

**Course Title:**

**FIE and AMIDEAST**  
**Summer Program in London and Amman:**  
**Peace and Conflict Resolution in the**  
**Middle East and Beyond**

**Course #2, Amman: Conflict Resolution and Management: Beyond The Arab-Israeli Conflict**

**Course Description:**

This is a case-study oriented course of the Conflict Resolution and Management theories presented in the first part of the program. The primary focus of the course is to show that, despite well grounded theories in Conflict and Conflict Resolution, and wide-spread agreements on procedures, there is little importance allocated to cultural factors. The course has been designed as a trial to compile cultural and social factors in general theory of Conflict Resolution and Management, particularly focusing on case studies in the region (Arab-Israeli conflict, Jordan, Lebanon, and Yemen). In particular the course examines the role of constructivism and "othering" in the eruption of conflict, and the modalities of its resolution and management. The course will provide a rich experience in co-curricular activities and in depth analysis of the case-studies that will impact participants' understanding of Arab life and culture, with emphasis on local approaches to conflict. As a note, this part of the course will reduce the time given to the Arab-Israeli conflict, which is high jacking and covering up all the other conflicts in the region. The case studies chosen serve as a proof that there is more to the Middle East than the Arab-Israeli conflict. One of the highlights of the course is to present students with the dynamics and politics of other conflicts that deserve more attention than they are given. Through this approach, the course sets up to help students understand the region from a different perspective than the one that dominate media and mainstream specialized literature. In order to understand Middle Eastern Politics, one should first study Arab culture and societal organization, the Intra-Arab conflicts playing essential roles in determining the regional political scene.

The course will take place in Jordan University and the Jordan Institute of Diplomacy.

**Course Objectives:**

The very essence of study abroad is that of learning through experience, i.e. learning by doing, observing, and reflecting. The topics that students explore are consistent with their own individual interests but grounded in their experience in London and Amman exploring the theory and practice of conflict resolution and management and its

applicability to intractable conflicts like those in the Middle East and beyond. Using the framework developed in London, this Amman-based course examines the role of religion and the clash of cultures; the significance of regional organisations in preventing and resolving conflict; the place of civil society and of political leadership; economic assistance as a generator in peace building; and the question (or lack thereof) of gender mainstreaming. We look beyond the Arab-Israeli conflict to other significant regional conflicts involving Jordan, Lebanon, and Yemen to inter-tribal conflict.

### Course Learning Outcomes:

At the end of this course, students will:

- Understand in depth regional conflicts in the Middle East;
- Critically analyse the process of conflict resolution; and
- Analyse differences and similarities between theoretical literature (particularly the consociational model) and practical experience

### Required Text(s):

**Please note that readings will be chosen from the books and articles listed in each syllabi, and students will be provided with a reading pack upon arrival as well as preparatory readings for the Preprogramme.**

### Instructional Methods:

The summer program will divide its time between London and Amman. The latter will be concerned with issues in the Middle East whereas the former will concentrate on specific European case studies and on the state of the literature on conflict resolution and management. It will be a Summer School based on collegiality, reflection and sound academic criteria. Site visits, group discussion and guest lectures will enhance the richness of the experience.

### Week-by-Week Class Plan

Week/Day	Topics to be covered	Preparation Reading
<b>Week1:</b> Sun 24, June	<b>Conflict Resolution and Culture</b>  <i>Introduction and Overview</i>	1. Louis Kriesberg, <b>The Evolution of Conflict Resolution</b> , The SAGE Handbook of Conflict Resolution, 2008. 2. Kevin Avruch and Black, P. W. (1991), <b>The Culture Question and Conflict Resolution</b> . Peace & Change, 16: 22–45. 3. Kevin Avruch, <b>Culture and Conflict Resolution</b> , pgs: 3-26.
Mon 25, June	<b>Peace and Conflict Resolution in The Middle East and in The Arab Spring</b>	1. Jillian Schwedler, <b>Understanding the Contemporary Middle East</b> . (2004), pgs: Introduction. 2. Milton Esman and Itamar Rabinovich, <b>Ethnicity, Pluralism, and the State in the Middle East</b> , Part I: 1, and 2. 3. David Kinsella, David L. Rousseau, <b>Democracy and Conflict Resolution</b> , The SAGE Handbook of Conflict Resolution, 2008. 4. Mirjam E. Sli, Nils Petter Gleditsch, Havard Strand, <b>Why Is</b>

	<b>Theories and Approaches</b>	<p><b>there so much Conflict in the Middle East</b>, The Journal of Conflict Resolution, Vol. 49, No. 1 (Feb., 2005), pp. 141-165.</p> <p>5. Kenneth M. Pollack, <b>Introduction: Understanding the Arab Awakening</b>, in The Arab Awakening book. Brooking Institution Press.</p>
Tue 26, June	<p><b>“God’s Sons”: The Arab Israeli Conflict</b> (The Arab Israeli Conflict)</p>	<p><u>Theory and Exercise</u></p> <ol style="list-style-type: none"> <li>1. Kevin Avruch, <b>Culture and Conflict Resolution</b>, pgs 57-84</li> <li>2. John A. Vasquez, Brandon Valeriano, <b>Territory as a Source of Conflict and a Road to Peace</b>, The SAGE Handbook of Conflict Resolution.</li> </ol>
Wed 27, June	<p><b>“God’s Sons”: The Arab Israeli Conflict</b> (The Arab Israeli Conflict)</p>	<p><u>Historical development and Discussion</u> Guest Speaker: Dr. Kamel Abu Jaber</p> <ol style="list-style-type: none"> <li>1. Simona Sharoni. (2004). <b>The History and the Dynamics of Conflict</b> (The Israeli –Palestinian conflict) in Understanding the Contemporary Middle East book.</li> <li>2. Jack, Cohen, <b>The Middle East Conflict in the Context of Tribal Disputes</b>, SpringLink Contemporary, 2011.</li> </ol>
Thu 28, June	<p><b>“God’s Sons”: The Arab Israeli Conflict</b></p>	<p><u>Application and the Arab Spring</u></p> <ol style="list-style-type: none"> <li>1. Mohammed Abu-Nimer. (2004). <b>The Rocky Road to Peace: Past and Present Attempts to Resolve the Conflict</b>, The Israeli –Palestinian conflict) in Understanding the Contemporary Middle East book.</li> <li>2. Daniel L. Byman, <b>Israel: A Frosty Response to the Arab Spring</b>, in The Arab Awakening book. Brooking institution Press.</li> </ol>
Fri – Sat	<b>Weekend Break</b>	
<b>Week2:</b>  Sun 1, July	<p><b>“All in the Family”: Peace and Conflict Resolution in Jordan</b></p>	<p><u>Theory and Exercise</u></p> <ol style="list-style-type: none"> <li>1. Kevin Avruch, <b>Culture and Conflict Resolution</b>, pgs 31- 56.</li> <li>2. Donald Rothchild, <b>Ethnicity, Negotiation, and Conflict Management</b>, The SAGE Handbook of Conflict Resolution.</li> <li>3. Michael S. Lund, <b>Conflict Prevention: Theory in Pursuit of Policy and Practice</b>, The SAGE Handbook of Conflict Resolution.</li> </ol>
Mon 2, July	<p><b>“All in the Family”: Peace and Conflict Resolution in Jordan</b></p>	<p><u>Historical Development and Discussion</u> Speaker: Dr. Muhammad al-Halqiqa</p> <ol style="list-style-type: none"> <li>1. Richard T. Antoun, <b>Civil Society, Tribal Process, and Change in Jordan: An Anthropological View</b>, <i>International Journal of Middle East Studies</i> Vol. 32, No. 4 (Nov., 2000), pp. 441-463.</li> <li>2. Laurie A. Brand, <b>Palestinians and Jordanians: A Crisis of Identity</b>, <i>Journal of Palestine Studies</i>, Vol. 24, No. 4 (Summer, 1995), pp. 46-61.</li> <li>3. Courtney Freer and Shadi Hamid, <b>How stable is Jordan? King Abdullah’s Half Hearted Reforms and The Challenge of the Arab Spring</b>, Foreign Policy at Brookings Institute.</li> </ol>
Tue 3, July	<p><b>(Activity and Application)</b>  <b>Visit to South Jordan</b></p>	<p><b>(Jordan)</b> Speaker: (Prominent Jordanian Tribal Chief)  Application: Group works, and Presentation</p>
Wed 4, July	<p><b>(Activity)</b>  <b>Visit to South Jordan</b></p>	<p>Application: Group works, and Presentation</p>
Thu 5, July	<p><b>(Activity and Application)</b></p>	<p>Application: Group works, and Presentation</p>

	<u>Visit to South Jordan</u>	
Fri – Sat	<b>Weekend Break</b>	
<b>Week3:</b> Sun 8, July	<b>“By the Name of Differences”:  Peace and Conflict Resolution in Lebanon</b>	<u>Theory and Exercise</u> 1. Lijphart, A, <b>Democracy and Plural Societies</b> , 1977. 2. Dekmijian, R. <b>Consociational Democracy in Crisis: The Case of Lebanon</b> , Comparative Politics, 1978. 3. S. Ayse Kadayifci-Orellana, <b>Ethno-Religious Conflicts: Exploring the Role of Religion in Conflict Resolution</b> . The SAGE Handbook of Conflict Resolution.
Mon 9, July	<b>“By the Name of Differences”:  Peace and Conflict Resolution in Lebanon</b>	<u>Historical Development and Discussion</u> Lunch in the University of Jordan 1. Ghassan Salamé, <b>Lebanon's Injured Identities: Who Represents Whom During a Civil War</b> . Centre for Lebanese Studies. 2. Albert Hourani, <b>Political society in Lebanon: a historical introduction</b> . Centre for International Studies, Cambridge. 3. Elizabeth Crighton and Martha Abele Mac Iver, <b>The Evolution of Protracted Ethnic Conflict: Group Dominance and Political Underdevelopment in Northern Ireland and Lebanon</b> , Comparative Politics, Vol. 23, No. 2 (Jan., 1991), pp. 127-142. 4. Ghosn, Faten and Amal Khoury. <b>Lebanon after the Civil War: Peace or the Illusion of Peace?</b> <i>Middle East Journal</i> 65.3 (Summer, 2011): 382
Tue 10, July	<b>“In the Beginning was the Tribe”:  Yemen- an ongoing conflict</b>	<u>Theory and Exercise</u> 1. Richard Jackson, <b>Constructivism and Conflict Resolution</b> , The Sage Handbook of Conflict Resolution. 2. Guy Olivier Faure, <b>Culture and Conflict Resolution</b> , The Sage Handbook of Conflict Resolution.
Wed 11, July	<b>“In the Beginning was the Tribe”:  Yemen- an ongoing conflict</b>	<u>Historical Development and Discussion</u> Speaker: Hassan al-Anbari 1. Paul Dresch, <b>A History of Modern Yemen</b> , pgs: Introduction, Cambridge University Press, 2000. 2. Lucas Winter, <b>Conflict in Yemen: Simple People, Complicated Circumstances</b> , Middle East Policy, 2011.
Thu 12, July	<b>“In the Beginning was the Tribe”:  Yemen- an ongoing conflict</b>	<b>Application and the Arab Spring</b> 1. Ibrahim Sharqieh, <b>Yemen: The Search for Stability and Development</b> , Brooking institution Press, 2011. 2. Tayler, Letta, <b>Yemen's Hijacked Revolution</b> , 2011, Foreign Affairs. Application: Group works, and Presentation
Fri – Sat	<b>Weekend Break</b>	

### Assignments and Due Dates:

#### Attendance & Participation

Merely attending class is not enough. Instructors expect students to be actively engaged in their learning and class participation, reaction, and reflection are essential. Students are evaluated on their ability to relate course readings to class discussions and their fieldtrips along with their ability to participate constructively in the discussion of other students' projects.

### Amman Research Paper and Presentation

Based on the Research Paper Proposal prepared in London and utilising the theoretical and practical lessons learned in both London and Amman, each student will conduct research and produce a paper that both demonstrates his or her understanding of the complexity of the issues embedded in the topic and provides critical assessment of the utility of the theoretical methodologies available for examination of the topic. The instructors will provide additional information during the London segment but the paper will be no less than 10 pages and will include appropriate references and citations. Before leaving Amman, each student will present his/her paper to class peers.

### **Co-curricular Activities:**

The co-curricular activities will provide opportunities for students to meet people caught up in conflicts from a variety of backgrounds, offering a large pool of perspectives and attitude on the conflicts studied. Furthermore, the activities will act as occasions for first hand experiences of local culture showing ways in which it shapes conflict and its management and resolution. The highlights of the planned co-curriculars are lectures and discussions from prominent scholars in Middle Eastern Politics. In addition to this, the activities will also include field trips and local cultural experiences.

#### **Activities:**

- Lunch with members of the student body of Jordan University and The Institute of Diplomacy, representative of all Arab countries, including those that were studied throughout the course, in order to give the youth perspective on the conflicts and see the ways in which youngsters are impacted by them.
- Visit to South Jordan to the Diwan of the Al-Howeitah Tribe and trip to the desert. Guest speaker: tribal chief (sheick), talks on types of conflicts in Jordan, with emphasis on tribal conflicts, local ways of conflict resolution and mediation, and firsthand experience of Bedouin culture and ways of life.
- Stimulations and group discussion.

<b>Day</b>	<b>Activity</b>
<b>Week 1</b> Wed 27, June	Speaker: Dr. Kamel Abu Jaber
<b>Week 2</b>	
Mon 2, July	Speaker: Dr. Muhammad al-Halaihah
Tue 3, July	<u>Visit to South Jordan</u> Speaker: (Prominent Jordanian tribal chief).
<b>Week 3</b>	
Mon 9, July	Lunch in the University of Jordan
Wed 11, July	Dr. Hassan al-Anbari

## **Amman Field Excursions**

The Amman portion of this summer study experience is rich in experience, taking students to a number of key historical and cultural sites around Jordan.

### **Amman City Tour**

The Amman City Tour shows you different areas in Amman that will be of interest to you while you are staying in Jordan. The areas covered include Abdoun, 4th to 1st Circle, Rainbow Street, Downtown, the Citadel, Jabal Al-Hussein, Medical City Street (which has the two major malls, King Hussein Park, the King Hussein Mosque, and the Automobile Museum).

The tour also stops at the Roman Amphitheater and the Citadel which you will have a chance to explore. The Amphitheater was built in the 2nd Century AD, and had a seating capacity of 6000! Concerts and other performances are still held here occasionally in the summer.

Next to the amphitheater are the Museum of Popular Traditions and the Folklore Museum. These showcase traditional costumers and jewelry as well as items illustrating traditional Jordanian life.

The Citadel is the site of ancient Rabbath-Ammon. The hill was a fortress for thousands of years, and has ruins from the Bronze and Iron Ages as well as the Roman, Byzantine and the Umayyad periods. Some of what you will see include the Umayyad Palace, the ruins of a Byzantine Basilica, remains of the Roman Temple of Hercules as well as the National Archeological Museum. The museum has items spanning all eras of the region's history as well as examples of Dead Sea Scrolls found at Qumran.

### **Northern Jordan.**

The excursion to the North of Jordan includes visits to both Ajloun Castle and Jerash.

Jerash is one of Jordan's main tourist destinations. A city that has had human civilization for over 6,500 years, its golden age came under Roman rule and is now generally considered one of the best preserved Roman provincial towns in the world. For centuries it was hidden underground, but over the past 70 years it has been excavated and restored. Jerash includes impressive theaters, plazas, paved colonnaded roads, temples and much more; and all this is only part of what is believed to lie buried under the modern city.

Ajloun Castle (also known as Qal'at ar-Rabad) was built in 1184 by 'Izz ad-Din Usama bin Munqidh, a general of Saladin, who defeated the Crusaders in 1187. A fine example of Islamic architecture strategically built on the hilltop, Ajloun Castle protected the communication routes between south Jordan and Syria, and was one of a chain of forts, which lit beacons at night to pass signals from the Euphrates as far as Cairo. Today, Ajloun Castle is a splendid sight with a fascinating warren of towers, chambers, galleries and staircases to explore, while its hilltop position offers stunning views of the Jordan Valley.

### **Biblical Jordan**

The Biblical Jordan excursion includes visits to Madaba with its church of Saint George

and its Archeological Park, Mount Nebo, the Baptism Site and the Dead Sea.

Madaba is a quaint town that was an ecclesiastical center between the 4th and 7th centuries AD- producing some of the world's finest collections of Byzantine mosaics, many of which are well preserved. Our first stop will be the Greek Orthodox Church of Saint George in Madaba. In this church is a 6th century AD mosaic map of Jerusalem and the Holy Land – the earliest religious map of the Holy Land in any form to survive from antiquity. Next we will visit the Madaba Archeological Park, which contains many mosaics moved there for protection and display. It also contains remains of a Byzantine Villa and the Church of the Virgin Mary.

A short drive away is Mount Nebo. From here, it is believed Moses viewed the Holy Land of Canaan that he would never enter. He died and was buried in Moab, "in the valley opposite Beth-peor". His tomb remains unknown. Mount Nebo became a place of pilgrimage for early Christians from Jerusalem and a small church was built there in the 4th century to commemorate the end of Moses' life. Some of the stones from that church remain in their original place in the wall around the apse area. The church was subsequently expanded in the 5th and 6th centuries into the present-day large basilica with its stunning collection of Byzantine mosaics. Currently under renovation, you can still enjoy the mosaics found as well as the view. On a clear day you can see the Dead Sea, the Jordan River Valley, Jericho and the distant hills of Jerusalem.

The Baptism Site, also called Bethany beyond the Jordan, is where Jesus was baptized by John the Baptist. Our tour takes us on a walk by the Jordan River as well as the main archeological site which has the remains of three churches, one on top of the other, and stairs that lead down to what was once the water level and the most likely place of Jesus' baptism.

The last part of the day is spent at the Dead Sea. Here you will have the chance to float in the water and try the famous Dead Sea Mud, as well as relax by swimming pools and enjoy the sun.

### ***Excursion to the South***

The excursion to the South starts at Wadi Rum. The desert of Rum is dotted with massive mountains, colored in shades of red, yellow, and orange. Their hues spill over to color the sand dunes around the desert and the horizon of its breathtaking panorama. Here, we will start with a tour of the area in a jeep before heading to a camp site for a delicious meal, an evening under the stars and a night at the camp.

The next morning we will head to the ancient city of Petra- one of Jordan's national treasures and by far its best known tourist attraction. Built by the Nabataens, an industrious Arab people who settled in southern Jordan more than 2000 years ago, it was an impressive city with massive architecture and a complex system of dams and water channels. Much of Petra's appeal comes from its spectacular setting deep inside a narrow desert gorge. The site is accessed by walking through a kilometer long chasm (or siq), the walls of which soar 200 meters upwards. Petra's most famous monument, the Treasury, appears dramatically at the end of the siq. While this is the most famous landmark in Petra, it is only one of myriad archaeological wonders to be explored. Various walks and climbs reveal literally hundreds of buildings, tombs, baths, funerary

halls, temples, arched gateways, colonnaded streets and haunting rock drawings - as well as a 3000 seat open air theatre, a gigantic first century Monastery and a modern archeological museum, all of which can be explored at leisure. We will take a two hour tour together, have lunch and then you will have the chance to walk around and explore the city.

### **Home-stays in Jordan**

During their time in Jordan, students live with a Jordanian family. All participating families are screened by AMIDEAST/Jordan from a database of qualified applications. Families usually host two students at a time and provide meals throughout the program. AMIDEAST strives to make the best match for families and students, but in the event of a problem staff is available for mediation and problem solving. Families used for the program all have members who speak English, though for those students who have studied Arabic and want an Arabic speaking home, there are families where minimal English is spoken.

### **Assessment Plan:**

- Attendance & Participation: 20%
- Amman Research Paper and Presentation: 80%

### **FIE Attendance Policy:**

**Under FIE policy, class attendance is mandatory.** In addition, regular attendance is essential to achieving a passing grade in a course. A class constitutes lectures, student presentations, discussions, seminars, field visits, tests, and examinations.

In addition to physical presence in class, a student's class **participation score of 20%** will be based on the mastery of assigned course readings as reflected in a consistent, valid contribution to class discussions, in-class exercises, and in asking questions that enrich the on-going discourse. Occasional participation will have a negative impact on a student's participation score.

#### **Class/placement attendance is formally recorded and incorporated into a student's final grade.**

Attendance is taken at the beginning of each class. Any student arriving late to class by five minutes or more will be marked absent for that session, unless the tardiness is excusable. (Note that commute time from a residence hall/class/placement site is not usually a valid excuse.)

In the event of an anticipated absence, it is the responsibility of the student to contact the faculty member/placement site supervisor in advance to request approval. Absence from class does not relieve a student of responsibility for assignments. Class/placement absences are deemed excused only at the discretion of the faculty member/placement site supervisor and

require documentation, where possible.

An excused absence or an excused reason for being late to class is any documented emergency and/or acute illness or injury directly involving the student. **Unexplained absence is not permitted.** Two unexplained absences by a student are immediately reported to FIE staff to make a decision on further action.

<b>FIE Grading Rubric:</b>				
<b>Letter Grades</b>	<b>Knowledge &amp; Content</b>	<b>Methodology &amp; Structure, Language &amp; Style</b>	<b>Understanding, Reflection &amp; Critique</b>	<b>Integrative thinking &amp; demonstration of experiential learning</b>
<b>A</b>	Interesting topic handled with intelligence, originality, and depth; wealth of supporting material, smoothly integrated into the text; tone is evident and maintained throughout; no factual inaccuracies	Material is unified and well focused; organization is clear, logical and purposeful throughout the essay; well-chosen examples. Uses sophisticated sentences effectively; usually chooses words aptly; observes conventions of written English and manuscript format; makes few minor or technical errors	Well-chosen examples; persuasive reasoning used to develop and support thesis consistently; uses quotations and citations effectively; causal connections between ideas are evident	Gives full insight into the nature of an event, experience, or artefact; achieves complete integration of knowledge from diverse disciplines to interpret an issue. Shows clear understanding of cultural impact through appropriate examples
<b>B</b>	Content is above average; worthwhile topic; satisfactory depth of development; supporting details for the thesis and topic sentences are specific, concrete, and plentiful; has only minor factual inaccuracies	Material is unified and well focused; pattern of organization is clear, logical, and well executed; makes an effort to organize paragraphs topically. Some mechanical difficulties or stylistic problems; may make occasional problematic word choices or awkward syntax errors; a few spelling or punctuation errors or cliché; usually presents quotations effectively	Pursues thesis consistently; develops a main argument with clear major points and appropriate textual evidence and supporting detail; makes an effort to organize paragraphs topically	Gives some insights into the nature of an event, experience, or artefact; achieves partial integration of knowledge from diverse disciplines to interpret an issue; some understanding of cultural impact through appropriate examples
<b>C</b>	Worthwhile topic; supporting material for thesis and topic sentences is general and abstract rather than specific and concrete; most information is correct	Organization is clear, logical, and coherent; some ideas unsupported; fails to integrate quotations appropriately. More frequent wordiness; several unclear or awkward sentences; imprecise use of words or over-reliance on passive voice; one or two major grammatical errors	Only partially develops the argument; shallow analysis; some ideas and generalizations undeveloped or unsupported; makes limited use of textual evidence; fails to integrate quotations appropriately	Able to explain to a limited extent, the quality of a performance, event, or artefact; gives few insights into event, experience; discusses few qualities of an experience; a limited understanding of cultural impact with few examples
<b>D</b>	Trivial subject; very few supporting details for the thesis and topic sentences; has some correct & incorrect information	Not logically organized; digresses from one topic to another; no clear organizational pattern. Some major grammatical or proofreading errors (subject-verb agreement; sentence fragments); language marred by clichés	Frequently only narrates; digresses from one topic to another without developing ideas or terms; makes insufficient or awkward use of textual evidence	Little integration of experience and narrative; limited insight of issues and insufficient understanding of cultural impact
<b>F</b>	Consists of unsupported generalities and/or the repetition of commonplace ideas; lacks originality and insight; information is inaccurate or absent	Does not follow the instructions; rambling, disorganized and incoherent. Numerous grammatical errors	Little or no development; may list incorrect facts or misinformation; uses no quotations or fails to cite sources or plagiarizes	Little or no integration experience and narrative; lack of insight and fails to understand cultural impact

**Late Submission of Written Work**

Written work may be submitted later than the due date only with express permission from the faculty. Credit will not be given for work received late, except in exceptional circumstances of personal illness or similar (which must be made known to FIE at the time). Documentation of exceptional circumstances from a third party, such as a doctor's note will be required. Any extensions made beyond the last class meeting must be committed to writing and include information on the exceptional circumstances that require the extension, the nature of work yet to be submitted, and the date by which the work will be received. If said work is not received by the agreed extension date, barring further exceptional circumstances, the work will not be given credit.

**Disability/Special Needs Statement:**

Any student who feels s/he may need an accommodation based on the impact of a disability/special need should contact me privately to discuss your specific needs. Please ensure you have provided FIE with documents that establish the special accommodations made for you at your home institution.