

One-Page Narrative

Foundational Studies--**Integrative and Upper Division Electives** **Geographies of the Palestine-Israel Conflict** (ENVI 427), Fall 2017

Geography is an interdisciplinary field of study straddling nature and culture. It integrates and synthesizes a whole range of academic disciplines and intellectual approaches to gain and create knowledge. **Geographies of the Palestine-Israel Conflict** (1) highlights the global scope of the conflict, (2) chronicles its Euro-Russian genesis, (3) maps its on-the-ground development in Palestine-Israel, (4) outlines its impact on the United States, and (5) examines its prospect in light of scholarly sources, relevant United Nations resolutions, and the political will of the main adversaries.

The course fulfills the **Foundational Studies (Integrative and Upper Division Electives)** course requirements at ISU. It introduces students to a variety of Palestine-Israel issues and perspectives designed to contribute (1) to the proposed program of 'Geography and Environment,' (2) to EES commitment to an undergraduate education grounded in 'geography' and 'interdisciplinary studies,' (3) to FS commitment to providing students with 'the skills and knowledge base they will need to successfully navigate the complexities of the twenty-first century' and preparing them to be 'effective communicators, critical thinkers, and informed decision makers, and (4) to ISU dedication to 'teaching and the creation of knowledge.'

The course uses **interdisciplinary learning** and **critical thinking** to engage students to identify, explain, and interpret complex problems and geographies spanning the local, regional, and global scales of the conflict. Critical thinking encourages students to (1) develop the habit of gathering and examining evidence before forming conclusions, (2) learn how to unlearn (understanding and dispelling misconceptions, inaccuracies, stereotypes, biases, and preconceptions), (3) be sensitive but critical about subject-related controversies, (4) be wary of illusions, (5) think sometimes outside the box, (6) distinguish between audience-centered media and fact-centered academia, and (7) learn how to ground moral and political judgment into facts, not the other way around.

This narrative and the annotated syllabus (annotations can be seen as linked endnotes in the MS Word version of this document, or as simple endnotes in the PDF version of this document) propose to demonstrate that the content, delivery, and assessment of this course meet **(I)** the learning outcomes for Foundational Studies (**FS 1-8, 10**), **(II)** the learning objectives of the Integrative and Upper Division Electives (**IUDE 1-3**), **(III)** the IUDE Skill Applied Learning Requirements (**SALR 1-5**), **(IV)** the regional and thematic focus of elective courses in the International Studies Minor (**ISM 1**), and **(V)** the learning objectives of Geographies of the Palestine-Israel Conflict (**GPIC 1-5**):

(IUDE 1)--Use a thematic approach to a particular topic or issue that integrates multiple ways of knowing: Students will integrate multiple ways of learning such as global perspective and cultural diversity (learning how worldviews about the conflict are constructed and deconstructed), social and behavioral sciences (learning conflict-related geographies of Europe, Russia, North America, and the Middle East), literary studies (learning the text and context of a number of conflict-related historical documents), historical studies (learning the origins and consequences of conflict-related major historical events), and ethics and social responsibility (learning how worldviews often constitute the historical and philosophical bases of ethical decision-making and social responsibility). Essays & Exams will assess this objective. This thematic approach will also meet other learning objectives: **FS 3; ISM 1; GPIC 1-5**.

(IUDE 2)--Engage in a project or conduct research that makes use of multiple ways of knowing to address a particular topic or issue: Students will complete four essays and one paper that use & integrate the multiple ways of knowing outlined in **IUDE 1** above. Objective **IUDE 2** will also meet other learning objectives: **FS 1-3, 6-8, 10; ISM 1; GPIC 1-5**.

(IUDE 3)--Analyze and write at an advanced level: Students will complete a paper that involves recognizing facts, analyzing them, and evaluating them to create knowledge. This objective will also meet other learning objectives: **FS 1-8, 10; ISM 1; GPIC 1-5**.

(SALR 1)-- Explicitly demonstrate how the curriculum will develop critical thinking skills: Students will write four essays & one paper focused on the kind of critical thinking that encourages students to (1) develop the habit of gathering and examining evidence before forming conclusions, (2) learn how to unlearn (understanding and dispelling misconceptions, inaccuracies, stereotypes, biases, and preconceptions), (3) be sensitive but critical about subject-related controversies, (4) be wary of illusions, (5) think sometimes outside the box, (6) distinguish between audience-centered media and fact-centered academia, and (7) learn how to ground moral and political judgment into facts, not the other way around. This objective will also meet other goals: **FS 1-2, 5, 8; ISM 1; GPIC 1-5**.

(SALR 2)-- Explicitly demonstrate how the curriculum will develop information literacy skills: Students will develop information literacy skills from their access to a vast variety of print, audiovisual, and online information resources (presentations, discussions, PowerPoint slides, videos, books, journal articles, newspaper stories, taskforce reports—such as The 9/11 Commission Report, songs, and scriptures) that help them locate and use relevant and updated information. Student literacy skills will be assessed through exams and writing assignments. This objective will meet other goals: **FS 1-4, 6-7, 10; ISM 1; GPIC 1-5**.

(SALR 3)-- Include a graded writing component, which whenever possible is developmental: Students will complete a research project involving one formative assessment blog and one written paper that follows carefully defined format, structure, content, and style guidelines. This objective will also meet other goals: **FS 1-8, 10; ISM 1; GPIC 1-5**.

(SALR 4-5)-- Must incorporate opportunities for students to critically read and analyze sophisticated, complex text, and to write intensively and Must include assignments that apply information from within and across various "ways of knowing": Students will complete four essays and a research paper requiring critical thinking and advanced writing across a variety of ways of knowing as noted under **IUDE 1**. This objective will also meet other course learning objectives: **FS 1-8, 10; ISM 1; GPIC 1-5**.

Annotated Syllabus
Foundational Studies--**Integrative and Upper Division Electives**
Geographies of the Palestine-Israel Conflict
ENVI 427-001, TR 2-3:15 pm, S 0297, fall (8/22-12/15/2017)

Course Instructor: Dr. Mohamed Elyassini, Department of Earth and Environmental Systems, Science 159J, Office Hours: TR 11-12 pm, or by appointment; Phone: 2253; Email: mohamed.elyassini@indstate.edu; Website: <http://faculty.indstate.edu/melyassini/>

Course Catalog Description: Global scope, genesis, development, impact, and prospect of the Palestine-Israel conflict.

Required textbooks for this course:

- Theodor Herzl (1860-1904), *A Jewish state: an attempt at a modern solution of the Jewish question* (Charleston (BibliBazaar, 2010, 101 pages, \$5 used, \$17 new, on Amazon.com);
- Ilan Pappé, *The ethnic cleansing of Palestine* (Oxford: Oneworld, 2007, 336 pages, \$7 used, \$11 new, on Amazon.com);
- John Mearsheimer and Stephen Walt, *The Israel lobby and U.S. foreign policy* (New York: Farrar, Straus & Giroux, 2007, 484 pages, \$5 used, \$11 new, on Amazon.com); and
- Jimmy Carter, *Palestine: peace not apartheid*, New York: Simon & Schuster, 2007, 288 pages, \$6 used, \$11 new, on Amazon.com).

Get your texts and skim through the following short readings about the books and their authors

- Theodor Herzl and Zionism: <http://mfa.gov.il/MFA/MFA-Archive/2004/Pages/Herzl%20and%20Zionism.aspx>
- Ilan Pappé and the Nakba Deniers: <http://www.counterpunch.org/whitbeck01272007.html>
- Mearsheimer & Walt's book: <http://electronicintifada.net/content/book-review-israel-lobby-and-us-foreign-policy/3525>
- Jimmy Carter and Palestine: http://www.cartercenter.org/news/editorials_speeches/latimes_palestine_081206.html

Blackboard Course Documents: Course announcements, course syllabus, course contact, and course topics 1-5 (introduction, homework assignment instructions and due dates, exam instructions and due dates, study guide for exams, PowerPoint slides, videos, readings) are available on Blackboard at: <http://blackboard.indstate.edu>. You MUST check your Blackboard course site & email on a daily basis for announcements, assignment instructions and deadlines, and other details NOT included in this part of the syllabus. For Help click on Blackboard Tech Support or visit Indiana State Online Student and Academic Support Services, <http://www.indstate.edu/online/resources.pdf>

Course Calendar (details about assignments and deadlines are posted on Blackboard, ONE topic at a time):

Topic 1: Global scope of the conflict

Week 1 (8/22-24/2017): Read introduction, review assignment instructions, and locate assigned materials

Week 2 (8/29-31): Review assigned materials and **submit Essay 1ⁱ by 8/31 at 10 pm**

Week 3 (9/5-7): Review study guide and **complete Exam 1ⁱⁱ between 9/6 at 10 pm and 9/7 at 10 pm**

Topic 2: Euro-Russian genesis of the conflict

Week 4 (9/12-14): Read introduction & assignment instructions, & locate assigned materials; **3-week attendance reporting**

Week 5 (9/19-21): Review assigned materials and **submit Essay 2ⁱⁱⁱ by 9/21 at 10 pm**

Week 6 (9/26-28): Review study guide & **complete Exam 2^{iv} between 9/27 at 10 pm & 9/28 at 10 pm; interim grading**

Topic 3: On-the-ground development of the conflict

Week 7 (10/3-5): Read introduction, review assignment instructions, and locate assigned materials

Week 8 (10/10-12): Review assigned materials and **submit Essay 3^v by 10/12 at 10 pm**

Week 9 (10/17-19): Review study guide and **complete Exam 3^{vi} between 10/18 at 10 pm and 10/19 at 10 pm**

Topic 4: Impact of the conflict on the United States

Week 10 (10/24-26): Read introduction, review assignment instructions, and locate assigned materials

Week 11 (10/31-11/2): Review assigned materials and **submit Essay 4^{vii} by 11/2 at 10 pm**

Week 12 (11/7-9): Review study guide and **complete Exam 4^{viii} between 11/8 at 10 pm and 11/9 at 10 pm**

Topic 5: Prospect of the conflict

Week 13 (11/14-16): Read introduction, review assignment instructions, and locate assigned materials

Thanksgiving Break (11/20-24): No classes

Week 14 (11/28-30) Review assigned materials and participate in the formative assessment blog

Week 15 (12/5-7): Write and **submit the critical thinking paper^{ix} by 12/7 at 10:00 PM**

Week 16 (12/12-14): Review study guide and **complete Exam 5^x between 12/13 at 10 pm and 12/14 at 10 pm**

Course Objectives and Organization: Geography is an interdisciplinary field of study straddling nature and culture. It integrates and synthesizes a whole range of academic disciplines and intellectual approaches to gain and create knowledge. **Geographies of the Palestine-Israel Conflict** (1) highlights the global scope of the conflict, (2) chronicles its Euro-Russian genesis, (3) maps its on-the-ground development in Palestine-Israel, (4) outlines its impact on the United States, and (5) examines its prospect in light of scholarly sources, relevant United Nations resolutions, and the political will of the main adversaries.

The course fulfills the Foundational Studies (Integrative and Upper Division Electives) course requirements at Indiana State University. It introduces students to a variety of Palestine-Israel issues and perspectives designed to contribute (1) to the proposed program of 'Geography and Environment,' (2) to EES commitment to an undergraduate education grounded in 'geography' and 'interdisciplinary studies,' (3) to FS commitment to providing students with 'the skills and knowledge base they will need to successfully navigate the complexities of the twenty-first century' and preparing them to be 'effective communicators, critical thinkers, and informed decision makers, and (4) to ISU dedication to 'teaching and the creation of knowledge.'

The course uses interdisciplinary learning and critical thinking to engage students to identify, explain, and interpret complex problems and geographies spanning the local, regional, and global scales of the conflict. Critical thinking encourages students to (1) develop the habit of gathering and examining evidence before forming conclusions, (2) learn how to unlearn (understanding and dispelling misconceptions, inaccuracies, stereotypes, biases, and preconceptions), (3) be sensitive but critical about subject-related controversies, (4) be wary of illusions, (5) think sometimes outside the box, (6) distinguish between audience-centered media and fact-centered academia, and (7) learn how to ground moral and political judgment into facts, not the other way around.

Course material includes: online readings, PowerPoint slides, videos, and current issues in the news. It is organized around FIVE topics; each topic should be covered in 3 weeks: Week 1: Read Introduction, review assignment instructions, and locate assigned materials; Week 2: Review assigned materials and submit Essay 1; Week 3: Review study guide and complete Exam 1.

Topic 1: Global scope of the conflict. Topic 1 highlights the global scope of the conflict and review the main competing worldviews about it. It identifies the main adversaries of the conflict and their local, regional, and international allies and partners. It also describes the evolving geographies of the Jews and the Palestinians since the beginning of the conflict.

Topic 2: Euro-Russian genesis of the conflict. Topic 2 chronicles the Euro-Russian genesis of the conflict. It analyzes the text, context, geopolitics, timeline, and authorship of seven historical documents about the geopolitical gestation of Zionism in Europe and Russia as an explanation of the origin of the Palestine-Israel conflict: (1) Napoleon Bonaparte's Proclamation promising Palestine to the Jews (1799), (2) The London Memorandum on the Restoration of the Jews (1839), (3) British Colonel Charles Churchill's Letter to Moses Montefiore and Western Jewry (1841), (4) British Lieutenant-Colonel Gawler's Tranquilization of Syria and the East: Observations and practical suggestions, in furtherance of the establishment of Jewish Colonies in Palestine (1845), (5) British Thomas Clarke's India and Palestine: or, the Restoration of the Jews, viewed in relation to the nearest route to India (1861), (6) Jewish Austro-Hungarian Theodor Herzl's pamphlet 'A Jewish state: an attempt at a modern solution of the Jewish question' (1896), and (7) British Foreign Secretary Balfour Declaration (1917).

Topic 3: On-the-ground development of the conflict. Topic 3 maps the on-the-ground development of the conflict in Palestine-Israel. It focuses on the British occupation of Palestine (1917-1947), the birth of the State of Israel and the Palestinian Nakba (catastrophe) in 1948, the diversion of the Jordan River, Israel's Law of Return versus Palestinian refugees' right of return, and the ongoing peace-war processes.

Topic 4: Impact of the conflict on the United States. Topic 4 focuses on how the Conference of Presidents of some 50 Major American Jewish organizations continues to broaden and deepen the U.S.-Israel bond by 'guiding the policy process' and 'dominating public discourse.' It also examines which one of the three---the US government, the Israeli government, or the Israel lobby---is 'calling the shots' in terms of US Middle East policy.

Topic 5: Prospect of the conflict. Topic 5 discusses the prospect of the conflict in light of scholarly sources, relevant United Nations resolutions, demographic change, geographical constraint, historical precedents, and the political will of the main adversaries.

This narrative and the annotated syllabus propose to demonstrate that the content, delivery, and assessment of this course meet (**I**) the learning outcomes for Foundational Studies (**FS 1-8, 10**), (**II**) the learning objectives of the Integrative and Upper Division Electives (**IUDE 1-3**), (**III**) the IUDE Skill Applied Learning Requirements (**SALR 1-5**), (**IV**) the regional and thematic focus of elective courses in the International Studies Minor (**ISM 1**), and (**V**) the learning objectives of Geographies of the Palestine-Israel Conflict (**GPIC 1-5**):

I. Learning Objectives of the Foundational Studies Program—Students will:

1. Locate, critically read, and evaluate information to solve problems;
2. Critically evaluate the ideas of others;
3. Apply knowledge and skills within and across the fundamental ways of knowing (natural sciences, social and behavioral sciences, arts and humanities, mathematics, and history);
4. Demonstrate an appreciation of human expression through literature and fine and performing arts;
5. Demonstrate the skills for effective citizenship and stewardship;
6. Demonstrate an understanding of diverse cultures within and across societies;
7. Demonstrate the skills to place their current and local experience in a global, cultural, and historical context;
8. Demonstrate an understanding of the ethical implications of decisions and actions;
9. Apply principles of physical and emotional health to wellness [**not addressed in this course**];
10. Express themselves effectively, professionally, and persuasively both orally and in writing.

II. Learning Objectives of the Integrative and Upper Division Electives—Students will:

1. Use a thematic approach to a particular topic or issue that integrates multiple ways of knowing;
2. Engage in a project or conduct research that makes use of multiple ways of knowing to address a particular topic or issue;
3. Analyze and write at an advanced level.

III. Skill Applied Learning Requirements of the Integrative and Upper Division Electives:

1. Explicitly demonstrate how the curriculum will develop critical thinking skills
2. Explicitly demonstrate how the curriculum will develop information literacy skills
3. Include a graded writing component, which whenever possible is developmental
4. Must incorporate opportunities for students to critically read and analyze sophisticated, complex text, and to write intensively.
5. Must include assignments that apply information from within and across various "ways of knowing"

IV. Learning Objectives of the International Studies Minor—Students will:

1. Learn about the Geographies of the Palestine-Israel Conflict as a 400 level course with a regional and thematic focus

V. Learning Objectives of Geographies of the Palestine-Israel Conflict—Students will learn about:

1. Global scope of the conflict
2. Euro-Russian genesis of the conflict
3. On-the-ground development of the conflict
4. Impact of the conflict on the United States
5. Prospect of the conflict

The following shows how the course's learning objectives are met for Foundational Studies (**FS 1-8, 10**), Integrative and Upper Division Electives (**IUDE 1-3**), Skill Applied Learning Requirements (**SALR 1-5**), International Studies Minor (**ISM 1**), and Geographies of the Palestine-Israel Conflict (**GPIC 1-5**):

(IUDE 1)--Use a thematic approach to a particular topic or issue that integrates multiple ways of knowing: Students will integrate multiple ways of learning such as global perspective and cultural diversity (learning how worldviews about the conflict are constructed and deconstructed), social and behavioral sciences (learning conflict-related geographies of Europe, Russia, North America, and the Middle East), literary studies (learning the text and context of a number of conflict-related historical documents), historical studies (learning the origins and consequences of conflict-related major historical events), and ethics and social responsibility (learning how worldviews often constitute the historical and philosophical bases of ethical decision-making and social responsibility). Essays & Exams will assess this objective. This thematic approach will also meet other learning objectives: **FS 3; ISM 1; GPIC 1-5**.

(IUDE 2)--Engage in a project or conduct research that makes use of multiple ways of knowing to address a particular topic or issue: Students will complete four essays and one paper that use & integrate the multiple ways of knowing outlined in **IUDE 1** above. Objective **IUDE 2** will also meet other learning objectives: **FS 1-3, 6-8, 10; ISM 1; GPIC 1-5**.

(IUDE 3)--Analyze and write at an advanced level: Students will complete a paper that involves recognizing facts, analyzing them, and evaluating them to create knowledge. This objective will also meet other learning objectives: **FS 1-8, 10; ISM 1; GPIC 1-5**.

(SALR 1)-- Explicitly demonstrate how the curriculum will develop critical thinking skills: Students will write four essays & one paper focused on the kind of critical thinking that encourages students to (1) develop the habit of gathering and examining evidence before forming conclusions, (2) learn how to unlearn (understanding and dispelling misconceptions, inaccuracies, stereotypes, biases, and preconceptions), (3) be sensitive but critical about subject-related controversies, (4) be wary of illusions, (5) think sometimes outside the box, (6) distinguish between audience-centered media and fact-centered academia, and (7) learn how to ground moral and political judgment into facts, not the other way around. This objective will also meet other goals: **FS 1-2, 5, 8; ISM 1; GPIC 1-5.**

(SALR 2)-- Explicitly demonstrate how the curriculum will develop information literacy skills: Students will develop information literacy skills from their access to a vast variety of print, audiovisual, and online information resources (presentations, discussions, PowerPoint slides, videos, books, journal articles, newspaper stories, taskforce reports—such as The 9/11 Commission Report, songs, and scriptures) that help them locate and use relevant and updated information. Student literacy skills will be assessed through exams and writing assignments. This objective will meet other goals: **FS 1-4, 6-7, 10; ISM 1; GPIC 1-5.**

(SALR 3)-- Include a graded writing component, which whenever possible is developmental: Students will complete a research project involving one formative assessment blog and one written paper that follows carefully defined format, structure, content, and style guidelines. This objective will also meet other goals: **FS 1-8, 10; ISM 1; GPIC 1-5.**

(SALR 4-5)-- Must incorporate opportunities for students to critically read and analyze sophisticated, complex text, and to write intensively and Must include assignments that apply information from within and across various "ways of knowing": Students will complete four essays and a research paper requiring critical thinking and advanced writing across a variety of ways of knowing as noted under **IUDE 1**. This objective will also meet other course learning objectives: **FS 1-8, 10; ISM 1; GPIC 1-5.**

Course Assignments and Grading: Course assignments are designed to test your quantitative learning (mere acquisition and retention of information) and your qualitative thinking (critical thinking that goes beyond the mere acquisition and retention of information towards the analysis, evaluation, and synthesis or integration of information and facts to create knowledge, to answer important questions, to solve complex problems, and to write meaningful essays). Assignments are short and evenly distributed throughout the term. They include: five short multiple choice exams (worth 50 points, 10 points each), four short essays (worth 40 points, 10 points each), and one critical thinking project/paper (worth 10 points) whose completion involves participation and interaction in a formative assessment blog.

Each short exam consists of 20 multiple choice questions focused on the core issues covered under the specifically assigned materials in the study guide. Each short essay consists of 250-350 words that engage you and encourage you (1) to learn and think about current Palestine-Israel issues and (2) to learn and think about how to ground your judgment into verifiable facts, not the other way around. Help is available at: Math & Writing Center, <http://libguides.indstate.edu/mathandwriting>. Each essay must be formatted as a Microsoft Word file and uploaded through the available TurnItIn link. Turnitin generates Similarity Reports for the instructor to check the ORIGINALTY of the writing, https://guides.turnitin.com/01_Manuals_and_Guides/Student_Guides/Turnitin_Classic_for_Students/17_The_Similarity_Report. Write your name, NOT the instructor's name, on your essay. Sources for each essay must be based EXCLUSIVELY on the assigned materials and must be cited briefly and ONLY between parentheses in the body of the essay [for example: Theodor Herzl, A Jewish state; OR: Jimmy Carter, PowerPoint slide 31]. This is necessary so that the grader can quickly locate, access, verify, and evaluate the sources while grading the assignment and writing feedback. For the Critical Thinking Project/Paper, see Guidelines for the Critical Thinking Paper in this syllabus. All assignments MUST be completed & submitted according to the instructions and guidelines and by the specified deadlines.

In general there should be no late submission or make-up assignments or exams because of the following GOOD reasons: (1) you have many short assignments (10 assignments, each worth no more than 10 percent of the final grade), (2) the assignments are submitted online with open books, (3) some students can claim to have encountered computer or internet or other technical or non-technical problems or reasons which instructors cannot verify in an accurate and timely manner, (4) make-up assignments or exams may not provide equal opportunity for students, and (5) you are given the opportunity to earn up to 10% extra credit points to offset the possible loss of points because of missing assignments due to technical or non-technical problems or reasons or emergencies you may encounter during the semester (each exam will include 1 or more extra credit questions worth 1 extra credit point drawn from the current-issues-in-the-news stories posted as announcements on Blackboard. Another five extra credit points could be earned by participating in 1 discussion board and 1 blog, and completing course evaluation). Take care of your time management and IT equipment and skill. Final grades are assigned according to the following scale: A+ (100% and above), A (96 to 99%), A- (90 to 95%), B+ (86 to 89%), B

(83-85%), B- (80 to 82%), C+ (76 to 79%), C (73 to 75%), C- (70 to 72%), D+ (66 to 69%), D (63 to 65%), D- (60 to 62%), and F (below 60%).

Critical thinking essays are microtheme assignments (as in John Bean's *Engaging Ideas*) designed to engage students through engaging ideas and will provide qualitative assessment of student learning and thinking through the analysis and evaluation of a variety of information, ideas, and ways of knowing in order to identify, articulate, describe, explain, and interpret pressing Palestine-Israel problems and issues. Critical thinking essays will assess the following learning objectives: **FS 1-2, 5, 8, 10; IUDE 2-3; SLAR 1-5; ISM 1; GPIC 1-5.**

Exams will assess student quantitative reading and learning from textbooks, online readings, PowerPoint slides, and educational videos. They will specifically assess student ability to integrate and synthesize information from the standard ways of knowing within a variety of disciplines (geography, history, economics, international relations, and culture) and based on different analytical approaches (descriptive ethnography, class analysis, colonialism, nationalism, imperialism, geopolitics) and creative practices (ranging from the hermeneutics of modern songs and Biblical and Quranic scriptures about Jerusalem to the graffiti on the Israeli wall of separation), in order to know, understand, and interpret various aspects of the scope, genesis, development, impact, and prospect of the Palestine-Israel conflict. Exams will assess the following learning objectives: **F 1-4, 6-8; IUDE 1; SALR-2, 4-5; ISM 1; GPIC 1-5.**

The research paper is designed to engage the students to present a clear articulation of the core problem of the Palestine-Israel conflict and to formulate a thoughtful solution to the Palestine-Israel conflict. It involves the student's ability to use critical thinking as defined in course objectives. It involves the students' ability to identify clearly the main parties at war in Palestine-Israel and their local, regional, and international allies and partners. It involves the students' ability to integrate multiple perspectives/ways of learning through scientific and historical perspectives (such as learning from objective facts and figures), learning through artistic and literary perspectives (such as learning from artistic imagination and representations of facts) and learning through ethical and behavioral perspectives (such as learning from emotional or moving social behaviors or situations) as highlighted under IUDE 1. It involves the students' ability to demonstrate some course-related 'experiential learning' ('out-of-class-learning experience') by including a brief comparison of his/her own proposed solution to other cultural, religious, sectarian, psychological, or other persuasive solutions he/she has personally encountered and documented either through his/her own 'social media' electronic communications with others worldwide or through his/her own face-to-face interaction with any identifiable/verifiable ISU or Terre Haute community group or individual. The research paper will assess the following objectives: **FS 10; IUDE 1-3; SLAR 1-5; ISM 1; GPIC 1-5.**

Course Exit Assessment^{xi} (see "Course Exit Assessment for the Integrative and Upper Division Electives category of the Foundational Studies Program" on the last page this annotated syllabus) will be administered in order to measure student assessment of the five sets of learning objectives and skill applied learning requirements of ENVI 427: **FS 1-8, 10; IUDE 1-3; SALR 1-5; ISM 1; GPIC 1-5.**

Course Standards: Students are responsible for announcements on Blackboard, via email, or during meetings. Students are expected to enter class on time and remain during the entire scheduled period. By 9:30 am, each student should have printed his/her FULL name on the attendance sheet. Each student is entitled to THREE absences without grade penalty during the semester. Each additional absence (with or without justification) means missing some course content and will incur a grade penalty of 2 points which will be deducted from the student's final score. Tardiness (coming late or leaving early) with or without justification will be treated as an absence. All electronic devices (cell phones, laptops, etc.) must be turned off BEFORE entering the classroom and kept OUT OF SIGHT. Taking class notes should only be on a piece of paper. While the University has chosen to require laptops of its students, the University also recognizes and respects the right of faculty to conduct their classes as they deem appropriate. In this course, laptop usage is forbidden in the classroom. Be courteous, treat class members with respect, and try to keep the same classroom seat throughout the semester. Avoid anything (including eating, drinking, sleeping, reading, recording class, using phones or computers, coming late, leaving early, or conversing during lectures) that can disturb the class learning process or distract you or distract others. Failure to comply with course standards and policies will be reported as a misconduct activity.

'In the academic community the high value of honesty mandates a corresponding intolerance of dishonesty', which includes cheating, plagiarism, falsification, forgery, obstruction, multiple submission, facilitating academic dishonesty, misconduct in research and creative endeavors, misuse of academic resources, misuse of intellectual property, and violation of ethical and professional standards (See the Code Of Student Conduct at: <https://www.indstate.edu/code-of-student-conduct/academic-policies/defining-misconduct>). Homework assignments and the critical thinking project/paper must be uploaded (by the deadline) through the TurnItIn link, which can help detect plagiarism (no other forms of submission will be accepted). Academic dishonesty will subject its author(s) to 0 points on the given assignment or failure in the course, and could also lead to further disciplinary action.

University policies: University policies regarding academic freedom, documented disabilities, expected personal responsibilities, student disclosures of sexual misconduct, it's on blue online education program, and other matters apply to this course and are available at the following links: <https://www.indstate.edu/student-conduct/code-of-student-conduct/standards>, <https://www.indstate.edu/administration/ogc/policy-index/921>, <https://www.indstate.edu/administration/ogc/policy-index>, <http://faculty.indstate.edu/melyassini/recommended%20syllabus%20statement.pdf>

Communication policies: Positive tone, civility, sensitivity, and professionalism are always expected when communicating with fellow students and the instructor, whether the communication is by electronic means or by telephone or face-to-face: "Students are expected to be a positive contributor to/member of the community, represent Indiana State University as a positive place of learning and constructive dialog, and to fully participate in their own learning and positive social experiences. As you will notice, 'positive' is a key factor in the responsibilities of all students," ISU Handbook, Rights & Responsibilities, <https://www.indstate.edu/student-conduct/code-of-student-conduct/rights-responsibilities>. In general students should (1) receive instructor responses to emails within 24 to 48 hours, (2) receive exam scores immediately after submitting an exam, and (3) receive feedback on writing assignments within two weeks (or an explanation for assignments requiring more than two weeks for grading).

ⁱ Critical thinking essay 1 (The war on/in Syria and the Palestine-Israel conflict):

At the local level, the Syrian government is battling tens of thousands of Syrian rebels and foreign fighters throughout Syrian for nearly six years. At the regional level, Saudi Arabia, Qatar, Turkey, and Israel support the Syrian rebels and the foreign fighters in their efforts to overthrow the Syrian government, whereas Iran and Lebanese Hezbollah support the Syrian government. At the international level (including at the UN Security Council), the United States, Britain, and France support the Syrian rebels and the foreign fighters, while Russia and (to some extent) China support the Syrian government. Based on the above observation and the assigned PowerPoint slides (showing the parties at war in Syria since 2011 and in Afghanistan in the 1980s), and in light of the global scope of the Palestine-Israel conflict, write a 250-350 word-essay in which you (1) identify and (2) explain the single issue that divides the two war camps and unites each war camp in the current war on/in Syria.

Each essay consists of 250-350 words that engage you and encourage you (1) to learn and think about current Palestine-Israel issues and (2) to learn and think about how to ground your judgment into verifiable facts, not the other way around. Help is available at: Math & Writing Center, <http://libguides.indstate.edu/mathandwriting>. Each essay must be formatted as a Microsoft Word file and uploaded through the available TurnItIn link (no other forms of submission will be accepted). Turnitin generates Similarity Reports for the instructor to check the ORIGINALTY of the writing, https://guides.turnitin.com/01_Manuals_and_Guides/Student_Guides/Turnitin_Classic_for_Students/17_The_Similarity_Report, which can help detect plagiarism. Academic dishonesty will subject its author(s) to 0 points on the given assignment or failure in the course, and could also lead to further disciplinary action. Write your name, NOT the instructor's name, on your essay. Sources for each essay must be based EXCLUSIVELY on the assigned materials and must be cited briefly and ONLY between parentheses in the body of the essay [for example: Theodor Herzl, A Jewish state; OR: Jimmy Carter, PowerPoint slide 31]. This is necessary so that the grader can quickly locate, access, verify, and evaluate the sources while grading the assignment and writing feedback.

ⁱⁱ Study guide for exam 1 (scope of the conflict):

1. Locate Palestine-Israel on the map and learn the names and locations of Palestine-Israel's border countries. PowerPoint slides
2. Review carefully the map (Geography of the Jews in Medieval Khazaria and the Modern Pale of Settlement) and the table (Geography of Russia's Jews by Provinces and Regions in 1897). Examine specifically the number of Jews living in the Russian-controlled territories of the broad region between the Baltic Sea and the Black Sea, the percentage of Jews within Russia's total population in 1897, and the two Russian-controlled provinces with the largest percentage of Jews. PowerPoint slides
3. Find out the top three (First, Second, and Third) original homeland countries of the 19 presidents and prime ministers of the State of Israel since its creation in 1948. Review specifically the table entitled "Original names and countries of the new children of Abraham." PowerPoint slides
4. Review the number of Jewish settlers or immigrants in Palestine-Israel between 1919 and 1999, according to Goldscheider, 2002, Israel's Changing Society: Population, Ethnicity, and Development, Colorado: Westview Press, page 51 (see PowerPoint slides). Review the estimates of Israel's Jewish population, world Jewish population, and American Jewish population at the end of 2016 (see PowerPoint slides).

5. Review the displacement and dispersal of Muslim/Christian Palestinians between 1948 and 2000, as indicated in De Blij and Muller, 2002, *Geography: Realms, Regions, and Concepts*, 10th Edition, New York: John Wiley & Sons, page 314 (see PowerPoint slides). Review the estimate of Muslim and Christian Palestinians at the end of 2016 and their geographic distribution inside and outside Palestine-Israel.

6. Review carefully the number of [United Nations Relief and Work Agency for Palestine Refugees] UNRWA-registered Palestinian refugees and Palestinian refugee camps in all and each of the following countries as of 1 January 2014: (1) Palestine-Israel, (2) Jordan, (3) Syria, and (4) Lebanon. Find out the countries with the highest and lowest number of refugees and refugee camps (see PowerPoint slides).

7. According to former Israeli Mossad case officer Victor Ostrovsky, why would a KGB [the legendary Soviet spy organization] station employ about 100 people, while a comparable Mossad [the legendary Israeli spy organization] station would need only a “skeleton staff” of six or seven people? PowerPoint slides

8. Review the 11 statements used by the Anti-Defamation League to gauge/measure anti-Semitism and define anti-Semites. PowerPoint slides.

9. Review carefully, compare, and contrast the statistics presented in “Remember These Children” killed in Palestine-Israel between the years 2000 and 2014, <http://rememberthesechildren.org/remember2000.html>. Do the same for the number of Israelis and Palestinians killed (including children) or injured since September 2000, the number of houses demolished since 1967, the number of people currently imprisoned, the current number of new settlements built, the number of UN resolutions targeting Israel and the Palestinians between 1955 and 1992, and US military aid per day to Israel and the Palestinians during the Fiscal Year 2016. PowerPoint slides

10. In response to “Palestinian Civil Society Calls for Boycott/Divestment/Sanctions (BDS) against Israel Until it Complies with International Law and Universal Principles of Human Rights,” the Association for Asian American Studies (April 2013), the American Studies Association (December 2013), Native American Association (December 2013), and others have joined the BDS movement and placed “Israel inches closer to 'tipping point' of South Africa-style boycott campaign”, in the words of Israeli newspaper Haaretz (12/11/2013). Review carefully these boycott reports in the PowerPoint slides, and review how Israel, US Congress, and US State Department have responded to these boycotts at: <http://www.haaretz.com/news/diplomacy-defense/1.577760>, <http://www.jta.org/2014/01/19/news-opinion/politics/congress-members-blast-asa-for-boycott-decision>, <http://www.theguardian.com/world/2014/feb/18/israel-boycott-movement-antisemitic-netanyahu>. PowerPoint slides

11. Review the provided examples of systematic bias and distorted media coverage of children’s deaths in the Palestine-Israel conflict as reported by The New York Times, ABC, CBS, NBC, and the Associated Press. PowerPoint slides

12. Review the emotion/hermeneutics/interpretation and symbolism of Jerusalem in the Bible and the Quran (Psalm 137:5, John 19:18, Quran 17:1), and read/listen to Fairuz’s song: Zahrat al-Mada’in (Flower of All Cities). PowerPoint slides

13. Review the statement about the main motive of the principal architect of 9/11: “By his own account, KSM [Khalid Sheikh Mohammed, the principal architect of the 9/11 attacks]’s animus toward the United States stemmed not from his experience there as a student, but rather from his violent disagreement with U.S. policy favoring Israel” page 147 (and relevant statements on page 162 and 251-252, of The 9/11 Commission Report (2004), <http://www.9-11commission.gov/report/911Report.pdf>. PowerPoint slides

14. Watch all the assigned videos/clips/synopses. Also find out the time period of the Palestinian intifada (uprising) to which belongs the footage showing Israeli soldiers deliberately breaking the bones of Palestinian youths. Videos

iii Critical thinking essay 2 (genesis of the conflict):

Israel Ministry of Foreign Affairs describes Theodor Herzl as ‘the father of modern political Zionism’ thanks to his pamphlet: “A Jewish state: an attempt at a modern solution of the Jewish question” (published in 1896). In the pamphlet, Herzl identifies ‘the Jewish question’ with ‘anti-Semitism’ or hostility to Jews, which he views as a problem inherent to all human societies where Jews live. He argues that the solution to this problem is NOT social integration or cultural assimilation, but separation via ‘the departure of the Jews’ (emigration) from Europe to ‘a portion of the globe large enough to satisfy the rightful requirements of a nation,’ for example, ‘Palestine or Argentina.’ He argues that this solution will require (1) the backing of the European Powers, (2) the opening of ‘a world discussion on the Jewish Question in a serious manner,’ and (3) the creation of two agencies: The Society of Jews (‘under the protectorate of the European Powers’) and the Jewish Company (‘a joint stock company subject to English jurisdiction, framed according to English laws, and under the protection of England’). As to how ‘to transport masses of Jews without undue compulsion from their present homes to this new country,’ Herzl argues that ‘great exertions will hardly be necessary to spur on the movement. Anti-Semites provide the requisite impetus.’

Based on (1) Herzl's "A Jewish state: an attempt at a modern solution of the Jewish question" (1896) and (2) Ould-Mey's "The Non-Jewish Origins of Zionism" (2005), write a concise critical thinking essay (250-350 words) in which you discuss (1) the extent to which Herzl was actually the 'father' and the 'visionary' of the 'Jewish state' as argued by Israel Ministry of Foreign Affairs, and (2) whether or not Herzl's solution to the Jewish question and implementation plan ultimately gave 'a handle to anti-Semitism,' especially during World War Two (1939-1945).

Each essay consists of 250-350 words that engage you and encourage you (1) to learn and think about current Palestine-Israel issues and (2) to learn and think about how to ground your judgment into verifiable facts, not the other way around. Help is available at: Math & Writing Center, <http://libguides.indstate.edu/mathandwriting>. Each essay must be formatted as a Microsoft Word file and uploaded through the available TurnItIn link (no other forms of submission will be accepted). Turnitin generates Similarity Reports for the instructor to check the ORIGINALITY of the writing, https://guides.turnitin.com/01_Manuals_and_Guides/Student_Guides/Turnitin_Classic_for_Students/17_The_Similarity_Report, which can help detect plagiarism. Academic dishonesty will subject its author(s) to 0 points on the given assignment or failure in the course, and could also lead to further disciplinary action. Write your name, NOT the instructor's name, on your essay. Sources for each essay must be based EXCLUSIVELY on the assigned materials and must be cited briefly and ONLY between parentheses in the body of the essay [for example: Theodor Herzl, A Jewish state; OR: Jimmy Carter, PowerPoint slide 31]. This is necessary so that the grader can quickly locate, access, verify, and evaluate the sources while grading the assignment and writing feedback.

iv Study guide for exam 2 (genesis of the conflict):

1. Based on your readings from (1) the PowerPoint slides, (2) The Non-Jewish Origins of Zionism, and (3) A Jewish state: an attempt at a modern solution of the Jewish question, find out what the following seven historical documents have to say about the actual genesis of the Palestine-Israel conflict and whether Zionism invented the Jews or the Jews invented Zionism: (1) Napoleon Bonaparte's Proclamation promising Palestine to the Jews (1799), (2) The London Memorandum on the Restoration of the Jews (1839), (3) British Colonel Charles Churchill's Letter to Moses Montefiore and Western Jewry (1841), (4) British Lieutenant-Colonel Gawler's Tranquilization of Syria and the East: Observations and practical suggestions, in furtherance of the establishment of Jewish Colonies in Palestine (1845), (5) British Thomas Clarke's India and Palestine: or, the Restoration of the Jews, viewed in relation to the nearest route to India (1861), (6) Jewish Austro-Hungarian Theodor Herzl's pamphlet 'A Jewish state: an attempt at a modern solution of the Jewish question' (1896), and (7) British Foreign Secretary Balfour Declaration (1917).

2. Review Theodor Herzl's definition and explanation of 'the Jewish question' and 'anti-Semitism' and the countries he considered for resettling the Jews. Herzl's The Jewish State

3. What were the main causes of "Modern Anti-Semitism" which Herzl chose to emphasize in his pamphlet? Herzl's The Jewish State

4. What was Theodor Herzl's proposed solution for the problem of anti-Semitism? The Jewish State

5. Think critically about why Theodor Herzl rejected social integration or cultural assimilation of the Jews. Compare and contrast Herzl's rejection of cultural assimilation with Israeli scholar Benjamin Beit-Hallahmi's view that Zionism was an unfortunate detour on the road to the complete assimilation of Jews into their host societies and because of this "Israel is now a problem and a trap as the Israeli question is heir to the Jewish question" (see PowerPoint slides, Benjamin Beit-Hallahmi, "Original Sins," 1993, page 220). Herzl's The Jewish State, PowerPoint slides

6. Think critically about Herzl's connections to Britain's colonial enterprise and ask yourself why Theodor Herzl insisted on having 'a portion of the globe' OUTSIDE Europe reserved for Jews only: "Our people may emigrate in groups... A group of travellers will be formed in each locality, large towns being divided into districts with a group in each district... Every group will have its minister, travelling with his congregation... The ministers will receive communications regularly from both Society and Company." Theodor Herzl wrote, "Let the sovereignty be granted us over a portion of the globe" [OUTSIDE Europe] and "Our people may emigrate in groups." He also wrote, "If we wish to found a State today, we shall not do it in the way which would have been the only possible one a thousand years ago. It is foolish to revert to old stages of civilization, as many Zionists would like to do. Supposing, for example, we were obliged to clear a country of wild beasts, we should not set about the task in the fashion of Europeans of the fifth century. We should not take spear and lance and go out singly in pursuit of bears; we would organize a large and active hunting party, drive the animals together, and throw a melinite bomb into their midst." He then added, "If His Majesty the Sultan [of the Ottoman Empire] were to give us Palestine, we could in return undertake to regulate the whole finances of Turkey. We should there form a portion of a rampart of Europe against Asia, an outpost of civilization as opposed to barbarism." Herzl's The Jewish State

7. In his plan to get the Jews out of Europe, Theodor Herzl had in mind a powerful 'impetus.' Herzl asked the question: "How are we to transport masses of Jews without undue compulsion from their present homes to this new country?" He then answered: "Great exertions will hardly be necessary to spur on the movement." What was the 'impetus' Herzl has in mind? Herzl's The Jewish State

8. Since Theodor Herzl's plan to get the Jews out of Europe was suggested decades before the Nazis, try to reflect on whether Herzl's plan may have provided a blueprint for the Nazis in their ethnic cleansing against the Jews in Europe. Note that in his pamphlet, Herzl did discuss the possibility of his plan (to get the Jews out of Europe) providing a handle to the Anti-Semites. It is a fact that both Theodor Herzl (died in 1904) and Adolf Hitler (died in 1945) successively roamed the streets of Vienna in Austria, where the latter's pamphlet *Mein Kampf* described Zionism as "a great movement, quite extensive in Vienna." Also the Nazis and the Zionists signed the 1933 Haavara (transfer) agreement, which made it possible for 50,000 German Jews to emigrate from Germany to British-occupied Palestine. PowerPoint, Herzl's The Jewish State

9. Review Herzl's three requirements for the success of the plan to get the Jews out of Europe: (1) the backing of the European Powers, (2) the opening of 'a world discussion on the Jewish Question in a serious manner,' and (3) the creation of two Jewish agencies: The Society of Jews ('under the protectorate of the European Powers') and the Jewish Company ('a joint stock company subject to English jurisdiction, framed according to English laws, and under the protection of England'). Herzl's The Jewish State

10. Compare and contrast Theodore Herzl's definition of the Jewish question or anti-Semitism (as a problem inherent to societies where Jews live) with the Anti-Defamation League's contemporary definition of anti-Semitism (as presented in the PowerPoint slide titled: "How does the Anti-Defamation League Gauge anti-Semitism?").

v Critical thinking essay 3 (development of the conflict):

In 1948, a few years after the end of World War Two, a group of 11 Jewish Zionist men met and discussed and approved the planning and execution of the ethnic cleansing of the Muslims and the Christians from vast areas of Palestine. In his book *The Ethnic Cleansing of Palestine* (2006), Israeli historian Ilan Pappé described and documented the plan of these 11 men who were sitting in a room beneath Marxist-style posters that carried slogans such as 'Brothers in Arms:'

"In this building [the Red House in the Jewish settlement of Tel-Aviv], on a cold Wednesday afternoon, 10 March 1948, a group of eleven men, veteran Zionist leaders together with young military Jewish officers, put the final touches to a plan for the ethnic cleansing of Palestine. That same evening, military orders were dispatched to the units on the ground to prepare for the systematic expulsion of the Palestinians from vast areas of the country. The orders came with a detailed description of the methods to be employed to forcibly evict the people: large-scale intimidation; laying siege to and bombarding villages and population centres; setting fire to homes, properties and goods; expulsion; demolition; and, finally, planting mines among the rubble to prevent any of the expelled inhabitants from returning. Each unit was issued with its own list of villages and neighbourhoods as the targets of this master plan. Codenamed Plan D (Dalet in Hebrew), this was the fourth and final version of less substantial plans that outline the fate the Zionists had in store for Palestine and consequently for its native population." Ilan Pappé, *The Ethnic Cleansing of Palestine*, Oxford: Oneworld, 2006, pages xii-xiii.

Much earlier works on the ethnic cleansing of Palestine include Palestinian scholar Walid Khalidi's "Plan Dalet, Master Plan for the Conquest of Palestine" (*Middle East Forum*, 11/1961) and Irish scholar and BBC correspondent Erskine Childers's "The Other Exodus" (*The Spectator*, 5/12/1961). More recent and thorough historical and cartographic works include Palestinian scholar Salman Abu-Sitta's *The Palestinian Nakba 1948: The Register of Depopulated Localities in Palestine* (2000) & *Map of Palestine 1948*.

Based on Ilan Pappé's *The Ethnic Cleansing of Palestine* (especially chapter 11), Walid Khalidi's "Plan Dalet: Master Plan for the Conquest of Palestine," and Erskine Childers's "The Other Exodus," write a concise critical thinking essay (250-350 words) in which you explain why this well documented ethnic cleansing (referred to in Arabic as Nakba, or catastrophe, <http://www.aljazeera.com/programmes/specialseries/2013/05/20135612348774619.html>) continues to be "officially" denied by the State of Israel whose own law stipulates that any person who denies in writing or by word of mouth the Holocaust shall be liable to imprisonment for a term of five years, <http://www.mfa.gov.il/mfa/aboutisrael/history/holocaust/pages/denial%20of%20holocaust%20prohibition-%20law-%205746-1986-.aspx>.

Each essay consists of 250-350 words that engage you and encourage you (1) to learn and think about current Palestine-Israel issues and (2) to learn and think about how to ground your judgment into verifiable facts, not the other way around. Help is available at: Math & Writing Center, <http://libguides.indstate.edu/mathandwriting>. Each essay must be formatted as a Microsoft Word file and uploaded through the available TurnItIn link (no other forms of submission will be accepted). Turnitin generates Similarity Reports for the instructor to check the ORIGINALTY of the writing, https://guides.turnitin.com/01_Manuals_and_Guides/Student_Guides/Turnitin_Classic_for_Students/17_The_Similarity_Report, which can help detect plagiarism. Academic dishonesty will subject its author(s) to 0 points on the given assignment or failure in the course, and could also lead to further disciplinary action. Write your name, NOT the instructor's name, on your essay. Sources for each essay must be based EXCLUSIVELY on the assigned materials and must be cited briefly and ONLY between parentheses in the body of the essay [for example: Theodor Herzl, A Jewish state; OR: Jimmy Carter, PowerPoint slide 31]. This is necessary so that the grader can quickly locate, access, verify, and evaluate the sources while grading the assignment and writing feedback.

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1. Review the Hutchinson encyclopedia's definition of "ethnic cleansing," and examine whether or not the perpetrators who "assembled solely for the purpose of plotting and designing the dispossession of the Palestinians" were actually an 'obscure' group of people or a 'specific' group of people. Pappé, chapter 1, pages 2, 5
 2. Review carefully how Plan Dalet's orders "came with a detailed description of the methods to be employed to forcibly evict the people: large-scale intimidation; laying siege to and bombarding villages and population centres; setting fire to homes, properties and goods; expulsion; demolition; and, finally, planting mines among the rubble to prevent any of the expelled inhabitants from returning. Each unit was issued with its own list of villages and neighbourhoods as the targets of this master plan." Pappé, Preface, page xii
 3. During the British occupation of Palestine (1917-1947), who was the British officer who (1) trained the Jewish paramilitary organization Hagana on how to occupy a Palestinian village and use bayonets on defenseless villagers and (2) attached Hagana troops to the British forces during the Arab revolt so that they could learn better what a 'punitive mission' to an Arab village ought to entail. Pappé, chapter 2, pages 15-16
 4. In 1947, Palestine (as a British route to India) lost much of its attraction to the British who made up their mind to leave India. Therefore the British decided to quit Palestine and to transfer the Palestine question to the then two-year old United Nations (UN Partition of Palestine, formalized in UN General Assembly Resolution 181). Zionist leader David Ben-Gurion (born Gruen in 1886 in Plonsk, Poland, then part of Czarist Russia), who came as a Jewish settler to Palestine in 1906, used the "Village Files" (detailed files about each of Palestine's villages, developed by the Jewish National Fund) to develop Plan C (a revised version of Plan A and Plan B) aimed at launching military campaigns against rural and urban Palestine the moment the British were gone. Review the eight punitive actions against the Palestinians spelled out in Ben-Gurion's Plan C. Pappé, chapter 2, page 28
 5. When the British occupied Palestine in 1917, Muslim and Christian Arab Palestinians made up 90 percent of the population. After 30 years of British occupation and Jewish immigration, Muslim and Christian Arab Palestinians made up the two-third majority in 1947. Though only 5.8 percent of the land was in Jewish ownership in 1947, UN Partition Plan proposed 56% of the land to the Jews. The Arabs rejected the partition (read the anecdote in 1 King 3:16-28, <https://www.biblegateway.com/>) and the Jews accepted it but ignored it as Ben-Gurion said that the borders "will be determined by force and not by the partition resolution." Find out the date of "the first documented meeting of the Consultancy [a specific group of Zionist security figures and specialists on 'Arab affairs' who aided Ben-Gurion in developing the ethnic cleansing plan]." Pappé, chapter 3, pages 29-30, 38
 6. Review the TWO main methods designed for carrying out Plan Dalet operations (approved on March 10, 1948) against Palestinian homes and villages. What were "the first targets" of Plan Dalet, how many Palestinians were uprooted in this phase and what was the most notable massacre that took place? Pappé, chapter 4, pages 39-40
 7. Review these figures: All in all, on the eve of the 1948 war, the Jewish fighting force stood at around 50,000 troops (assisted by a small air force and navy, units of tanks, armored cars, and heavy artillery) facing no more than 7000 irregular para-military Palestinian troops (a fighting force that lacked all structure or hierarchy and was poorly equipped when compared with the Jewish forces). "As the next stages evolved, a Jewish force of almost double the number of all the Arab armies combined had little trouble completing the job." On the margins of the main Jewish military power operated extreme Jewish groups and special commando units, including the Irgun, the Stern Gang, and the Palmach. Review examples of the "violent reconnaissance" campaigns of intimidation (before the master plan had been put into effect) by Jewish troops against the Palestinian villages of Deir Ayyub, Beit Affa, Khisas, Balad al-Shaykh, and Lifta, as well as against the 75,000 Palestinians in the city of Haifa. Pappé, chapter 4, pages 44-45, 56-7, 59, 66-68, 92-96
 8. Ben-Gurion obtained a particularly lethal weapon that would soon be used to set fire to the fields and houses of Palestinians: a flame-thrower. An Anglo-Jewish professor of chemistry, Sasha Goldberg, headed the project of purchasing and then manufacturing this weapon, first in a lab in London and later in Rohovot, south of Tel-Aviv. It was part of a larger biological warfare program under the directorship of a physical chemist called Ephraim Katzir (later the president of Israel; he was from Kiev, Ukraine—then part of Russia). Pappé, chapter 4, pages 71-85
 9. Review Operation Nachshon: The first area earmarked by the Zionist leaders for putting the ethnic cleaning plan into action was the rural hills of the western slopes of the Jerusalem mountains, half way along the road to Tel-Aviv. It was in this area that the Palestinian villages were surrounded, attacked and occupied, their people expelled and their homes and building demolished. Examine Plan Dalet in action as manifested in the Deir Yassin village and the massacre of its inhabitants. Pappé, chapter 5, pages 87-91
 10. What did UN agents and British officials (who provided Jewish leadership with ownership deeds and other vital data that added to the "village files" the final details the Zionists needed for massive depopulation, and who still had 75,000 troops in Palestine by December 1947) do about 'the uricide of Palestine' when Jewish forces (immediately after destroying the villages in the western slopes of the Jerusalem mountains) turned their attention to the major urban centers of Palestine? Review the ethnic cleansing and carnage in the cities Haifa, Safad, Jerusalem, Acre, Baysan, and Jaffa. Pappé, chapter 5, pages 91-103

11. In the middle of the ethnic cleansing of Palestine, the U.S. State Department drafted a new proposal to the UN, which suggested an international trusteeship over Palestine for five years, thus indicating that the US position is that the partition of Palestine is no longer a viable option. But in the end, President Harry Truman did not support this new UN proposal. Why? Pappe, chapter 5, page 123

12. Give the name and host country of the two refugee camps mentioned in the [picture] plates 1 to 19. Pappe, chapter 6, pages between 142 and 143

13. Compare and contrast the massacre in Deir Yassin [chapter 5, pages 90-91] with the massacre in Dawaymeh [chapter 8]. Pappe chapter 8, pages 195-198.

14. After the intervention of the Pope in 1950, the Palestinian Christians of the village of Mujaydil were offered the opportunity to return to their village (see Pappe, chapter 7, page 153). Find out (1) why did those Palestinians reject this offer mediated by the Pope and (2) what was the significance of this rejection for the Palestinian people?

15. After the war of 1967 (in which Israel occupied the remaining 22% of Palestine—Gaza Strip, East Jerusalem, and the West Bank—in addition to the Egyptian Sinai Peninsula and the Syrian Golan Heights) the State of Israel drafted three policy guidelines and secured US support for them: (1) the Palestine-Israel conflict had its origin in 1967 (Not 1948), (2) the Occupied Territories of Gaza Strip, East Jerusalem, and the West Bank are disputed territories whose partition could be negotiable on Israeli terms, and (3) nothing that occurred before 1967, including the Nakba and the ethnic cleansing, will ever be negotiable. What are the implications of these three policy guidelines for the Palestine-Israel conflict and the ‘peace process’ negotiations? Pappe, chapter 11, pages 238-239

16. What is the solution proposed by Ilan Pappe to the Palestine-Israel conflict? Pappe, chapter 12, page 256

vii **Critical thinking essay4 (impact of the conflict):**

University of Chicago Professor John Mearsheimer and Harvard University Professor Stephen Walt wrote:

[1.] “The authors of this book are ‘pro-Israel,’ in the sense that we support its right to exist, admire its many achievements, want its citizens to enjoy secure and prosperous lives, and believe that the United States should come to Israel’s aid if its survival is in danger. But we are obviously not part of the Israel lobby [page 113-114].”

[2.] “We believe the activities of groups and individuals who make up the [Israel] lobby are the main reason why the United States pursues policies in the Middle East that make little sense on either strategic or moral ground [page 111].”

[3.] “In fact, a good case can be made that current U.S. policy conflicts with basic American values and that if the United States were to choose sides on the basis of moral considerations alone, it would back the Palestinians, not Israel [page 80].”

[4.] “The [Israel] lobby is a loose coalition of individuals and organizations that actively works to move U.S. foreign policy in a pro-Israel direction [page 5].”

Based on these four statements in particular and Mearsheimer and Walt's book in general, write a concise critical thinking essay (250-350 words) in which you (1) identify and articulate what could appear to be a contradiction in these statements, (2) give specific examples to illustrate and support your point, (3) explain the reasons and motives behind what appears to be self-contradictory statements, and (4) provide your own insight and perspective on why Mearsheimer and Walt perhaps felt the need to write these apparently self-contradictory statements.

Each essay consists of 250-350 words that engage you and encourage you (1) to learn and think about current Palestine-Israel issues and (2) to learn and think about how to ground your judgment into verifiable facts, not the other way around. Help is available at: Math & Writing Center, <http://libguides.indstate.edu/mathandwriting>. Each essay must be formatted as a Microsoft Word file and uploaded through the available TurnItIn link (no other forms of submission will be accepted). Turnitin generates Similarity Reports for the instructor to check the ORIGINALTY of the writing, https://guides.turnitin.com/01_Manuals_and_Guides/Student_Guides/Turnitin_Classic_for_Students/17_The_Similarity_Report, which can help detect plagiarism. Academic dishonesty will subject its author(s) to 0 points on the given assignment or failure in the course, and could also lead to further disciplinary action. Write your name, NOT the instructor’s name, on your essay. Sources for each essay must be based EXCLUSIVELY on the assigned materials and must be cited briefly and ONLY between parentheses in the body of the essay [for example: Theodor Herzl, A Jewish state; OR: Jimmy Carter, PowerPoint slide 31]. This is necessary so that the grader can quickly locate, access, verify, and evaluate the sources while grading the assignment and writing feedback.

viii **Study guide for exam 4 (impact of the conflict):**

1. Which magazine invited University of Chicago Professor John Mearsheimer and Harvard University Professor Stephen Walt to write an article on the Israel lobby but refused to publish it? Mearsheimer and Walt, pages vii-xii

2. According to University of Chicago Professor John Mearsheimer and Harvard University Professor Stephen Walt, what should be done "If U.S. support for Israel was a significant source of anti-Americanism in the Middle East and a source of tension with key

strategic allies, and if pro-Israel groups and individuals were a major influence on U.S. foreign policy in this vital region"? Mearsheimer and Walt, pages vii-xii

3. How do University of Chicago Professor John Mearsheimer and Harvard University Professor Stephen Walt explain the remarkable level of material and diplomatic support provided by the United States to Israel? Do they believe that this support can be fully explained on either strategic or moral grounds? Mearsheimer and Walt, pages vii-xii

4. Which novel—portraying the Jews as both victims and heroes and the Palestinians as villains and cowards—sold twenty million copies between 1958 and 1980 before turning into a popular movie in 1960? Mearsheimer and Walt, page 79

5. Professors Mearsheimer and Walt reviewed 'six moral arguments' that appear to explain U.S. support for Israel, and they demonstrated that these 'six moral arguments' do not stand up to close inspection. What are these 'six moral arguments'? Mearsheimer and Walt, pages 78-110

6. Do the Christian Zionists hold a leadership position or an adjunct position within the Israel lobby? Mearsheimer and Walt, pages 132-139

7. Review carefully the example describing how the campaign to keep Americans from reading or hearing critical views about Israel even occurs at the high school level. Mearsheimer and Walt, pages 184-185

8. According to University of Chicago Professor John Mearsheimer and Harvard University Professor Stephen Walt, after the 9/11 terrorist attacks the main strategic justification behind U.S. support for Israel became the claim that the two states were now “partners against terror” (see Mearsheimer and Walt, pages 60-70). Explain the implications of this new rationale and whether or not U.S. and Israeli interests are identical when it comes to fighting terrorism.

ix Guidelines for the critical thinking project/paper:

1. The critical thinking project/paper (about 2 to 3 single-spaced pages or 1200 to 1500 words) is worth 10 points (10 percent of the final grade) and should be based exclusively on the assigned material of Topic 5 that was shared by class members.
2. **The paper should be focused on a clear articulation of the core problem of the Palestine-Israel conflict and a thoughtful formulation of a solution to the Palestine-Israel conflict.**
3. You might begin your paper by identifying the **core problem** of the conflict and the main **parties at war in Palestine-Israel** and their local, regional, and international allies and partners.
4. Your discussion and explanation should reflect your ability to **integrate multiple perspectives/ways of learning** through scientific and historical perspectives (such as learning from objective facts and figures), learning through artistic and literary perspectives (such as learning from artistic imagination and representations of facts) and learning through ethical and behavioral perspectives (such as learning from emotional or moving social behaviors or situations).
5. To demonstrate some course-related **'experiential learning'** ('out-of-class-learning experience'), your paper should include a brief comparison of your own proposed solution to other cultural, religious, sectarian, psychological, or other persuasive solutions you have personally encountered and documented either through your own 'social media' electronic communications with others worldwide or through your own face-to-face interaction with any identifiable/verifiable ISU or Terre Haute community group or individual.
6. The paper must be formatted as a **Microsoft Word** file according to syllabus and blackboard guidelines and must be uploaded through the **TurnItIn** link.
7. The **paper is important** and must be completed and submitted by the deadline to avoid 0 points, in addition to a grade penalty of 5 points.
8. The paper should reflect independent and **ORIGINAL** writing and critical thinking and should be persuasive and well written.
9. The paper should be formatted carefully in accordance with the following **detailed guidelines and instructions**. It should consist of 1200 to 1500 words (about 2 to 3 single-spaced pages). There should be no cover page and no instructor's name on the paper. The paper should have four paragraphs per full page. There should be one space between paragraphs and no paragraph indentation. Each page should have *top/bottom* and *right/left margins* of 0.9" and the text should be fully justified (aligned evenly along the left and right margins). It should have *Times New Roman* as the only *base font*. Each page should have your full name and Indiana State University on two lines aligned with the margins and entered properly as *left headers*, and the course title and academic term or semester on two lines aligned with the margins and entered properly as *right headers*. The *point size* of the headers should be 10, the title of the paper should be *centered* and should have *bold appearance* and a font point size of 16, the rest of the text should have a font point size of 12 (except the footnotes whose font size should be 9). The standardized format is designed to

improve your writing presentation skills and to help the grader focus solely on the content of the paper and not be distracted or influenced by the diversity of the format (since it should be the same format in all papers).

10. For your references, you should use ONLY footnotes (**without** bibliography) entered at the bottom of each page according to the Notes [**without** bibliography] system of *The Chicago Manual of Style Online* at: http://www.chicagomanualofstyle.org/tools_citationguide.html. Please keep in mind that the instructor is NOT the author of the vast assigned material (books, book chapters, journal articles, articles in newspapers and popular magazines, websites, PowerPoint slides, videos/video synopses, current issues in the news stories...) cited in the PowerPoint slides or elsewhere in Topic 5. If the source is a link in the PowerPoint slide, you need to access the source itself and provide a full reference according to the *Chicago Manual of Style*. **For example**,
- "Obama administration repeatedly says Assad must go," *You Tube video clip*, Published on Sep 24, 2014, accessed January 16, 2017, <https://www.youtube.com/watch?v=SSBRk10E5R8>, PowerPoint slide 362.
 - Benjamin Netanyahu, "America is a thing you can move very easily", quoted in Naomi Zeveloff, "What Do Israelis Think About Americans?", *The Jewish Daily Forward*, March 8, 2015, accessed December 31, 2016, <http://forward.com/articles/216074/what-do-israelis-think-about-americans-start-with>, PowerPoint slide 59, Topic 5.
 - "The best way to help Israel deal with Iran's growing nuclear capability is to help the people of Syria overthrow the regime of Bashar Assad", *Hillary Clinton Email Achieve*, UNCLASSIFIED U.S. Department of State Case No. F-2014-20439 Doc No. C05794498 Date: 11/30/2015, accessed December 31, 2016, https://wikileaks.org/clinton-emails/Clinton_Email_November_Release/C05794498.pdf, PowerPoint slide 358, Topic 5.

The above full references will help the grader make sure that all your sources are from the assigned material that was shared by all class members, are referenced according to the designated Style, and can be easily checked and verified while grading the paper and writing feedback for students. The grade of your paper is based on the ORIGINALTY and QUALITY of your critical understanding and clear presentation of the core problem(s) of the Palestine-Israel conflict and a thoughtful discussion of a solution to the Palestine-Israel conflict. The grade of your paper is also based on following all instruction guidelines and demonstrating an ability to think critically, reason clearly, and communicate effectively. You find below some basic universal intellectual standards that should help you think critically and check the quality of your thinking and reasoning about a problem, issue, or situation:

[Course] Universal Intellectual Standards:

"Universal intellectual standards are standards which must be applied to thinking whenever one is interested in checking the quality of reasoning about a problem, issue, or situation. To think critically entails having command of these standards. To help students learn them, teachers should pose questions which probe student thinking, questions which hold students accountable for their thinking, questions which, through consistent use by the teacher in the classroom, become internalized by students as questions they need to ask themselves. The ultimate goal, then, is for these questions to become infused in the thinking of students, forming part of their inner voice, which then guides them to better and better reasoning. While there are a number of universal standards, the following are the most significant:

Clarity: Could you elaborate further on that point? Could you express that point in another way? Could you give me an illustration? Could you give me an example? Clarity is the gateway standard. If a statement is unclear, we cannot determine whether it is accurate or relevant. In fact, we cannot tell anything about it because we don't yet know what it is saying. For example, "What can be done about the education system in America?" is unclear. In order to address the question adequately, we would need to have a clearer understanding of what the person asking the question is considering the "problem" to be. A clearer question might be "What can educators do to ensure that students learn the skills and abilities which help them function successfully on the job and in their daily decision-making?"

Accuracy: Is that really true? How could we check that? How could we find out if that is true? A statement can be clear but not accurate, as in "Most dogs are over 300 pounds in weight."

Precision: Could you give more details? Could you be more specific? A statement can be both clear and accurate, but not precise, as in "Jack is overweight." (We don't know how overweight Jack is, one pound or 500 pounds.)

Relevance: How is that connected to the question? How does that bear on the issue? A statement can be clear, accurate, and precise, but not relevant to the question at issue. For example, students often think that the amount of effort they put into a course should be used in raising their grade in a course. Often, however, the "effort" does not measure the quality of student learning, and when this is so, effort is irrelevant to their appropriate grade.

Depth: How does your answer address the complexities in the question? How are you taking into account the problems in the question? Is that dealing with the most significant factors? A statement can be clear, accurate, precise, and relevant, but superficial (that is, lack depth). For example, the statement "Just say No" which is often used to discourage children and teens from using drugs, is clear, accurate, precise, and relevant. Nevertheless, it lacks depth because it treats an extremely complex issue, the pervasive problem of drug use among young people, superficially. It fails to deal with the complexities of the issue.

Breadth: Do we need to consider another point of view? Is there another way to look at this question? What would this look like from a conservative standpoint? What would this look like from the point of view of...? A line of reasoning may be clear accurate, precise, relevant, and deep, but lack breadth (as in an argument from either the conservative or liberal standpoint which gets deeply into an issue, but only recognizes the insights of one side of the question.)

Logic: Does this really make sense? Does that follow from what you said? How does that follow? But before you implied this and now you are saying that; how can both be true? When we think, we bring a variety of thoughts together into some order. When the combination of thoughts are [sic] mutually supporting and make sense in combination, the thinking is "logical." When the combination is not mutually supporting, is contradictory in some sense, or does not "make sense," the combination is not logical.

Fairness: Do I have a vested interest in this issue? Am I sympathetically representing the viewpoints of others? Human think is often biased in the direction of the thinker - in what are the perceived interests of the thinker. Humans do not naturally consider the rights and needs of others on the same plane with their own rights and needs. We therefore must actively work to make sure we are applying the intellectual standard of fairness to our thinking. Since we naturally see ourselves as fair even when we are unfair, this can be very difficult. A commitment to fairmindedness is a starting place." Source: R. Paul and L. Elder, Foundation For Critical Thinking, June 1996, <http://www.criticalthinking.org/articles/universal-intellectual-standards.cfm>

x Study guide for exam 5 (prospect of the conflict):

1. Think critically about whether Professors Mearsheimer and Walt's grand conclusion: "What Is To Be Done" [What is needed, therefore, is a candid but civilized discussion of the lobby's influence and a more open debate about U.S. interests in this vital region, pages 335-355] is actually sufficient, desirable, and/or feasible in light of Attorney Jeff Gates' firm conclusion: "The Way Forward" (see PowerPoint slides)

2. According to President Carter, who should provide strong support and leadership for the Palestine-Israel peace process: The United Nations, the United States, the European Union, or Russia? Carter, chapter 1, page 16

3. Review carefully when, how, and through whom did President Carter form his "lasting impressions of Israel"? Note that Carter visited Israel in 1973 as he "was seriously planning a future role as president." Carter, chapter 2, pages 21-23

4. Review carefully President Carter's "visits with Palestinians." Note that Carter first visited extensively among Palestinian political leaders and private families in the occupied territories" AFTER leaving the White House. Carter, chapter 7, pages 113-114

5. Review carefully this statement: "Utilizing their political and military dominance," the Israelis "are imposing a system of...apartheid on the Muslim and Christian citizens of the occupied territories" of Palestine. Who is the author of this statement? Carter, chapter 16, page 189

6. The 1978 Camp David Accords—signed by Egyptian President Sadat and Israeli Prime Minister Begin and officially ratified by both governments—reconfirmed a specific commitment to honor UN Security Council resolutions 242 and 338, which prohibit acquisition of land by force and call for Israel's withdrawal from territories it occupied in 1967. The Accords prescribe "full autonomy" for the inhabitants of the occupied territories, withdrawal of Israeli military and civilian forces from the West Bank and Gaza, and the recognition of the Palestinian people as a separate political entity with a right to determine their own future, a major step toward a Palestinian state. Did these Accords address the Palestinian right of return to the homes from which they were ethnically cleansed in 1948 and thereafter? Carter, chapter 3, pages 48, 221-230

7. Review President Carter's visit to Israel BEFORE he became President and his visits with the Palestinians AFTER leaving the White House (see Carter, chapter 2, pages 21-23; chapter 7, pages 113-114. Compare and contrast President Carter's possible reasons or motives with those of President Obama's PARTING SHOT when U.S. [simply] Abstains as U.N. Security Council Votes to Condemn Israeli Settlements (The New York Times, 12/23/2016, <http://www.nytimes.com/2016/12/23/world/middleeast/israel-settlements-un-vote.html>)

xi Course Exit Assessment for the Integrative and Upper Division Electives category of the FS Program

1. This course helped me to think critically. [SALR 1; SALR 2-5; IUDE 1-3; FS 1-2, 5, 8, 10]

Strongly Agree Agree Neutral Disagree Strongly Disagree

2. This course helped me integrate multiple approaches to gain knowledge. [IUDE 1; FS 3; SALR 5]

Strongly Agree Agree Neutral Disagree Strongly Disagree

3. This course helped me evaluate information to solve problems. [FS 1-2; IUDE 2; SALR 5]

Strongly Agree Agree Neutral Disagree Strongly Disagree

4. This course helped me apply knowledge and skills across disciplines. [FS 3; IUDE 1-2; SALR 5]

Strongly Agree Agree Neutral Disagree Strongly Disagree

5. This course helped me improve my writing. [IUDE 3; SALR 3; FS 1-3, 10]

Strongly Agree Agree Neutral Disagree Strongly Disagree

6. This course helped me read and analyze complex text/content. [SALR 4; FS 1-8, 10]

Strongly Agree Agree Neutral Disagree Strongly Disagree

7. This course helped learn me more about Palestine-Israel current issues. [GPIC 1-5; ISM 1]

Strongly Agree Agree Neutral Disagree Strongly Disagree

8. This course helped me learn more about the Palestine-Israel conflict. [GPIC 1-5; ISM 1]

Strongly Agree Agree Neutral Disagree Strongly Disagree

9. This course helped me understand the global scope of the Palestine-Israel conflict. [GPIC 1; ISM 1]

Strongly Agree Agree Neutral Disagree Strongly Disagree

10. This course helped me learn more about the genesis of the Palestine-Israel conflict. [GPIC 2; ISM 1]

Strongly Agree Agree Neutral Disagree Strongly Disagree

11. This course helped me understand the development of the Palestine-Israel conflict. [GPIC 3; ISM 1]

Strongly Agree Agree Neutral Disagree Strongly Disagree

12. This course helped me understand the impact of the conflict on the United States. [GPIC 4; ISM 1]

Strongly Agree Agree Neutral Disagree Strongly Disagree

13. This course helped me understand the prospect of the conflict. [GPIC 5; ISM 1]

Strongly Agree Agree Neutral Disagree Strongly Disagree