

Term Information

Effective Term Spring 2024

Course Change Information

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

Adding GE Citizenship Theme

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

The faculty member created this course to go into the GE Citizenship 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	3480
Course Title	Israel/Palestine: History of the Present
Transcript Abbreviation	IsraelPalestinHist
Course Description	The course will enable students to reflect on the ways in which the past informs interpretations of the present and the ways in which the present informs interpretations of the past. The course will adopt a broad definition of the "present", investigating the Israeli-Palestinian conflict primarily against the background of the collapse of the Oslo peace process in the early 2000s.
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 GE foundation writing and info literacy course, or permission of instructor.

Exclusions

Not open to students with credit for JewshSt 3480.

Electronically Enforced

Yes

Cross-Listings

Cross-Listings

Cross-listed with JewshSt.

Subject/CIP Code

Subject/CIP Code

54.0101

Subsidy Level

Baccalaureate Course

Intended Rank

Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Citizenship for a Diverse and Just World

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

Previous Value

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

- Students to reflect on the ways in which the past informs interpretations of the present and the ways in which the present informs interpretations of the past.
- Students will investigate the Israeli-Palestinian conflict primarily against the background of the collapse of the Oslo peace process in the early 2000s.
- Students will begin the course with theoretical discussion of approaches to history, followed by several weeks dedicated to a historical overview of the conflict since its inception in the late 19th century until today.
- Students will discuss topics at the heart of the conflict such as the struggle for Jerusalem, Palestinian refugees and the right of return, Israeli settlements, and the status of the Occupied Territories.
- Students will consider the role of the United States, the experience of Palestinian citizens of Israel, religious extremism, memory, and other subjects.
- Students will explore the ways in which citizenship in different contexts, as well as the lack of citizenship status, have shaped the experiences of Jews and Palestinians and the relationship between the two groups.

COURSE CHANGE REQUEST
3480 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
10/09/2023

Content Topic List

- Israel
- Palestine
- Zionism
- Jerusalem
- refugees
- citizenship

Sought Concurrence

No

Attachments

- 3480 Citizenship form Yehudai.pdf: GE Form
(Other Supporting Documentation. Owner: Getson, Jennifer L.)
- 3480 Citizenship syllabus Yehudai (1).pdf: Syllabus
(Syllabus. Owner: Getson, Jennifer L.)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Getson, Jennifer L.	09/26/2023 10:35 AM	Submitted for Approval
Approved	Soland, Birgitte	09/26/2023 10:55 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/09/2023 10:38 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	10/09/2023 10:38 AM	ASCCAO Approval

Course Proposal

HIST/JEWSHST 3480

Israel/Palestine: History of the Present

Location and time: TBD (two weekly meetings of 80 minutes each)

Instructor: Ori Yehudai

Email: yehudai.3@osu.edu

Phone: (614) 292-2224

Office Hours: TBD, 165 Dulles Hall

Course Description

The results of the 2022 elections in Israel generated a discussion about the connection between current events and history. Some observers see the rise of the far right in the elections as an inevitable outgrowth of the very nature of the Zionist movement, drawing a direct line from Zionist policies and goals in the early 20th century and the popularity of right-wing views in contemporary Israel. Others reject this approach as deterministic and unhistorical, arguing that it reads history backwards and ignores the contingent and dynamic nature of historical processes. The debate in Israel is part of a larger conversation. In fall 2022, a controversy over the practice history erupted within the American Historical Association following an essay by the association's president criticizing what he saw as the tendency of many historians to analyze the past through the lens of the present. Those debates are just two recent examples of the pedagogical potential of questions pertaining to the relationship between history and the present.

This course explores this theme in the context of Israeli-Palestinian relations. The course will enable students to reflect on the ways in which the past informs interpretations of the present and the ways in which the present informs interpretations of the past. The course will adopt a broad definition of the "present," investigating the Israeli-Palestinian conflict primarily against the background of the collapse of the Oslo peace process in the early 2000s. We will start with a theoretical discussion of approaches to history, followed by several weeks dedicated to a historical overview of the conflict since its inception in the late 19th century until today. After establishing the necessary theoretical and historical background, the course will turn to a detailed examination of the main period under consideration. It will discuss topics at the heart of the conflict such as the struggle for Jerusalem, Palestinian refugees and the right of return, Israeli settlements, and the status of the Occupied Territories. We will also consider the role of the United States, the experience of Palestinian citizens of Israel, religious extremism, memory, and other subjects.

An additional central theme of the course is the concept of citizenship. Through readings, class discussions and written assignments, students will explore the ways in which citizenship in different contexts, as well as the lack of citizenship status, have shaped the experiences of Jews and Palestinians and the relationship between the two groups. Questions relating to citizenship arise, for example, in discussions of the legal and political status of Jews in late 19th and early 20th century Europe, and of Jews and Arabs under Ottoman, British and Israeli rule in Palestine/Israel.

Course materials include secondary historical sources, a variety of primary documents, films and TV episodes. These materials, combined with lectures and class discussions, will provide students with an in-depth understanding of the history of Israeli-Palestinian relations, while also engaging with concepts of historical thinking and citizenship.

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 Palestinian-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. understand the impact of an ethnic conflict and of political violence on questions relating to concepts of citizenship, difference, belonging, and inclusion and exclusion.
4. Think critically about the ways in which the past informs interpretations of the present and the ways in which the present informs interpretations of the past.

GE Theme: Citizenship for a Just & Diverse World

This course fulfills the general requirements and expected learning outcomes for the GE Theme: Citizenship for a Diverse and Just World.

Goals:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component.
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 explore and analyze a range of perspectives on local, national, or global citizenship and apply the knowledge, skills, and dispositions that constitute citizenship.
4. Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world.

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 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 and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.
- 3.2. Identify, reflect on, and apply the knowledge, skills, and dispositions required for intercultural competence as a global citizen.
- 4.1. Examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, and explore a variety of lived experiences.
- 4.2. Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power, and/or advocacy for social change.

This course will fulfill the new GE Theme: Citizenship in the following ways:

Through a thorough study of advanced scholarly texts about the relations between Arabs and Jews in Palestine and Israel, the course will provide students with knowledge and background necessary to become informed global citizens who understand the political and social consequences of religious and ethnic strife and the impacts of large-scale international events on the lives of individual citizens. The course will encourage students to think critically - as participants in the public sphere - about issues of nationalism, political violence, war, peace, international diplomacy, ideology, and relations between state and religion, and how those issues relate to the interactions between citizens and larger social structures. By exploring regime changes in the region under consideration – from the Ottoman Empire to British colonial rule after WWI and then to an Israeli nation state after WWII - students will gain perspectives on the evolving meanings of citizenship, and the relationships between political change and borders on the one hand and notions of belonging, inclusion and exclusion on the other, in the context of both empire and nation state. Studying the tensions emerging from Palestinian and Jewish claims to the land will enable students to examine ideas of justice amid ethnic and cultural differences, and their connections to national and religious ideologies.

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

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

Additional readings will be available online: 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 will be provided.

Assignments and Grading Scheme

Attendance and participation: 5%

Book review: *Citizen Strangers* by Shira Robinson (3-4 pp.): 15%

Analytical paper I: the 1948 war: partition and citizenship (4-5 pp.): 20%

Analytical paper II: the future of Palestine/Israel and citizenship (4-5 pp.): 20%

Primary document analysis: Basic Law: Israel - Nation State of the Jewish People (2018) (3-4 pp.): 20%

Current events paper (5-6 pp.): 20%

Attendance and Participation

Participation: Classes will consist of a combination of lectures and discussions. The discussions will focus on lecture materials and assigned readings and 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, and problems arising from the texts that you would like to bring up in class. Specifically, students will be asked to bring to class questions that they want the class to discuss.

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 3-4 pages (double spaced, 12 pt. font, Times New Roman), in which students will provide a critical assessment of the book *Citizen Strangers: Palestinians and the Birth of Israel's Liberal Settler State* by Shira Robinson.

Reviewing the book will help students engage in critical and logical thinking about the idea of citizenship through the particular case of Palestinian citizens of Israel. After the creation of the state, Palestinians in Israel were offered suffrage and rights but suffered various forms of

discrimination. The book will thus help students analyze different perspectives on what constitutes citizenship and how it differs across political, cultural, and national groups.

Beyond the topic of citizenship, the review 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.

For examples of book reviews, consult the Reviews section of H-Judaic:

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

Analytical Paper I: The 1948 War: Partition and Citizenship

Write an essay analyzing the idea of the partition of Palestine around the 1948 war from the perspective of citizenship. The essay may relate to questions such as: what was the role of the concept of citizenship in the UN decision to partition the land? What was the role of the concept of citizenship in the Zionist and Palestinian positions on partition? What was the impact of the war on the legal status of Palestinians and Jews? Your essay should be based on three different chapters from the book *Partitions: A Transnational History of Twentieth-Century Territorial Separatism*, edited by Arie Dubnov and Laura Robson (Stanford: Stanford University Press, 2019). Select the three articles that you think are the most useful for your essay.

Analytical paper II: the future of Palestine/Israel and citizenship

Write an essay assessing alternative solutions to the Israeli-Palestinian conflict from the perspective of citizenship. Your essay should be based on three different chapters from the book *Israel and Palestine: Alternative Perspectives on Statehood*, edited by John Ehrenberg and Yoav Peled (New York: Rowman & Littlefield, 2016). Select the three articles that you think are the most useful for your essay and analyze how the authors integrate questions of citizenship and legal status into their discussion of alternative solutions to the conflict.

Further guidelines for analytical papers:

Both analytical papers should develop a historical argument based on information and insights found in the sources. You 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 your own. The essay should be five to six pages. List the sources you have used at the end of your essay and include correct and accurate citations in footnotes or endnotes.

Primary Document Analysis

Write a four-to-five-page essay discussing the Basic Law: Israel - Nation State of the Jewish People (2018) from a historical perspective. The paper should explain how the law influences the citizenship status of non-Jews in Israel. The paper should also compare the law to the Israeli Declaration of Independence (1948), focusing on how the two documents engage with the idea of citizenship. This essay does not require additional research in secondary sources. Support your analysis of the documents with reading assignments and class lectures of this course. Like in the analytical essays, list the sources you have used at the end of your essay and include correct and accurate citations in footnotes or endnotes.

Current Events Paper

This assignment gives students an opportunity to connect history with the present. Select an online newspaper/media source from the list below and follow its coverage of a specific topic related to the Israeli-Palestinian conflict during the past few weeks or months. At the end of the semester, submit a five-to-six-page paper examining the source's treatment of the topic. Pay particular attention to how your source integrates historical arguments and perspectives into news reporting and commentary. Students should confirm their topic and media source with me by the third week of the semester.

News sources:

New York Times

Ha'aretz

Wafa

Al Jazeera

Ynet

Jerusalem Post

Electronic Intifada

Jewish Daily Forward

+972 Magazine

Arutz Sheva/Israel National News

- **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 maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the Safe and Healthy Buckeyes site for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Religious Accommodations:

It is Ohio State's policy to reasonably accommodate the sincerely held religious beliefs and practices of all students. The policy permits a student to be absent for up to three days each academic semester for reasons of faith or religious or spiritual belief.

Students planning to use religious beliefs or practices accommodations for course requirements must inform the instructor in writing no later than 14 days after the course begins. The instructor is then responsible for scheduling an alternative time and date for the course requirement, which may be before or after the original time and date of the course requirement. These alternative accommodations will remain confidential. It is the student's responsibility to ensure that all course assignments are completed.

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, David Brakke (.2), 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/>).

Lecture and Reading Schedule

Part 1: Introductions

August 20: Introduction to the Course

No readings assigned

August 22: Historical Thinking

John Lewis Gaddis, *The Landscape of History: How Historians Map the Past*, chs. 1, 2 (1-34)

August 27: Historical Comparisons

Peter E. Gordon, "Why Historical Analogy Matters," *New York Review of Books*, January 7, 2020

Samuel Moyn, "The Trouble with Comparisons," *New York Review of Books*, May 19, 2020.

August 29: History and the Present

David Armitage, "In Defense of Presentism," in *History and Human Flourishing*, ed. Darrin M. McMahon (Oxford: Oxford University Press), pp. 44-69

September 3: Defining the Israel-Palestinian Conflict: Between Past and Present

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

Part 2: Historical Overview

September 5: 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 10: Late Ottoman Palestine

Smith, pp. 12-25

Primary Source

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

September 12: 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 17: 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 19: 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 24: 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>

Short story: S. Yizhar, “The Prisoner” (1949)

September 26 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

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

October 1: The 1973 War and Israeli-Egyptian Peace

Smith, pp. 300-306; 309-312; 316-324; 344-345; 348-354

October 3: The Lebanon War, 1982-1985

Smith, pp. 344-349; 363-375

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

October 8: The First Intifada and 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](#)]

October 10: Fall Break

Part 3: Israel/Palestine in the Post-Oslo Era

October 15: 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](#)]

October 17: Palestinians and Israelis since the Early 2000s

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

October 22: Jerusalem: Residency Versus Citizenship

Lior Lehrs, “Jerusalem on the Negotiating Table: Analyzing the Israeli-Palestinian Peace Talks on Jerusalem (1993–2015),” *Israel Studies*, Vol. 21, No. 3 (Fall 2016), pp. 179-205

October 24: Palestinian Refugees, the Right of Return, and Citizenship

Megan Bradley, *Refugee Repatriation: Justice, Responsibility and Redress* (Cambridge: Cambridge University Press, 2013), pp. 207-238

October 29: The Occupied Territories: Legal and Political Aspects

Dov Waxman, *The Israeli-Palestinian Conflict*, pp. 155-184 [[course website](#)]

Watch: *The Law in These Parts* (2012), 1hr 45min. Available for online streaming through the [library website](#).

October 31: The Gaza Wars

Dov Waxman, *The Israeli-Palestinian Conflict*, pp. 185-211 [[course website](#)]

Watch episodes from the TV series “Fauda”

November 5: Religious Fundamentalism

Motti Inbari, “Fundamentalism in Crisis: The Response of the Gush Emunim Rabbinical Authorities to the Theological Dilemmas Raised by Israel’s Disengagement Plan,” *Journal of Church and State*, 49:4 (2007), pp. 697-717

Menachem Klein, “ Hamas in Power,” *Middle East Journal* 61, 3 (2007), pp. 442-459

November 7: Palestinian Citizens of Israel

As’ad Ghanem, The Political Institutions of the Palestinian Minority in Israel, in Reuven Y. Hazan et al., eds., *The Oxford Handbook of Israeli Politics and Society* (Oxford: Oxford University Press, 2018), pp. 395–409

The Future Vision of the Palestinian Arabs in Israel, The National Committee for the Heads of the Arab Local Authorities in Israel, 2006 (excerpts):

<http://www.adalah.org/newsletter/eng/dec06/tasawor-mostaqbali.pdf>

Watch episodes from the TV series “Arab Labor”

November 12: The Role of the United States

Rashid Khalidi, “The United States and the Palestinians, 1977–2012,” *Journal of Palestine Studies* Vol. 42, No. 4 (Summer 2013), pp. 61-72

Kenneth W. Stein, “US–Israeli Relationship,” in Reuven Y. Hazan et al., eds., *The Oxford Handbook of Israeli Politics and Society* (Oxford: Oxford University Press, 2018), pp. 484-495

November 14: The Settler Colonialism Debate

Derek Penslar, *Zionism: An Emotional State* (New Brunswick: Rutgers University Press, 2023), pp. 67-96

November 19: Boycott, Anti-Zionism and Antisemitism

Noura Erakat, “The Case for BDS and the Path to Co-Resistance,” in Kareem Estefan et al., eds., *Assuming Boycott Resistance, Agency, and Cultural Production* (New York: OR Books 2018), pp. 91-100

Martha Nussbaum, “Against Academic Boycotts,” in Cary Nelson and Gabriel Noah Brahm, eds., *The Case Against Academic Boycotts of Israel* (Detroit: Wayne State University Press, 2014), pp. 39-48

The IHRA definition of antisemitism:

<https://www.holocaustremembrance.com/resources/working-definitions-charters/working-definition-antisemitism>

The Jerusalem Declaration on Antisemitism: <https://jerusalemdeclaration.org/>

November 21: Memory

Alon Confino, “The Warm Sand of the Coast of Tantara: History and Memory in Israel after 1948,” *History & Memory*, 27/1 (2015) pp. 43-82

Watch: *Tantara* (2022), 1h 34m

Short story: Ghassan Kanafani, “Returning to Haifa” (1969)

November 26: The Future: Two States, One State, Confederation, and Citizenship

Dov Waxman, *The Israeli-Palestinian Conflict*, Conclusion (pp. 212-236) [course website]

November 28: Thanksgiving

December 3: Concluding Discussion

No readings assigned

GE Theme course submission worksheet: Citizenship for a Just & Diverse World

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 (Citizenship)

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.

(enter text here)

This course, titled “Israel/Palestine: History of the Present,” focuses on the theoretical question of the relationship between the past and the present through an in-depth study of the particular case of the Israeli-Palestinian conflict. Through a combination of a chronological and thematic approach, the course will provide students with knowledge of the historical background for the emergence of the Palestinian-Israeli conflict and its impact on the region’s populations, and the development of the conflict from the late 19th century to the present. The course will also provide students with an understanding of the impact of an ethnic conflict and of political violence on questions relating to concepts of citizenship, difference, belonging, and inclusion and exclusion.

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 relationship between Jews and Arabs in Palestine/Israel 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 document analysis essay which requires students to examine the historical context of a text, its purpose, 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, too, students will critically evaluate the approaches of various scholars to a specific subject – for example, historical comparisons (August 27) and the role of the United States in the Israeli-Palestinian conflict (November 12).
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 class discussions of theoretical questions such as the relationship between history and the present (August 29) and the meaning of historical thinking (August 22), combined with more specific historical questions such as the relationship between nationalism and colonialism in the context of the encounter between Zionist settlers and the Palestinians (November 14); the relationship between religion and nationalism and specifically the role of religious fundamentalism (November 5); and the question of memory, including the representation of memory in film and literature (November 21). Students will read scholarly literature on these and other topics, reflect on them, prepare questions and comments, and discuss their ideas in class.

<p>ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.</p>	<p>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 idea of the partition of Palestine around the 1948 war based on chapters from the book <i>Partitions: A Transnational History of Twentieth-Century Territorial Separatism</i>. They will also write an analytical essay on possible solutions to the Israel-Palestinian conflict based on chapters from the book <i>Israel and Palestine: Alternative Perspectives on Statehood</i>. In both papers, students will create a conversation between the sources, identifying and describing 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.</p>
<p>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.</p>	<p>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) and “The Prisoner” (S. Yizhar). 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 achieve those goals by reading and watching these works, reflecting on them, and discussing them in class. Additionally, in class discussion, students 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 19th 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?” Those questions will further contribute to students’ ability to develop sense of self as a learners.</p>

Goals and ELOs unique to Citizenship for a Just & Diverse World

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 explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

GOAL 4: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

	Course activities and assignments to meet these ELOs
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<p>ELO 3.1 Describe and analyze a range of perspectives on what constitutes citizenship <u>and</u> how it differs across political, cultural, national, global, and/or historical communities.</p>	<p>Students will write two analytical papers and a book review focusing on citizenship. In one paper, dealing with the partition of Palestine and the 1948 war, they will address such questions as: What was the role of the concept of citizenship in the UN decision to partition the land? What was the role of the concept of citizenship in the Zionist and Palestinian positions on partition? What was the impact of the war on the legal status of Palestinians and Jews? Answering those questions will enable students to describe and analyze the meaning of citizenship during that period and the different ways in which Jews and Arabs related to and were influenced by concepts of citizenship. The second analytical essay will require students to evaluate the connection between questions of citizenship and legal status on the one hand and alternative solutions to the Israeli-Palestinian conflict on the other. Both papers will integrate perspectives on the relationship between citizenship and concepts such as violence, statehood, borders, and nationalism. In the book review, students will explore the idea of citizenship through the case of Palestinian citizens of Israel in the 1950s. After the creation of the state in 1948, Palestinians in Israel were offered suffrage and rights but suffered various forms of discrimination and were not treated equally to Jewish citizens. The book will thus help students analyze a unique perspective on what constituted citizenship in Israel at the time and how it differed across political, cultural, and national groups.</p>
<p>ELO 3.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.</p>	<p>Students will learn about the global dimensions of Israeli-Palestinian relations. For example, in the session on World War I (September 12), they will read about the role of the British and French empires in the collapse of the Ottoman Empire and the division of the Middle East into new national territories. In the following sessions on the British Mandate period (September 17 through 24), they will read about the place of Palestine in British imperial policies during the interwar period and World War II. In the sessions on the 1967 war (September 26) and the 1973 war (October 1), they will read about the growing involvement of the U.S. and the Soviet Union in the Middle East. The session of November 12 will be dedicated to the role of the U.S. Through readings and class discussions on those topics, students will examine the connections between foreign policies of various countries and the lives of “ordinary” subjects and citizens, shedding light on the interactions between large-scale historical events and the experiences of individual historical actors. Investigating the global dimensions of the history of Israel/Palestine will help students make historical comparisons and better understand their own experience as global citizens. Since citizenship has been connected, in various and complicated ways, to national, regional and imperial borders, course readings and discussions will help students reflect critically on questions of belonging, difference, and intercultural interactions – which will, in turn, enrich their experience as global citizens.</p>
<p>ELO 4.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.</p>	<p>The course provides ample opportunities to explore issues of diversity, equity, and inclusion, and indeed, also instances of inequality, exclusion and social hierarchy. Due to the nature of the conflict between Israeli Jews and Palestinians, students will engage extensively with the tensions between equity and inequality and between inclusion and exclusion, as well as with lived experiences of race, ethnicity and religious differences, in almost all readings, assignments and class discussions. Here are a few specific examples: Students will write a primary document analysis of the “Basic Law: Israel - Nation State of the Jewish People.” The law gives preference to the Jewish over the democratic character of Israel and thus creates challenges for</p>

	<p>notions of equity and inclusion. Students will read and discuss Theodore Herzl's "The Jewish State," a primary source detailing early Zionist plans, in which Herzl examines Jewish efforts to integrate in European societies despite antisemitism. The session on the origins of Zionism (September 5) will pay particular attention to questions of citizenship, belonging, inclusion and exclusion in the lived experience of Jews in Europe in the late 19th and early 20th centuries. Students will watch and discuss the film <i>Censored Voices</i>, in which Israeli soldiers reflect on racial attitudes towards Arab soldiers in the 1967 war; a session on Palestinian Citizens of Israel (November 7) will discuss expressions and implications of diversity in Israel, and the balance between inclusion and exclusion of Palestinians in Israeli society. Similar issues will be explored in the book review assignment focusing on the legal and political constraints imposed on Palestinian citizens of Israel in the early years of the state.</p>
<p>ELO 4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.</p>	<p>The Israeli-Palestinian conflict is to a large degree a clash between conflicting claims of justice on the same land. Zionists see their national project in Palestine/Israel as a reaction to persecution and discrimination against Jews in other countries and as the restoration of the Jews to their rightful homeland. Palestinians see their national movement as the expression of their historical and religious connections to their homeland, and as necessary reaction to Zionist settlement in Palestine. Both Zionism and Palestinian nationalism are therefore seen as movements to achieve social change aiming for political, social, and religious justice. Those movements are rooted in Jewish and Islamic traditions respectively, and more generally, in the tradition of modern nationalism. The various political expressions of those claims of justice will be explored throughout the course. For example, the three sessions on the British mandate (September 17, 19 and 24) will analyze how the intersection of concepts of justice, difference and (British) citizenship led to a series of violent conflicts during the 1920s, 1930s and 1940s, which, in turn, resulted in new British policies, including plans to partition the land, and create a new geopolitical reality and new forms of citizenship. For the session of October 24 on Palestinian refugees, students will read and discuss an essay titled "Refugee Repatriation: Justice, Responsibility and Redress." The article deals with the Palestinian struggle to achieve justice by allowing Palestinian refugees to resettle in Palestine/Israel. The discussion considers whether returning refugees would become citizens of Israel. For the session of November 19, students will read and discuss essays on the debates surrounding the efforts to create social change and bring justice to Palestine/Israel through the international Boycott movement. This discussion will examine the involvement of citizens of Western countries in debates about justice in Palestine/Israel.</p>