Course Title: **Geographies of the Palestine-Israel Conflict**  
FS Category: **Integrative and Upper Division Electives**

Department: **Earth and Environmental Systems**

Chairperson: **C. Russell Stafford**  
Date: **February 19, 2014**

Faculty Representative: **Mohamed Elyassini**  
Date: **February 19, 2014**

**Instructor commitments**

Instructors agree to ensure that the content and delivery of this FS course meet the Learning Objectives (LO) and the Skill and Applied Learning Requirements (SALR) of the category of the course.

Instructors will include the following in their syllabi:

- a. Statement explaining the FS requirement the course is meeting-
- b. Statement identifying specific FS learning objectives for the course
- c. Statement explicating how the assigned work assists students in meeting the FS program’s goals, as well as the goals of the specific FS category under which the course falls
- d. Statement encouraging students to review the University’s Academic Dishonesty Policy found in the Student Code of Conduct
- e. When appropriate, a statement outlining the citation style the instructor wishes students to use and the repercussions they will face if they plagiarize or act in other academically dishonest ways
- f. Statement explaining course attendance policy
- g. Statement describing the central tenets of academic freedom and how these relate to the course
- h. One of the four designated statements on laptop computers
- i. The University statement on the rights and responsibilities of students with disabilities

Instructors will submit to their department chairperson and to the FS coordinator an electronic copy of their syllabus at the beginning of each semester in which they teach this course, including summer sessions.

Instructors will submit a copy of their SIRs to the FS coordinator.

Instructors will have their students complete the designated FS assessment instrument for the category in which this course falls and will submit the completed instruments to the FS coordinator.

**Chairperson/director commitments**

The chairperson/director will complete the verification documentation for this course each academic year and submit it to the FS coordinator.

The chairperson/director will coordinate with the chairpersons/directors offering courses in this FS category to assure a broad array of course offerings.

The chairperson/director will ensure general consistency across sections.

**Questions for Chairpersons and Curriculum Affairs Committee**

1. When will this course be offered?
   - a. Fall semester
   - b. Spring semester
   - c. Summer sessions
   - d. Fall and Spring
   - e. Fall and Spring
   - f. Other: ________________________________________________
2. Approximately how many seats can your department/program provide for the category?
   a. Fall semester: 35
   b. Spring semester: 35

3. Approximately how many sections of the course will be offered each semester?
   a. Fall semester: 1
   b. Spring semester: 1

4. What will be the typical section size?
   a. Fall semester: 35
   b. Spring semester: 35

5. Will the course be offered online?
   a. Fall semester____
   b. **Spring semester X**
   c. Summer sessions
   d. Fall and Spring ___
   e. Fall, Spring, and Summer sessions
   f. Other: _________________________________

6. Approximately, how many sections will be offered online?
   a. Fall semester:
      
   b. **Spring semester: 1**
   c. Summer sessions:

7. If your department or program is proposing more than 1 course for this category, please identify where this course ranks when compared to the other courses which have been proposed (# of )

8. Additional Comments:
Geography is an interdisciplinary field of study straddling nature and culture. It integrates multiple ways of knowing by means of synthesizing a range of academic disciplines and intellectual approaches. Geographies of the Palestine-Israel Conflict is an IUDE FS course designed to (1) highlight the global scope of the conflict, (2) chronicle its Euro-Russian geopolitical genesis, (3) map its on-the-ground development in Palestine-Israel, and (4) outline its impact on and prospect for U.S. domestic and global political economy.

Through a combination of interdisciplinary learning and critical thinking, the course engages students to identify, describe, explain, and interpret complex problems and geographies spanning the local and global scales of the conflict. The course will contribute to the fulfillment of the Mission of the Foundational Studies Program by introducing students to a variety of Palestine-Israel issues and perspectives aimed at providing them with some of 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.

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 1-4):

**IUDE 1**--Use a thematic approach to a particular topic or issue that integrates multiple ways of knowing: Students will learn from course materials (textbooks, online readings, PowerPoint slides, and educational videos) how to integrate various social science/history or humanities ways of knowing in order to learn about the five themes (scope, genesis, development, impact, and prospect) of the Palestine-Israel conflict. Exams will assess this objective. This thematic approach will also meet other learning objectives (FS 3; ISM 1; GPIC 1-4).

**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 written and oral assignments that use & integrate social science/history or humanities ways of knowing in order to observe and measure the global scope of the Palestine-Israel conflict, pinpoint its genesis and trajectory, and assess its impact and prospect. This will also meet other learning objectives (FS 1-3, 6-8, 10; ISM 1; GPIC 1-4).

**IUDE 3**--Analyze and write at an advanced level: Students will complete a research project that involves analysis and advanced writing about the scope, origin, development, impact, and prospect of the conflict, while using and integrating social science/history or humanities ways of knowing. This will also meet other learning goals (FS 1-8, 10; ISM 1; GPIC 1-4).

**SALR 1**--Explicitly demonstrate how the curriculum will develop critical thinking skills: Students will develop critical thinking skills through learning, thinking, and writing about major topics, problems, or controversial issues at different scales, within different disciplines, from different perspectives, and according to a methodology focused on identifying, describing, explaining, and interpreting problems/issues. Students will write five blogs and three critical thinking essays. When exposed to controversial or debatable issues, students will develop critical thinking by learning how to ground their judgment, opinion, and worldview into facts, not the other way around. This meets also other goals (FS 1-2, 5, 8; ISM 1; GPIC 1-4).

**SALR 2**--Explicitly demonstrate how the curriculum will develop information literacy skills: Students will develop information literacy skills from their access to a variety of print, audiovisual, and online information resources (presentations, discussions, PowerPoint slides, videos, books, journal articles, newspaper stories, taskforce reports, songs, and scriptures) that help them locate and use relevant and updated information. Student literacy skills will be assessed through critical thinking blogs, exams, essays, oral presentations, and research paper. This will meet other goals (FS 1-4, 6-7, 10; ISM 1; GPIC 1-4).

**SALR 3**--Include a graded writing component, which whenever possible is developmental: Students will write a research paper involving a proposal outline, an oral presentation, and a written component that follows carefully defined format, structure, content, and style guidelines. This will meet other goals (FS 1-8, 10; ISM 1; GPIC 1-4).

**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 five blogs, three essays, and a research paper requiring critical thinking and advanced writing, using empirical induction and logical deduction to engage a variety of complex information resources drawing upon presentations, discussions, PowerPoint slides, videos, books, journal articles, newspaper stories, taskforce reports, songs, and scriptures. This will also meet other course learning objectives (FS 1-8, 10; ISM 1; GPIC 1-4).
Annotated Syllabus

Foundational Studies--Integrative and Upper Division Electives

Geographies of the Palestine-Israel Conflict (ENVI 430), Fall 2014

Course Instructor: Dr. Mohamed Elyassini, Department of Earth and Environmental Systems, 159J Science; Office Hours: TR: 11 am -12 pm, or by appointment; Tel. (812) 237-2253; Fax: (812) 237 8029; Email: mohamed.elyassini@indstate.edu; Website: http://faculty.indstate.edu/melyassini

Course Catalog Description: Scope, genesis, development, impact, and prospect of the Palestine-Israel conflict.¹

Course Required Textbooks:

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).


Course Blackboard Documents (required online readings, PowerPoint slides, videos or video synopses, current issues in the news, announcements, study guides, assignment instructions, and assignment due dates) are part of this syllabus and are available, ONE topic at a time, at: http://blackboard.indstate.edu
You MUST check your Blackboard course site and your email on a daily basis for announcements, for details not in this syllabus, and for posted current issues in the news.

Course Purpose: Geography is an interdisciplinary field of study straddling nature and culture. It integrates multiple ways of knowing by means of synthesizing a range of academic disciplines and intellectual approaches. Geographies of the Palestine-Israel Conflict is an IUDE FS course designed to meet (I) the Learning Objectives of the Foundational Studies Program (FS 1-8, 10), (II) the Learning Objectives of the Integrative and Upper Division Electives (IUDE 1-3), (III) the 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 1-4):

¹ Each one of the conflict's five themes (scope, genesis, development, impact, and prospect) involves one or more fundamental ways of knowing from the Foundational Studies program, especially the social science/humanities ways of knowing. The "scope of the conflict" involves social science ways of knowing using "reason" and "factual events" to (1) observe how the conflict often tops world headline news for decades, (2) identify who is involved in the conflict and why, and (3) analyze how the conflict stretches from small struggles to include it into university curricula, to big academic debates in the US and the UK about boycott of Israeli universities, to over 77 UN resolutions targeting Israel and 1 UN resolution targeting the Palestinians between 1955 and 2013, to decades of bloody wars and violence. For example, the July 8-August 4, 2014 round of fighting between Israel and the Palestinians killed 1,830 Palestinians and wounded 9,500 more, killed 64 Israeli soldiers and 3 Israeli civilians, in addition to widespread destruction of many of Gaza Strip’s neighborhoods, hospitals, mosques, schools, and infrastructure (including the only power plant supplying electricity to the Gaza Strip). President Obama, Secretary of State Kerry, Secretary of Defense Hagel, and US Members of Congress were quick to voice strong support for Israel (including resupplying Israel with ammunition and providing $225 million in emergency funding for Israel’s Iron Dome), which fuels again popular anger against the United States in wider parts of the world as can be seen from the routine of burning American and Israeli flags by demonstrators. The "genesis of the conflict" involves geography and demography (past and present locations of the Jews and the Palestinians), history and geopolitics (expansion of modern European and Russian powers over the territories of the Ottoman Empire, the ‘Sick Man of Europe’), and religion (the rise of Jewish, Christian, and Islamic fundamentalisms in relation to the conflict, and how the three religious fundamentalisms worked in synergy during the Afghan Cold War war of the 1980s to force the Soviet Union to lift a ban on Soviet Jewish emigration to Palestine-Israel). The "development of the conflict" involves a variety of history/reason/emotion/art/humanities ways of knowing the on-the-ground progress of the conflict (Jewish settlement of the land and the concomitant ethnic cleansing of the Palestinian Muslims and Christians). The "impact and prospect of the conflict" involves how the conflict impacts US domestic political economy and international relations (examples range from the April 2014 US Supreme Court decision to strike down aggregate campaign donation caps, to US systematic involvement in major Middle East wars) and what are the prospects for conflict resolution.
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. Scope of the conflict
2. Geopolitical genesis of the conflict
3. On-the-ground development of the conflict
4. Impact and prospect of the conflict

Course Learning Objectives: Geographies of the Palestine-Israel Conflict is an IUDE FS course designed to (1) highlight the global scope of the conflict, (2) chronicle its Euro-Russian geopolitical genesis, (3) map its on-the-ground development in Palestine-Israel, & (4) outline its impact on and prospect for U.S. domestic and global political economy. Through a combination of interdisciplinary learning & critical thinking rooted in social science/art/humanities/history ways of knowing, the course engages students to identify, describe, explain, and interpret complex problems and geographies spanning the local and global scales of the conflict. Critical thinking encourages students (1) to develop the habit of gathering and examining evidence before forming conclusions, (2) to learn how to unlearn (understanding and dispelling misconceptions, inaccuracies, stereotypes, biases, and preconceptions), (3) to be sensitive but critical about subject-related controversies, (4) to understand the relationship between an action and a predicted reaction in game theory decision-making, (5) to be always wary of illusions, (6) to think sometimes outside the box, (7) to distinguish between audience-centered media and fact-centered academia, and (8) to learn how to ground moral and political judgment into facts, not the other way around.

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 1-4):
(IUDE 1)--Use a thematic approach to a particular topic or issue that integrates multiple ways of knowing: Students will learn from course materials (textbooks, online readings, PowerPoint slides, and educational videos) how to integrate various social science/humanities/history ways of knowing in order to learn about the five themes (scope, genesis, development, impact, and prospect) of the Palestine-Israel conflict. Exams will assess this objective. This thematic approach will also meet other learning objectives (FS 3; ISM 1; GPIC 1-4).

(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 written and oral assignments that use & integrate social science/history/humanities ways of knowing in order to observe and measure the global scope of the Palestine-Israel conflict, pinpoint its genesis and trajectory, and assess its impact and prospect. This will also meet other learning objectives (FS 1-3, 6-8, 10; ISM 1; GPIC 1-4).

(IUDE 3)--Analyze and write at an advanced level: Students will complete a research project that involves analysis and advanced writing about the scope, origin, development, impact, and prospect of the conflict, while using and integrating social science/history/humanities ways of knowing. This will also meet other learning objectives (FS 1-8, 10; ISM 1; GPIC 1-4).

(SALR 1)--Explicitly demonstrate how the curriculum will develop critical thinking skills: Students will develop critical thinking skills through learning, thinking, and writing about major topics, problems, or controversial issues at different scales, within different disciplines, from different perspectives, and according to a methodology focused on identifying, describing, explaining, and interpreting problems/issues. Students will write five blogs and three critical thinking essays. When exposed to controversial or debatable issues, students will develop critical thinking by learning how to ground their judgment, opinion, and worldview into facts, not the other way around. This meets also other goals (FS 1-2, 5, 8; ISM 1; GPIC 1-4).

(SALR 2)--Explicitly demonstrate how the curriculum will develop information literacy skills: Students will develop information literacy skills from their access to a variety of print, audiovisual, and online information resources (presentations, discussions, PowerPoint slides, videos, books, journal articles, newspaper stories, taskforce reports, songs, and scriptures) that help them locate and use relevant and updated information. Student literacy skills will be assessed through critical thinking blogs, exams, essays, oral presentations, and research paper. This will meet other goals (FS 1-4, 6-7, 10; ISM 1; GPIC 1-4).

(SALR 3)--Include a graded writing component, which whenever possible is developmental: Students will write a research paper involving a proposal outline, an oral presentation, and a written component that follows carefully defined format, structure, content, and style guidelines. This will meet other goals (FS 1-8, 10; ISM 1; GPIC 1-4).

(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 five blogs, three essays, and a research paper requiring critical thinking and advanced writing, using empirical induction and logical deduction to engage a variety of complex information resources drawing upon presentations, discussions, PowerPoint slides, videos, books, journal articles, newspaper stories, taskforce reports, songs, and scriptures. This will also meet other course learning objectives (FS 1-8, 10; ISM 1; GPIC 1-4).

Course Assignments and Grading: Course assignments include: five blogs (worth 10%), four short multiple choice exams (worth 40%), three short critical thinking essays (worth 30%), and one research paper (worth 20%) whose completion includes submitting a proposal, making a class presentation, and writing a paper. The research paper must follow specific guidelines in terms of its format, content, structure, style, and submission. 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%).

Blog assignments consist of a one-paragraph discussion of a current and/or ‘controversial’ issue in a way that encourages students to (1) think critically about the Palestine-Israel conflict, (2) reflect deeply about emotion and perception-based ways of knowing versus fact and reason-based ways of knowing, and (3) learn honestly and impartially how to ground their own moral and political judgment into facts, not the other way around. Blog entries and related comments will assess the following objective: FS 1-2, 5, 8; ISM 1; GPIC 1-4.

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 objectives: FS 1-4, 6-8; IUDE 1; SALR-2, 4-5; ISM 1; GPIC 1-4.

**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 objectives: FS 1-2, 8, 10; IUDE 2-3; SLAR 1-5; ISM 1; GPIC 1-4.

**The research paper** is designed to have the students work on written and oral assignments that use and integrate social science/history/arts/humanities ways of knowing (reason, emotion, faith, art, perception…) in order to observe and measure the global scope of the Palestine-Israel conflict, pinpoint its genesis and trajectory, and assess its impact and prospect. The research paper involves a proposal outline, an oral presentation, and a written component that follows carefully defined format, structure, content, and style guidelines. The research paper will assess the following objectives: FS 10; IUDE 1-3; SLAR 1-5; ISM 1; GPIC 1-4.

**Course Exit Assessment** (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 430: FS 1-8, 10; IUDE 1-3; SALR 1-5; ISM 1; GPIC 1-4.

**Student Instructional Reports (SIRs)** evaluations will also be administered online or in class to assess student satisfaction.

**Course Standards and Policies:** Students are responsible for all announcements made on Blackboard, via email, or in the classroom. A student can have no more than three absences without grade penalty during the entire semester. Each additional absence with or without valid excuse will incur a grade penalty of 2% which will be deducted immediately from the student’s most recent graded assignment(s). Any tardiness (coming late or leaving early) with or without valid excuse will be treated as an absence. All electronic devices (cell phones, laptops, pagers, etc.) must be turned off BEFORE entering the classroom and kept OUT OF SIGHT. 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 unless requested by the instructor. Be courteous and avoid anything (including eating, drinking, sleeping, reading, recording class, using phones or computers, coming late, or conversing during lectures) that can disturb the class learning process or distract you or distract others from it. Failure to comply with course standards and policies will be reported as a violation of the Code of Student Conduct, which defines misconducts against persons, property, and academic integrity (the latter includes cheating, plagiarism, falsification, forgery, obstruction, multiple submissions, facilitating academic dishonesty, violation of professional standards in research and creative endeavors, misuse of academic resources, misuse of intellectual property, violation of ethical and professional standards): [http://www.indstate.edu/sci/docs/CodeConduct.pdf](http://www.indstate.edu/sci/docs/CodeConduct.pdf). The critical thinking essays and the research 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 regarding academic freedom, documented disabilities, expected personal responsibilities & other matters apply to this course & may be reviewed at these links: [http://www.indstate.edu/fs/docs/sycamoreStandard.pdf](http://www.indstate.edu/fs/docs/sycamoreStandard.pdf) and [http://www.indstate.edu/fs/docs/fsPolicies.pdf](http://www.indstate.edu/fs/docs/fsPolicies.pdf).

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

**Week 1:** Introduction to syllabus and course

*Get your texts and review the following short readings about the books and their authors*


Ilan Pappe and the Nakba Deniers: [http://www.coun terpunch.org/whitbeck01272007.html](http://www.coun terpunch.org/whitbeck01272007.html)


Week 2: Scope of the conflict (Blog 1)²
Review PowerPoint slides on Blackboard

Week 3: Scope of the conflict (Exam 1)³

² Blog 1 (scope of the conflict):

The war on/in Syria: At the local level, the Syrian government is battling tens of thousands of Syrian rebels and foreign fighters throughout Syrian for more than three years. At the regional level, Saudi Arabia, Qatar, Turkey, and Israel support the Syrian rebels and the foreign fighters, while Iran and Lebanese Hezbollah support the Syrian government. At the international level (especially 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, the assigned course materials (including the last thirteen (or so) PowerPoint slides showing the two camps at war in Syria since 2011 and in Afghanistan in 1980s), and in light of the Palestine-Israel conflict, write a 100-150 word-paragraph in which you (1) identify and (2) explain the single issue that divides the two camps and unites each camp in the current war on/in Syria. To submit blogs in this course, you click on the link to the blog as it appears in one of the subheadings of Course Documents, create a blog entry by typing it, and post it. Do not submit blogs from course tools, as attachments, or as email messages because they will not be accepted.

³ 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


6. Review carefully the number of 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. 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” at: http://rememberthesecildren.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 2013. PowerPoint slides
**Week 4:** Euro-Russian geopolitical genesis of the conflict (Essay 1)
*Read Ould-Mey’s ‘The Non-Jewish Origins of Zionism’*
[http://faculty.indstate.edu/melyassini/The%20Non-Jewish%20Origin%20of%20Zionism2.pdf](http://faculty.indstate.edu/melyassini/The%20Non-Jewish%20Origin%20of%20Zionism2.pdf)

**Week 5:** The Jewish state as an attempt at a modern solution of the Jewish question (Blog 2)

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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.haaretz.com/news/diplomacy-defense/1.577760), [http://www.jta.org/2014/01/19/news-opinion/politics/congress-members-blast-asia-for-boycott-decision](http://www.jta.org/2014/01/19/news-opinion/politics/congress-members-blast-asia-for-boycott-decision), [http://www.theguardian.com/world/2014/feb/18/israel-boycott-movement-antisemitic-netanyahu](http://www.theguardian.com/world/2014/feb/18/israel-boycott-movement-antisemitic-netanyahu). See also 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


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

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**Critical thinking essay 1 (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 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 (200-300 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 critical thinking essay must be formatted as a Microsoft Word file and uploaded through the available Turnitin link by the deadline. Sources for each critical thinking essay must be cited briefly and ONLY between parentheses in the text.

**Blog 2 (Genesis of the conflict):**

Write a concise blog (100-150 words) in which you compare and contrast Theodore Herzl's definition of the Jewish question or anti-Semitism (as a problem inherent to all human 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?"). To submit blogs in this course, you click on the link to the blog as it appears in one of the subheadings of Course Documents, create a blog entry by typing it, and post it. Do not submit blogs from course tools, as attachments, or as email messages because they will not be accepted.
Week 6: The Jewish state as a peculiarly modern structure on unspecified territory (Exam 2)
Read Herzl’s ‘Society of Jews’ and ‘Jewish State’

Week 7: The British promised Palestine to world Jewry on 11/2/1917 and occupied Jerusalem on 12/11/1917 (Blog 3)7
Review PowerPoint slides on Blackboard and read carefully the two versions of the Balfour Declaration

Week 8: On-the-ground development of the conflict in Palestine-Israel 1948–present (Essay 2)8

10. In 1841 British Colonel Charles Churchill wrote in a letter to Jewish leader Moses Montefiore and Western Jewry: “MY DEAR SIR MOSES…I cannot conceal from you my most anxious desire to see your countrymen endeavour once more to resume their existence as a people. I consider the object to be perfectly attainable. But, two things are indispensably necessary. Firstly, that the Jews will themselves take up the matter universally and unanimously. Secondly, that the European Powers will aid them in their views. It is for the Jews to make a commencement. Let the principal persons of their community place themselves at the head of the movement. Let them meet, concert and petition. In fact the agitation must be simultaneously throughout Europe.”

In 1845 British Lieutenant-Colonel George Gawler wrote “We cannot, if we would, force them [the Jews] into colonization as convicts, under the moving agency of compulsory obligation, and must therefore carefully consult their feelings as well as our own desires.”

In 1896 Jewish Hungarian Theodor Herzl wrote: “This pamphlet is intended to open a general discussion on the Jewish Question...The Society of Jews will gather all available declarations of statesmen, parliaments, Jewish communities, societies, whether expressed in speeches or writings, in meetings, newspapers or books. Thus the Society will find out for the first time whether the Jews really wish to go to the Promised Land, and whether they must go there.”

Compare and contrast Herzl’s statement to related statements/calls made by British Colonel Charles Henry Churchill in 1841 and British Lieutenant Colonel George Gawler in 1845, and see which one of the three authors may be more qualified for being considered the “originator” of the idea of Zionism and the “re-settling” of world Jewry in Palestine. PowerPoint slides

Blog 3 (development of the conflict):

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). Write a concise paragraph (100-150 words) in which you (1) explain why did those Palestinians reject this offer mediated by the Pope and (2) what was the significance of this rejection for the Palestinian people? To submit blogs in this course, you click on the link to the blog as it appears in one of the subheadings of Course Documents, create a blog entry by typing it, and post it. Do not submit blogs from course tools, as attachments, or as email messages because they will not be accepted.

Critical thinking essay 2 (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 Pappe 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 ground development of the conflict.” Ilan Pappe, 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 Salam Abu-Sitta’s The Palestinian Nakba 1948: The Register of Depopulated Localities in Palestine (2000) & Map of Palestine 1948. Based on Ilan Pappe’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 (200-300 words) in which you explain why this well documented ethnic cleansing (referred to in Arabic as Nakba, or catastrophe, http://www.nad-plo.org/userfiles/file/fact%20sheet/NAKBA_INFOGRAPHIC_FINAL_PDF_A4.pdf) continues to be “officially” denied by the State of Israel whose own law stipulates that anyone 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%20-prohibition-%20law-%2057746-1986-.aspx.

ENVI 430 Geographies of the Palestine-Israel Conflict
Read Pappe’s ‘The ethnic cleansing of Palestine,’ chapters 1-8


Each critical thinking essay must be formatted as a Microsoft Word file and uploaded through the available TurnItIn link by the deadline. Sources for each critical thinking essay must be cited briefly and ONLY between parentheses in the text.

9 Study guide for exam 3 (development of the conflict):

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. Pappe, 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.” Pappe, 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. Pappe, 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. 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. Pappe, 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) 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].” Pappe, 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? Pappe, 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. Pappe, 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). Pappe, 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
Read Pappe’s ‘The ethnic cleansing of Palestine,’ chapters 9-12

**Week 10:** Impact of the conflict on U.S. domestic and global political economy (**Blog 4**)  
Read Mearsheimer & Walt’s ‘Part I: The United States, Israel, and the Lobby’

**Week 11:** Impact of the conflict on U.S. domestic and global political economy (**Essay 3**)  

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. Pappe, 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 urbicide 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. Pappe, 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


14. 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? Papper, chapter 11, pages 238-239

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

**Blog 4 (impact of the conflict):**

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). Write a concise paragraph (100-150 words) in which you (1) explain the implications of this new rationale and (2) whether or not U.S. and Israeli interests are identical when it comes to fighting terrorism. To submit blogs in this course, you click on the link to the blog as it appears in one of the subheadings of Course Documents, create a blog entry by typing it, and post it. Do not submit blogs from course tools, as attachments, or as email messages because they will not be accepted.

**Critical thinking essay 3 (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 (200-300 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
Week 12: Prospect of the conflict (Exam 4)\textsuperscript{12}

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 critical thinking essay must be formatted as a Microsoft Word file and uploaded through the available TurnItIn link by the deadline. Sources for each critical thinking essay must be cited briefly and ONLY between parentheses in the text.

\textsuperscript{12} Study guide for exam 4 (impact and prospect 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


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. 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)

9. 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

10. 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

11. 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

12. 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

13. 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
**Read Carter’s ‘Palestine: peace not apartheid,’ chapters 1-11**

**Week 13: Prospect of the conflict (Blog 5)**

**Read Carter’s ‘Palestine: peace not apartheid,’ chapters 12-17**

**Week 14: What is to be done according to the UN, Carter, Pappe, Mearscheimer, Walt, and Gates? (Research paper proposal, due)**

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14. According to President Carter, “The bottom line is this: Peace will come to Israel and the Middle East only when the Israeli government is willing to comply with international law, with the Road Map for Peace, with official American policy, with the wishes of the majority of its own citizens—by accepting its legal borders. All Arab neighbors must pledge to honor Israel’s right to live in peace under these conditions. The United States is squandering international prestige and goodwill and intensifying global anti-American terrorism by unofficially condoning or abetting the Israeli confiscation and colonization of Palestinian territories. It will be a tragedy—for the Israelis, the Palestinians, and the world—if peace is rejected and a system of oppression, apartheid, and sustained violence is permitted to prevail.” Think critically about why President Carter (who believes that the US should provide strong support and leadership for the Palestine-Israel peace process) and his successors failed successively to either enforce “official American policy” or force Israel “to comply with international law”? Carter, chapter 17, page 216.

**Blog 5 (Prospect of the conflict):**

In a concise paragraph (100-150 words), compare and contrast (1) the apparent motives of President Carter’s visit to Israel before he became President and (2) the apparent motives of his visits with the Palestinians after leaving the White House (see Carter, chapter 2, pages 21-23; chapter 7, pages 113-114). To submit blogs in this course, you click on the link to the blog as it appears in one of the subheadings of Course Documents, create a blog entry by typing it, and post it. Do not submit blogs from course tools, as attachments, or as email messages because they will not be accepted.

**Guidelines for the critical thinking paper (scope, genesis, development, impact, and prospect of the conflict):**

The research paper should help students develop information literacy and critical thinking skills and express themselves effectively, professionally, and persuasively both orally and in writing. The paper involves a proposal outline, an oral presentation, and a written component that follows carefully defined format, structure, content, and style guidelines.

Based on your learning from the scope, genesis, development, and impact of the conflict, write a paper in which you summarize your learning and you elaborate on the prospect of the conflict: what exactly is to be done according to former U.S. President Jimmy Carter, Israeli Historian Ilan Pappe, University of Chicago Political Science Professor John Mearscheimer, Harvard University International Affairs Professor Stephen Walt, U.S. author and attorney Jeff Gates, and the relevant United Nations resolutions since 1948. Your paper is worth 20 points (5 points for a proposal outline, 5 points for an oral presentation, and 10 points for the written paper). The proposal should consist of one-page, which should include a title, talking/bullet points, and selected sources from the assigned materials. You will make a brief/concise class presentation of your paper proposal and get some feedback from the class.

The paper must be formatted as a Microsoft Word file (according to these guidelines) and uploaded through the TurnItIn link by the deadline. The paper should reflect your own independent and original thought and your own critical thinking and judgment as can grounded in the facts presented in the assigned materials. The paper should be persuasive and well written. It should be carefully formatted in accordance with the following detailed instructions, which will ultimately help you learn basic and useful word processing skills from Microsoft Word (if you don’t know them). The paper should consist of three to four single-spaced pages, or 1500 to 2000 words. It should have four paragraphs per page. There should be one space between paragraphs and no indentation. Each page should have top/bottom and right/left margins of 1.1” as well as full justification. It should have Times New Roman as the base font. Each page should have your name and Indiana State University on two lines aligned with the margins as left headers, and the course title and academic term on two lines aligned with the margins as right headers. (No cover page, please). The point size of the headers should be 11, the title [What needs to be done about the Palatine-Israel conflict] of the paper should be centered and should have bold appearance and a font point size of 14, the rest of the text should have a font point size of 12 (except the footnotes whose font size should be 10). The standardized format is designed to improve your writing presentation skills and to help the grader and/or peer reviewer focus more on the content of your paper and not be distracted or influenced by the format (since it should be the same format in all papers). For your references, you must 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](http://www.chicagomanualofstyle.org/tools_citationguide.html).
The grade of your paper will be based on the originality, quality, and persuasion of the summary of your learning from the scope, genesis, development, and impact of the Palestine-Israel conflict, as well as your elaborate and thoughtful discussion of the prospect of the conflict (What needs to be done about the Palestine-Israel conflict). It will also be based on following all instruction guidelines and demonstrating an ability to think critically, reason clearly, and communicate effectively in English writing. 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:

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, the question, "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 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. Source: R. Paul and L. Elder, Foundation For Critical Thinking, June 1996, http://www.criticalthinking.org/articles/universal-intellectual-standards.cfm
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 more about Palestine-Israel current issues. [GPIC 1-4; ISM 1]
   Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

8. This course helped me learn more about the Palestine-Israel conflict. [GPIC 1-4; ISM 1]
   Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree

9. This course helped me understand the 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 understand the prospect of the conflict for the United States. [GPIC 4; ISM 1]
    Strongly Agree   Agree   Neutral   Disagree   Strongly Disagree