ISRAEL'S FOREIGN POLICY

L75 JINE 387 (same as: L74 387; L97 3870)
Department of Jewish, Islamic, and Near Eastern Languages and Cultures
Mondays and Wednesdays, 2:30pm-4:00pm
Fall Semester 2018

Instructor: Elai Rettig
Email: elairettig@wustl.edu
Office: 231, Busch Hall
Office Hours: Mondays and Wednesdays, 4:00pm-5:00pm (right after class)

Course Description:

What drives Israel's foreign policy? How does Zionism, Judaism, trauma, and war influence its engagement with the rest of the world? This course provides a historical and current overview of the political, social, and ethical dilemmas faced by Israeli leadership since the country's establishment in 1948. It first reviews the evolution of Israel's foreign policy towards several actors in the international arena, including the United States, the European Union, Russia, Germany, and the United Nations. It then focuses on the Arab-Israeli conflict, stages in its development, approaches to its settlement, and its effect on Israel's foreign relations with Arab and Muslim-majority countries. Current issues in Israel's foreign policy are discussed throughout the course, including the Iranian nuclear deal, the formation of an Israeli-Sunni alliance, the BDS movement, terrorism, Israel's relations with the Jewish Diaspora (with a special focus on the Jewish community in the US), and other events that may unfold during the course. Students are tasked with applying theories of international relations to the Israeli case and examining their explanatory and predictive powers. They will also take part in a class simulation that recreates a major turning point in Israel's foreign relations. The course will include a guest lecture by an Israeli diplomat (depending on availability), and a visit to the St. Louis' Jewish Community Center (JCC) to discuss Israel-Jewish relations in America.
Course goals:

After completing this course, students will be able to:

- Analyze and critique current events involving Israel's foreign policy and the Israeli-Arab conflict
- Access credible sources for news, data, and information regarding Israel and the Middle East
- Use primary sources to produce independent, objective, and evidence-based arguments in their papers
- Apply theories of international relations, psychology, and sociology to the world of international and regional politics

Required texts for class:

Much of the course is going to rely on these two books. The required chapters will be available online, but I recommend obtaining full copies of these books if you really want to delve into Israeli foreign politics:


Major Assignments and course grading:

There will be four assignments (60 points) and one final exam (40 points). Some assignments combine an oral presentation and a paper submission. Assignments include an analysis of a current event (20 points), two critical review papers (15 points each), and a class simulation (10 points). The grading scale is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<th>Range</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>C-</td>
<td>70-72</td>
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<tr>
<td>B+</td>
<td>87-89</td>
<td>D+</td>
<td>67-69</td>
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<tr>
<td>B</td>
<td>83-86</td>
<td>D</td>
<td>63-66</td>
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<tr>
<td>B-</td>
<td>80-82</td>
<td>D-</td>
<td>60-62</td>
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<tr>
<td>C+</td>
<td>77-79</td>
<td>F</td>
<td>0-59</td>
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1. **Analysis of current event in the news (20 points):**

Students are required to critique a current news report that relates to Israel, evaluate the reliability of the sources it uses, fact-check the data, and apply approaches and theories discussed in class to explain the event or expand on it. At the start of every lesson, one student will give a 5-minute oral presentation on the article they chose (10 points). In the following week the student will submit a short paper (4-5 double-spaced pages) that summarizes their presentation and applies comments they received during class (if any), along with a copy of the news report they critiqued (10 points).

Grade allocation for the oral presentation:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
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<tbody>
<tr>
<td>Student clearly explains the current event described in the news report.</td>
<td>2</td>
</tr>
<tr>
<td>Student uses at least two external sources to fact-check the data presented in the news reports.</td>
<td>3</td>
</tr>
<tr>
<td>Student convincingly applies a theory or argument presented in class to explain the event and/or expand on it.</td>
<td>3</td>
</tr>
<tr>
<td>Student's presentation is organized, clear, and provides a summary without exceeding the time limit.</td>
<td>2</td>
</tr>
<tr>
<td>Points Possible</td>
<td>10</td>
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Grade allocation for the follow up paper submission:

<table>
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<tr>
<th>Criteria</th>
<th>Points</th>
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<tr>
<td>The paper clearly presents the three elements of the assignment – (1) summary of the news report, (2) fact checking, and (3) application of theory/argument to explain the event or expand on it.</td>
<td>6</td>
</tr>
<tr>
<td>The student expanded on the presentation given in class and applied comments given after the presentation (if any) to improve the main arguments</td>
<td>2</td>
</tr>
<tr>
<td>Paper contains references to external sources for fact-checking</td>
<td>1</td>
</tr>
<tr>
<td>Paper is organized, formatted, and does not exceed the page limit.</td>
<td>1</td>
</tr>
<tr>
<td>Total points possible</td>
<td>10</td>
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</table>
2. **Two critical review papers (15 points x 2):**

Students must choose an article from the optional readings section of the syllabus (not a required reading), summarize its main argument(s), and then criticize it on various grounds using additional sources/articles from the reading list. The critique can also focus on the article's methodology, flow of argument, undisclosed biases, use of sources, etc. (6-8 double-spaced pages).

Grade allocation for the critical review paper

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
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<tbody>
<tr>
<td>Chosen article is summarized accurately, and its main arguments are clearly presented.</td>
<td>3</td>
</tr>
<tr>
<td>Critique is objective and relies on several grounds – theoretical, practical, factual, methodological.</td>
<td>5</td>
</tr>
<tr>
<td>Critique is convincingly supported by external sources – articles from the syllabus and elsewhere</td>
<td>5</td>
</tr>
<tr>
<td>References are written and applied correctly</td>
<td>1</td>
</tr>
<tr>
<td>Paper is organized, formatted, and does not exceed the page limit</td>
<td>1</td>
</tr>
<tr>
<td>Total points possible</td>
<td>15</td>
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3. **Simulation (10 points):**

A simulation will take place during week 14 and will provide an opportunity for students to apply their knowledge on Israeli and regional foreign policy in an extended group exercise. Students are divided into groups (up to five students per group) and are tasked with representing a country or organization during an unfolding crisis (more details on the simulation appear under "week 14" in the syllabus). Students are required to deliver an oral presentation of their country's stance during class (5 points), and in the following week submit a short collective summary paper (4-5 double spaced pages) in the groups they were in during the simulation (5 points).

Grade allocation for the class simulation (same grade for all participants in the group):

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
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<tbody>
<tr>
<td>Group oral presentation of the country's stance is well-articulated and based on research and reliable data explaining the country's interests and motivations</td>
<td>3</td>
</tr>
<tr>
<td>All students in the group participated in</td>
<td>1</td>
</tr>
</tbody>
</table>
the activity and had their voices heard (a student who is willingly not participating in the group activity will not receive the group's full grade)

<table>
<thead>
<tr>
<th>All students in the group participated in the oral presentation in some capacity (only one student has to give the main speech, but all students should weigh in and add comments when asked)</th>
<th>1</th>
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<tbody>
<tr>
<td>Total points possible</td>
<td>5</td>
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</table>

Grade allocation for the follow-up summary paper (submitted collectively, same grade for all participant in the group)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
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<tbody>
<tr>
<td>The group's stance during the simulation is well-articulated and explains the motivations for the actions it took</td>
<td>2</td>
</tr>
<tr>
<td>Arguments regarding the country's interests and motivations are based on primary data and reliable sources</td>
<td>2</td>
</tr>
<tr>
<td>Paper is organized, formatted, and does not exceed the page limit</td>
<td>1</td>
</tr>
<tr>
<td>Total points possible</td>
<td>5</td>
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4. **Final exam (40 points):**

The exam will be comprised of:

- 22 multiple-choice questions (1 point per question = 22 points)
- Analysis of news report – choice between two options (8 points)
- Open question where students are asked to analyze an event according to competing theories of IR – choice between two options (10 points)

Total points:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Possible points</th>
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<tbody>
<tr>
<td>Analysis of event (oral presentation)</td>
<td>10</td>
</tr>
<tr>
<td>Analysis of event (paper submission)</td>
<td>10</td>
</tr>
<tr>
<td>Critical review paper #1</td>
<td>15</td>
</tr>
<tr>
<td>Critical review paper #2</td>
<td>15</td>
</tr>
<tr>
<td>Simulation (oral presentation)</td>
<td>5</td>
</tr>
<tr>
<td>Simulation (paper submission)</td>
<td>5</td>
</tr>
<tr>
<td>Final exam</td>
<td>40</td>
</tr>
<tr>
<td><strong>Total points possible</strong></td>
<td><strong>100</strong></td>
</tr>
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</table>
Format of paper submissions:

All work for this class should be typed, double-spaced, spell-checked, contain 1-inch margins, and use a 12-point font. The format for references and bibliography can be APA, MLA, Chicago, Harvard, etc. so long as the same style is applied consistently throughout the work. This syllabus applies the MLA style.

Course policies:

INCLUSIVE LEARNING ENVIRONMENT STATEMENT: The best learning environment—whether in the classroom, studio, laboratory, or fieldwork site—is one in which all members feel respected while being productively challenged. At Washington University in St. Louis, we are dedicated to fostering an inclusive atmosphere, in which all participants can contribute, explore, and challenge their own ideas as well as those of others. Every participant has an active responsibility to foster a climate of intellectual stimulation, openness, and respect for diverse perspectives, questions, personal backgrounds, abilities, and experiences, although instructors bear primary responsibility for its maintenance.

A range of resources is available to those who perceive a learning environment as lacking inclusivity, as defined in the preceding paragraph. If possible, we encourage students to speak directly with their instructor about any suggestions or concerns they have regarding a particular instructional space or situation. Alternatively, students may bring concerns to another trusted advisor or administrator (such as an academic advisor, mentor, department chair, or dean). All classroom participants—including faculty, staff, and students—who observe a bias incident affecting a student may also file a report (whether personally or anonymously) utilizing the online Bias Report and Support System.

ATTENDANCE POLICY: Students are expected to attend class regularly and arrive on time. Attendance is mandatory. Unexcused absences of more than 2 lessons will be penalized with a two percent deduction from the student’s final course grade. Students are responsible for making up any work missed due to absence.

LATE SUBMISSIONS POLICY: Students must complete all assigned readings before the class meeting and be prepared to participate actively in discussions of the readings and current events. Papers should be submitted by the beginning of class on the specified due date. Late work will be accepted, but dropped 1 point for each day it is late. If you have any special circumstances that you think might justify an extension, please contact me before the due date and I will be happy to accommodate you.
RE-GRADING POLICY: Students who think they have received an unfair grade for one of the exams should write a formal one-page memo summarizing the nature of their complaint and why the work warrants a higher grade. At Washington University in St. Louis, we take grading very seriously and attempt to minimize biased grading. Grade complaints should not be made casually. Grade complaints should be emailed to me within one week of receiving the grade. I reserve the right to adjust the grade upward or downward.

ETHICS/VIOLATIONS OF ACADEMIC INTEGRITY: Ethical behavior is an essential component of learning and scholarship. Students are expected to understand, and adhere to, the University’s academic integrity policy: [wustl.edu/policies/undergraduate-academic-integrity.html](http://wustl.edu/policies/undergraduate-academic-integrity.html). Students who violate this policy will be referred to the Academic Integrity Policy Committee. Penalties for violating the policy will be determined by the Academic Integrity Policy committee, and can include failure of the assignment, failure of the course, suspension or expulsion from the University. If you have any doubts about what constitutes a violation of the Academic Integrity policy, or any other issue related to academic integrity, please ask me. As a general guideline, always cite your sources when you present ideas and/or language that you have not developed yourself, including material from class lectures and discussions. Violation of this policy includes collaborating on assignments where collaboration is not allowed and/or utilizing notes, texts, etc. on any assignment where use of such materials is not allowed.

**Resources for students:**

DISABILITY RESOURCES: If you have a disability that requires an accommodation, please speak with me and consult the Disability Resource Center at Cornerstone ([cornerstone.wustl.edu/](http://cornerstone.wustl.edu/)). Cornerstone staff will determine appropriate accommodations and will work with me to make sure these are available to you.

WRITING ASSISTANCE: For additional help on your writing, consult the expert staff of The Writing Center ([writingcenter.wustl.edu](http://writingcenter.wustl.edu)) in Olin Library (first floor). It can be enormously helpful to ask someone outside a course to read your essays and to provide feedback on strength of argument, clarity, organization, etc.

THE UNIVERSITY’S PREFERRED NAME POLICY FOR STUDENTS, with additional resources and information, may be found here: [registrar.wustl.edu/student-records/ssn-name-changes/preferred-name-policy/preferred-name-policy-student/](http://registrar.wustl.edu/student-records/ssn-name-changes/preferred-name-policy/preferred-name-policy-student/).

ACCOMMODATIONS BASED UPON SEXUAL ASSAULT: The University is committed to offering reasonable academic accommodations to students who are victims of sexual assault. Students are eligible for accommodation regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such measures may include but are not limited to: implementation of a no-contact order, course/classroom assignment changes, and other academic support services and accommodations. If you need to request such accommodations, please
direct your request to Kim Webb (kim_webb@wustl.edu), Director of the Relationship and Sexual Violence Prevention Center. Ms. Webb is a confidential resource; however, requests for accommodations will be shared with the appropriate University administration and faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Coordinator. If you would like to speak with the Title IX Coordinator directly, Ms. Kennedy can be reached at (314) 935-3118, jwkennedy@wustl.edu, or by visiting her office in the Women’s Building. Additionally, you can report incidents or complaints to Tamara King, Associate Dean for Students and Director of Student Conduct, or by contacting WUPD at (314) 935-5555 or your local law enforcement agency.

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-8761 or visiting the 4th floor of Seigle Hall.

BIAS REPORTING: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu

MENTAL HEALTH: Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See: shs.wustl.edu/MentalHealth

Disclaimer:
The instructor reserves the right to make modifications to this information throughout the semester.
Schedule of Topics, Readings, and Assignments:

**Week 1: Introduction – the roots of Israel's foreign policy**

We review the course and discuss how Zionism, Judaism, the British Mandate over Palestine, and the Holocaust influenced the formation of Israel's foreign policy during its early years.

*Lesson goals:*

By the end of this week, students will:

- Familiarize themselves with the course requirements and main themes
- Get a basic understanding of what Zionism is and what created it
- Identify the main theoretical approaches to why countries act the way they do in the international system (Realism vs. Liberalism vs. Constructivism)

*Required reading:*


*Optional reading:*


Freilich, Charles D. *Zion's dilemmas: how Israel makes national security policy*. Cornell University Press. 2012. (Chapters 1 + 2, pp. 9-74)


**Week 2: Is Israel part of the Middle East?**

We examine the tension between Israel's geography and its desire to be part of the West, and ask whether Israel is a foreign entity in the Middle East. We take a look at different maps of the Middle East, and understand how they construe different understandings of the region. We also touch upon Israeli culture, tensions between Ashkenazi and Sephardic Jews in Israel, and the effects of the East-West dilemma on Israel's foreign policy.

*class activity* - Maps! Let's learn how to read them and where to find the really good ones!

**Lesson goals:**

By the end of this week, students will:
- Be exposed to Israel's main societal cleavages and how they shape its actions in the international system
- Be able to read a map (political maps, demographic maps, etc.), locate credible sources for different types of maps, and understand the importance of geography in international relations
- Identify how foreign relations are shaped by religion, history, culture and tragedy

**Required reading:**


**Optional reading:**


Week 3: Israel and the US – a “special” relationship

We review Israel's foreign relations with its most important ally in the international system – The United States. We analyze the roots of US-Israeli relations, what makes it "special", how it has shaped Israel's foreign policy, and where it is heading in the next decade. We briefly touch upon the complicated role of Jewish Americans in these relations, and the Americanization of Israeli culture.

*class activity* - Fact finding mission: locate reliable data about Jewish Americans (socio-demographic data, immigration, political orientation, etc.)

Lesson goals:

By the end of this week, students will:
- Familiarize themselves with theories of alliance and cooperation in international relations
- Identify the foundations of US-Israeli ties, and where they are heading
- Access reliable sources and data on the Jewish community in the U.S.

Required reading:


**Optional reading:**


**Week 4: Israel and Germany - In the shadow of the holocaust**

We discuss the complicated relations between Israel and Germany: from the question of receiving reparations from Germany during the 1950s, to the influx of young Israelis living in Berlin in recent decades. We ask whether Israelis forgave Germany for the holocaust, and whether Germans forgive the Jews for Auschwitz.

Trigger warning: lesson will include disturbing images/videos and discuss psychological theories of trauma and sensitive/complex family-relations

*class activity* - Role-play debate: Should Israel accept reparations from Germany?

**Lesson goals:**

By the end of this week, students will:
- Apply psychological theories to international relations
- Discuss moral dilemmas of foreign policy formulation
- Debate pragmatist vs. idealist considerations in foreign relations

**Required reading:**


Lavy, George. *Germany and Israel: moral debt and national interest.* Routledge, 2014. (Chapters 3 + 12: "The Question of Diplomatic Relations" + "Moral Debt or National Interest?")

Optional reading:


**Week 5: Israel and Europe – Between economics and politics**

The European Union is Israel's largest trade partner. Yet the politics between Israel and the EU have known highs and deep lows throughout the decades. We discuss Israeli foreign relations with the EU and several of its state-members, particularly France, UK, and the countries of East Europe after the fall of the Soviet Union (including Russia).

*class activity* - finding reliable data on foreign trade from primary sources

Lesson goals:

By the end of this week students will:

- Realize that Europe is not a country, and differentiate between EU foreign politics and that of the sovereign countries that comprise it.
- Learn how to access primary sources and reliable data about international trade in general and Israeli foreign trade specifically
- Apply economic trade theories in international relations (commercial peace theory, etc.) on the Israeli-EU case study
Required reading:


Optional reading:


Week 6: Israel and the United Nations

We discuss Israel's strained relations with the United Nations and why it seems to repeatedly disregard UN resolutions. We examine Abba Eban’s argument that: “If Algeria introduced a resolution declaring that the earth was flat and that Israel had flattened it, it would pass by a vote of 164 to 13 with 26 abstentions.”

*class activity* - How to summarize an academic paper and apply critical but constructive thinking: good practice before submitting Critical Review Paper #1

Lesson goals:

By the end of this week students will:
- Learn that the UN has some deep flaws in its system, and look for ways to remedy them
- Familiarize themselves with Cold War politics in the Middle East, and how relevant they still are in the UN's treatment of the region
- Summarize an academic paper of their choice, applying critical thinking

Required reading:


Optional reading:


**Week 7: Israel and the developing world – "Tikun Olam" vs. "Realpolitik"**

We review the evolution of Israel's relations with various countries in Sub-Saharan Africa and Latin America. We discuss the conflicting motivations driving these relations and the moral questions they raise.

Lesson goals:

By the end of this week, student will:
- Discuss normative and moral theories in foreign policy
- Debate whether foreign policy should be judged as "good" or "evil"
- Learn how technology can do a lot of good to a lot of people, if applied to good use

Required reading:


Optional reading:


**Week 8: Israel and the Jewish Diaspora**

*Submission deadline for critical review paper #1*

Here we learn how countries use their Diaspora as a foreign policy tool (China, Russia, Turkey, Israel, Armenia, etc.), we discuss the difference between Israeli and Jewish Diaspora, and we dig deeper into Israel's relations with the Jewish-American community. We will also discuss the effect of Anti-Semitism on Israeli foreign policy.

*Visit to the St. Louis' Jewish Community Center to discuss relations (and tensions) between Israel and the Jewish-American community*

*class activity* Debate between three groups – should Jews be encouraged to immigrate to Israel, should they stay where they are but be active and influence local politics for the benefit of Israel, or should they be left alone?

**Lesson goals:**

By the end of this week students will:
- Examine how different countries use their diaspora as a political tool, and the dilemmas this creates for both sides
- Debate how best to treat Diasporas
- Familiarize themselves with the Jewish community in St Louis.

*Required reading:*
Week 9: Israel's major wars – The deed and the gun

We begin to discuss Israel's conflicts with its neighboring states and with the Palestinians. We focus first on the major wars that took place between 1948-1973, the involvement of major powers in these conflicts, and their effect on Israel's foreign policy to this day.

Lesson goals:
By the end of this week students will:
- Familiarize themselves with the origins of the Israel-Arab conflict, and the differences between that and the Israeli-Palestinian conflict
- Learn about Israel's major wars
- Be convinced that the Middle East is a very complicated place

Required reading:


Optional reading:


**Week 10: The West Bank, Jerusalem, and the Palestinian question**

We discuss the creation and evolution of the Israeli-Palestinian conflict, the core issues that make it intractable, possible future perspectives, and how it all shaped Israel's foreign policy.

Lesson goals:

By the end of this week students will:
- Dive into the complexities of the 100-year long Israeli-Palestinian clash, and why some problems don't have a clear solution
- Apply theories of conflict management and conflict resolution to the Israeli-Palestinian case-study, and then scratch their heads
Win Friday night arguments around the dinner table, because they'll now know more about THE CONFLICT than their parents probably do.

**Required reading:**


**Optional reading:**


Karsh, Efraim. "How many Palestinian Arab refugees were there?" *Israel Affairs* 17.02 (2011): 224-246.


**Week 11: From David to Goliath – The turn to asymmetrical warfare**
Since the 1980s, Israel's attention shifted from major conventional wars against its Arab neighbors, to asymmetrical combat with Palestinian civilian populations. We discuss how this shift profoundly affected Israel's foreign policy, its image in the world, and its self-perception as a democratic state.

*class activity #1* Class debate on a soldier's moral dilemmas during combat, using real-life scenarios from Israel's past wars.

*class activity #2* Fact-finding mission: locate credible sources on terrorist attacks in Israel and in the Middle East

**Lesson goals:**

By the end of this week students will:

- Apply theories of "Just War" and ethical combat in asymmetrical conflicts to the Israeli-Palestinian case
- Accurately define "terrorism" and identify the differences between a terrorist and a guerrilla fighter
- Identify the differences between various Palestinian resistance groups and their creeds (secular vs. religious)
- Locate credible sources containing reliable data on terrorist attacks in Israel and the region

**Required reading:**


**Optional reading:**

Freilich, Charles D. *Zion's dilemmas: how Israel makes national security policy*. Cornell University Press. 2012. (Chapters 5 + 6 + 8 + 9, pp. 122-153, 177-222)


**Week 12: The quest for peace**

*Submission deadline for critical review paper #2*

We review the various efforts to reach a solution to end the Arab-Israeli conflict, including the peace deals with Egypt and Jordan, the ongoing negotiations with the Palestinians, and the involvement of the US, the EU, Russia, and the Arab world in such efforts. We ask whether peace is an obtainable goal, and if so, what should it look like.

*class activity* Designing peace: students will be split into groups and asked to come up with a comprehensive peace plan for Israel and the Palestinians. Each group will focus on a different core issue (Jerusalem, refugees, natural resources, security/borders) and present it before class

**Lesson goals:**

By the end of this week students will:

- Apply what they learned in class to an actual negotiation table, where the freedom of theory must meet the harsh constraints of reality
- Identify the main stumbling blocks that are currently holding back peace efforts
- Hopefully feel good about the future

**Required reading:**


**Optional reading:**


**Week 13: The war of words - "Hasbarah" vs. BDS**

We review the various public diplomacy efforts deployed by both Israel and the Palestinians to influence international media coverage. We analyze the difference in coverage patterns between American, European and Arab media outlets, and examine how major political events changed these patterns over the years. We also discuss the role of the Boycott, Divestment and Sanctions movement (BDS) in the de-legitimization of the State of Israel, and Israel's various responses to it.

*Class Activity* Class is split into groups and tasked with finding and analyzing media reports from different news sources covering the same event. Each group must identify the different media frames that are employed to each event

**Lesson goals:**

By the end of this week students will:

- Identify media frames and their application in the news
- Analyze and critique current events and news reports involving Israel's foreign policy and the Israeli-Arab conflict
- Access relevant and credible sources for news, data and information regarding Israel and the Middle East
- Learn that "fake news" is much more common than they think
Required reading:


Optional reading:


**Week 14: Class simulation – Winter is coming**

War has broken out between Israel and Hezbollah, and this time Syria and Iran are directly involved. Policymakers in Israel now realize that this is not the "Third Lebanon War", but the "First War of the North". The class is split into groups, each representing a different country or international actor. Each group will learn about the interests and motivations of the actor it represents, and submits a statement about its policy regarding the unfolding events. During the simulation new developments will occur, and groups will have to react accordingly. Each group is required to submit a short summary paper the following week explaining its actions and motivations (4-5 double spaced pages).

*class activity* - simulation
Lesson goals:

By the end of this week students will:
- Set policy goals for their chosen actor and aim towards achieving them
- Articulate their motivations and clearly present them before class
- React to ongoing developments and learn how to compromise
- Produce a well-researched paper explaining their chosen course of action
- Somehow feel that the other side won, regardless of results

Week 15: Israel in a new Middle East

*Submission deadline for group simulation summary report*

We conclude by reviewing recent drastic changes in the Middle East since the events of the "Arab Spring", and discuss current issues such as the future of the Iranian nuclear deal, the formation of a new "Israeli-Sunni alliance", and prospects for Israel's future in the world.

Lesson goals:

By the end of this week students will:
- Analyze current developments in Israel's region and produce recommendations for Israeli leadership on how to engage them
- Set forward-looking policy goals for the State of Israel, and devise varying scenarios for its future
- Say goodbye, and hope for a bright tomorrow

Required reading:


Optional reading:


