Instructor: Professor Joshua Gubler
Office: 783 SWKT
Office Hours: Tue at 1 - 2:30 pm
       Wed at 11 - 12:30 pm
Office Phone: 2-2829
Email: jgub@me.com
Website Address: http://web.me.com/jgub/Academic/

Course Information

Course Description

In this class, we will work together towards three main goals:

1. An increased understanding of the Arab-Israeli conflict and of the peoples, governments, and cultures it involves. Some of us enter this class with prior knowledge of the conflict; none of us enter with perfect knowledge.
2. An increased understanding of political and social analysis, terms, and ideas. We will discuss political science topics like “deterrence” and “conflict.”
3. An increased ability to think, read, and write clearly.

These goals support the stated learning outcomes of the Political Science and Middle Eastern Studies programs at the University. To reach these goals, we will focus on critically reading and thoughtfully discussing the articles and books assigned each week. Much of class will be spent discussing the main points in the readings. You will be asked to present a summary of the readings to the class once during the semester.

Required Texts

<table>
<thead>
<tr>
<th>Required</th>
<th>Vendor</th>
<th>Price (new)</th>
<th>Price (used)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Lemon Tree: An Arab, a Jew, and the Heart of the Middle East By Sandy Tolan ISBN: 9781596913431</td>
<td>BYU</td>
<td>$15.95</td>
<td>$12.00</td>
</tr>
</tbody>
</table>

* Syllabus subject to change

Last Modified 3 January 2011
http://syllabus.byu.edu/view/aymUbwYkTCqG.html
Prerequisites

Much of your course grade will depend on your ability to write clear and compelling analytical papers. As such, students must complete Political Science 200 (Political Inquiry) or its equivalent in other majors prior to taking this course. If you have any questions regarding this policy, please contact me.

Attendance Expectations

Unexcused absences will directly affect your participation grade. However, I understand that you live busy lives. As such, all students will be allowed three unexcused absences per semester without losing any participation points. Four unexcused absences will result in a loss of half of your participation points. Five unexcused absences will result in a loss of all of your participation points. To excuse an absence, proper documentation (i.e. doctor’s note) will be required.

Participation Policies

As you see from the class point breakdown, 5% of your grade will come from your in-class participation. You will be graded on both the quantity and the quality of your participation in section. I will look for each of you to comment regularly in class, and do not be surprised if I randomly call on you to share your thoughts on various topics as they arise in class. I expect that your comments will be respectful to others in the class. Tardiness, lack of respect for others in the room, and an unwillingness to share your thoughts and ideas will result in missed participation points. If you have personal concerns about this policy, please do not hesitate to talk with me during office hours.

Completion of the end-of-semester class evaluation is also required to obtain the full 5% of your participation points. I appreciate any and all honest feedback on these evaluations.

Grading Policies

You will write three papers for this course. These papers will be graded for both content and structure, as described in the Grading Rubric posted on Blackboard. Please reference the first three sections of the “Good Writing Guide” document on Blackboard as well. I will use the criteria set forth in these three sections as I grade. I strongly recommend that you consult with me on your drafts of the semester’s first paper.

ALL late papers will be marked down one-third of a grade for each 24-hour period they are late (e.g., B+ becomes a B after a day, B- after two days). On time papers are those submitted to me in hard-copy form within the first ten minutes of section the day the papers are due. Papers submitted after this time will be marked as a day late unless proper documentation (doctor’s note, etc.) is provided.

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>86-89</td>
</tr>
<tr>
<td>B</td>
<td>83-85</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>76-79</td>
</tr>
<tr>
<td>C</td>
<td>73-75</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
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<tr>
<td>D+</td>
<td>66-69</td>
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<tr>
<td>D</td>
<td>63-65</td>
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<tr>
<td>D-</td>
<td>60-62</td>
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<tr>
<td>E</td>
<td>59 and lower</td>
</tr>
</tbody>
</table>

*Syllabus subject to change*
Assignments

Assignment Descriptions

Assigned Readings:

Please complete all assigned reading prior to the start of class on the day it is assigned. With the exception of the chapters assigned from Bickerton and Klausner, all assigned articles and book chapters can be found on Blackboard.

Lemon Tree Response Paper:

This will be your first class paper and will be worth 10% of your overall grade. It is due within the first 10 minutes of class in hard-copy form on the day indicated in the syllabus. Please write a 1400 word, double-spaced paper (plus or minus 100 words) in answer to this prompt:

"Please choose an event or a situation in The Lemon Tree that Dalia and Bashir see very differently (for example: the 1948 war). First describe how they see it differently (and provide evidence from the text for your claims). Then present an argument describing why they might see this event so differently (i.e. past experiences that shape worldviews). Once again, provide evidence for the claims you make as part of this argument."

Papers will be graded according to the Grading Rubric posted on Blackboard. This paper is purposefully short to push students to focus their writing. As such, papers over 1500 words will be penalized 5% off their final grade. Papers under 1300 words will see the same penalty.

As you prepare your paper, please visit my office hours to discuss your ideas and the organization of the paper.

In-class presentation:

This will constitute 5% of your final grade. On the first day of class, you will sign up to prepare a 10-minute presentation on the readings assigned for discussion that day. This presentation should have 2 parts: In the first part, provide answers to the following questions for each of the readings assigned for that day (5 minutes):

Part 1 Questions:

1. What are the main points/conclusions of this article/chapter/book?
2. What evidence/method does the author use to support these points/conclusions?
3. What are the assumptions on which these points/conclusions and their evidence rest?

In the second part (5 minutes), address the following questions:

1. Do you agree with any of the authors? If so, with whom?
2. Why do you agree or disagree?
3. What evidence do you have to support your opinion?

Your presentation will be graded based on the following rubric:

- Audience Awareness:

Excellent: Significantly increases understanding and knowledge of topic. Convinces audience to
recognize validity of a point of view.

Proficient: Raises audience understanding and awareness of most points. Clear point of view, but development or support is inconclusive or incomplete.

Adequate: Raises audience understanding and awareness on some points. Point of view may be clear, but noticeably lacks development or support.

- Strength of Material and Organization:

Excellent: Clear purpose and point. Summarizes major points up front. Pertinent examples and data from research. Conclusions are supported by evidence. Audience has full understanding of presenter’s position with strong conclusion

Proficient: Has some success defining purpose and points. Gives some supporting examples and data. Some evidence supports the conclusion. Doesn’t give adequate summary.

Adequate: Attempts to define purpose and points. Examples do not adequately support the main point. Weak support for conclusions. Lack of summary and audience has only a vague idea to remember.

- Delivery:


Adequate: Some tension or ill ease during presentation. Occasional audience contact. Uneven involvement with voice. Overhead suggests topic but is vague or unclear.

Final Paper:

This paper will constitute 20% of your final grade. It should be 3000 words (roughly 10 pages) in length, plus or minus 500 words. Like your Lemon Tree paper, it will be due on the date shown on the syllabus in hard-copy form within the first 10 minutes of class. You will lose 5% off the final grade for going more than 500 words over or under this limit.

This paper will be the traditional "research paper" you know and love. You will pick a topic related to the Arab-Israeli conflict in discussion with me during office hours and will then conduct research and present an argument. I will present greater details on this paper during the third week of class. Right now, start thinking about issues or questions about the conflict about which you would like to learn more.

You will be required to reference and correctly cite a minimum of 8 different academic sources for this paper.

The paper will be a total of 120 points. You will receive 10 points for meeting with me to discuss the topic as well as 10 points to discuss your outline. The weeks for these meetings are highlighted in the course schedule.

Simulation Paper and Participation:

You will be assigned a party or group involved in the Arab-Israeli conflict (i.e. Hamas, Fatah, EU, etc.) during the second week of class. Your job will be to understand your actor’s point of view on the issues we cover in class during the rest of the semester. In fact, I will call on you periodically in
class to tell us what your actor thinks about the issue we are discussing.

Near the end of class (on the date indicated on the syllabus), you will be asked to submit a 1000-word paper (5% of your final grade) summarizing the position of your actor on the following key issues regarding the conflict:

Borders
- What should the borders be?
- Land swaps
- What about the settlements?

Security
- Crackdown on terrorism
- Security fence
- Checkpoints
- Access roads
- Role of Hamas
- Occupation/PKO/training of Palestinian forces
- Early warning systems

Jerusalem
- Control of city
- Holy sites

Refugee issues
- Compensation
- Right of Return vs. Resettlement

You should clearly state your actor’s position on each of these issues. In addition, you must provide evidence to support your contention that the position you state is in fact your actor’s position. This evidence should come in the form of actual comments from your actor or from your actor’s behavior. The positions you present should be recent—current as of the past 6 months or so. Opinions change as the environment and players change, and we want the positions you present to be as realistic as possible. You do not have much space, so be concise.

A strong paper will also consider a bargaining range. Although everyone has their ideal final outcome, are there areas for compromise? Given the other actors with whom you will be interacting, what compromises or strategies can you use to get as close to your ideal point on the most important issues?

These papers will be used as preparation for the last three class periods, during which we will conduct a simulation of peace process negotiations that include the actors you have studied during the semester. You will play the role of your actor in the simulation; 5% of your final grade will come from your participation in this simulation. We will discuss the details of this simulation as the class progresses.

Your simulation paper should reference and correctly cite at least six different sources.

*Extra Credit: Paradise Now:*

This class provides one opportunity for extra credit, adding 1% to your final grade (which is often enough to push you up a grade). To obtain this 1%, view the film Paradise Now and write a 200-
word (1 page) response paper anytime before the Final Exam. Give the response paper to me in hard-copy form in class.

Paradise Now was filmed in the occupied territories and released in 2005. It seeks to help viewers understand the complexities behind the tragedy of "suicide bombing." I feel it does a better job at this than any discussion we could have in class. In your response paper, please respond to the following prompt: "Did this movie help you better understand suicide bombing? If so, how? If not, why not?" You are on your honor to have viewed the film in its entirety before writing the paper; your paper should convince me you did this. All papers will be graded pass/fail: either you watched the movie, or you didn’t.

If you have any personal reasons for not wanting to watch this film but you would still like an opportunity to obtain the extra credit, please visit me during office hours and we can discuss the possibility of your viewing an alternate film.

Assignment Point Breakdown

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation and attendance - including course evaluations</td>
<td>5</td>
</tr>
<tr>
<td>Map quiz</td>
<td>5</td>
</tr>
<tr>
<td>Lemon Tree response paper</td>
<td>10</td>
</tr>
<tr>
<td>In-class presentation</td>
<td>5</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>15</td>
</tr>
<tr>
<td>Final Paper</td>
<td>20</td>
</tr>
<tr>
<td>Final Simulation Position Paper</td>
<td>5</td>
</tr>
<tr>
<td>Final Simulation Participation</td>
<td>5</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30</td>
</tr>
<tr>
<td>Total Percent</td>
<td>100</td>
</tr>
</tbody>
</table>

Library Information

Librarian Information

Name: Brian Champion
Office: 1225 HBLL
Phone number: 422-5862
Email: brian_champion@byu.edu

Reference Desk Information

Name: Social Sciences / Education
Phone number: 422-6228
Email:
Hours: M-Th : 8am-9pm; F: 8am-6pm; Sat: 10am-6pm

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University Policies

BYU Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and my own expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Preventing Sexual Discrimination and Harassment

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds. The act is intended to eliminate sex discrimination in education. Title IX covers discrimination in programs, admissions, activities, and student-to-student sexual harassment. BYU's policy against sexual harassment extends not only to employees of the university, but to students as well. If you encounter unlawful sexual harassment or gender-based discrimination, please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-5689 (24-hours); or contact the Honor Code Office at 422-2847.

Students with Disabilities

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the Services for Students with Disabilities Office (422-2767). Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by the SSD Office. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty Policy

The first injunction of the BYU Honor Code is the call to be honest. Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. President David O. McKay taught that 'character is the highest aim of education' (The Aims of a BYU Education, p. 6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Plagiarism Policy

Writing submitted for credit at BYU must consist of the student's own ideas presented in sentences and paragraphs of his or her own construction. The work of other writers or speakers may be
included when appropriate (as in a research paper or book review), but such material must support the student's own work (not substitute for it) and must be clearly identified by appropriate introduction and punctuation and by footnoting or other standard referencing.

Course Schedule
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 1/5  | Hand Out Map Quiz Preparation Sheet  
Syllabus / Introduction  
Sign-up for in-class presentations | Start reading *The Lemon Tree* |
| 1/10 | Competing Nationalisms: Zionism and Arab Nationalism | Bickerton and Klausner: Introduction and Chapter 1  
Smith, “Zionism and Diaspora Nationalism”  
Israel Affairs, 1995: pp. 1-19 |
| 1/12 | Mandate and “Twice-promised land”  
**MAP QUIZ (in class)** | Mark Tessler, *A History of the Israeli-Palestinian Conflict*, 141-195  
Bickerton and Klausner: Chapter 2 |
| 1/17 Martin Luther King Jr. | Martin Luther King Jr. | No class |
| 1/19 | Lead-up to 1948 War | Bickerton and Klausner: Chapter 3  
| 1/24 | 1948 War: consequences and perspectives | Bickerton and Klausner: Chapter 4  
| 1/26 | Modeling an Argument | Amos Oz, Chapter 1, "Between Right and Right," 3-35 in Amos Oz, *How to cure a fanatic*. |
| 1/31 | *The Lemon Tree* response paper due.  
Hard-copy, first 10 minutes of class  
Perceptions, Worldviews, and Conflict | Simon Rawidowicz, "Israel, the ever-dying people", pp. 53-63  
Ghassan Kanafani, *Palestine’s Children*: “Returning to Haifa”.  
Larry Collins and Dominique LaPierre, *O Jerusalem!* Chapters 18, 22, 23, 30. |
| 2/2  | Israel and the Arab States through 1956 | Lustick, "Zionism and the State of Israel: Regime Objectives and the Arab Minority in the First Years of Statehood," Middle Eastern Studies, 16:1, 1980: 127-146  
Bickerton and Klausner: Chapter 5 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/7</td>
<td>Israel and the Arab States: Deterrence and the 1967 War</td>
<td>Bickerton and Klausner: Chapter 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Jonathan Shimshoni, <em>Israel and Conventional Deterrence</em>: 92-118</td>
</tr>
<tr>
<td>2/9</td>
<td>Re-emergence of Palestinian Nationalism</td>
<td>David Grossman, <em>The Yellow Wind</em>, “The Other Barta’a”</td>
</tr>
<tr>
<td></td>
<td>The birth of Political Islam</td>
<td>Bickerton and Klausner, 154-162</td>
</tr>
<tr>
<td>2/14</td>
<td>War and the 1970's</td>
<td>Bickerton and Klasner: pp. 163-203</td>
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<tr>
<td></td>
<td>Camp David 1</td>
<td>Yaacov Bar-Siman-Tov, <em>Israel, the Superpowers, and War in the Middle East</em>: Chapter 1.</td>
</tr>
<tr>
<td>2/16</td>
<td>Lebanese Civil War and Israeli-Lebanon War (part 1)</td>
<td>Bickerton and Klausner, 204-218</td>
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<tr>
<td></td>
<td>Meet with Professor Gubler this week during office hours (or at other arranged times) to set a topic for the Final Paper. 10 pts towards the Final Paper.</td>
<td>Friedman, <em>From Beirut to Jerusalem</em>: 156-166. Skim the rest of 126-186.</td>
</tr>
<tr>
<td>2/21</td>
<td>Presidents Day</td>
<td>No class</td>
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<tr>
<td></td>
<td></td>
<td>Choose any three chapters from the following selections:</td>
</tr>
<tr>
<td>2/23</td>
<td>Midterm Exam (in class)</td>
<td>Come prepared</td>
</tr>
</tbody>
</table>

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3/2

**Challenges to Peace Processes: 1990's**


3/7

**Model and outline of FINAL PAPER due this week!! Discuss with Professor Gubler in office hours. 10 pts towards final paper.**

More on challenges to peace: Terrorism and rejectionist violence

Ethan Bueno de Mesquita, “Conciliation, Counterterrorism, and Patterns of Terrorist Violence” *International Organization* Winter 2005: 145-176. (Know the main point of the article; you don’t have to understand the model.)


3/9

**Camp David II and 2000 Peace Negotiations: Differing perspectives**


Choose any three of the following articles:


Remarks and Questions from the Palestinian Negotiating Team.

Ross, Dennis. *The Missing Peace: The Inside Story of the Fight for Middle East*
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/14</td>
<td>Second (al-Aqsa) Intifada: Differing perspectives</td>
<td>Bickerton and Klausner, Chapters 13 and 14</td>
</tr>
<tr>
<td>3/23</td>
<td><strong>Final Paper due!!</strong></td>
<td>&quot;Israeli Divisions&quot; reading on Blackboard</td>
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<td></td>
<td><strong>In class, first 10 minutes, hard copy</strong></td>
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<tr>
<td></td>
<td>Current Events: Internal Israeli Conflicts: Right, Left, etc.</td>
<td></td>
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<tr>
<td>4/4</td>
<td>Future Prospects: Part II</td>
<td>TBD</td>
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<tr>
<td>4/6</td>
<td>Israeli Knesset Simulation</td>
<td>Come prepared</td>
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<tr>
<td>4/11</td>
<td>Palestinian Legislature Simulation</td>
<td>Come prepared</td>
</tr>
<tr>
<td>4/13</td>
<td>Final Simulation: Peace Summit</td>
<td>Come prepared</td>
</tr>
<tr>
<td>4/14</td>
<td>Exam Preparation Day</td>
<td>No class</td>
</tr>
<tr>
<td>4/15</td>
<td>Exam Preparation Day</td>
<td>No class</td>
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<tr>
<td>Day</td>
<td>Event Description</td>
<td>Notes</td>
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</tr>
<tr>
<td>4/21</td>
<td>Final Exam (in classroom) 7-10 am</td>
<td>Come prepared</td>
</tr>
</tbody>
</table>

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