

Arab Israeli Conflict

Dr. David Leitner & Mr. Shaun Sacks

LectureLecture

3 hours

1st Semester

2023-2024

Wednesday 1600 - 1900

A. Course objectives and purposes:

This course provides an in-depth look at Arab-Israeli Conflict. The course will take the students through the different wars and conflicts providing background and context from before Israel's Independence through modern times.

The course is highly rigorous and demanding. As a flipped course the students will actively participate in guided discussion as we move through the different topics. Students will engage in in-class directed learning and will be active partners in the learning process. Every week the students will spend time in class researching and discussing that week's topic. The readings provide some of that information, but students are going to have to seek out articles and sources that explain and provide examples to further the discussion.

Course outcomes:

The course takes students through the history of the region and provides multiple layers and perspectives to the conflict. To that end the course seeks to:

1. Reinforce student understanding of the history of the region.
2. Explain and demonstrate the different phases of the development of the State of Israel and how the regional actors responded to that development.
3. Demonstrate the role of the Israel-Arab conflict in greater regional trends.
4. Clarify for the students the different conflicts, the main actors, the events that led up to and what happened as a result of the different wars, and how internal Israeli politics were impacted as a result.
5. Instill core principles that will help students better express themselves and their understanding of the Israeli-Arab conflict in other forums.

B. Course Topics:

Rationale and topics:

This course is divided into three major topics.

1. History of the Conflict – this part of the course will have the students learning about the timeline of events and the major changes that took place in each period
2. Interpersonal connection – students will learn about the impact on Israelis through the project where they will interview IDF disabled veterans and victims of terror to learn how the conflict has influenced the lives of everyday Israelis.
3. Politics – looking at the major ideas clashing in the region and how those have been expressed throughout the conflict.

Course meetings:

The course will have 1 meeting per week. One hour will be lecture time and 2 hours with guided learning, practicum, and discussion with the teaching assistant.

Throughout the semester students will face in-class and self-directed group challenges to discuss their understanding of the context and history. These challenges are designed to demonstrate and engage group dynamics, critical thinking, historic understanding, and more.

The project part of this semester concentrates on a group project that will constitute 2 months of work. Students are expected to meet on a regular basis to work on the project, determine any roadblocks, and delineate upcoming action. Team leaders will upload a short report demonstrating progress that will be available to everyone in the class.

At the end of this time students will be required to run a project presentation in which they share what they have learned about the impact of the conflict on Israeli veterans and victims of terror.

Detailed teaching program:

The lecture series concentrates on several specific topics. You will find a brief explanation of the major topics below and then a detailed list of the weekly lecture topics and the associated reading.

Major Topics:

This list represents the topics the students are expected to engage throughout the course. They do not represent the weekly meetings topics.

1. Introduction
2. Brief History of the Middle East from Classical antiquity to Ottoman period
3. The Zionist Enterprise – from Hetzl to WWI
4. WW I – WW II
5. The Post WW II Mandate Period
6. Creation of the State: November 1947- March 1949
7. 1948-1956 Arab – Israeli Relations, Emergence of the new superpowers
8. 1960s Part 1. Pan Arab Nationalism, Palestinians
9. 1960s Part 2. 1967 Major Changes in regional power
10. 1970s. part 1: (1969-1974) The Cold War in Middle East
11. 1970s. part 2: 1973, The Yom Kippur war, Ramadan War, October War
12. 1970s. part 3: (1977-1979) Political revolutions and the first Peace process
13. 1980s. Emergence of new actors (Hamas, Hezbollah) War in the North and the First Intifada
14. 1990s. End of the Cold War, First War in Iraq, Oslo, Peace, Terrorism.
15. Lebanon 1982-2000, The end of the Lebanon War, Role of Hezbollah
16. 2000s – The 2nd Intifada, 9/11, the 2nd War in Iraq, Defensive Shield
17. 2005. The Israeli Withdrawal from Gaza and Northern Samaria, the rise of Hamas
18. 2010s. Waves of Terror and Changes in the balance of power – balloons to rockets Iron Dome system.
19. The Abraham Accords

Topic Reading

- For topics with multiple readings, students should read *at least one* of the sources for that topic.
- Sources are listed based on *relevance* and *import* to the topic rather than alphabetically.

Subject	Required reading	Comments
Introduction	Cleveland , William L. and Bunton, Martin. A History of the Modern Middle East. 2010.	See annex Maps
End of Ottoman Rule	Fromkin, David. A Peace to End All Peace: The Fall of the Ottoman Empire and the Creation of the Modern Middle East. United States, Henry Holt and Company, 2010.	Specific Chapters on Palestine

The Zionist Enterprise	Herzl, Theodor. The Jewish State. United Kingdom, Penguin Books Limited, 2010	Foreword by Alan Dershowitz
Mandate Period	Levy, Boaz Israel (2023) "The Sephardic-Mizrahi Moment: Cultural Renewal, Jewish-Arab Rapprochement and Zionism in the 1920s," PANDION: The Osprey Journal of Research and Ideas: Vol. 4: No. 1, Article 3.	Available Online
1948-1956	Shavit, Ari. My Promised Land: The Triumph and Tragedy of Israel. United States, Random House Publishing Group, 2013.	Chapter on Lydda
1967	Oren, Michael B.. Six Days of War: June 1967 and the Making of the Modern Middle East. United Kingdom, Random House Publishing Group, 2017.	introduction
1970's	The Cold War in the Middle East: Peter Sluglett	P64. -67 Available Online
Yom Kippur war	Clancy, Tom. The Sum of All Fears. United States, Berkley Books, 1992.	Prologue
1977	Gutwein, Danny. The Socio-Economic Logic of the 1977 Regime Change in Israe.	Abstract Available Online
1 st Lebanon War	Schiff, Zeev, et al. Israel's Lebanon War. United Kingdom, Touchstone, 1985.	Foreword and Afterword
1 st intifada	Friedman, Thomas L.. From Beirut to Jerusalem. United Kingdom, Farrar, Straus and Giroux, 2010.	Epilogue
Oslo and beyond	Kimmerling, Baruch, and Migdal, Joel S.. Palestinians: The Making of a People. United Kingdom, Harvard University Press, 1994.	Introduction
2 nd intifada	From Jenin To Falluja Jackson Diehl Washington Post, September 27, 2004; Page A19 Available Online	Amos Harel; Avi Issacharoff (1 October 2010). "Years of Rage". Haaretz. Available Online

2010's	Amidror, Yaakov. Winning Counterinsurgency War: The Israeli Experience JCPA August 23, 2010	Available Online
Abraham Accords	Vakil, Sanam, and Neil Quilliam. "The Abraham Accords and Israel– .(2023) ".UAE normalization	Available Online

C. Prerequisites:

Required: None

D. Course Requirements:

Students must pass all four aspects of grading with a 60 or better. A fail or grade below 60 in any of the three will constitute a fail for the class. See next section for the breakdown of the different requirements for this course.

Attendance – We reserve the right to check attendance as we see fit – 3 unexcused absences/semester will result in a failing grade for the class. A student who is consistently late will have that noted and after a warning any tardiness will result in an unexcused absence.

E. Final Grading:

Synopsis:

Exam: 50%

Project: 25%

Paper: 20%

Participation 5%

Exam: 50%

The exam will be a mixed multiple choice and short essay exam at the end of the semester.

Project – 25%

This project will connect students with Israeli disabled veterans and victims of terror. Working in small groups students will interview the subjects and prepare a presentation to share with the public. The students will organize and run an event on campus where they share the stories they have learned.

Requirements for the project:

1. No less than 3 students and no more than 5 students per group.
2. Subject may not be a member of the class or part of Bar-Ilan University.
3. After the presentation, you are required to hand in an individual written report about the process, leadership, and your role. You will address the project vision, objectives, goals, and processes and what you learned. Students must also address the participation, leadership, and followership of their partners in the report.
4. Total time of each presentation approximately 10 minutes.

Paper: 20%

The paper must analyze a topic of interest to the student using the methods and theories from the course. The paper must be a research paper in which the student examines one of the topics of the course. The student must hand in their paper no later than 2 weeks before the end of class (date to be announced in class) – *failure to do so without cause will result in an automatic fail in the class.*

A bibliography, with a minimum of four academic sources should be included with the paper. You are expected to look for sources beyond those in the syllabus in your research.

Wikipedia and other online or hard copy encyclopedia are NOT academic sources and are unacceptable – using an encyclopedia will automatically result in 10 points off the final paper grade.

The paper should be formatted as follows:

- **Title page** – should include title of paper, name of student, ID number, submission date, class number and class title.
- **Table of contents** (page 1 of the paper must be the introduction and not the table of contents or title page).
- Each *chapter* should begin on a new page. *Subchapters* can begin in the middle of a page.
- **Bibliography** should start on a new page and include all sources used for the work.
- Page formatting should be as follows:
 - Line Spacing: 1.15-1.5
 - Font: Calibri, Ariel or New Times Roman 11-12 pt.

- Margins: 1 in (2.5 cm)

The paper should be 5-7 pages excluding the title page, table of context, appendices, and bibliography.

Students are encouraged to use the APA 6th Edition format, but any sourcing format is acceptable as long as the format is consistent throughout the paper. Students are expected to use sourcing throughout the essay – Failure to do so will result in the paper not getting graded.

The due date for the paper is two weeks before the end of classes. The paper **must be handed in via email in DOC or DOCX format by the due date.**

Plagiarism (the use of material or ideas without citation) will result in a failing grade for the class regardless of other achievements. If the level of plagiarism is deemed severe the student may be sent before the Ethics committee for further action.

Students are required to sign a Plagiarism Statement (available on Moodle) denoting they understand the definition, the meaning, and the consequences of failing to use proper citations for quotations as well as any material garnered from other sources.

Participation: 5% -

Based on the level of attendance and participation in the course as judged by the lecturer and TA.

