

Term Information

Effective Term Spring 2024
Previous Value Autumn 2022

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Adding GEN Theme Traditions, Cultures and Transformations. Also updating the writing prereq for the new GE. This course was initially automatically grandfathered into the HCS Foundations, but the faculty believes its a better fit at the Themes level.

What is the rationale for the proposed change(s)?

This class is a good fit for the theme.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	History
Fiscal Unit/Academic Org	History - D0557
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	3475
Course Title	History of the Arab-Israeli Conflict
Transcript Abbreviation	Arab-Israeli Hist
Course Description	This course follows the history of the Arab-Israeli conflict from its inception in the late 19th century to the early 21st century. Course materials include secondary historical sources, a variety of primary documents, short stories, memoirs and films. These materials will provide students with an in-depth understanding of the history of the conflict from multiple perspectives.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites

Prereq or concur: English 1110.xx, or completion of GE Foundation Writing and Information Literacy Course, or permission of instructor.

Previous Value

Prereq: English 1110.xx, or permission of instructor.

Exclusions

Electronically Enforced

Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

54.0101

Subsidy Level

Baccalaureate Course

Intended Rank

Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:

Culture and Ideas; Historical Study; Traditions, Cultures, and Transformations

The course is an elective (for this or other units) or is a service course for other units

Previous Value

General Education course:

Culture and Ideas; Historical Study; Historical and Cultural Studies

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Understanding of nationalism and its role in conflict
- Understanding the creation of Israel and its impact on the Palestinian state

Content Topic List

- History of Palestine
- History of Israel
- Arab Israeli conflict

Sought Concurrence

No

Previous Value

Attachments

- TCT HIST 3475 form.docx: GE Form

(Other Supporting Documentation. Owner: Getson, Jennifer L.)

- TCT HIST 3475 syllabus (JLG 2.2.2023).docx: Syllabus

(Syllabus. Owner: Getson, Jennifer L.)

COURSE CHANGE REQUEST
3475 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
03/01/2023

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Getson, Jennifer L.	02/20/2023 04:25 PM	Submitted for Approval
Approved	Soland, Birgitte	02/20/2023 09:47 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	03/01/2023 12:54 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	03/01/2023 12:54 PM	ASCCAO Approval

HIST 3475
History of the Arab-Israeli Conflict
Fall 2022
Cockins Hall 312
TuTh 9:35AM - 10:55AM
Lecture, 3 credit hours

Instructor: Ori Yehudai
Email: yehudai.3@osu.edu
Phone: (614) 292-2224

Office Hours: Monday, 2-3 PM and Wednesday, 2-3 PM - via Zoom. Use the Zoom link in the Carmen website.

Course Description

The Arab-Israeli conflict is one of the most enduring and controversial conflicts in the world. This course follows the history of the conflict from its inception in the late 19th century to the present. The first part of the course will examine the circumstances surrounding the emergence of the Jewish and Palestinian Arab nationalist movements, and the encounter between Jews and Arabs in Palestine during the late Ottoman and British mandate periods. We will then discuss the attainment of Israeli independence and the exodus of Palestinian Arabs in 1948, the succeeding wars between Israel and its Arab neighbors, the two intifadas (Palestinian uprisings), and the successful and unsuccessful efforts to achieve peace settlements. Course materials include secondary historical sources, primary documents, literature and films. These materials, combined with lectures and class discussions, will provide students with an in-depth, step-by-step understanding of the history of the conflict, taking into account the positions of Palestinian Arabs, Jews, and other regional and global forces involved in the conflict.

Course Learning Outcomes

By the end of this course, students should successfully be able to:

1. Understand the historical background for the emergence of the Arab-Israeli conflict and its impact on the region's populations.
2. Trace the development of the conflict from the late 19th century to the present.
3. Identify the national narratives that Palestinians and Israelis have developed to explain their positions in the conflict.
4. Understand the role of various regional and international elements in the conflict.

General education goals and expected learning outcomes:

This course is included in the following GE Categories:

- New GE Theme: Traditions, Cultures, and Transformations
- Legacy GE: Cultures and Ideas
- Legacy GE: Historical Studies

Please see below for the goals and ELOs of each category, as well as how this course accomplishes those goals and ELOs.

Legacy GE: Historical Studies

Goals:

Students recognize how past events are studied and how they influence today's society and the human condition.

Expected Learning Outcomes:

1. Students construct an integrated perspective on history and the factors that shape human activity.
2. Students describe and analyze the origins and nature of contemporary issues.
3. Students speak and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

This course will fulfill the legacy GE: Historical Studies in the following ways:

The course helps students understand the historical roots of the Arab-Israeli conflict, a topic of major contemporary significance. Course readings illuminate the connection between the Jewish predicament in Europe and the growing tensions between Jews and Arabs in Palestine starting from the late 19th century, as well as the ways in which the early Arab-Jewish encounter in Palestine has shaped the present relationship between the two groups. The primary and secondary sources assigned in the course expose students to the positions of Jews, Palestinian Arabs and other regional and global forces involved in the history of the conflict, thus contributing to an integrated perspective on the subject matter. Course readings also reflect conflicting interpretations of particular aspects of the conflict, providing students with an opportunity to question historical arguments and to consider the ways in which political, ideological, and cultural circumstances may shape historians' interpretation and representation of the past.

Legacy GE: Cultures and Ideas

Goals:

Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetic and historical response and judgment; and interpretation and evaluation.

Expected Learning Outcomes:

1. Students analyze and interpret major forms of human thought, culture, and expression.
2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

This course will fulfill the legacy GE: Cultures and Ideas in the following ways:

The course investigates the origins of Jewish and Palestinian Arab nationalism through secondary sources as well as primary documents produced by political leaders and thinkers. It thus engages critically with the idea of nationalism, and the ways in which that idea was translated into the specific contexts of Jewish and Arab societies. The course also examines the development of Jewish and Arab nationalisms throughout the history of the conflict. Another theoretical issue explored in the course is the connection between religion and nationalism, and the respective roles that Judaism and Islam have played in the history of Zionism and of Palestinian Arab nationalism. Students thus have an opportunity to evaluate the role of ideas in history, and the character of human beliefs and their role in political processes. Finally, course materials include short stories and films. Those materials provide students with an opportunity to engage with cultural expressions of political and historical realities, and to gain a more intimate perspective on human behavior.

GE Theme: Traditions, Cultures, and Transformations

As part of the Traditions, Cultures, and Transformations category of the General Education curriculum, this course is designed to prepare students to be able to do the following:

Goals:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.]
2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
3. Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.
4. Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals' experience within traditions and cultures.

Expected Learning Outcomes:

Successful students are able to:

- 1.1. Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2. Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.

- 2.1. Identify, describe, and synthesize approaches or experiences as they apply to the theme.

- 2.2. Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

- 3.1. Describe the influence of an aspect of culture (e.g., religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.

- 3.2. Analyze the impact of a "big" idea or technological advancement in creating a major and long-lasting change in a specific culture.

- 3.3. Examine the interactions among dominant and sub-cultures.

- 3.4. Explore changes and continuities over time within a culture or society.

- 4.1. Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.

- 4.2. Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference impact individual outcomes and broader societal issues.

This course will fulfill the current GE Theme: Traditions, Cultures, and Transformations in the following ways:

This course explores the history of the Arab-Israeli conflict from the late 19th century to the present. In order to understand the contemporary relationships between Israel and the Arab world, one must investigate the political, ideological, social and cultural transformations that took place in the Middle East, and Palestine/Israel in particular, since the initial encounter between the Zionist movement and the Palestinian Arabs in the late 19th century. The course examines the evolution of Arab-Israeli relations over a period of more than 120 years, which saw several regime changes in the region – from the Ottoman Empire to British colonial rule after WWI and then to an Israeli nation-state several years after WWII. During those years, Jewish and Arab societies experienced profound and complicated transformations relating to religious, nationalist and class orientations, which both shaped and were shaped by the conflict, and which sometimes resulted in the creation of subcultures of extreme nationalism and violence. By discussing those transformations, the

course sheds light on the impact of a violent conflict on culture and society, on the development of ideas, institutions and political environments, and on the tension between continuity and change. It also provides students with the ability to understand contemporary debates about Arab-Israeli relations and place them in a historical context.

Required Books (available at the university bookstore and on library reserve):

Charles D. Smith, *Palestine and the Arab Israeli Conflict* (9th edition, 2017)

Adania Shibli, *Minor Detail* (Translated by Elisabeth Jaquette)

Additional readings will be available online: as specified in the weekly schedule below, some items can be accessed as e-books through the library website and others will be available on the course website. Links to watch the films online are provided.

Assignments and Grading Scheme

Participation: 15%

Book review (4-5 pp.): 15%

Analytical essay (5-6 pp.): 20%

Primary source analysis: (5-6 pp.): 20%

Film response paper (*Waltz with Bashir*, 2-3 pp.): 10%

Final take-home exam (on the impact of the 1967 war or the Oslo peace process) (5-6 pp. essay): 20%

Attendance and Participation

Participation: In-class discussions will be an important part of this course. Students must come to class having completed the assigned readings and prepared to discuss the material. Read thoughtfully and carefully, reflecting on ideas, insights, questions and problems arising from the texts that you would like to bring up in class.

Most sessions will consist of formal lectures followed by questions and discussion as time allows, but six sessions during the semester will be dedicated entirely to class discussions. The discussions will focus on readings assigned for sessions specified in the syllabus as “discussion.” Discussion sessions will take place on **September 8, September 22, October 11, October 20, November 3 and November 29.**

Preparing for and participating in class discussions will require students to read scholarly journal articles and book chapters that present **advanced, in-depth explorations of various topics and ideas related to the Arab-Israeli conflict.**

The participation grade will be based on the quantity and quality of your contribution to class discussions. Students can improve their participation grade by attending office hours and

discussing with me issues related to the course. Please come prepared to the meeting with specific questions or topics you wish to discuss. Students are generally encouraged to come to office hours.

Attendance: Attendance will be taken at the beginning of every class. If you must be absent, please email me beforehand. Medical or family emergencies and religious observance are generally understood to be grounds for excused absence. Students may miss two classes without explanation. Beyond that, missed classes will result in grade adjustment. Students who miss more than 10 classes will not receive a passing grade.

Electronic devices: Students may of course use laptops and tablets to take notes. But I strongly discourage the use of phones and other electronic devices for texting, social media or other purposes unrelated to the class.

Book Review

While most of the secondary readings for this course are either journal articles or excerpts from books, this assignment gives students an opportunity to deal with a full-length monograph. The review should be 4-5 pages (double spaced, 12 pt. font, Times New Roman), in which students will provide a critical assessment of the book *Palestinian Identity: The Construction of Modern National Consciousness* by Rashid Khalid.

Reviewing the book will help students engage closely with the idea of nationalism and understand how it created major and long-standing changes in Palestinian culture and society. Students will thus analyze the impact of a “big” idea (nationalism) on a specific culture. Beyond the topic of nationalism, the essay may consider the following questions: What question/s does the book seek to answer? What is the main argument/s of the book? Is it convincing? What is the author’s methodology? Does the author use a particular theoretical approach? What sources does the author use? What are the strengths and weaknesses of the book? In addition to those questions, make sure that your review engages directly with the content of the book, paying close attention to specific historical events and developments discussed throughout the book’s chapters. No further research is required for this assignment. However, if you read other reviews of the book, you may include a critical discussion of those reviews as well, explaining why you agree or disagree with their interpretation. If you use other reviews, or additional sources, you should acknowledge them in footnotes or endnotes and in a list of sources at the end of your paper. When quoting directly from the book under review, cite page numbers in parentheses in the body of the text.

<https://networks.h-net.org/node/28655/reviews>

Analytical Essay

What was the impact of the 1948 war on the Palestinians?

Write an analytical essay answering this question.

Students should develop a historical argument based on information and insights found in the sources listed below. Students should not try to summarize the sources or include every piece of information they present, but rather to synthesize the most useful and relevant parts and form a

coherent narrative and argument of their own. **In the process of working on the essay, students will identify, describe, synthesize and compare scholarly approaches to a specific historical problem.**

List the sources you have used at the end of your essay and include correct and accurate citations in footnotes or endnotes. The sources are available on the course's Carmen website under the module "Sources for analytical essay."

Sources:

- Mark Tessler, *A History of the Israeli-Palestinian Conflict* (Bloomington: Indiana University Press, 2009), pp. 273-283.
- Baruch Kimmerling and Joel S. Migdal, *The Palestinian People: A History* (Harvard University Press, 2003), pp. 214-239.
- Ahmad H. Sa'di, "Catastrophe, Memory, and Identity: Al-Nakbah as a Component of Palestinian Identity," *Israel Studies*, 7/2 (2002), pp. 175-198.
- Rashid Khalidi, *Palestinian Identity: The Construction of Modern National Consciousness* (New York, 1997), pp. 177-196 (on p. 196, stop at the end of the second paragraph).

Primary source analysis

This assignment requires students to develop a historical argument based on a primary source document. Students should select a document related to the history of the Arab-Israeli conflict and place it in historical context. To achieve that goal, students may consider a number of questions: what is the type of the source in question? What do we know about the identity of the author? What motives or purposes might the author have had in writing this document? What biases might have shaped the position and views of the author? Can you identify the intended audience? How does this influence the author's message and the nature of the document? Try to consider the historical background: what events, developments or historical realities could have influenced the author's thinking? What does this tell us about the document? What particular historical information external to the document can you connect to the document itself? What does that tell us about the document? **Answering such questions to assess the positions and arguments presented in a text will require students to engage in critical and logical thinking.**

The essay should not be based on a source that was assigned for class. Select a source from one of the following document collections:

Walter Laqueur, Barry Rubin, eds., *The Israel-Arab reader: a documentary history of the Middle East conflict* (New York: Penguin Books, 2008)

Itamar Rabinovich and Jehuda Reinharz, eds., *Israel in the Middle East: Documents and readings on Society, Politics and Foreign Relations, Pre-1948 to the Present* (Waltham, Massachusetts: Brandeis University Press, 2008, 2nd edition)

Eran Kaplan and Derek J. Penslar, eds., *The origins of Israel, 1882-1948: a documentary history* (Madison, Wisconsin: The University of Wisconsin Press, 2011)

Film Response

Students will watch the film *Waltz with Bashir* and write a critical response of 2-3 pages. The response should focus on the concepts of trauma and memory as represented in the film, both on the individual and collective levels.

Watching the film, reflecting and writing on it will enhance students' historical imagination and enable them to cultivate a sense of historical empathy and place themselves in the position of historical actors. **The assignment will thus allow students to demonstrate a sense of self-assessment as learners who can make connections between historical material and their own inner worlds and experiences.**

Final Take-Home exam

The final exam will be an essay no longer than 2,000 words responding to a prompt that will be distributed one week before the deadline. The essay will be based on materials from lectures, readings, and class discussions, and perhaps a selection of additional sources that I will propose.

Students will choose between two topics: the consequences of the 1967 war or the Oslo peace process. In both cases, the prompt will focus primarily on political and ideological disputes caused by the war or the peace process. **The essay will thus enable students to recognize and explain differences, similarities, and disparities among groups in Israel/Palestine.**

- **Additional notes on written assignments and class discussions:**

The topics discussed in this course are controversial and may arouse strong sentiments. The arguments you present in your written assignments and in class discussions, must, therefore, be thoroughly based on historical evidence rather than speculation, and adhere to academic standards regarding style and language. You may, of course, disagree and debate with one another, but **be respectful**: this course should provide a safe environment where everyone feels comfortable to express their views.

Your written work will be evaluated mainly on historical accuracy, thoughtfulness, depth of analysis and clarity of expression. **Read your essay before submitting it to ensure there are no errors, typos, or unclear expressions.** Please submit your assignments via Carmen. Papers should be double spaced, 12 pt. font, Times New Roman, normal margins.

Grading Scale

Letter	Percentage
A	93-100
A-	90-92.9

B+	87-89.9
B	83-86.9
B-	80-82.9
C+	77-79.9
C	73-76.9
C-	70-72.9
D+	67-69.9
D	60-66.9
E	0-59

Class policies

Late Penalties:

Late papers will be accepted only in cases of medical or family emergencies, and only with appropriate documentation. In all other cases late work will be subject to a 3% per calendar day lateness penalty. **Do not leave your work for the last minute. Protect yourself by managing your time and backing up your work. If you expect trouble meeting a deadline, contact me as soon as possible rather than immediately before, or after, the deadline.**

Academic Misconduct

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Disability Services

The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health

services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1--800--273-TALK or at suicidepreventionlifeline.org.

Enrollment

All students must be officially enrolled in the course by the end of the second full week of the semester. No requests to add the course will be approved by the Chair after that time. Enrolling officially and on time is solely the responsibility of the student.

Grade Grievances and Other Academic Complaints

Students with complaints about courses, grades, and related matters should first bring the matter to the instructor. If the student and the instructor cannot arrive at a mutually agreeable settlement, the student may take the complaint to the vice chair of the department, Alice Conklin (.44) who will investigate the matter fully and attempt to resolve it. If the vice chair is involved, the student should contact the department chair, Scott Levi (.18). The student may appeal further to the College of Arts and Sciences. Any student with a grievance may seek advice from the department's grievance resource officer, Birgitte Soland (.1). For additional information see the Office of Undergraduate Education (<https://ugeducation.osu.edu/complaint-grievance-and-appeal-procedures/>) and the Office of Student Life: Student Advocacy Center (<https://advocacy.osu.edu/academic-enrollment/grade-grievance/>).

Weekly Lecture and Reading Schedule

August 23: Introduction

No readings assigned

August 25: Defining the Conflict

Neil Caplan, *The Israel-Palestine Conflict: Contested Histories* (West Sussex, England: Wiley-Blackwell, 2010), pp. 3-14 (chapter 1) [**library e-book**]

August 30: The Origins of Zionism

Anita Shapira, *Israel: A History* (Brandeis University Press, 2012), chapter 1: "Emergence of the Zionist Movement," pp. 3-26 [**library e-book**]

Primary Source

Smith, document 1.2 - Theodore Herzl, "The Jewish State" (1896), pp. 46-47

September 1: Late Ottoman Palestine

Smith, pp. 12-25

Primary Source

Document in Smith: 1.1 – The Islahat Fermani (1856), pp. 43-45

September 6: World War I and the Emergence of Palestinian Arab Nationalism

Ian J. Bickerton, Carla L. Klausner, *A History of the Arab-Israeli Conflict*, pp. 42-54 [course website]

Primary Sources

Document in Smith: 2.1 – Husayn-McMahon Correspondence (1915-16), pp. 87-92

September 8: Discussion I: Zionism and the Palestinian Arabs: Early Encounters

The discussion will focus on:

- the influence of religion on Zionism and on Palestinian nationalism
- the influence of nationalism on modern Jewish and Arab history

Readings:

Dov Waxman, *The Israeli-Palestinian Conflict*, pp. 30-45 [course website]

Rashid Khalidi, *Palestinian Identity: The Construction of Modern National Consciousness*, pp. 89-117 (chapter 5) [course website]

Watch: *Seeds of Conflict* (2015) (53 minutes). Available for online streaming through the library website.

September 13: The British Mandate, 1920-1936

Smith, 102-128

Primary Sources

Document in Smith: 2.6 – The Mandate for Palestine (1922), pp. 99-101; 3.1 - The Churchill White Paper (1922), 152-154

September 15: The British Mandate, 1936-1945

Smith, pp. 128-146; 162-176

Primary Sources

David Ben-Gurion, “On the Arab Question” (1937) [course website]

Arab Higher Committee, memorandum (1937) [course website]

September 20: The End of the Mandate, Independence and Nakba, 1945-1948

Abdel Moneh Said Ali, Shai Feldman, Khalil Shikaki, *Arabs and Israelis: Conflict and Peace Making in the Middle East*, pp. 46-62 [course website]

Watch: *Al-Nakba: The Palestinian Catastrophe* (1997) (58 minutes): available at: <https://vimeo.com/3714871>

September 22: Discussion II: 1948 and the Palestinian Refugee Problem

The discussion will focus on:

- identifying conflicting historical narratives in advanced scholarly works on the connection between war and population displacement
- identifying historical themes in a fictional short story as a self-assessment exercise

Readings:

Benny Morris, “The Origins of the Palestinian Refugee Problem,” In *New Perspectives on Israeli History*, pp. 42-56 [course website]

Walid Khalidi, “Plan Dalet: Master Plan for The Conquest of Palestine,” *Journal of Palestine Studies*, 18/1, Special Issue: Palestine 1948 (Autumn,1988), pp. 4-19 (appendices 20-33 optional) [course website]

Short story: S. Yizhar, “The Prisoner” (1949) [course website]

September 27: No class: Jewish holiday of Rosh Hashanah

September 29: The 1956 Suez War

Smith, pp. 218-220; 223-247

Primary Sources

Documents in Smith: 5.2 - Letter on the Position of Palestinian Refugees (1949), pp 254-255; 5.3 – Gamal Abd al-Nasser on the Suez Canal (1956), pp. 255-256

October 4: No class: Jewish holiday of Yom Kippur

October 6: The 1967 War

Michael Oren, “The Six-Day War,” pp. 133-146 [course website]

Primary Source

Documents in Smith: 6.2 - Gamal Abd al-Nasser speech (1967), pp. 296-297; 6.3 - Abba Eben speech (1967), 298-299

October 11: Discussion III: the 1967 War and Its Consequences

The discussion will focus on:

- analyzing ideological and political differences within Israeli and Palestinian societies following the 1967 war
- identifying historical themes in a fictional short story and a documentary as a self-assessment exercise

Readings:

Michael Brenner, *In Search of Israel: The History of an Idea*, pp. 186-229 (chapter 5) [course website]

Short story: Ghassan Kanafani, “Returning to Haifa” (1969) [course website]

Watch: *Censored Voices* (2015) (1h 24m)

October 13: No Class: Autumn Break

October 18: Palestinian Citizens of Israel

Don Peretz, "Early State Policy Towards the Arab Population, 1948-1955," pp. 82-100 [course website]

October 20: Discussion IV: Is Israel a democratic state?

The discussion will focus on:

- analyzing the impact of Jewish ethnicity on Israel's political system
- examining interactions between sub-cultures of Palestinian citizens and the Israeli state

Readings:

Sammy Smooha, "Ethnic Democracy: Israel as an Archetype," *Israel Studies*, 2/2 (Fall, 1997), pp. 198-241 [course website]

As'ad Ghanem, Nadim Rouhana and Oren Yiftachel, "Questioning "Ethnic Democracy": A Response to Sammy Smooha," *Israel Studies*, 3/2 (Fall, 1998), pp. 253-267 [course website]

Alan Dowty, "Is Israel Democratic? Substance and Semantics in the "Ethnic Democracy" Debate," *Israel Studies*, 4/2 (1999) 1-13 [course website]

October 25: Special Session with Prof. Johanna Sellman (NESA)

Read *Minor Detail* by Adania Shibli

October 27: The 1973 War

Smith, pp. 300-306; 309-312; 316-324

November 1: Israeli-Egyptian Peace

Smith, pp. 344-345; 348-354

November 3: Discussion V: Israel and Egypt: from War to Peace

The discussion will focus on:

- exploring political and social changes and continuities in Egypt and Israel following the 1973 war
- analyzing the impact and role of individual and collective memory in Egypt and Israel following the 1973 war

Readings

Yoram Meital, "Who Is Egypt's 'Hero of War and Peace'?" *History & Memory*, 15/1 (2003), pp. 150-180 [course website]

Edna Lomsky-Feder, "Life Stories, War, and Veterans: On the Social Distribution of Memories," *Ethos*, 32/1 (2004), pp. 82-109 [course website]

November 8: March 23: Terrorism and Social Tensions in the 1970s

Deborah Bernstein, “Conflict and Protest in Israeli Society: The case of the Black Panthers of Israel, *Youth & Society* 16/2 (1984), pp. 129-152 [course website]

Watch: PLO: History of a Revolution - Winds of Heaven (episode 3, 24 min.). Available here: <https://www.youtube.com/watch?v=gnLavGv1ooo>

November 10: The Lebanon War, 1982-1985

Smith, pp. 344-349; 363-375

Watch: *Waltz with Bashir* (2008) (90 minutes)

Available at: <https://www.youtube.com/watch?v=ynH68E1GEdc>

November 15: The First Intifada

Smith, pp. 399-411

Primary Sources

Documents in Smith: 9.1 – Communique No. 1 of the Intifada (1988), pp. 428-429; 9.2 – Leaflet No. 1 of the Islamic Resistance Movement (1988), pp. 429-431

Video clip: *PLO: History of a Revolution* – episode 5: Intifada (24 min.) <https://www.youtube.com/watch?v=567MZP5v5k8>

November 17: The Oslo Peace Process

Smith, pp. 435-465

Michael Feige, “Yigal Amir: The Making of a Political Assassin,” chapter 22 in Gershon Shafir and Mark LeVine, eds., *Struggle and Survival in Palestine* (Berkeley: University of California Press, 2012) [library e-book]

November 22: The Collapse of Oslo and the Second Intifada

Smith, pp. 482-499

Bader Araj, “From Religion to Revenge: Becoming a Hamas Suicide Bomber,” chapter 21 in Gershon Shafir and Mark LeVine, eds., *Struggle and Survival in Palestine* (Berkeley: University of California Press, 2012) [library e-book]

November 24: No Class: Thanksgiving

November 29: Discussion VI: Why Did the Oslo Process Fail?

The discussion will focus on:

- analyzing ideological and political differences within and between Israeli and Palestinian societies in the context of the Oslo process
- examining interactions between the sub-culture of religious Zionist settlers and the Israeli state

Readings

Camp David and After: An Exchange (An Interview with Ehud Barak), *The New York Review of Books*, June 2002 [**course website**]

Camp David and After: An Exchange (A Reply to Ehud Barak by Robert Malley and Hussein Agha), *The New York Review of Books*, June 2002 [**course website**]

Ron Pundak, “From Oslo to Taba: What Went Wrong?” *Survival*, 43/3 (Autumn 2001), pp. 31–45 [**course website**]

December 1: Arabs and Israelis in the Post-Oslo Era

Smith, pp. 502-526

Primary Sources

Documents in Smith: 11.1 – interview with Marwan Barghouti (2001), pp. 538-539; 11.2 – interview with Ami Ayalon (2001), pp. 540-542

December 6: Concluding Discussion:

The discussion will focus on:

- exploring broad historical changes and continuities in the region through a concluding discussion of course materials
- recognizing and explaining differences and similarities between Israelis and Palestinians through a discussion of possible solutions to the conflict

Readings

Abdel Moneh Said Ali, Shai Feldman, Khalil Shikaki, *Arabs and Israelis: Conflict and Peacemaking in the Middle East*, ch.13, pp. 442-459 [**course website**]

Watch: *The Gatekeepers* (2012), 1h 41min

<https://www.documentarymania.com/player.php?title=The%20Gatekeepers>

GE Theme course submission worksheet: Traditions, Cultures, & Transformations

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Traditions, Cultures, & Transformations)

In a sentence or two, explain how this class “fits’ within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

This course explores the history of the Arab-Israeli conflict from the late 19th century to the present. In order to understand the contemporary relationships between Israel and the Arab world, one must investigate the political, ideological, social and cultural transformations that took place in the Middle East, and Palestine/Israel in particular, since the initial encounter between the Zionist movement and the Palestinian Arabs in the late 19th century. The course examines the evolution of Arab-Israeli relations over a period of more than 120 years, which saw several regime changes in the region – from the Ottoman Empire to British colonial rule after WWI and then to an Israeli nation-state several years after WWII. During those years, Jewish and Arab societies experienced profound and complicated transformations relating to religious, nationalist and class orientations, which both shaped and were shaped by the conflict, and which sometimes resulted in the creation of subcultures of extreme nationalism and violence. By discussing those transformations, the course sheds light on the impact of a violent conflict on culture and society, on the development of ideas, institutions and political environments, and on the tension between continuity and change. It also provides students with the ability to understand contemporary debates about Arab-Israeli relations and place them in a historical context.

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the

panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

	Course activities and assignments to meet these ELOs
ELO 1.1 Engage in critical and logical thinking.	The history of the Arab-Israeli conflict is a controversial topic replete with conflicting narratives and historiographical disputes. Throughout the course, students will be exposed to those controversies via lectures, class discussions, readings and writing assignments. They will learn to critically examine the positions and arguments presented in various texts. Specific examples of assignments that provide students with opportunities to engage in critical and logical thinking include writing a primary source analysis essay which requires students to examine the historical context of a text, its purpose, intended audience, potential biases and other elements; and writing a book review which requires students to critically assess the book’s main arguments, methodologies and strengths and weaknesses. In class discussions, students will critically evaluate the approaches of various scholars to a specific subject – for example, the reasons for the displacement of Palestinians during the 1948 Palestine war.
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	The course requires students to engage in a close, thorough reading of secondary and primary sources and places a strong emphasis on active and rigorous participation in in-class discussions of assigned texts. Those texts include scholarly journal articles and book chapters that present advanced, in-depth approaches to specific issues within the general topic of the course. Those issues will be explored in several sessions dedicated to class discussions on subjects such as the relationship between nationalism and colonialism in the context of the early encounter between Zionist settlers and the Palestinians; the connection between war and population displacement in the context of the 1948 Palestine War; the connection between war and social and cultural processes in the context of the 1973 war and its aftermath in Egypt and Israel; and the relationship between state and religion in the context of the theoretical and practical problems surrounding the definition of Israel as both a Jewish and democratic state. Students will read scholarly literature on these and other topics, reflect on them, prepare questions and comments, and discuss their ideas in class.
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	Students will write essays that require to identify, describe, synthesize and compare scholarly approaches to specific historical problems. They will write an analytical paper on the impact of the 1948 war on Palestinian society, based on articles or book chapters by scholars like Ahmad Sa’di, Rashid Khalidi, Mark Tessler, Joel Migdal and Baruch Kimerling. For their final take-home exam, students will write a similarly structured essay on the consequences of the 1967 war or on the ‘Oslo’ peace process of the 1990s. In those projects, students will create a conversation between the assigned sources, identifying the differences and similarities between their conclusions, methodologies, and theoretical assumptions. They will also synthesize and integrate information and insights from the sources to

	develop their own argument and historical narrative.
ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.	Course materials include not only academic works and historical documents but also films, such as <i>Waltz with Bashir</i> and <i>Censored Voices</i> and fictional stories like “Returning to Haifa” (Ghassan Kanafani), “The Prisoner” (S. Yizhar) and <i>Minor Detail</i> (Adania Shibli). By conveying the human dimension of history, such cultural products help students develop a sense of self as learners through reflection. They enhance students’ historical imagination and enable them to cultivate a sense of historical empathy and place themselves in the position of historical actors. Through engaging with those stories and films students will demonstrate a sense of self-assessment as learners who can make connections between historical material and their own inner worlds and experiences. Students will not only analyze and discuss those works in class but will also write a response paper on <i>Waltz with Bashir</i> , a brilliant, powerful animated film exploring the memory of the Lebanon War of 1982 from the perspective of Israeli soldiers. The film enables students to gain a deeper understanding of the impact of war on both soldiers and civilians, provoking discussions on concepts such as trauma and individual and collective memory. Students will demonstrate a sense of self-assessment also in class discussions, where they will be sometimes asked to imagine themselves in the position of historical actors and reflect on questions such as: “If you were a Jew living in Eastern Europe in the late 19 th century, would you have joined Zionism?” or, “If you were from a Palestinian refugee family, would you go to visit the house your family was forced to leave in 1948?”

Goals and ELOs unique to Traditions, Cultures, & Transformations

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.

GOAL 4: Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals’ experience within traditions and cultures.

	Course activities and assignments to meet these ELOs
ELO 3.1 Describe the influence of an aspect of culture (religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.	Religious belief is a prominent aspect of culture that has a strong influence on the Arab-Israeli conflict. Throughout the course, students will learn about the place of Judaism in Zionism and the place of Islam in Arab nationalism through primary and secondary sources. This theme will be consistently present in readings, lectures, class discussions and aspects of student papers. At the beginning of the course, we will discuss the extent to which the Israeli-Palestinian conflict should be seen primarily as a religious conflict. Later we will discuss religious extremism in the context of the aftermath of the 1967 war, the Israeli settler movement and the rise of the Palestinian Hamas and Islamic Jihad during the Palestinian Intifada or uprising in the late 1980s. Towards the end of the course, we will dedicate a class discussion to the relationship between religion and state in Israel, and the impact of that relationship on the strength of Israeli democracy.

	<p>Students will read three articles presenting different approaches to the definition of Israel as a Jewish and democratic state and will discuss them in class.</p> <p>Class/Reading Examples:</p> <p>August 30: The Origins of Zionism Anita Shapira, <i>Israel: A History</i> (Brandeis University Press, 2012), chapter 1: “Emergence of the Zionist Movement,” pp. 3-26 [library e-book]</p> <p>September 8: Discussion I: Zionism and the Palestinian Arabs: Early Encounters The discussion will focus on:</p> <ul style="list-style-type: none"> • the influence of religion on Zionism and on Palestinian nationalism • the influence of nationalism on modern Jewish and Arab history <p>Readings: Dov Waxman, <i>The Israeli-Palestinian Conflict</i>, pp. 30-45 [course website]</p> <p>Rashid Khalidi, <i>Palestinian Identity: The Construction of Modern National Consciousness</i>, pp. 89-117 (chapter 5) [course website]</p> <p>Watch: <i>Seeds of Conflict</i> (2015) (53 minutes). Available for online streaming through the library website.</p>
<p>ELO 3.2 Analyze the impact of a “big” idea or technological advancement in creating a major and long-lasting change in a specific culture.</p>	<p>One very important “big” idea that lies at the center of this course is nationalism. The Israeli-Arab conflict cannot be understood without a serious discussion of the theoretical and practical expressions of nationalism. To some extent, the entire course is about the clash between two (or more) national movements. We will pay close attention in lectures and discussions at the beginning of the course to the rise of Zionism (Jewish nationalism) and Palestinian nationalism, and will trace the evolution of those movements through the history of the conflict. Students will also write a book review on <i>Palestinian Identity: The Construction of Modern National Consciousness</i> by Rashid Khalidi. The book uses theories of nationalism and examines the development of the Palestinian national movement around the turn of the 20th century. Reviewing the book will help students engage closely with the idea of nationalism and understand how it created major and long-standing changes in Palestinian culture and society.</p> <p>Class/Reading Example:</p> <p>September 8: Discussion I: Zionism and the Palestinian Arabs: Early Encounters The discussion will focus on:</p> <ul style="list-style-type: none"> • the influence of religion on Zionism and on Palestinian nationalism • the influence of nationalism on modern Jewish and Arab history <p>Readings: Dov Waxman, <i>The Israeli-Palestinian Conflict</i>, pp. 30-45 [course website]</p>

	<p>Rashid Khalidi, <i>Palestinian Identity: The Construction of Modern National Consciousness</i>, pp. 89-117 (chapter 5) [course website]</p> <p>Watch: <i>Seeds of Conflict</i> (2015) (53 minutes). Available for online streaming through the library website.</p> <p>Assignment Example: (from book review assignment)</p> <p>While most of the secondary readings for this course are either journal articles or excerpts from books, this assignment gives students an opportunity to deal with a full-length monograph. The review should be 4-5 pages (double spaced, 12 pt. font, Times New Roman), in which students will provide a critical assessment of the book <i>Palestinian Identity: The Construction of Modern National Consciousness</i> by Rashid Khalid.</p> <p>Reviewing the book will help students engage closely with the idea of nationalism and understand how it created major and long-standing changes in Palestinian culture and society. Students will thus analyze the impact of a “big” idea (nationalism) on a specific culture.</p>
<p>ELO 3.3 Examine the interactions among dominant and sub-cultures.</p>	<p>Students will examine the interactions between dominant and sub-cultures by looking at the relationship between the Israeli government and “mainstream” society on the one hand, and on the other, two different groups: Palestinian citizens of Israel and the Israeli settler movement in the occupied Palestinian territories. The course will examine how the Palestinian minority developed its own political, cultural and social organizations despite discrimination and oppression by the Israeli government. This theme will be an important aspect of the analytical paper on the impact of the 1948 war on the Palestinians, and will also be discussed in a special session on this topic. Students will examine the relationship between the Israeli government and the settler movement – a generally more nationalistic group with some extremist elements - through readings, lectures and discussions on the consequences on the 1967 war and the Oslo peace process, and even in more detail, in the final essay, in which they will have to choose between two topics - the 1967 war and the Oslo peace process. In both cases, the relationship between the Israeli government and the settler movement will play a prominent role.</p> <p>Class/Reading Example:</p> <p>October 20: Discussion IV: Is Israel a democratic state? The discussion will focus on:</p> <ul style="list-style-type: none"> • analyzing the impact of Jewish ethnicity on Israel’s political system • examining interactions between sub-cultures of Palestinian citizens and the Israeli state <p>Readings: Sammy Smootha, “Ethnic Democracy: Israel as an Archetype,” <i>Israel Studies</i>, 2/2 (Fall, 1997), pp. 198-241[course website]</p> <p>As’ad Ghanem, Nadim Rouhana and Oren Yiftachel, “Questioning “Ethnic Democracy”: A Response to Sammy</p>

	<p>Smootha," Israel Studies, 3/2 (Fall, 1998), pp. 253-267 [course website]</p> <p>Alan Dowty, "Is Israel Democratic? Substance and Semantics in the "Ethnic Democracy" Debate," Israel Studies, 4/2 (1999) 1-13 [course website]</p> <p>November 29: Discussion VI: Why Did the Oslo Process Fail? The discussion will focus on:</p> <ul style="list-style-type: none"> analyzing ideological and political differences within and between Israeli and Palestinian societies in the context of the Oslo process examining interactions between the sub-culture of religious Zionist settlers and the Israeli state <p>Readings Camp David and After: An Exchange (An Interview with Ehud Barak), The New York Review of Books, June 2002 [course website]</p> <p>Camp David and After: An Exchange (A Reply to Ehud Barak by Robert Malley and Hussein Agha), The New York Review of Books, June 2002 [course website]</p> <p>Ron Pundak, "From Oslo to Taba: What Went Wrong?" Survival, 43/3 (Autumn 2001), pp. 31-45 [course website]</p>
<p>ELO 3.4 Explore changes and continuities over time within a culture or society.</p>	<p>Students will explore changes and continuities over time within Israeli and Middle Eastern Arab (particularly Palestinian) societies in the framework of the Arab-Israeli conflict. For example, the readings and class discussion on war and peace in Israel and Egypt during and after the 1973 war will focus on the dramatic political, social and cultural transformations that the war produced in both countries, and which enabled them to sign a peace agreement – but also on the persistence of forces opposing change. In the analytical paper on the impact of the 1948 war on the Palestinians students will study the efforts to preserve old institutions and transitions and create new ones in the face of military defeat and displacement. The book review (on Khalidi's <i>Palestinian Identity: The Construction of Modern National Consciousness</i>) will help students evaluate the tension between continuity and change in Palestinian society against the background of major political transformations, such as the collapse of the Ottoman Empire, the establishment of British mandatory rule and the beginning of Zionist settlement.</p> <p>Class/Reading Example: November 3: Discussion V: Israel and Egypt: from War to Peace The discussion will focus on:</p> <ul style="list-style-type: none"> exploring political and social changes and continuities in Egypt and Israel following the 1973 war analyzing the impact and role of individual and collective memory in Egypt and Israel following the 1973 war <p>Readings Yoram Meital, "Who Is Egypt's 'Hero of War and Peace'?" History & Memory, 15/1 (2003), pp. 150-180 [course website]</p> <p>Edna Lomsky-Feder, "Life Stories, War, and Veterans: On the Social Distribution of Memories," Ethos, 32/1 (2004), pp. 82-109 [course website]</p>

<p>ELO 4.1 Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals.</p>	<p>Readings, class discussions and writing assignments in this course deal extensively with multiple aspects of differences, similarities and disparities among Arab and Jewish societies and cultures. But the course also explores internal differences within both Jewish and Arab societies. The readings and class discussion on the early encounters between Zionism and the Palestinians also dwell on the tense relations between European Zionist Jews settling in Palestine and local, Middle Eastern non-Zionist Jews. While the two groups shared a religion, there were ideological, political, cultural and class differences between them. Readings, class discussions and the final paper on the aftermath of the 1967 war and/or on the peace process of the 1990s discuss ideological disputes - which sometimes deteriorated to violence – between Israeli Jews supporting compromise with the Palestinians and those rejecting it, and more generally, between left- and right-wing positions, parties and organizations. The essay on the Palestinians and the 1948 war discusses the similarities and differences between Palestinians who remained in Israel after the war and those who were uprooted to other places.</p> <p>Class/Reading Example:</p> <p>Assignment Example: <i>(excerpted from final exam)</i></p> <p>Students will choose between two topics: the consequences of the 1967 war or the Oslo peace process. In both cases, the prompt will focus primarily on political and ideological disputes caused by the war or the peace process. The essay will thus enable students to recognize and explain differences, similarities, and disparities among groups in Israel/Palestine.</p>
<p>ELO 4.2 Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference, impact individual outcomes and broader societal issues</p>	<p>The course provides ample opportunities to study the social impact of perceptions of difference. As the Arab-Israeli conflict, and especially the conflict between Israeli Jews and Palestinians, is to a large degree a clash of ethnicities, students will engage extensively with aspects of race and ethnicity in almost all readings, assignments and class discussions. Here are a few specific examples: Students will read Theodore Herzl's "The Jewish State," a primary source detailing early Zionist plans, in which Herzl examines European antisemitism and its impact on Jewish communities. Students will watch the film <i>Censored Voices</i>, in which Israeli soldiers reflect on racial attitudes towards Arab soldiers in the 1967 war; a session on Terrorism and Social Tensions in the 1970s will explore the connection between Israeli-Palestinian violence and ethnic and social conflicts within Israeli society, including racism towards Middle Eastern Jews; a session on Palestinian Citizens of Israel will discuss the role of racial conceptions in Israeli policies towards the Palestinian minority in the 1950s; and the session on Israeli democracy will include a discussion of the concept of "Ethnic Democracy" developed by sociologist Sammy Smooha. The category of gender plays a central role in the novel <i>Minor Detail</i> and the short story "Returning to Haifa," in which women characters deal with issues of borders, identity, family and motherhood in the context of violent conflict. Students will consider a range of questions relating to those texts and topics and analyze them in class discussions.</p> <p>Class/Reading Example:</p> <p>November 8: March 23: Terrorism and Social Tensions in the 1970s</p> <p>Deborah Bernstein, "Conflict and Protest in Israeli Society: The</p>

case of the Black
Panthers of Israel, *Youth & Society* 16/2 (1984), pp. 129-152
[course website]

Watch: PLO: History of a Revolution - Winds of Heaven
(episode 3, 24 min.). Available here:
<https://www.youtube.com/watch?v=gnLavGvlooo>

October 11: Discussion III: the 1967 War and Its Consequences

The discussion will focus on:

- analyzing ideological and political differences within Israeli and Palestinian societies following the 1967 war
- identifying historical themes in a fictional short story and a documentary as a self-assessment exercise

Readings:

Michael Brenner, *In Search of Israel: The History of an Idea*, pp. 186-229 (chapter 5) [course website]

Short story: Ghassan Kanafani, "Returning to Haifa" (1969)
[course website]

Watch: *Censored Voices* (2015) (1h 24m)