, *Persepolis* and *Shattered Dreams*. You are not required to attend these, but are required to view the films at some point during those designated weeks. The films will be on reserve in the Madison library.

2) I have starred other films and lectures that are offered on campus that would further your understanding of Israeli politics, society, culture, or foreign policy as this is one of the countries that we are studying in class. You are not required to attend these events, but are encouraged to do so.

**Academic Integrity:** James Madison College and Michigan State University policies on academic integrity and plagiarism will be strictly enforced in this course. See the James Madison College Handbook section, Standards and Expectations, and the MSU Academic Programs catalogue, for further information. If you have questions about what constitutes plagiarism, please see me. The University has a new policy in which plagiarism must be reported outside of Madison, to the university at large.

**Honors Option:**

The topic for the Honors Option will be further exploring Dennis Ross and David Makovsky, *Myths, Illusions, & Peace: Finding a New Direction for America in the Middle East* (New York: Viking, 2009). This book analyzes in depth the Arab-Israeli conflict and efforts to negotiate agreements, the growing power of Iran and the region and contested arguments concerning Iran’s motivations and the potential impact of it developing the capacity to make nuclear weapons, and questions the nature of linking developments in the Arab-Israeli conflict to the growth of Iranian power. The book questions how the two sub-regions of the Middle East that we analyze in class may be connected. Students will present critiques and analysis of each chapter. The written assignment is a 5 page book review. A 3.5 must be maintained in order to receive Honors credit. The honors designation for this course requires outstanding work in all aspects of the class, in addition to satisfactory completion of the additional work that is required of those participating in the honors option sessions.

**Class Schedule and Readings:**

**Political, Economic, and Human Development**
January 11, T: Introduction to the class  
**Reading:** All reading for today is in the course packet  
UN Human Development Index, 2010  
UN Gender Inequality Index, 2010  
Arab Human Development Report 2009, UNDP, pp. 3-13 and 53-78

January 13, TH: Economic Development, the Developing Middle Class, and Gender Equality  
**Reading:** All the reading for today is in the course packet  
UN Gender Inequality Index, 2010  

January 18, T: Possibilities for Democratization  
**Reading:** All readings for today are in the course packet  
Steven Cook, “Egypt’s Weakness on Display in Elections, Council on Foreign Relations, December 23, 2010  

**The Persian Gulf as a Security Region**

January 20, TH: The Persian Gulf as a Security Region  
**Reading:**  
Gregory Gause, *International Relations of the Persian Gulf*, pp. 1-87  
Chapter 1, “The Persian Gulf as a security region”  
Chapter 3, “The Iranian Revolution and the Iran-Iraq War”

Case Study: Iraq

January 25, T: The First Gulf War
Reading:
Phebe Marr, “The Land and People of Modern Iraq” pp. 123-129, in the course packet
Gregory Gause, *International Relations of the Persian Gulf*
Chapter 4, “The Gulf War and the 1990’s,” pp. 88-135

January 27, TH: The second Iraq War
Reading:
Gregory Gause, *International Relations of the Persian Gulf*
Chapter 5, “9/11, the Iraq War and the future of the Persian Gulf,” pp. 136-183
Chapter 6, “The Iraq War: American decision-making,” pp. 184-240

February 1, T: Contemporary Dilemmas in Iraq
Reading:
Reidar Visser, “Baghdad’s Phantom Power-Sharing Plan,” *Foreign Affairs*
December 3, 2010
Michael Eisenstadt, “Should I Stay or Should I Go?” *Foreign Affairs* September 30, 2010

Case Study: Saudi Arabia

February 3, TH: Saudi Arabia, Balance of Power in the Persian Gulf, and its Relationship with the U.S.
Reading:
Gregory Gause, *International Relations of the Persian Gulf*, chapter 7

*Israeli film director Yoram Honig will present his 2006 award-winning film, *First Lesson in Peace*, which reflects the tensions among Jewish and Palestinian Israelis through the eyes of his six-year-old daughter who attends the mixed Jewish and Palestinian primary school *Neveh Shalom – Oasis of Peace*. The Director will lead a discussion after the showing of the film.
7:00-9:00, 147 Communications Arts Bldg.*
Case Study: Yemen

February 8, T: Yemen’s Challenges and Counter-Terror Efforts
Reading:
“Official, US, Yemen Step up Counter terror Fight,” December 10, 2010
Ellen Knickneyer, “Yemen’s Double Game,” December 7, 2010, *Foreign Policy*
Steven Caten, “Yemen: Not on the Verge of Collapse,” August 11, 2010, *Foreign Policy*

Case Study: Iran

February 9, W: Screening of film, Persepolis 6:00-8:00. Film by Majrane Satrapi and Vincent Paronnaud. Based on the graphic novel by Marjane Satrapi, 2007 Academy Award Nominee Best Animated Feature. For those of you who cannot make it at this time, I will have the video available for you on reserve at the Madison library to see at your convenience this week.

February 10, TH: Sources of Iranian Influence
Reading: *Iran’s Long Reach*, chapters 1 and 2, pp. 1-82

February 15, T: Individual bibliographies due in class. Agents of Change in Iran
Reading: *Iran’s Long Reach*, chapter 3, pp. 83-120

February 17, TH: Iranian Perceptions and U.S. Policy Toward Iran
Reading: *Iran’s Long Reach*, chapter 4, “U.S. Policy Toward Iran,” pp. 121-130
Mohsen M. Milani, “Tehran’s Take,” *Foreign Affairs* July/August 2009, 1-8
Barry Posen, Barry Rubin, James Lindsay and Ray Takeyh, “Could a Nuclear Iran Be Contained?” *Foreign Affairs*, July/August 2010, pp. 160-168

February 22, T: Policy Memos Due at the beginning of class. Simulation regarding U.S. policy toward Iran. We are meeting in room 1961.
The Arab-Israeli Conflict and Efforts at Cooperation

Case Study: Conflict and Cooperation between Israel and Syria

February 24, TH: Negotiations Between Israel and Syria
Reading: All the readings for today are in the course packet:
Agha, Feldman, Khalidi, and Schiff, Track-II Diplomacy, chapter 7, “Israeli-Syrian Talks under Search for Common Ground,” pp. 103-113
Rabinovitch, The Brink of Peace: The Israeli-Syrian Negotiations, chapters 7,8, and Postscript, pp. 196-264, 269-271

*6:45 I am giving a talk on Yasmin Levy at the Wharton Center Grand Tier Lounge before her singing performance. She is an Israeli singer who also sings in Ladino.

March 1, T: Negotiations Between Israel and Syria Continued

Reading: All readings for today are in the course packet:
Book Review by Fouad Ajami of The Ways of Syria, May/June 2009 issue of Foreign Affairs, pp. 1-7
Kumar, “Realigning Syria,” Mar/April 2009 issue of Foreign Affairs, pp. 1-4

Case Study: Conflict and Cooperation between Israel and Lebanon

March 3, TH: 1982 War in Lebanon and Efforts to Forge a Peace Agreement
Ze’ev Schiff and Ehud Ya’ari, Israel’s Lebanon War, Forward and chapters 1, pp. 9-30, chapter 14 and afterword, pp. 286-308, in course packet
Dowty, “The Lebanese Tangle,” pp. 126-130

Spring Break! March 7-March 11

March 15, T: 2006 Israeli War with Hezbollah and Continuing Tensions
Reading:
Ze’ev Schiff, “Israel’s War with Iran,” Foreign Affairs Nov/Dec 2006, pp. 1-5, in course packet
Edward Djerjian, “From Conflict Management to Conflict Resolution” Foreign Affairs Nov/Dec 2006, pp. 1-4, in course packet
Bilal Y. Saab, “Lebanon’s Unfulfilled Promise,” Foreign Affairs, October 19, 2010

Recommended Reading: Augustus Richard Norton, Hezbollah: A short History
Case Study: Conflict and Cooperation Between Israel and Palestine

March 17, TH: Contrasting Narratives of the Conflict
Reading:
First three chapters of Israel/Palestine, pp. 1-68

*Sixth Israeli Film Festival at MSU
Sunday, March 20 and Monday, March 21

March 22, T: The Emergence of Israel and the Re-emergence of the Palestinians
Reading:
Chapters 4 and 5 of Israel/Palestine, pp. 69-126, 130-136

March 24, TH: The Oslo Process
Reading:
Chapter 6 of Israel/Palestine, pp. 137-161

March 29, T: Palestinian Negotiating Patterns, Track II diplomacy, and Peace Organizations
Video-Conference with Professor Saliba Sarsar, Professor of Political Science, Associate Vice President for Academic Initiatives at Monmouth University, American Task Force on Palestine. He grew up in Jerusalem.
Reading:
Saliba Sarsar, “From Conflict Protraction to Peace Actualization in Palestinian-Israeli Relations,” pp. 352-382

March 31, TH: Israeli Negotiating Culture
Reading:

*We will watch the documentary, Shattered Dreams, 6:00-8:00. For those of you who cannot make it at this time, I will have the video available for you to see at your convenience this week on reserve at the Madison library.

April 5, T: The Impasse That Remains
Video-Conference with Professor Alan Dowty, author of the book we just completed. He is Professor Emeritus of Political Science at Notre Dame University.
Reading:
Chapters 7, 8, 9 of *Israel/Palestine*, pp. 162-229

**The Role of The U.S. and Regional Actors in Mediation and Facilitation**

April 7, TH: The U.S. Mediating Role  
**Reading:**  
*Negotiating Arab-Israeli Peace: American Leadership in the Middle East*, 1-46

April 12, T: The U.S., Saudi, Egyptian, Jordanian, and Turkish roles in Mediation and Facilitation  
**Reading:**  
*Negotiating Arab-Israeli Peace: American Leadership in the Middle East*, pp. 47-84.  

April 14, TH: Visit by an Israeli and a Palestinian representative of One Voice to our class. Individual position papers due at the beginning of class. Also, discussion of insights from playing “Peacemaker”  
**Reading:** Play *Peacemaker* from the view of both the Israeli and Palestinian leaderships.

**Simulations of Negotiations Within and Between Actors**

April 19, T: Negotiations among separate Israeli, Palestinian, Syrian, Lebanese, and American teams to determine their respective positions, plans, and strategies. Room 1961.

April 21, TH: Continued negotiations among separate Israeli, Palestinian, Syrian, Lebanese, and American teams to determine their respective positions, plans, and strategies. Preliminary drafting of team position stances. Room 1961.


May 5, TH: 12:45-2:45 Final Group Papers will be due in my office at this time instead of having a final exam. Groups will present their agreements orally to the class.