

Arab-Israeli Conflict

563:282 (cross-listed with 685:282 and 508:212)

Fall 2020: Remote and asynchronous

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Student Hours: Mondays 4-6 or by appointment on Zoom* – see Canvas for a link

**Zoom is a videoconference system similar to FaceTime. Instructions for joining the Zoom meeting are available on our Canvas site.*

You can book a meeting with me via Calendly. You'll find a link for this scheduling software on Canvas.

What is this course about?

This course is an overview of the hundred-year old Arab-Israeli conflict, the controversies it has generated, the attempts to resolve it, and how different people learn about it and experience it. We will work to understand key historical moments of the conflict through multiple perspectives and interpretations, and we will evaluate attempts for peace. Throughout the course, we will seek to analyze conflicting claims of truth, justice, history, and ownership. Students will be able to discuss events in the last century that have contributed to the conflict, and that result from the conflict, analyze different narratives among Israelis and Palestinians, evaluate attempts for peace, and engage in sophisticated, critical debates about the conflict both in and outside the classroom.



What are the things I hope you will know and be able to do by the end of this semester?

1. [Core HST 1]: Explain the development of some aspect of a society or culture over time.
 - Students will get an overview of some of the key historical moments and terms that define the current Arab-Israeli conflict.
 - Students will read primary sources in their historical context.
2. [Core CCD1]: Analyze the degree to which forms of human differences and stratifications among social groups shape individual and group experiences of and perspectives on contemporary issues.
 - Students will think critically and in a complex way about Arab-Israeli conflict
 - Students will compare Israeli and Palestinian accounts of the conflict
 - Students will analyze the role of narrative in the conflict and how narratives conflict, leave gaps, and define identities.
 - Students will use a gender studies analysis to investigate the ways women experience the conflict.

Do I need any books or other materials for this class?

- Yes! You will need to rent/buy one book: *Side by Side: Parallel Histories of Israel-Palestine*, Edited by Sami Adwan, Dan Bar-On, Eyal Naveh. (New York: 2012) \$17.68 on Amazon. ISBN-13: 978-1595586834
- There will also be readings uploaded to Canvas by Professor Raucher.
- Occasionally you'll have to look at websites that Prof. Raucher will post as well.
- Professor Raucher will also share films and podcasts with you via Canvas.

How does this class work? What will I be doing each week?

This course is fully online and takes place in Canvas. Each week you will complete one Module. Modules include an introductory video from Prof. Raucher. Watch this first so that you have an overview of the material for the week and any special instruction. Modules also include a reading assignment (usually a chapter or two from our textbook, sometimes a separate article, and often a short primary source), a podcast, and/or film/video. After watching the introductory video and completing the assigned materials, take the multiple-choice quiz that assesses your comprehension of the material. You should also then participate in the discussion board by responding to the questions posted and to your peers' answers. Your written responses should demonstrate your assessment and evaluation of the material. After all this is done, you should complete your journal entry. Journals are only visible by the professor. Links for each of these steps can be found in each weekly module.

Assignments always are due on Monday at 11:59 PM – see the course schedule below for a list of the assignments arranged by due date.

How will I interact with the professor and my classmates?

We will communicate with each other using email, Canvas Announcements, and real-time conversations during Zoom student hours. The main interaction between students and the professor – the type of interaction that would take place during class time in a face-to-face class – will take place using the discussion forums. Each week you will participate in a discussion forum, responding to the professor's questions and your peers' comments. You will have the opportunity to read and respond to posts from your classmates. At the end of each discussion, I will grade each individual post according to a rubric. I will also write a detailed response to the entire class, highlighting some trends, important points, and strong work that appeared in the discussion for that week. You will be notified once my response is available, and it's a great idea to read my response carefully so that you can receive feedback that will help you with your later assignments. You can find my response by scrolling to the very end of the discussion forum – my response to the class will always be the last post. These discussions will form the basis for your midterm and final examinations.

How will I be graded?

Your grade is based on your participation in this class online and your performance in discussions, assignments, and exams. There are a variety of assessment methods in this class to ensure that you can demonstrate your mastery and application of the material in a way that is most fitting for you. Please talk to Professor Raucher if you are having trouble completing the assignments or keeping up in class.

1. **Class Participation:** Every week, you must do the following things:
 - Watch Prof. Raucher’s video introducing the week (posted on Tuesdays)
 - Complete the assigned materials (read the readings, listen to the podcasts, watch the films)
 - **Take the assignment quiz**, which checks for comprehension of all assigned material.
 - **Respond to the questions** Prof. Raucher posts on the discussion board and to your fellow classmates.
 - Post questions and issues that need clarification on the discussion board as well. Dr. Raucher will either respond directly in the discussion board or will respond in her video.
 - **Post a journal entry.** Journal entries should be about 300 words that REFLECT on the material from that week. Offer some personal reactions to what you learned. Students SHOULD NOT summarize material. Instead, ask yourself: what was difficult to learn this week? What have you heard before? What did you understand differently? Did you discuss this material with any of your friends or family? How did that go? (10 weeks out of the semester)
2. **Exams**
 - During the semester, students will take two exams to help synthesize and analyze course material. Exams will be primarily short answer questions.
3. **Film Comparison/TV Show Analysis**
 - At the end of the semester students will watch two films or a TV series and complete an assignment that demonstrates their ability to analyze and evaluate the visual media using concepts and themes discussed during the semester. Students will be given options for completing this assignment.
4. **Extra Credit**
 - During the semester there will be a few opportunities for adding points to your grade by attending events and participating in online discussions.

Deadlines and important dates

Mondays, 11:59pm	Reading quizzes	15%
Mondays, 11:59pm	Discussion board posts	20%
Mondays, 11:59pm	Journals (must complete 10)	10%
Week Seven	Exam 1	20%
Week Thirteen	Exam 2	20%
Exam Week	Movie Comparison/TV Show analysis	15%
Total		100%

What happens if I don’t complete my work on time?

Please do your very best to complete your work on time. We are moving at a fast pace throughout the semester, and if you fall behind on weekly readings and assignments, it might be very hard to catch up. With that being said, I understand that sometimes life happens and prevents you from completing an assignment on time. If you are someone who has mostly been keeping up with the coursework, but extenuating circumstances periodically cause a delay in your ability to complete a set of assignments, please be in touch with me as soon as possible so we can come up with a plan for you to complete the work. Out of fairness to the other students, I

will have to deduct points from assignments that are submitted late without notifying me. In the event that you do turn your work in late, please be aware that there could be a delay in the feedback you receive. I aim to grade assignments and provide feedback as promptly as possible for all student work that is completed on time, but when you turn things in late that quick feedback isn't always possible.

Surprise!

If you have been reading the syllabus carefully, you have found the surprise! Please post a cute animal to the “surprise” discussion board by Monday, September 14th for 1 point of extra credit.

How can I get in touch with the professor, and when can I expect a response?

I am happy to communicate with you via email and will do my best to respond within 24 hours during the week. Messages sent over the weekend will be read on Mondays, and messages sent at night will be read the next day. It's also a great idea to take advantage of student hours.

A note about academic integrity

As an academic community dedicated to the creation, dissemination, and application of knowledge, Rutgers University is committed to fostering an intellectual and ethical environment based on the principles of academic integrity. Academic integrity is essential to the success of the University's educational and research missions, and violations of academic integrity constitute serious offenses against the entire academic community. For the complete academic integrity policy, see: <https://policies.rutgers.edu/sites/default/files/10.2.13%20-%20current.pdf> Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com (directly or via learning management system, i.e. Sakai, Blackboard, Canvas, Moodle) for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site. Students who do not agree should contact the course instructor immediately.

Creating a Safe Learning Environment

Rutgers faculty are committed to helping create a safe learning environment for all students and for the university as a whole. If you have experienced any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. Rutgers has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The University strongly encourages all students to report any such incidents to the University. Please be aware that all Rutgers employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers as listed in Appendix A to Policy 10.3.12) are required to report information about such discrimination and harassment to the University. This means that if you tell a faculty member about a situation of sexual harassment or sexual violence, relationship violence, stalking or other related misconduct, the faculty member must share that information with the University's Title IX Coordinator. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can find a list of resources in Appendix A to University Policy 10.3.12. For more information about your options at Rutgers, please visit endsexualviolence.rutgers.edu

What if I need some support as a student?

If you are having personal or other problems, there are many options at Rutgers for assistance.

- When you *don't know where to start* looking for assistance, contact the [Dean of Students](#) office.
- If you are in need of *mental health* services, please contact Rutgers Counseling and Psychological Services (CAPS): <http://rhscaps.rutgers.edu/>
- If you need some *temporary guidance*, there is “Lets Talk” – which is a CAPS service offering drop-in hours at a number of locations across campus. No appointment is necessary. <http://health.rutgers.edu/medical-counseling-services/counseling/therapy/community-based-counseling/#runbhc>
- If you are in need of *physical health* services due to illness, please reach out to the Rutgers Health Services: <http://health.rutgers.edu/>
- If you do not have enough *food*, there is a Food Pantry on College Ave campus that is exclusively for Rutgers Students: <http://ruoffcampus.rutgers.edu/food/>
- If you need accommodation for a *disability*, obtain a Letter of Accommodation from the Office of Disability Services that provides student-centered and inclusive services: <https://ods.rutgers.edu>
- If you are a military *veteran* or are on active military duty, you can obtain support through the Office of Veteran and Military Programs and Services: <http://veterans.rutgers.edu/>
- If you are in need of *legal* services, please visit <http://rusls.rutgers.edu/>
- If you are in need of additional *academic assistance*, please contact the Rutgers University-New Brunswick Learning Center: <https://rlc.rutgers.edu/>
- If you or somebody you know has been victimized by a *crime or interpersonal violence* (e.g., stalking, sexual assault), support is available at the Rutgers Office for Violence Prevention and Victim assistance: <http://vpva.rutgers.edu>

Course Calendar (subject to change)

Unit One: Introductions

Week One: Introduce yourself to the class

- Create video introducing yourself
- Watch other videos and comment
- Review syllabus video
- Read syllabus
- Take syllabus quiz
- Post a recent news article you've read about the Arab-Israeli Conflict

Week Two: Why and How do we Study the Arab-Israeli Conflict?

1. “[Two Views from Israel and Palestine](#),” MPR News with Kerri Miller, July 17, 2019. Interview with Yossi Klein Halevi and Yousef Bashir.
2. Ted Talk, Aziz Abu Sarah, “For More tolerance, we need more...tourism?” https://www.ted.com/talks/aziz_abu_sarah_for_more_tolerance_we_need_more_tourism?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare
3. Timeline of the Israeli-Palestinian Conflict

4. Viser, Matt. 2003. "Attempted Objectivity: An Analysis of *The New York Times* and *Ha'aretz* and Their Portrayals of the Palestinian-Israeli Conflict." *Press/Politics* 8(4): 114-120.
5. Friedman, Matti. 2014. "What the Media Gets Wrong about Israel." *The Atlantic*. 30 Nov. 2014

Week Three: 1890-1920; Zionism

1. *1913: Seeds of Conflict* (PBS Documentary, 77 minutes)
<https://www.youtube.com/watch?v=G3e6CN9uMIU>
 - a. How is Zionism remembered?
 - b. What is the root of the conflict?
 - c. Why do they call it the Jewish-Arab conflict?
 - d. Why is the Rehovot incident so significant?
2. Theodore Herzl, 1896 "The Jewish State," Selections
3. The Balfour Declaration: *Side by Side*, Chapter 1 (even pages only—Israeli side)
4. Extra credit discussion: Where is the Palestinian history from this time period? (watch some of the extra videos from Palestinian historians discussing historiography. What do they say?)

Week Three: 1920s-1940; Palestinian Nationalism

1. *Side by Side*, pgs. 57-67; 73-95 (odd pages only—Palestinian side)
2. Najib Azouri, 1905 "The Awakening of the Arab Nations"
3. Khalil as-Sakakini, 1914 "My View of Zionism"
4. Intractable Podcast, "The Israeli-Palestinian Status Quo," March 20, 2018.
<https://www.intractablepodcast.com/listen/2018/3/20/01-the-israeli-palestinian-status-quo>
5. Tel Aviv Review of Books Podcast, "My People, Our History," June 8, 2020.
<https://tlv1.fm/the-tel-aviv-review/2020/06/08/my-people-our-history/>

Week Four: The War of 1948

1. *Side by Side*, pgs. 82-132 (even pages only—Israeli side)
2. Israeli Declaration of Independence
3. Israeli National Anthem
4. *Side by Side*, 97-133 (odd pages only—Palestinian side)
5. UN Resolution 194
6. <https://zochrot.org/en/keyword/45323>

Week Five: The War of Independence and The Nakba (The War of 1948 and identity formation)

1. Stoler-Liss, Sachlav. 2003. "'Mothers Birth the Nation': The Social Construction of Zionist Motherhood in Wartime in Israeli Parents' Manuals." *Nashim*: 104-110
2. Hussein Ibish, "A 'Catastrophe' that Defines Palestinian Identity," *The Atlantic*, May 14, 2018. <https://www.theatlantic.com/international/archive/2018/05/the-meaning-of-nakba-israel-palestine-1948-gaza/560294/>
3. Fatma Kassem, "Counter-Memory: Palestinian Women Naming Historical Events," pp. 93-108. In *Displaced at Home: Ethnicity and Gender Among Palestinians in Israel*, edited by Rhoda Ann Kanaaneh and Isis Nusair.

Week Six: The June 1967 War

1. *Side by Side*, Chapter 6 (even pages only—Israeli side)
2. Yossi Klein Halevi, *Letters to My Palestinian Neighbor*. Letter 5: 6 days and 50 years (91-116)
3. *Side by Side*, Chapter 6, (odd pages only--Palestinian side)
4. Yousef Bashir selections, TBD
5. “The Three No’s of Khartoum”
6. UN Security Council Resolution 242

Week Seven: Review, Exam

Week Eight: Palestinian Nation Building

https://www.ecfr.eu/mapping_palestinian_politics/introduction

Week Nine: Settling in the West Bank

last day to drop class with a W

1. *Side by Side* chapter 7, (even pages only—Israeli side)
2. Rubin, Elizabeth. 2011 “Girls at War: How a Group of Teenage Believers could Reshape the Israeli-Palestinian Struggle” *Tablet Magazine*.
3. Watch “The Settlers” (2017)
4. Israel Story Episode 40: “The Wall Part I—Operation Hulda”
<https://israelstory.org/episode/40-the-wall-part-i-operation-hulda/#>

Week Ten: Living under Occupation

1. *Side by Side* chapter 7, (odd pages only--Palestinian side)
2. Hassan, “Growing up Female and Palestinian in Israel” In *Israeli Women’s Studies: A Reader*.
3. “Five Broken Cameras” (2011) <https://vimeo.com/groups/51228/videos/58596849>
4. “My Neighborhood,” directed by Julia Bacha and Rebekah Wingert-Jabi
<https://www.theguardian.com/world/video/2013/mar/17/my-neighbourhood-palestinian-israeli-video>

Week Eleven: Intifadas

1. *Side by Side*, Chapter 8 (First: 269-281, odd pages; Second, 268-282, even pages)
2. *Side by Side*, 325-335 (odd pages only—Palestinian side)
3. Juliana Ochs, *Security and Suspicion: An Ethnography of Everyday Life in Israel*. University of Pennsylvania Press, 2011. (Chapter 3, pages 64-78; Chapter 7, pages 138-160)
4. Israel Story Podcast, “The Wall Part II—The Other Side”
<https://israelstory.org/episode/41-the-wall-part-ii-the-other-side/>

Week Twelve: Peace movements

1. *Side by Side*, Chapter 9 (290-318, even pages only—Israeli side)
2. Simona Sharoni, 1995. *Gender and the Israeli-Palestinian Conflict* (Chapter 8, 131-149).
3. Can We Talk? Podcast “Episode 16: Women Wage Peace.”

<https://itunes.apple.com/us/podcast/episode-16-women-wage-peace/id1078665131?i=1000393756231&mt=2>

4. Baconi, “What the Gaza Protests Portend” in NY Books
<https://www.nybooks.com/daily/2018/05/15/what-the-gaza-protests-portend/>

Week Thirteen: Review and Exam

Week Fourteen: Where are we today

1. “Israel and Palestine: Where to Go From here [June 2014]” Harper’s, September, 2014.
2. David Remnik, “The One State Reality,” *New Yorker*, November 17, 2014.
3. Palestinians Podcast, #23 “Not on the Map”
<https://www.palestinianspodcast.com/episodes-1/2017/12/20/23-nadia-not-on-the-map-6dhwc-hx2dr>
4. Peter Beinart, “I No Longer Believe in a Jewish State.” *The New York Times*, July 8, 2020. <https://www.nytimes.com/2020/07/08/opinion/israel-annexation-two-state-solution.html>

Week Fifteen: Film comparison/TV Show analysis

TBD