

Term Information

Effective Term Spring 2024
Previous Value Spring 2020

Course Change Information

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

Adding 100% DL

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

The faculty member would like to the option to teach this seminar online.

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	4475
Course Title	Seminar in Jewish History
Transcript Abbreviation	Sem Jewish Hist
Course Description	Advanced research and readings on selected topics in Jewish History.
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?	Yes
Is any section of the course offered	100% at a distance Greater or equal to 50% at a distance
<i>Previous Value</i>	<i>No, Greater or equal to 50% at a distance</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Seminar
Grade Roster Component	Seminar
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster
<i>Previous Value</i>	<i>Columbus, Lima, Mansfield, Marion, Newark</i>

Prerequisites and Exclusions

Prerequisites/Corequisites

Prereq or concur: English 1110.xx, or completion of GE Foundation Writing and Information Literacy, a grade of C or above in History 2800, and any 3000-level History course; or permission of instructor.

Previous Value

Prereq or concur: English 1110.xx, a grade of C or above in History 2800, and any 3000-level History course, 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

Junior, Senior

Requirement/Elective Designation

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

Previous Value

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes

- Aptitude in methods used by historians focused on Jewish History

Content Topic List

- Topics will vary and will focus on issues in the study of Jewish History

Sought Concurrence

No

Attachments

- HISTORY 4475 AU22 In-Person.docx: 4475 Syllabus P

(Syllabus. Owner: Getson, Jennifer L.)

- History 4475 DL Syllabus.docx: 4475 Syllabus DL

(Syllabus. Owner: Getson, Jennifer L.)

- History 4475 Cover Sheet signed.pdf: 4475 DL cover sheet

(Cover Letter. Owner: Getson, Jennifer L.)

Comments

COURSE CHANGE REQUEST
4475 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
11/13/2023

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Getson, Jennifer L.	10/25/2023 03:54 PM	Submitted for Approval
Approved	Soland, Birgitte	10/25/2023 06:47 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/13/2023 04:03 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	11/13/2023 04:03 PM	ASCCAO Approval



Syllabus

History/4475

Seminar in Jewish History

Topic - Readings in Jewish History: Arabs and Jews in Palestine Israel

Autumn 2022

3 Credit Hours

Online, Synchronous

Tuesday, 12:45pm – 3:30pm

Course overview

Instructor

- Ori Yehudai
- Yehudai.3@osu.edu
- (614) 292-2224
- Course Zoom Link
- Office Hours: Monday, 2:00pm – 3:00pm and Wednesday, 2-3pm, via zoom (link provided on the Carmen website).

Note: My preferred method of contact is email.

Course description

This reading seminar explores the history of the Israeli-Palestinian conflict from its inception in the late 19th century to the present day. It takes a chronological approach, focusing on key moments and aspects of the



conflict, including, but not limited to, the emergence of Jewish and Arab nationalism, the early encounter between Jews and Arabs in Palestine during the late Ottoman and British mandate periods, the wars of 1948 and 1967 and their long-term impact, US involvement, and the efforts to reach a peace settlement. The seminar will expose students to recent as well as classical secondary literature on the topic. These texts, combined with class discussions, films and fiction, will provide students with an in-depth 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 expected learning outcomes

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

1. Students acquire a perspective on history and an understanding of the factors that shape human activity.
2. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
3. Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

How this online course works

Mode of delivery

This course is 100% online via synchronous delivery via Zoom. Zoom invitations will be posted in advance to Carmen “Announcements.” We will meet for one weekly zoom session per week.

Pace of online activities



This course is divided into weekly modules that are released one week ahead of time. Students are expected to keep pace with weekly deadlines but may schedule their efforts freely within that time frame.

Credit hours and work expectations

This is a **3-credit-hour course**. According to Ohio State policy (go.osu.edu/credithours), students should expect around 3 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 6 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

Participation requirements

Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:

Participating in online activities

You are expected to log in to the course in Carmen for every scheduled class period (During most weeks you will probably log in many times.) If you have a situation that might cause you to miss an entire week of class, discuss it with me as soon as possible. Your attendance and participation grades depend on your logging in twice a week, completing all assigned work satisfactorily and on time, and demonstrating engagement with the course materials and themes through both written and online discussion.

Live Sessions

All live, scheduled class meetings are required.

Office Hours

Office hours are optional.



Course communication guidelines

The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.

Writing style

While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.

Tone and civility

Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.

Citing your sources

When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.

Protecting and saving your work

Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

Additional note 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.

Course materials and technologies

Textbooks

Required

1. S. Yizhar, *Khirbet Khizeh* (translated by Nicholas De Lange and Yaacob Dwek). Available at the bookstore and on course reserve.
Text #2

Recommended (optional)

The following books are NOT mandatory but recommended as general background reading.

- Benny Morris, *Righteous Victims: A History of the Zionist-Arab Conflict, 1881-1999*
- Charles D. Smith, *Palestine and the Arab Israeli Conflict*
- Alan Dowty, *Israel/Palestine*
- Mark Tessler, *A History of the Israeli-Palestinian Conflict* (also available as a library e-book)
- Neil Caplan, *The Israel-Palestine Conflict: Contested Histories* (library e-book)
- Ian J. Bickerton, Carla L. Klausner, *A History of the Arab-Israeli Conflict*
- James Gelvin, *The Israel-Palestine Conflict: One Hundred Years of War*

Course technology

Technology support



For help with your password, university email, Carmen, or any other technology issues, questions, or requests, contact the Ohio State IT Service Desk. Standard support hours are available at it.osu.edu/help, and support for urgent issues is available 24/7.

- Self-Service and Chat support: it.osu.edu/help
- Phone: 614-688-4357(HELP)
- Email: 8help@osu.edu
- TDD: 614-688-8743

Technology skills needed for this course

- Basic computer and web-browsing skills
- Navigating Carmen (go.osu.edu/canvasstudent)
- CarmenZoom virtual meetings (go.osu.edu/zoom-meetings)

Required Equipment

- Computer: current Mac (MacOs) or PC (Windows 10) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) to use for BuckeyePass authentication

Required software

- Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at go.osu.edu/office365help.

Carmen Access

You will need to use BuckeyePass (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are



able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the BuckeyePass
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the Duo Mobile application to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357(HELP) and IT support staff will work out a solution with you.

Grading and instructor response

How your grade is calculated

Assignment Category	Points and/or Percentage
1. Attendance and Participation	15%
2. Leading seminar discussion	15%
3. Research Paper – Proposal and Annotated Bibliography	10%
4. Research Paper – Paper Draft	10%



Assignment Category	Points and/or Percentage
5. Research Paper – Final Research Paper	40%
6. Research Paper – Presentation	10%
Total	100%

Description of major course assignments

Assignment #1: Attendance and Participation

- **Description**

While this class is online, it closely follows the format of an in-person discussion-based, upper-level seminar course. As such, class participation is crucial to the success of this course. Students are expected to come to every meeting having completed the assigned readings and prepared to discuss them in class. Read thoughtfully, drawing connections between the different readings for a single session or from previous sessions. Try to reflect on ideas, insights, questions and problems arising from the texts that you would like to bring up in class.

Your 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.

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.



- **Academic integrity and collaboration guidelines**

Come to the session having completed any readings or pre-work and be ready to have open, civil, and supportive discussions in video and chat spaces. I ask that you update your Zoom profile with your preferred name and add a picture with your face. At the start of our sessions, I will share specific expectations for how to use the chat, how to interact, and how to raise questions or concerns as we go. If you are unsure about expectations or are unsure about raising a question, please follow up with me afterward to make sure your questions are answered. Plan to be present during the entire class session as much as you are able. For some activities, I may ask you to share your faces on camera so that we can see each other and connect. Please feel encouraged to use a non-distracting virtual background. Many students and instructors prefer not to share their remote spaces for a variety of reasons. Mute your microphone when others are talking to minimize background noise in the meeting.

Assignment #2: Leading Seminar Discussion

- **Description**

Once during the semester, you will have the opportunity to lead our conversation about the texts assigned for class. The assignment will begin with an in-class presentation of 10-15 minutes, in which the discussion leader will introduce the readings and present the authors' background. The presentation should be designed to stimulate a focused, critical discussion of the readings. In addition to presenting the main arguments from the assigned readings, highlight the key analytical issues they raise, and, as much as possible, connect the texts to previous readings and place them in a broader historiographical context. After presenting the texts, you will guide the class discussion. The discussion will be based on questions presented by the discussion leader to the rest of the class. Prepare at least 6 questions on each text. You are



strongly encouraged to speak with me before your presentation to discuss your ideas and approach.

- **Academic integrity and collaboration guidelines**

You are welcome to consult any of your readings and collaborate with your peers to prepare for leading discussion.

Assignment #3 - #6: Research paper

- **Description**

Your final assignment will be a 15-page historiographical review, namely a critical analysis of a set of books and journal articles. The purpose of this assignment is to analyze and compare the approaches of different scholars to a particular, significant topic related to the history of the Palestinian-Israeli conflict (or the Arab-Israeli conflict more broadly).

Your essay should be based on 3 books and 2 articles (or some other reasonable combination). Your sources for this essay should not be general textbooks covering the entire history of the conflict, but monographs (and articles) focusing on a specific question, subject, event, group, etc., e.g., Jewish immigration to British mandate Palestine, the 1948 war, Palestinian citizens of Israel, the role of religion, and so on. The following questions may help you to develop your essays: what questions do the books/articles seek to answer? What are their main arguments? What methodologies, theoretical approaches and sources do the authors use? What are the strengths and weaknesses of the texts? In addition to those questions, make sure that your review engages directly with the content of the texts, paying close attention to specific historical events and developments discussed throughout the books' chapters. It is usually better to construct the review around themes rather than discuss each piece separately.



Your written work will be evaluated mainly on historical accuracy, thoughtfulness, depth of analysis and clarity of expression. Read your paper 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.

You are very strongly encouraged to consult with me as you develop your topics and look for sources.

For an example of an extended historiographical review, follow this link:

<https://www-jstor-org.proxy.lib.ohio-state.edu/stable/pdf/40106795.pdf?refreqid=excelsior%3A7999da597c09cc687cfbc28fc99b4ddb>

Proposal and Annotated Bibliography

As part of this project, students will submit a one-paragraph paper proposal, accompanied by an annotated bibliography, no later than September 20. The proposal should provide a clear statement of your topic and why you want to write about it. The annotated bibliography should list the sources you will be using for your paper with full citations. Each item in the bibliography should be accompanied by 2-3 sentences explaining how it relates to your topic.

Research Paper - Draft

The next phase in the process will be a draft of the first 5 pages of your research paper, due by October 18. The draft should give a sense of your argumentation, use of sources and the direction of the paper. My comments on the draft will help you continue developing your papers.

Research Paper – Final Paper



Your final assignment will be a 15-page historiographical review.

Research Paper – Presentation

An additional assignment related to your research project will be a short in-class presentation (6-8 minutes). The presentation will introduce your main findings and be followed by questions and comments from the rest of the class (3-5 minutes). You should prepare a visual aid of your choice (such as a PowerPoint).

- **Academic integrity and collaboration guidelines**

Your written assignments should be your own original work. Another person may proofread your assignments before you turn them in but no one else should revise or rewrite your work. “TurnItIn,” the Carmen tool intended to help you prevent plagiarism, will be used on your submitted paper. Please follow the Chicago Manual of Style to cite the ideas and words of your paper.

Late assignments

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.

Grading Scale

- 93-100: A
- 90-92.9: A–
- 87-89.9: B+
- 83-86.9: B



- 80-82.9: B–
- 77-79.9: C+
- 73-76.9: C
- 70-72.9: C–
- 67-69.9: D+
- 60-66.9: D
- Under 60: E

Instructor feedback and response time

I am providing the following list to give you an idea of my intended availability throughout the course. (Remember that you can call 614-688-4357(HELP) at any time if you have a technical problem.).

Grading and feedback

For large weekly assignments, you can generally expect feedback within 7 days.

Preferred contact method

E-mail is the quickest way to contact the instructor with pressing questions, but major concerns should be reserved for office hours. When you e-mail, please be sure to put the course number in the subject line so I know which course you are enrolled in. I will reply to emails within 24 hours on days when class is in session at the university. I do not regularly check my email on the weekends.

Academic policies

Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.



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/>.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page (go.osu.edu/coam)
- Ten Suggestions for Preserving Academic Integrity (go.osu.edu/ten-suggestions)

Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Statement on title IX



Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Land acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greeneville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.



More information on OSU's land acknowledgement can be found here:
<https://mcc.osu.edu/about-us/land-acknowledgement>

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/>).

Your 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 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Accessibility accommodations for students with disabilities

Requesting accommodations

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.

Course Schedule

Refer to our Carmen course page for up-to-date assignment due dates.

All readings will be available online. As listed below, some will be available as PDF documents on the Carmen course website, and the rest can be accessed as e-books or journal articles through the library website. Links to watch films are provided. Please pay attention to the page numbers indicated for each item, as sometimes you are not required to read the entire PDF document appearing on the website.

August 23: Introduction

August 30: The Emergence of Zionism

David Engel, *Zionism*, pp. 1-51 (chapters 1 & 2) [Available on the course website]



Michael Brenner, *In Search of Israel: The History of an Idea*, pp. 51-87 [course website]

Micah Joseph Berdichevski, “Wrecking and Building” (1900-1903), pp. 291-295 [course website]

September 6: First Encounters in Late Ottoman Palestine

Anita Shapira, *Israel: A History* (Brandeis University Press, 2012), pp. 27-64 (chapter 2) [library e-book]

Neville Mandel, *The Arabs and Zionism before World War I*, pp. 32-57 [course website]

Rashid Khalidi, *Palestinian Identity: The Construction of Modern National Consciousness*, pp. 119-144 (chapter 6) [library e-book]

Watch: *1913 Seeds of Conflict* (2014). Available for online streaming through the library website (53 minutes).

September 13: The British Mandate I: Violence

Abdel Moneh Said Ali, Shai Feldman, Khalil Shikaki, *Arabs and Israelis: Conflict and Peace Making in the Middle East*, pp. 13-39 [course website]

Hillel Cohen, *Year Zero of the Arab-Israeli Conflict 1929*, pp. 1-58 (chapter 1) [library e-book]

Bernard Wasserstein, “Patterns of Communal Conflict in Palestine,” in *Essential Papers on Zionism* (New York, 1996), pp. 671-688 [course website]

September 20: The British Mandate II: Rapprochement and Collaboration

Zachary Lockman, “Railway Workers and Relational History,” pp. 88-108 [course website]

Abigail Jacobson and Moshe Naor, *Oriental Neighbors: Middle East Jews and Arabs in Mandatory Palestine* (Waltham, Massachusetts, 2015), pp. 16-53 (Chapter 1) [library e-book]

Menachem Klein, *Lives in Common: Arabs and Jews in Jerusalem Jaffa and Hebron* (Oxford University Press, 2014), pp. vii-xii (“About this Book”); 65-87 (chapter 2: “Mixed Cities” – read until the beginning of the section titled “A City Chooses a Holy Place”) [library e-book]

September 27: No class: Jewish holiday of Rosh Hashanah

October 4: No class: Jewish holiday of Yom Kippur



October 11: 1948: War, Independence and Nakba

Abdel Moneh Said Ali, Shai Feldman, Khalil Shikaki, *Arabs and Israelis: Conflict and Peace Making in the Middle East*, pp. 46-65 (chapter 2) [course website]

Watch: *Al-Nakba: The Palestinian Catastrophe* (1997)
<https://vimeo.com/channels/443826/3714871>

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

Ahmad H. Sa’di, “Catastrophe, Memory, and Identity: Al-Nakbah as a Component of Palestinian Identity,” *Israel Studies*, 7/2 (2002), pp. 175-198 [library e-journal article]

October 18: 1948 in Literature

S. Yizhar, *Khirbet Khizeh* (1949) [required book, bookstore]

Ghassan Kanafani, “Returning to Haifa” (1969) [course website].

October 25: Palestinian Arab Citizens in Young Israel

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

Leena Dallahseh, “Persevering through Colonial Transition: Nazareth's Palestinian Residents after 1948,” *Journal of Palestine Studies* 45/2 (2016), 8–23 [library e-journal article]

Memoir: Fouzi El-Asmar, *To Be an Arab in Israel* (1975), pp. 16-25; 38-51; 56-58 [course website]

November 1: Middle Eastern Jews in Young Israel

Anita Shapira, *Israel: A History*, pp. 222-244 (chapter 10) [library e-book]

Bryan K. Roby, *The Mizrahi Era of Rebellion: Israel's Forgotten Civil Rights Struggle 1948-1966* (Syracuse University Press, 2015), pp. 137-170 (chapter 5) [library e-book]

Henriette Dahan-Kalev, “You’re So Pretty—You Don’t Look Moroccan,” *Israel Studies*, 6/1 (2001), 1-14 [course website]



November 8: The 1967 War and the Occupied Territories

Michael Brenner, *In Search of Israel: The History of an Idea* (Princeton, 2018), pp. 186-218 [course website]

Omri Shafer Raviv, “Studying an Occupied Society: Social Research, Modernization Theory and the Early Israeli Occupation, 1967–8,” *Journal of Contemporary History* 55/1 (2020), pp. 161–181 [library e-journal article]

Dov Waxman, *The Israeli-Palestinian Conflict*, pp. 155-166; 171-184 [course website]

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

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

November 15: American Jews and Israel/Palestine

Dov Waxman, *Trouble in the Tribe: The American Jewish Conflict over Israel* (Princeton, 2016), pp. 18-54 (chapter 1) [library e-book]

Derek Penslar, “Solidarity as an Emotion: American Jews and Israel in 1948,” *Modern American History* 5/1 (2022), pp. 27-51 Access here: <https://www.cambridge.org/core/journals/modern-american-history/article/solidarity-as-an-emotion-american-jews-and-israel-in-1948/CB9836DB3C4E8B880B9E7AEE76C3BEEE>

Sara Hirschhorn, “The Origins of the Redemption in Occupied Suburbia?: The Jewish-American Makings of the West Bank Settlement of Efrat, 1973-87,” *Middle Eastern Studies*, 51/2 (2015), pp. 269-284 [library e-journal article]

November 22: American Involvement and the Peace Process

Daniel C. Kurtzer, Scott B. Lasensky, William B. Quandt, Steven L. Spiegel, and Shibley Z. Telhami, *The Peace Puzzle: America's Quest for Arab-Israeli Peace, 1989–2011* (Cornell University Press, 2012), pp. 15-58 (chapter 1) [library e-book]

Rashid Khalidi, *Brokers of Deceit: How the U.S. Has Undermined Peace in the Middle East*, pp. 29-65 [course website]

November 29: Student Paper Presentations

December 6: Conclusion

HISTORY 4475

Readings in Jewish History: Arabs and Jews in Palestine/Israel

Fall 2022

Tu 12:45PM - 3:30PM

Dulles Hall 027

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

This reading seminar explores the history of the Israeli-Palestinian conflict from its inception in the late 19th century to the present day. It takes a chronological approach, focusing on key moments and aspects of the conflict, including, but not limited to, the emergence of Jewish and Arab nationalism, the early encounter between Jews and Arabs in Palestine during the late Ottoman and British mandate periods, the wars of 1948 and 1967 and their long-term impact, US involvement, and the efforts to reach a peace settlement. The seminar will expose students to recent as well as classical secondary literature on the topic. These texts, combined with class discussions, films and fiction, will provide students with an in-depth 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.

Objectives

History courses develop students' knowledge of how past events influence today's society and help them understand how humans view themselves.

1. Students acquire a perspective on history and an understanding of the factors that shape human activity.
2. Students display knowledge about the origins and nature of contemporary issues and develop a foundation for future comparative understanding.
3. Students think, speak, and write critically about primary and secondary historical sources by examining diverse interpretations of past events and ideas in their historical contexts.

Required Book: S. Yizhar, *Khirbet Khizeh* (translated by Nicholas De Lange and Yaacob Dwek). Available at the bookstore and on course reserve.

Background Reading:

The following books are NOT mandatory but recommended as general background reading.

Benny Morris, *Righteous Victims: A History of the Zionist-Arab Conflict, 1881-1999*

Charles D. Smith, *Palestine and the Arab Israeli Conflict*

Alan Dowty, *Israel/Palestine*

Mark Tessler, *A History of the Israeli-Palestinian Conflict* (also available as a library e-book)

Neil Caplan, *The Israel-Palestine Conflict: Contested Histories* (library e-book)

Ian J. Bickerton, Carla L. Klausner, *A History of the Arab-Israeli Conflict*

James Gelvin, *The Israel-Palestine Conflict: One Hundred Years of War*

Requirements and Grading Scheme

In-class activity: 40%

Attendance and participation: 15%

Leading a seminar discussion: 15%

Presentation of research paper: 10%, **November 29**

Research paper: 60%

Proposal and annotated bibliography: 10%, **due September 20**

Paper draft: (5 pp.) 10%, **due October 18**

Final research paper (15 pp.): 40%, **due December 6**

Extra credit: 1-2-page response to Melton Center special event on November 8 (details to be provided) 5%

Attendance and Participation

Class participation is crucial to the success of this course. Students are expected to come to every meeting having completed the assigned readings and prepared to discuss them in class. Read thoughtfully, drawing connections between the different readings for a single session or from previous sessions. Try to reflect on ideas, insights, questions and problems arising from the texts that you would like to bring up in class.

Your 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.

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.

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.

Leading a seminar discussion

Once during the semester, you will have the opportunity to lead our conversation about the texts assigned for class. The assignment will begin with an in-class presentation of 10-15 minutes, in which the discussion leader will introduce the readings and present the authors' background. The presentation should be designed to stimulate a focused, critical discussion of the readings. In addition to presenting the main arguments from the assigned readings, highlight the key analytical issues they raise, and, as much as possible, connect the texts to previous readings and place them in a broader historiographical context. After presenting the texts, you will guide the class discussion. The discussion will be based on questions presented by the discussion leader to the rest

of the class. Prepare at least 6 questions on each text. You are strongly encouraged to speak with me before your presentation to discuss your ideas and approach.

Research Paper

Your final assignment will be a 15-page historiographical review, namely a critical analysis of a set of books and journal articles. The purpose of this assignment is to analyze and compare the approaches of different scholars to a particular, significant topic related to the history of the Palestinian-Israeli conflict (or the Arab-Israeli conflict more broadly). Your essay should be based on 3 books and 2 articles (or some other reasonable combination). Your sources for this essay should not be general textbooks covering the entire history of the conflict, but monographs (and articles) focusing on a specific question, subject, event, group, etc., e.g., Jewish immigration to British mandate Palestine, the 1948 war, Palestinian citizens of Israel, the role of religion, and so on. The following questions may help you to develop your essays: what questions do the books/articles seek to answer? What are their main arguments? What methodologies, theoretical approaches and sources do the authors use? What are the strengths and weaknesses of the texts? In addition to those questions, make sure that your review engages directly with the content of the texts, paying close attention to specific historical events and developments discussed throughout the books' chapters. It is usually better to construct the review around themes rather than discuss each piece separately.

As part of this project, students will submit a one-paragraph paper proposal, accompanied by an annotated bibliography, no later than **September 20**. The proposal should provide a clear statement of your topic and why you want to write about it. The annotated bibliography should list the sources you will be using for your paper with full citations. Each item in the bibliography should be accompanied by 2-3 sentences explaining how it relates to your topic.

The next phase in the process will be a draft of the first 5 pages of your research paper, due by **October 18**. The draft should give a sense of your argumentation, use of sources and the direction of the paper. My comments on the draft will help you continue developing your papers.

An additional assignment related to your research projects will be a short in-class presentation. The presentation will introduce your main findings and be followed by questions and comments from the rest of the class.

You are very strongly encouraged to consult with me as you develop your topics and look for sources.

For an example of an extended historiographical review, follow this link:

<https://www-jstor-org.proxy.lib.ohio-state.edu/stable/pdf/40106795.pdf?refreqid=excelsior%3A7999da597c09cc687cfbc28fc99b4ddb>

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 paper 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. 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, 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/>).

Weekly Schedule and Readings

All readings will be available online. As listed below, some will be available as PDF documents on the Carmen course website, and the rest can be accessed as e-books or journal articles through the library website. Links to watch films are provided. Please pay attention to the page numbers indicated for each item, as sometimes you are not required to read the entire PDF document appearing on the website.

August 23: Introduction

August 30: The Emergence of Zionism

David Engel, *Zionism*, pp. 1-51 (chapters 1 & 2) [**Available on the course website**]

Michael Brenner, *In Search of Israel: The History of an Idea*, pp. 51-87 [**course website**]

Micah Joseph Berdichevski, “Wrecking and Building” (1900-1903), pp. 291-295 [**course website**]

September 6: First Encounters in Late Ottoman Palestine

Anita Shapira, *Israel: A History* (Brandeis University Press, 2012), pp. 27-64 (chapter 2) [**library e-book**]

Neville Mandel, *The Arabs and Zionism before World War I*, pp. 32-57 [**course website**]

Rashid Khalidi, *Palestinian Identity: The Construction of Modern National Consciousness*, pp. 119-144 (chapter 6) [**library e-book**]

Watch: *1913 Seeds of Conflict* (2014). Available for online streaming through the library website (53 minutes).

September 13: The British Mandate I: Violence

Abdel Moneh Said Ali, Shai Feldman, Khalil Shikaki, *Arabs and Israelis: Conflict and Peace Making in the Middle East*, pp. 13-39 [**course website**]

Hillel Cohen, *Year Zero of the Arab-Israeli Conflict 1929*, pp. 1-58 (chapter 1) [**library e-book**]

Bernard Wasserstein, “Patterns of Communal Conflict in Palestine,” in *Essential Papers on Zionism* (New York, 1996), pp. 671-688 [**course website**]

September 20: The British Mandate II: Rapprochement and Collaboration

Zachary Lockman, “Railway Workers and Relational History,” pp. 88-108 [**course website**]

Abigail Jacobson and Moshe Naor, *Oriental Neighbors: Middle East Jews and Arabs in Mandatory Palestine* (Waltham, Massachusetts, 2015), pp. 16-53 (Chapter 1) [library e-book]

Menachem Klein, *Lives in Common: Arabs and Jews in Jerusalem Jaffa and Hebron* (Oxford University Press, 2014), pp. vii-xii (“About this Book”); 65-87 (chapter 2: “Mixed Cities” – read until the beginning of the section titled “A City Chooses a Holy Place”) [library e-book]

September 27: No class: Jewish holiday of Rosh Hashanah

October 4: No class: Jewish holiday of Yom Kippur

October 11: 1948: War, Independence and Nakba

Abdel Moneh Said Ali, Shai Feldman, Khalil Shikaki, *Arabs and Israelis: Conflict and Peace Making in the Middle East*, pp. 46-65 (chapter 2) [course website]

Watch: *Al-Nakba: The Palestinian Catastrophe* (1997)
<https://vimeo.com/channels/443826/3714871>

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

Ahmad H. Sa’di, “Catastrophe, Memory, and Identity: Al-Nakbah as a Component of Palestinian Identity,” *Israel Studies*, 7/2 (2002), pp. 175-198 [library e-journal article]

October 18: 1948 in Literature

S. Yizhar, *Khirbet Khizeh* (1949) [required book, bookstore]

Ghassan Kanafani, “Returning to Haifa” (1969) [course website].

October 25: Palestinian Arab Citizens in Young Israel

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

Leena Dallasheh, “Persevering through Colonial Transition: Nazareth's Palestinian Residents after 1948,” *Journal of Palestine Studies* 45/2 (2016), 8–23 [library e-journal article]

Memoir: Fouzi El-Asmar, *To Be an Arab in Israel* (1975), pp. 16-25; 38-51; 56-58 [course website]

November 1: Middle Eastern Jews in Young Israel

Anita Shapira, *Israel: A History*, pp. 222-244 (chapter 10) [library e-book]

Bryan K. Roby, *The Mizrahi Era of Rebellion: Israel's Forgotten Civil Rights Struggle 1948-1966* (Syracuse University Press, 2015), pp. 137-170 (chapter 5) [library e-book]

Henriette Dahan-Kalev, "You're So Pretty—You Don't Look Moroccan," *Israel Studies*, 6/1 (2001), 1-14 [course website]

November 8: The 1967 War and the Occupied Territories

Michael Brenner, *In Search of Israel: The History of an Idea* (Princeton, 2018), pp. 186-218 [course website]

Omri Shafer Raviv, "Studying an Occupied Society: Social Research, Modernization Theory and the Early Israeli Occupation, 1967–8," *Journal of Contemporary History* 55/1 (2020), pp. 161–181 [library e-journal article]

Dov Waxman, *The Israeli-Palestinian Conflict*, pp. 155-166; 171-184 [course website]

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

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

November 15: American Jews and Israel/Palestine

Dov Waxman, *Trouble in the Tribe: The American Jewish Conflict over Israel* (Princeton, 2016), pp. 18-54 (chapter 1) [library e-book]

Derek Penslar, "Solidarity as an Emotion: American Jews and Israel in 1948," *Modern American History* 5/1 (2022), pp. 27-51 Access here: <https://www.cambridge.org/core/journals/modern-american-history/article/solidarity-as-an-emotion-american-jews-and-israel-in-1948/CB9836DB3C4E8B880B9E7AEE76C3BEEE>

Sara Hirschhorn, "The Origins of the Redemption in Occupied Suburbia?: The Jewish-American Makings of the West Bank Settlement of Efrat, 1973-87," *Middle Eastern Studies*, 51/2 (2015), pp. 269-284 [library e-journal article]

November 22: American Involvement and the Peace Process

Daniel C. Kurtzer, Scott B. Lasensky, William B. Quandt, Steven L. Spiegel, and Shibley Z. Telhami, *The Peace Puzzle: America's Quest for Arab-Israeli Peace, 1989–2011* (Cornell University Press, 2012), pp. 15-58 (chapter 1) [library e-book]

Rashid Khalidi, *Brokers of Deceit: How the U.S. Has Undermined Peace in the Middle East*, pp. 29-65 [course website]

November 29: Student Paper Presentations

December 6: Conclusion

Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences

Course Number and Title:

Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. For more on use of [Carmen: Common Sense Best Practices](#).

A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

Syllabus is consistent and is easy to understand from the student perspective.

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional):

Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

Regular instructor communications with the class via announcements or weekly check-ins.

Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.

- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.
- Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above):

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).

- The tools used in the course support the learning outcomes and competencies.
- Course tools promote learner engagement and active learning.
- Technologies required in the course are current and readily obtainable.
- Links are provided to privacy policies for all external tools required in the course.

Additional technology comments (optional):

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning (optional):

Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#).

- Course credit hours align with estimated average weekly time to complete the course successfully.
- Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

- In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

Accessibility

For more information or a further conversation, contact the [accessibility coordinator](#) for the College of Arts and Sciences. For tools and training on accessibility: [Digital Accessibility Services](#).

- Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.
- Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

Additional comments (optional):

Academic Integrity

For more information: [Academic Integrity](#).

- The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:
- Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

Frequent, Varied Assignments/Assessments

For more information: [Designing Assessments for Students](#).

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.
- Variety of assignment formats to provide students with multiple means of demonstrating learning.
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):

Community Building

For more information: [Student Interaction Online](#).

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments.
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above):

Transparency and Metacognitive Explanations

For more information: [Supporting Student Learning](#).

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course.
- Context or rationale to explain the purpose and relevance of major tasks and assignments.

- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.
- Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

Additional Considerations

Comment on any other aspects of the online delivery not addressed above (optional):

Syllabus and cover sheet reviewed by *Jeremie Smith* on

Reviewer Comments:

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.