

History of the Israeli-Palestinian Conflict

Course Description

Explores major historical elements of the Israeli-Palestinian conflict and the broader Arab-Israeli conflict. Foundations of Israeli and Palestinian national identities, major historical moments that have intensified the conflict, changing patterns of U.S. foreign policy toward the region, and ways in which religious commitments inform approaches to ongoing conflict.

Prerequisite(s): None

Required Materials

Required Course Books:

Charles D. Smith, *Palestine and the Arab-Israeli Conflict: A History with Documents*, 10th Edition (Boston: Macmillan, 2021)

Martin Bunton, *The Palestinian-Israeli Conflict: A Very Short Introduction* (Oxford: Oxford University Press, 2013).

Additional Course Readings:

Available as PDF files or links to e-books on Canvas

Course Objectives

Learning objectives for this course are broad. Discussion responses on Canvas will be aimed at modeling these objectives and giving students an opportunity to see them in action; discussions, activities, assignments, and papers represent opportunities for students to practice these objectives and receive feedback that will be useful in improving as scholars. These objectives will be framed around the content of this particular course, and reflect the contemporary and ongoing conversations concerning the field of history and its applications and implications in a multitude of fields and disciplines. The broad objectives are that students will:

1. Become conversant with the historical timeline of the Israeli-Palestinian conflict
2. Identify the various ways religious and political dynamics have informed (and not informed) both Israeli and Palestinian national identities and movements
3. Comprehend the importance of competing historiographies in advancing claims to national sovereignty
4. Demonstrate proficiency in discussing controversial topics with reference to historical resources rather than polemics and conjecture

Major Assignments and Grading

Major Assignments

Required Work

Q&Qs: Quotations and Questions

These assignments are due for every class period with assigned readings. Submitted via Canvas to your working group, you are asked to identify one quotation from the readings that you found interesting or helpful and two questions informed or inspired by the readings. **Value: 20%**

Historiographic Inventory

Initially due near the beginning of our semester, this inventory contains what students know about the subject of the course and what they hope to learn. The inventory will be revisited and revised at various points throughout the course. **Value: 10%**

Mid-Term Exam

A take-home exam made up of short essay responses. **Value: 20%**

In-Class Multimodal Presentation

Presentation on a topic relevant to the course, chosen in consultation with the instructor. **Value: 20%**

Final Exam

Take-home exam made up of several shorter and longer essay responses. **Value: 30%**

Grade Breakdown

Note: To earn a passing grade, you must complete all major writing assignments and participate in classroom discussions.

- 90-100%=A
- 80-89.99%=B
- 70-79.99%=C
- 60-69.99%=D
- 59.99% and less=F

Grading Policies and Tips

This course has a demanding reading and writing load commensurate with an upper-division class. Students will be expected to **read all assigned texts carefully** and to be prepared to discuss the texts analytically and critically on the day that they are assigned. Much of your class time will be spent discussing course readings and other materials. If you do not understand or need help, please make arrangements to talk to your instructor right away.

Please also keep up with all writing assignments. On days when writing is due, **be ready to post/share a draft for your other writing community members.**

Rubrics and Scoring Systems

For the purposes of this course,

- **“A” WORK** will constitute a final score of 90-100% of total points, and will represent an overall response that is impressively sophisticated and illuminating: inventive, balanced, justified, effective, mature, and expertly-situated in time and context
- **“B” WORK** will constitute a final score of 80-89.99% of total points, and will represent an overall response that is thorough and systematic: skilled, revealing, developed, perceptive, but not unusually or surprisingly original
- **“C” WORK** will constitute a final score of 70-79.99% of total points, and will represent an overall response that is acceptable but limited: coherent, significant, and perhaps even insightful in places, but ultimately insufficient in organization, articulation, perception, and/or effectiveness
- **“D” WORK** will constitute a final score of 60-69.99% of total points, and will represent an overall response that is incomplete and severely lacking: incoherent, limited, uncritical, immature, undeveloped, and overall not reflective of the performance expected of UNT undergraduates
- **“F” WORK** will constitute a final score of 0-59.99% of total points, and will represent an overall response that is unacceptable.

HISTORY OF THE ISRAELI/PALESTINIAN CONFLICT

Supplemental Readings Marked with ©

Week	MONDAY	WEDNESDAY
1	<p>August 19</p> <p>Syllabus Overview</p> <p>Ground rules for the class</p>	<p>August 21</p> <p>Assignment due: Historiographic Inventory</p> <p>Historical Overview, Key Terms</p>
2	<p>August 26</p> <p>Roots of the Conflict I</p> <p>Readings: Smith, Chap 1 Bunton, Chap 1–2</p> <p>© Campos, <i>Ottoman Brothers</i>, Intro & Chap 2</p> <p><i>Assignment: Q&Q 1</i></p>	<p>August 28</p> <p>Roots of the Conflict II</p> <p><i>Readings: Smith, Chap 2 Bunton,</i> Chap 3</p> <p>© Cohen, 1929, Intro & Afterword © Shohat, “Sephardim in Israel”</p> <p><i>Assignment: Q&Q 2</i></p>
3	<p>September 2</p> <p>NO CLASS Meeting Reading Catch-Up</p>	<p>September 4</p> <p>In-Class Video and Discussion</p>
4	<p>September 9</p>	<p>September 11</p>

	<p>Roots of the Conflict III</p> <p><i>Readings:</i> Smith, Chap 3</p> <p>© Khalidi, <i>Palestinian Identity</i>, Chaps 1–2</p> <p><i>Assignment:</i> Q&Q 3</p>	<p>Roots of the Conflict IV</p> <p>© Shlaim, “The Iron Wall Revisited”</p> <p><i>Assignment:</i> Q&Q 4</p>
5	<p>September 16</p> <p>Holy Sites I</p>	<p>September 18</p> <p>Holy Sites II</p>
6	<p>September 23</p> <p>Independence, Nakba, and After I</p> <p><i>Readings:</i> Smith, Chap 4 Bunton, Chap 4</p> <p><i>Assignment:</i> Q&Q 5</p>	<p>September 25</p> <p>Independence, Nakba, and After I</p> <p><i>Readings:</i> Smith, Chap 5 Bunton, Chap 4</p> <p><i>Assignment:</i> Q&Q 6</p>
7	<p>September 30</p> <p>Independence, Nakba, and After III</p> <p><i>Readings:</i> © Selections from Morris, Khalidi, Pappe, & Masalha</p> <p><i>Assignment:</i> Q&Q 7</p>	<p>October 2</p> <p>Independence, Nakba, and After IV</p> <p><i>Assignment:</i> Q&Q 8</p>
8	<p>October 7</p> <p>**Take-Home Midterm</p>	<p>October 9</p> <p>History and Politics of Christian Zionism</p> <p><i>Assignment:</i> Q&Q 9</p> <p>***Project Proposal Due</p>
9	<p>October 14</p> <p><i>Readings:</i> Smith, Chap 5</p> <p><i>Assignment:</i> Q&Q 10</p>	<p>October 16</p> <p><i>Readings:</i> Smith, Chap 6</p> <p>UN Resolution 194 (1948)</p>

		<i>Assignment: Q&Q 11</i>
10	<p>October 21</p> <p>Turning Point: 1967 War (Six Day War/Naksa)</p> <p><i>Readings:</i> Smith, Chap 7 Bunton, Chap 5</p> <p>© UN Resolution 242 (1967) Gorenberg, <i>Accidental Empire</i>, Chaps 1, 2 OR Khalidi, <i>Hundred Years' War</i>, Chap 3</p> <p><i>Assignment: Q&Q 12</i></p>	<p>October 23</p> <p>Lebanon and Negotiations</p> <p><i>Readings:</i> Smith, Chap 8</p> <p>Said, "Permission to Narrate"</p> <p><i>Assignment: Q&Q 13</i></p>
11	<p>October 28</p> <p>Turning Point: First Intifada (1987–1993)</p> <p><i>Readings:</i> Smith, Chap 9 Bunton, Chap 6</p> <p><i>Assignment: Q&Q 14</i></p>	<p>October 30</p> <p>Oslo Accords: Negotiating Peace</p> <p><i>Readings:</i> Smith, Chap 10</p> <p>Erakat, <i>Justice for Some</i> (selections)</p> <p><i>Assignment: Q&Q 15</i></p>
12	<p>November 4</p> <p>Turning Point: Second Intifada (2000–2005)</p> <p><i>Readings:</i> Smith, Chap 11</p> <p>Nathan Thrall, <i>The Only Language They Understand</i>, Chapter 1</p> <p><i>Assignment: Q&Q 16</i></p>	<p>November 6</p> <p>Varying US Approaches</p> <p><i>Readings:</i> Smith, Chap 12</p> <p>Aaron David Miller, <i>The Much Too Promised Land</i>, Chapter 10</p> <p><i>Assignment: Q&Q 17</i></p>
13	November 11	November 13

	In-Class Presentations	In-Class Presentations
14	November 18 In-Class Presentations	November 20 In-Class Presentations
15	November 25 FALL BREAK	November 27 FALL BREAK
16	December 2 In-Class Presentations	December 4 In-Class Presentations
	December 9 FINALS WEEK	December 11 FINALS WEEK

****Take Home Midterm**

- This assignment will consist of several short-essay questions
 - o Develop a source-based argument
 - o Open book, with reference to textbook and supplemental readings

*****Project Proposal**

- Focus on theme, content, and modality
 - o What is the historical theme to be explored?
 - o Provide an outline of the hypothesis and its supporting argument
 - o Discuss modality and its benefits for supporting the theme
 - o Demonstration of academic rigor
- Approval for the project proposal requires a one-on-one meeting with the instructor