

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	Jewish Studies
Fiscal Unit/Academic Org	Near East S Asian Lang/Culture - D0554
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 History 3480.
Electronically Enforced	Yes

Cross-Listings

Cross-Listings	Cross-listed with History.
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Subject/CIP Code

Subject/CIP Code	38.0206
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: Carmichael, Phoebe Cullen)

- 3480 Citizenship syllabus Yehudai (1).pdf: Syllabus

(Syllabus. Owner: Carmichael, Phoebe Cullen)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Carmichael, Phoebe Cullen	09/26/2023 10:00 AM	Submitted for Approval
Approved	Liu, Morgan Yih-Yang	09/26/2023 12:49 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/09/2023 10:39 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 10:39 AM	ASCCAO Approval

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>