

CRES 435/535  
**ISRAELIS AND PALESTINIANS**  
WINTER 2020  
DR. DIANE BAXTER

CRN: 21928/21931  
Room: 282 Knight Law School  
Office: Condon 373  
Office Hours: Thursdays, 1-3 or  
by appointment  
Email: [dbaxter@uoregon.edu](mailto:dbaxter@uoregon.edu)

Undergraduate Consultants:  
Mohammed Astal: [malastta@uoregon.edu](mailto:malastta@uoregon.edu)  
Nicole Mowery: [nmowery@uoregon.edu](mailto:nmowery@uoregon.edu)  
Blake Rubey: [brubey@uoregon.edu](mailto:brubey@uoregon.edu)

Graduate Consultant:  
Ian Campbell: [ilc@uoregon.edu](mailto:ilc@uoregon.edu)



The Israeli-Palestinian conflict is, to a large degree, a 20<sup>th</sup> Century struggle between two peoples over the same land. The modern conflict over “ownership” of land began in the late 19<sup>th</sup> Century, intensified in the 20<sup>th</sup> Century and has not yet resolved in the 21<sup>st</sup> Century. While the Oslo Accords of 1993 moved in the direction of a settlement and Camp David 2 in 2000 seemed to offer a solution, the conflict, instead, intensified after negotiations failed at Camp David. Israel is completing the process of building a wall/fence separating parts of the West Bank from Israel and continues to build settlements/housing for Jewish Israelis (in the West Bank) in the area that most peace initiatives stipulate would become an independent Palestinian state.

Palestinian governance is split between the Palestinian National Authority (predominately *Fatah*) and *Hamas*, which Israel and the United States label a terrorist organization. Due to the split and competition between Fatah and Hamas, there has not been a general Palestinian election since 2006, either for president or for the legislature. Factionalism has also grown among Israelis as is evidenced by the failure to form a government in this year’s two elections. A third election is set for March, 2020. Factionalism on both sides and Israeli settlement building are significant factors in the continuing inability to reach a peaceful resolution to the conflict. Both peoples have become deeply disillusioned regarding the possibility of peace, with each side moving to more extreme and intractable positions. In addition to land, the conflict reflects struggle over

historical narration and symbolic interpretations. Whose history has privilege? Whose symbolic attachment to the land, to particular places and spaces is more important? Whose interpretation of history is “more correct?”

In this course, we will examine a number of issues related to the Palestinian/Israeli conflict. We explore the evolution of the political struggle, look broadly at the human side of the conflict, and examine critical negotiation issues. Our topics include:

- The History of the Conflict.
- The Context: The Conflict in relation to local Middle Eastern and global politics.
- The Participants in the Conflict: How participants identify themselves and view the conflict.
- In Search of a Solution: Issues, conflict resolution strategies and tactics.
- Negotiations (see details below).

As you are probably aware, we will be exploring sensitive and highly charged issues in this course. Some of you have strong sentiments/attitudes regarding the Israeli-Palestinian conflict. You may have inclinations in favor of one or the other group. **In this course, it is likely that your beliefs and sentiments will be challenged.** While this may be difficult, I ask you to be as open as possible to the various representations you will read and hear about. I make every effort to include multiple Israeli and Palestinian perspectives. By the end of the course, you will have a great deal of information on representations of Palestinians, Israelis, and their conflict. It is likely that you will achieve a sophisticated and informed view of the conflict—that is if you are able to openly and critically examine the course material and your own perspectives and beliefs.

This is not a “typical” course in which your primary responsibility is to listen, read, and engage in limited discussions. **In this course, your active, engaged participation is required.** As explained below, during week three, you will be assigned the character of a leader/spokesperson/”dissident” and you will “become” that character for the duration of the course. As that character, you will state positions, discuss, listen, argue, and, finally, engage in peace negotiations.

If you feel unable or unwilling to be an active, engaged participant, I urge you to consider dropping the course!

### **Readings:**

1. Bickerton, Ian and C. Klausner. *A Concise History of the Arab-Israeli Conflict*.

Third Edition. Prentice-Hall, 1998. (BK)

2. Tolin, Sandy. *The Lemon Tree*. Bloomsbury, 2006.

3. Wittes, Tamara Cofman. *How Israelis and Palestinians Negotiate: A Cross-Cultural Analysis of the Oslo Peace Process*. U.S. Institute of Peace Press, 2005.

3. Various Articles on CANVAS.

### **News Sources:**

It is very important that students check Israeli and Palestinian/Arab news sources frequently—once a day is suggested. Below is a list of recommended sources:

Palestine Monitor: <http://www.palestinemonitor.org>

Palestine Chronicle: <http://www.palestinechronicle.com>

Palestine News Network: <http://english.pnn.ps>

The Times of Israel: <http://www.timesofisrael.com>

Israel HaYom: [www.israelhayom.com](http://www.israelhayom.com)

Haaretz: [www.haaretz.com](http://www.haaretz.com)

### **Requirements:**

1. **Attendance:** It is very important to attend class regularly and I will acknowledge regular attendance. Therefore, points will be given for each class attended for the first seven weeks of the course. **Students who miss more than three class periods during the first seven weeks will FAIL the course.** Students **MUST** attend all sessions during weeks 7-10, which include five-peace negotiation sessions. Therefore, no points are given for attending those required sessions. Students who **do not attend all sessions during weeks 8-10 will FAIL the course.** Students are also required to attend the debrief session during finals week. ***Worth 14 points*** (1 pt per class for the first 7 weeks. Students who miss no classes will receive an extra 2 points).
2. **Essay Exams:** Two essay exams will be given and will be submitted on CANVAS. The first exam covers all readings, lectures, discussions, and films weeks 1-4. It is due no later than **Sunday, 2/2 at 4 pm on CANVAS.** The second exam covers all readings, lectures, discussions, and films weeks 5-7. **It is due no later than Saturday, 2/22 by 4 pm on CANVAS.** Exams should be approximately 2000 words. ***Exams are worth 40 points each. Total: 80 points.***
3. **Delegate Presentations:** Students will assume the role of a specific “real life” character/negotiator. This is a critical part of the course! Students are expected to “get to know” their characters (i.e. themselves). The two primary components are your character’s biography and his/her political views, particularly, of course, as they relate to the conflict. The more you know about your character, the better able you are to “become” that character. I encourage you to learn as much as possible. I also encourage you to try to get in touch with your character via email. During week eight (**2/25 and 2/27**), students will introduce themselves, summarizing their

biography and political positions in character. **Presentations should be 8-9 minutes long. No longer!** The presentation should, of course, be in the first person (given as your character)! During your presentation and during the following negotiations, you should dress the way your character would. You must also bring a large photograph of “yourself” (your character). ***Worth 15 points.***

4. **Negotiation Issues and Strategies Paper:** You will summarize the negotiation issues that are central to the Peace Conference and that are most significant to you. Additionally, you will suggest strategies and tactics (your “approach”) that you will use during the negotiations. How will you negotiate? What will you try to prevent? Who will be your allies? This paper should be approximately 1500 words. **It is due on the first day of Negotiations, March 3.** Further details will be provided. ***Worth 25 points.***
  
5. **Participation in Negotiations:** During weeks 9 and 10, we will conduct negotiations for a peace settlement. Your participation in the negotiations is very important. Students must come to the negotiations prepared and be involved in the process. Remember that attendance is required weeks 8-10! Negotiation points are based on your active participation, not your attendance! Further details will be provided. ***Worth 50 points (8 points each sessions 1, 2,3, and 5 and 18 points for session 4 which is the evening session—5 pm-midnight).***
  
6. **Reactions to Negotiations:** After the negotiations, I want your reactions and feedback. What was the experience like for you? Were you satisfied with what “your side” got? If so, why? If not, why not? What did you learn as a result of the negotiations? What was most significant? Most difficult? Most interesting? What might you do differently next time? This is due at our debrief session on Monday, March 16, 8-9:45 am or on Friday, March 13 by mutual consent and should be a minimum of 1000 words. **Attendance at the debrief session is required! *Worth 16 points.***

**There is NO final exam in this course**

**Total Points Possible: 200**

**Final grades are figured based on points, not percentages.**

196+ A+	176-179 B+	156-159 C+	124-139 D
185-195 A	165-175 B	145-155 C	123-0 F
180-184 A-	160-164 B-	140-144 C-	

### **Grading Guidelines:**

- A: Outstanding written work and participation. Shows a very high quality of understanding of course material.
- B: Very good written work and participation. Shows a high quality of understanding of course material.
- C: Acceptable written work and participation. Shows an understanding of course material.
- D: Poor written work. Shows minimal understanding of course material.
- F: Incomplete work and/or shows a lack of understanding of course material.

### **Negotiations:**

An exciting and critical part of our course is the Peace Negotiation Simulation. When you first read and hear about it, you might think it's strange or silly. However, you will very likely change your mind! Students almost always find this the most interesting, intense, and exciting part of the course. In the past, it has always been the part of the course students enjoy the most and remember long after the class has ended. We'll talk about it a lot, but here are the basics:

1. During the last five meetings of the course, our class will be turned into a peace conference. There will be three sets of participants: Palestinian Negotiators, Israeli Negotiators, and the International Delegation.
2. At the end of the third week of our course, each student will be assigned a "real life" character. You will "be" Bibi Netanyahu, Mahmoud Abbas, Mike Pompeo, Angela Merkel, or another important leader/spokesperson/dissident. You will learn about your character: biographical information, historical timelines, and political thoughts and positions. During the negotiations, you will speak and react as you think your character would. An important part of the class is researching your character and beginning to feel like you are able to accurately represent his/her positions. You **may not** choose your character. You will be asked to fill out an information sheet, which will guide the consultants and me in selecting characters.
3. During the course, you will learn about the issues that will be negotiated. Your group (Palestinians, Israelis, or Internationals) will be prepared to negotiate on specific issues during the peace talks.
4. The International Delegation plays a critical role. It sets the agenda, decides on format and timing, recognizes speakers, calls for caucusing, limits debate, etc. The International Delegation may remove a delegate, if the rules the International Delegation has established are broken and if all but one of the members of the delegation agrees on the removal. Rules must be written and explained to the Palestinian and Israeli delegations in advance.
5. You will be given a good deal of guidance on the negotiations from the consultants and Dr. Baxter. However, once the negotiations begin, you, as participants, will be in charge. The consultants and

Dr. Baxter will primarily serve as observers, resource people, and “prodders.” However, only if absolutely necessary, will Dr. Baxter intervene. These are your negotiations!

### **Student Learning Outcomes:**

At the end of the course, students will be able to:

1. Articulate the basic history of the Israeli-Palestinian conflict
2. Articulate the ways in which Palestinians and Israelis represent their traditional narrative of the conflict
3. Articulate the primary attempts toward a resolution to the conflict
4. Understand the challenges and difficulties in achieving a resolution to the conflict
5. Represent the views of a diversity of Israelis, Palestinians, and international leaders on the conflict

### **Role of Consultants:**

Consultants are students who have previously taken this course. One consultant will be assigned to each delegation. Consultants guide students as they prepare for and conduct negotiations. Consultants do not tell students what to do, but rather provide support, offer suggestions, and answer questions.

### **Students with Documented Disabilities:**

It is important to be in touch with the instructor early in the quarter. Accommodations will gladly be made.

### **Academic Honesty:**

Students at the UO are expected to act with academic honesty. It is the official policy of the University of Oregon that all acts of alleged academic dishonesty by students be reported to the Director of Student Conduct and Community Standards in the Office of Student Life. The two most prevalent forms of academic dishonesty are cheating and plagiarism. For more information, see the UO website at <https://studentlife.uoregon.edu/conduct>.

All students are subject to the regulations stipulated in the UO Student Conduct Code (<http://conduct.uoregon.edu>). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

**Class Guidelines: Please follow the guidelines below:**

1. Turn off electronic devices and keep phones out of sight.
2. You may use a laptop for note-taking ONLY. No other use is permitted (no email, Facebook, etc.) Students who do not conform to this guideline will no longer be allowed to use a laptop during class.
3. Be respectful to the professor and students by paying attention: no side-conversations, etc.
4. The professor is available during office hours and by email. You are encouraged to attend office hours. Before you email questions, make sure you've checked the syllabus and that the answer to your question isn't there. Most questions have been answered in the syllabus. The professor will generally return emails within 24 hours during the school-week. It may take longer on the weekend.
5. If you have a question about an assignment, make sure you ask it a minimum of 48 hours before the assignment is due.
6. Extensions on required work are very rarely given. If you have a documentable emergency, it's necessary to be in touch with the professor **before** the assignment/exam is due. Requests for extensions after due dates will not be considered. If you are ill and are unable to turn in work, let Dr. Baxter know in advance. If an extension is granted—due almost exclusively to illness—a deadline will be arranged. Beyond that deadline, the work will not be accepted.
7. Incompletes in the course are rarely given and a student must show **exceptional** cause for an incomplete to be granted. According to university rules, an incomplete can only be given when a student has done almost all of the requirements.

**Schedule:**

**Week One, 1/7 & 1/9**

Read: BK: Intro-3,  
Tolan: 1-3  
Articles: Red Toenails,  
Poetics of Reconciliation

Introduction  
Ottoman Palestine  
Zionism  
Holocaust  
Partition

**Week Two, 1/14 & 1/16**

Read BK: 4-5,

1948 War: Independence & al-  
Nakba  
Palestinian Refugees

Tolan: 4-5

Regional and Global Politics

**Week Three, 1/21 & 1/23**

Read BK: 6-8,  
Tolan: 6-9  
Articles: Six-Day War;  
Settler Colonialism &  
Indigeneity; The  
Colonization Perspective in  
Israeli Sociology

1967 War/Occupation

The PLO and Nationalism  
Search for Peace in the 70's  
Camp David Accords  
Settler-Colonial Debater

**Week Four, 1/28 & 1/30**

Read BK: 9-10,  
Tolan: 10-12

Peace Plans, 1980's-1993  
Intifada  
 Hamas  
Declaration of Principles  
Regional/Global Politics

**First Exam Due:**  
**Sunday, 2/2 at 4 pm on CANVAS**

**Week Five, 2/4 & 2/6**

Read BK: 11-12,  
Wittes: 1-2  
Article: Campaign Against

Israeli & Palestinian Politics  
Camp David 2  
Al-Aqsa Intifada  
Collapse of Peace Process

**Week Six, 2/11 & 2/13**

Read BK: Ch. 13-Conclusion,  
Wittes Articles: What is BDS;  
What is BDS-Jewish Learning  
**Tues: Film: The Bombing**

"War on Terror"  
The Fence/Wall  
Gaza Withdrawal  
BDS

**Week Seven, 2/18 & 2/20**

Read BK: Conclusions

Wittes: 4-5  
Articles: 6 articles on One or  
Two state solution

Negotiation Issues & strategies:  
One state, two state, or  
annexation

**Second Exam Due: Saturday, 2/22 by 4 pm on CANVAS**



**Week Eight, 2/25 & 2/27**

Delegate Introductions

Articles: Right of Return,  
Refugees, Jewish Settlements,  
Settlements, Immigration & WB  
Settlements, Securing the Peace

**Week Nine, 3/3 & 3/5**

**Negotiations 1 and 2**

**Due 3/3: Negotiation Issues & Strategies**

Tuesday: Meeting in room 282; breakout room 241

Thursday: Meeting in room 282; breakout room 184

**Week Ten, 3/10 & 3/12**

**Negotiations 3-5**

Tuesday: Meeting in room 241 (Courtroom); breakout room 242

Tuesday Evening, 5 pm-midnight: Meeting in 241 Courtroom); breakout 242

Thursday: Meeting in room 282; no breakout room available

**Week Eleven, 3/16, 8-9:45 am**

**Debrief**

**Or on Fri, Mar. 13, TBD by students**

**Due: Reactions to Negotiations**