

Eastern Illinois University
New/Revised Course Proposal Format
(Approved by CAA on 4/3/14 and CGS on 4/15/14, Effective Fall 2014)

Banner/Catalog Information (Coversheet)

1. ☒ **New Course** or ☐ **Revision of Existing Course**
2. **Course prefix and number:** HIS 4781
3. **Short title:** The Arab-Israeli Conflict
4. **Long title:**
5. **Hours per week:** _3_ Class _0_ Lab _3_ Credit
6. **Terms:** ☐ Fall ☐ Spring ☐ Summer ☒ On demand
7. **Initial term:** ☐ Fall ☒ Spring ☐ Summer Year: _2015_
8. **Catalog course description:** This course will provide students a better understanding of the Arab-Israeli conflict by exploring its roots, evolution, and historical complexity. After a brief examination of the ancient and pre-modern roots of the conflict, we will trace the conflict chronologically from the initial encounters of Palestinian Arabs and Zionist settlers in late 19th century to the violence that continues to plague the land today. (WI) (NUS)
9. **Course attributes:**

General education component: _____

☐ Cultural diversity ☐ Honors ☐ Writing centered ☒ Writing intensive ☐ Writing active
10. **Instructional delivery**
Type of Course:

☒ Lecture ☐ Lab ☐ Lecture/lab combined ☐ Independent study/research
☐ Internship ☐ Performance ☐ Practicum/clinical ☐ Other, specify:

Mode(s) of Delivery:

☒ Face to Face ☐ Online ☐ Study Abroad

☐ Hybrid, specify approximate amount of on-line and face-to-face instruction _____
11. Course(s) to be deleted from the catalog once this course is approved. N/A

12. Equivalent course(s): None

a. Are students allowed to take equivalent course(s) for credit? ☐ Yes ☒ No

13. Prerequisite(s): N/A

a. Can prerequisite be taken concurrently? ☐ Yes ☐ No

b. Minimum grade required for the prerequisite course(s)? ☐

c. Use Banner coding to enforce prerequisite course(s)? ☐ Yes ☐ No

d. Who may waive prerequisite(s)?

☐ No one ☐ Chair ☐ Instructor ☐ Advisor ☐ Other (specify)

14. Co-requisite(s): N/A

15. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which may take the course: N/A

b. Degrees, colleges, majors, levels, classes which may not take the course: N/A

16. Repeat status: ☒ May not be repeated ☐ May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor: N/A

18. Grading methods: ☒ Standard ☐ CR/NC ☐ Audit ☐ ABC/NC

19. Special grading provisions:

☐ Grade for course will not count in a student's grade point average.

☐ Grade for course will not count in hours toward graduation.

☐ Grade for course will be removed from GPA if student already has credit for or is registered in:

☐ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in:

20. Additional costs to students:

Supplemental Materials or Software

Course Fee ☒ No ☐ Yes, Explain if yes

21. Community college transfer:

☐ A community college course may be judged equivalent.

☒ A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. ____ Course is required for the major(s) of ____
____ Course is required for the minor(s) of ____
____ Course is required for the certificate program(s) of ____
X Course is used as an elective
2. **Rationale for proposal** : This course was offered in Fall 2012 and Summer 2014, due to demand, as a Special Topics course. There are currently no 4000 level history courses on the modern Middle East. The course will help fulfill demand for modern Middle East offerings. Moreover, due to the ongoing nature of the conflict, the course will continue to attract interest.
3. **Justifications for (answer N/A if not applicable)**
Similarity to other courses: N/A
Prerequisites: N/A
Co-requisites: N/A
Enrollment restrictions: N/A
Writing active, intensive, centered: This course is designed as an upper division history elective with heavy writing and reading requirements. Students will write more than 30 pages during the semester and writing will account for roughly 50% of the course grade. Revisions of a paper will be required. (WI)
4. **General education assurances (answer N/A if not applicable)**
General education component: N/A
Curriculum: N/A
Instruction: N/A
Assessment: N/A
5. **Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**
Online or hybrid delivery justification: N/A
Instruction: N/A
Integrity: N/A
Interaction: N/A

Model Syllabus (Part II)

Please include the following information:

1. Course number and title: HIS 4781: The Arab-Israeli Conflict
2. Catalog description: This course will provide students a better understanding of the Arab-Israeli conflict by exploring its roots, evolution, and historical complexity. After a brief examination of the ancient and pre-modern roots of the conflict, we will trace the conflict chronologically from the initial encounters of Palestinian Arabs and Zionist settlers in late 19th century to the violence that continues to plague the land today. WI, NUS
3. Learning objectives (undergraduate):
 - identify the political, social, economic, cultural, and religious roots of the conflict. (Critical Thinking, Writing and Critical Reading, Responsible Citizenship)
 - analyze and identify the main scholarly debates located within the historiography. (Critical Thinking, Writing and Critical Reading)
 - identify and choose an approachable topic and conduct their own research. (Critical Thinking, Writing and Critical Reading)
 - situate their own research within the existing historiography. (Critical Thinking, Writing and Critical Reading)
 - express critical analysis and synthesis of texts both orally and in written format. (Critical Thinking, Writing and Critical Reading, Speaking and Listening, Responsible Citizenship)
 - develop oral communication and presentation skills. (Speaking and Listening)

Learning objectives (graduate):

- identify the political, social, economic, cultural, and religious roots of the conflict. (graduate learning goals 1-3)
- analyze and identify the main scholarly debates located within the historiography. (1-3)
- identify and choose an approachable topic and conduct their own research. (1-4)
- situate their own research within the existing historiography. (1-4)
- express critical analysis and synthesis of texts both orally and in written format. (1-4)
- develop oral communication and presentation skills. (2-4)

4. Course materials:

Print Texts (textbook rental):

- Gelvin, James L. *The Israeli-Palestinian Conflict: One Hundred Years of War* (New York: Cambridge University Press, 2005).
- Khalidi, Rashid. *The Iron Cage: The Story of the Palestinian Struggle for Statehood*, Reprint Edition, (Boston: Beacon Press, 2007).
- Laqueur, Walter and Barry Rubin, eds. *The Israel-Arab Reader: A Documentary History of the Middle East Conflict*, 7th edition (New York: Penguin Books, 2008).
- Shlaim, Avi. *The Iron Wall: Israel and the Arab World* (New York: W.W. Norton & Company, 2001).

5. Weekly outline of content.

<u>Week 1</u>	<u>Introduction: Ancient & Premodern Roots of Conflict</u>
<u>Week 2</u>	<u>Zionism & Arab Nationalism</u>
<u>Week 3</u>	<u>WWI</u>
<u>Week 4</u>	<u>Mandatory Palestine</u>
<u>Week 5</u>	<u>Mandatory Palestine</u>
<u>Week 6</u>	<u>The Palestinian Civil War and First Arab-Israeli War</u>
<u>Week 7</u>	<u>The 1950s</u>

<u>Week 8</u>	<u>The 1960s</u>
<u>Week 9</u>	<u>The Six Day War & Its Aftermath</u>
<u>Week 10</u>	<u>The 1970s: Arab-Israeli Relations</u>
<u>Week 11</u>	<u>The 1970s: The Palestinian Opposition</u>
<u>Week 12</u>	<u>The 1980s: Lebanon & The Intifada</u>
<u>Week 13</u>	<u>The Oslo Years</u>
<u>Week 14</u>	<u>The Failure of Oslo</u>
<u>Week 15</u>	<u>Research Presentations</u>

Final Exam during finals week

6. Assignments and evaluation, including weights for final course grade.

- Exams = 30%
- Research Paper = 30% *
- Reaction Papers = 20% *
- Presentation = 10%
- Participation = 10%

*Graduate students will write significantly longer papers (research and reaction papers) that will require substantial research. Moreover, graduate students will submit annotated bibliographies while preparing for their research papers.

7. Grading scale.

- A = 90%-100%
- B = 80%-89%
- C = 70%-79%
- D = 60%-69%
- F = 0%-59%

8. Correlation of learning objectives to assignments and evaluation.

Learning Objectives (undergraduate)

- identify the political, social, economic, cultural, and religious roots of the conflict.
- analyze and identify the main scholarly debates located within the historiography.
- identify and choose an approachable topic and conduct their own research.
- situate their own research within the existing historiography.
- express critical analysis and synthesis of texts both orally and in written format.
- develop oral communication and presentation skills.

Learning Objectives	Exams (30%)	Research Paper (30%)	Reaction Papers (20%)	Presentation (10%)	Participation (10%)
A (CT, WR, RC)	X	X	X	X	X
B (CT, WR)	X	X	X	X	X
C (CT, WR)		X		X	X
D (CT, WR)		X		X	X
E (CT, WR, SL, RC)	X	X	X	X	X
F (SL)				X	X

Learning Objectives (graduate)

- identify the political, social, economic, cultural, and religious roots of the conflict.

- B. analyze and identify the main scholarly debates located within the historiography.
- C. identify and choose an approachable topic and conduct their own research.
- D. situate their own research within the existing historiography.
- E. express critical analysis and synthesis of texts both orally and in written format.
- F. develop oral communication and presentation skills.

Learning Objectives	Exams (30%)	Research Paper (30%)	Reaction Papers (20%)	Presentation (10%)	Participation (10%)
A (1-3)	X	X	X	X	X
B (1-3)	X	X	X	X	X
C (1-4)		X		X	X
D (1-4)		X		X	X
E (1-4)	X	X	X	X	X
F (2-4)				X	X

Date approved by the department or school: 9/27/14

Date approved by the college curriculum committee: 11/12/14

Date approved by the Honors Council (*if this is an honors course*):

Date approved by CAA: CGS: