

HIS130A, The Power of Persuasion  
Monday/Wednesday/Thursday  
Time: 15:00 – 15:50

### AJU Mission Statement

**Learning and Scholarship:** We believe in the principle of Torah – learning as an intellectual and inspirational endeavor – that embraces both academic scholarship and the efforts of all Jews to explore their shared heritage through the formal and informal study of Judaism and the other great civilizations of the world.

**Culture:** We acknowledge that Judaism is a flourishing civilization with a culture that is fundamental to modern Jewish identity. We strive to advance that culture by encouraging artistic endeavor in all of its many forms.

**Ethics:** We recognize that ethics is the language of Judaism and its most important link to the world at large.

**Leadership:** We understand that the future of Jewish life depends on the careful preparation of dedicated and impassioned individuals who are called to leadership.

**Peoplehood:** We are a pluralistic institution that embraces diversity within Judaism and values the contributions of all groups to the growth of Jewish Civilization.

### Students with Disabilities

American Jewish University is committed to assisting our students with documented disabilities to have a successful career at AJU. Contact the Office of Student Affairs to request accommodations and begin the documentation process. (See Enhancing Accessibility and/or AJU website for complete policy.)

### Standards of Academic Integrity

The Honor Code of American Jewish University was written by a committee of undergraduate and graduate students, faculty and administrators. Under the Honor Code, students have a two-fold obligation: individually, they must not violate the code, and as a community, they are responsible to see that suspected violations are reported. Academic Dishonesty includes, but is not limited, to the following definitions:

**A. Examination Behavior:** Unless expressly permitted by the instructor, the use of external assistance during an exam shall be considered academically dishonest. Inappropriate exam behavior includes but is not limited to: (1) communicating with anyone in any way during an exam, (2) copying material from another student's exam, (3) allowing a student to copy from one's exam, (4) using unauthorized notes, calculators, or other sources of unauthorized assistance.

**B. Fabrication:** Any intentional falsification, invention of data, or citation in an academic exercise will be considered to be academic dishonesty. Fabrication involves but is not limited to: (1) inventing or altering data for a laboratory experiment or field project, (2) padding a bibliography of a term paper or research paper with

sources one did not utilize, (3) resubmitting returned and corrected academic work under the pretense of grader evaluation error when, in fact, the work has been altered from its original form.

**C. Plagiarism:** Plagiarism is the appropriation and subsequent passing off of another's ideas or words as one's own. If the words or ideas of another are used, acknowledgement of the original source must be made through recognized referencing practices. Use of another's ideas or words must be properly acknowledged as follows:

- (1) Direct Quotation: Any use of direct quotation must be acknowledged by footnote citation and by either quotation marks or proper indentation and spacing.
- (2) Paraphrase: If another's ideas are borrowed in whole or in part and are merely recast in the student's own words, proper acknowledgement must, nonetheless, be made. A footnote or proper internal citation must follow the paraphrased material.

**D. Other Types of Academic Dishonesty:** Other forms of academic dishonesty include, but are not limited to:

- (1) Submitting a paper written by or obtained from another person.
- (2) Using a paper or essay in more than one class without the instructors' expressed permission.
- (3) Obtaining a copy of an examination in advance without the knowledge and consent of the instructor.
- (4) Altering academic records outside of official institutional procedures.
- (5) Using another person to complete academic assignments such as homework, take-home exams or using another person posing as oneself to take classroom examinations.

### **Course Description:**

In a time where ideological attacks on the state of Israel are on the rise, The David Project presents a comprehensive Israel Education curriculum, which is intended to instill students with an understanding of the Arab-Israeli conflict, with the advocacy and organizational skills needed to support Israel on campus and in the general community, and with a sense of pride in the land of Israel and the Jewish People.

Throughout the course, students will view many examples of video footage from the Israeli, Palestinian and world media, participate in class debates over contemporary issues, and learn to respond to some of the most common allegations and threats facing Israel, such as the Apartheid accusation, the origin and predicament of the refugees and the emerging Iranian threat. Students will also explore the notion that Israel is not only about the Arab-Israeli conflict and strengthen their sense of pride in Israel's accomplishments as a modern democratic state.

### **Course Goals:**

- A. To understand the history of the Palestinian-Israeli conflict
- B. To understand the historical, moral and physical context of the conflict
- C. To understand the different challenges on campus and in the media
- D. To acquire the knowledge needed for advocacy
- E. To acquire basic advocacy skills
- F. To gain some experience with advocacy

**Course Requirements:**

Each class can be a learning experience if you come prepared. Therefore, read all assigned readings carefully and reflect on the thoughts therein. The lecture will develop the subject matter beyond the readings. At the end of each topic there will be ample time for questions and discussions. Regular class attendance will be required of all who are enrolled in the course.

**Required Reading and Other Assignments:**

Course Reader

*Presentations:* Five presentations throughout the course. Details to follow.

**Assessment/Grading:**

All students will be graded on the basis of their, presentations, final paper/exam and class participation. Cumulative Presentations 50%, Final Paper/Exam, 30%; attendance and class participation, 20%.

**Attendance is mandatory for all class sessions. Should a student miss 20% or more of class sessions, he/she will be automatically withdrawn from the course and receive a W. To get an excused absence one must be ill and bring a doctor's note.**

**Course Schedule:****Topic 1 – Introduction & Physical Dimension**

The introduction begins with a discussion on the importance of studying the conflict. It focuses on an analysis of why anti-Israel bias is on the rise and addresses what can be done to regain support for Israel. Students learn key concepts that are fundamental to arriving at a more fair and honest understanding of the conflict. They are introduced to three dimensions along which the conflict will be analyzed: physical, historical, and moral.

The physical dimension examines the conventional framing of the conflict in regard to land, resources, and people. Through the use of comparative maps, graphs, and analysis, students learn that the conflict is not only a local one between Israel and the Palestinians but primarily a regional one between Israel and its neighbors.

*Advocacy Toolbox 1 – The Fundamentals of Israel Advocacy*

Readings:

Poem by John Godfrey Saxe, “The Blind Men and the Elephant”:

[http://www.constitution.org/col/blind\\_men.htm](http://www.constitution.org/col/blind_men.htm)

Professor Ruth Wisse’s “Open Letter to Harvard Students”:

<http://www.myisraelsource.com/content/ruthwisse>

Fox Interview with Dennis Ross on Camp David:

[http://www.foxnews.com/printer\\_friendly\\_story/0,3566,50830,00.html](http://www.foxnews.com/printer_friendly_story/0,3566,50830,00.html)

Outline of Israel’s history taken from the Israeli Ministry of Foreign Affairs website:

<http://www.mfa.gov.il/MFA/Facts+About+Israel/History/Facts+About+Israel--+History.htm>  
Article from Middle East Forum: “The Smoking Gun: Arab Immigration into Palestine, 1922–1931”. <http://www.meforum.org/article/522>

## **Topic 2 – Historical Dimension: Land and People**

These lessons examine two of the most prevalent allegations against the State of Israel; that the Jews which settled in Israel were European colonialists and that they displaced the indigenous Palestinian Arabs. Topics explored include: the undeniable historical connection of Jews with Eretz Yisrael, emotional/religious ties to the land, the history of modern Zionism, immigration patterns of both Jews and Arabs and the necessity of a Jewish homeland.

Class discussion addresses nation state creation vs. the creation of the state of Israel. General historical conditions for nation state development are analyzed, and nation state creation in the Middle East is explored.

*Advocacy Toolbox 2 – Between Dialogue and Debate*

### Readings:

Background on Zionism: “Zionism – Definition and Early History”

<http://www.mideastweb.org/zionism.htm>

Proclamation of Independence for the State of Israel

[http://www.knesset.gov.il/docs/eng/megilat\\_eng.htm](http://www.knesset.gov.il/docs/eng/megilat_eng.htm)

## **Topic 3 – Yediat Ha'Aretz**

Every part of the Land of Israel has been cried over, prayed over and fought over. In this presentation students will begin to develop a geographical and historical understanding of the Land of Israel. They will learn to orient themselves on the map of Israel and identify where various cities and regions are. They will appreciate that both ancient and modern Israel are located in the same place, and that there was continuous presence of the Jewish people in the Land of Israel throughout the millennia.

Students will examine the connection of the Jewish people to different cities throughout Israel that hold particularly special significance, through history and story. Among the cities focused upon are: Beit Lechem, Hevron, Be'er Sheva, Shechem, Teveria, Tzfat & Jerusalem.

### Readings:

Battleground: Fact and Fantasy in Palestine, Samuel Katz – Pages 85 – 115

“Continuous Jewish Presence in the Holy Land”, Samuel Katz

<http://www.eretzyisroel.org/~samuel/presence.html>

“A State of Exile”, Yishai Fleisher – Yediot Achrmonot, Aug. 6<sup>th</sup>, 2007

<http://www.ynetnews.com/articles/0,7340,L-3433810,00.html>

“The Palestinian Authority and the Jewish Holy Sites in the West Bank: Rachel’s Tomb as a Test Case”,  
Nadav Shragai – Jerusalem Center for Public Affairs – December 2007

[http://www.jcpa.org/JCPA/Templates/ShowPage.asp?DRIT=2&DBID=1&LNGID=1&TMID=111&FID=377  
&PID=1852&IID=1923&TTL=The\\_Palestinian\\_Authority\\_and\\_the\\_Jewish\\_Holy\\_Sites\\_in\\_the\\_West\\_Bank:\\_  
Rachel%27s\\_Tomb\\_as\\_a\\_Test\\_Case](http://www.jcpa.org/JCPA/Templates/ShowPage.asp?DRIT=2&DBID=1&LNGID=1&TMID=111&FID=377&PID=1852&IID=1923&TTL=The_Palestinian_Authority_and_the_Jewish_Holy_Sites_in_the_West_Bank:_Rachel%27s_Tomb_as_a_Test_Case)

[http://www.honestreporting.com/articles/reports/Denial\\_of\\_Religious\\_Rights\\_by\\_the\\_Palestinian\\_Authority.a  
sp](http://www.honestreporting.com/articles/reports/Denial_of_Religious_Rights_by_the_Palestinian_Authority.asp)

#### **Topic 4 – Historical Dimension: Refugees & 'Occupation'**

The first part of this presentation will question and deconstruct the allegation that Jews and Israel are the cause of the Palestinian refugee problem. Two questions are asked; how did the Palestinian Arabs become refugees and what is presently perpetuating their suffering. Class discussion will explore the history of other refugee populations, the circumstances under which the Arabs fled, the Partition Plan of 1947 and the war of 1948. We will also address the plight of Jewish refugees from Arab lands, the concept of ethnic cleansing, the state of the Muslim population in Israel, and the role of the UN in governing the Palestinian refugee situation.

The second part will introduce and analyze the 'occupation' accusation and the common allegation by Arab spokespersons that 'occupation' is a legitimate justification for terrorism. The history of Jews in ancient cities such as Shechem, Hebron and Jerusalem is explored and the circumstances surrounding the Six Day War are analyzed. Students review Israel’s offers of land in exchange for peace as well as Arab leaders’ responses to these offers. Among the core messages is the understanding that territories and settlements are not the only issue in dispute between the parties involved.

*Advocacy Toolbox 3 & 4 – The Art of Storytelling*

#### Readings:

House Resolution 185 – Regarding the creation of refugee problems in the Middle East, North Africa and the Persian Gulf:

[http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=110\\_cong\\_bills&docid=f:hr185ih.txt.pdf](http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=110_cong_bills&docid=f:hr185ih.txt.pdf)

*UNR WA-Refugee of Rejectionism*, by Barry Rubin, Asaf Romirowsky and Jonathan Spyer.

[http://www.gloriacenter.org/index.asp?pname=submenu/articles/2008/rubin/5\\_8.asp](http://www.gloriacenter.org/index.asp?pname=submenu/articles/2008/rubin/5_8.asp)

Dore Gold’s “From ‘Occupied Territories’ to ‘Disputed Territories’”

<http://www.jcpa.org/jl/vp470.htm>

#### **Topic 5 – The Moral Dimension**

Students analyze the notion of Israel hatred as a proxy for anti-Semitism. They will learn Sharansky’s 3D formula for differentiating between legitimate criticism of Israel and hate speech.

Students analyze and assess the impact of generalizing and drawing conclusions from isolated instances in the media. They compare and contrast Israel’s misdemeanors with the crimes of other regimes. The idea of strict

comparative standards as a basis for assessing Israel's behavior is a guiding principle.

*Advocacy Toolbox 5 – Mapping and Engaging with the Campus Environment*

Readings:

Efraim Karsh's book review on bi-nationalism, "A Trojan Horse?":

<http://www.bostonreview.net/BR26.6/karsh.html>

Speech by Alan Dershowitz to Australian/Israel & Jewish Affairs Council

[http://www.ajjac.org.au/resources/speeches/dershowitz\\_speech.html](http://www.ajjac.org.au/resources/speeches/dershowitz_speech.html)

"Media Relations" from The Jerusalem Center for Communications and Advocacy Training

[http://members.tripod.com/~animzmirot/media\\_help/how\\_to\\_deal\\_with\\_the\\_media.htm](http://members.tripod.com/~animzmirot/media_help/how_to_deal_with_the_media.htm)

"Graffiti on History's Walls," by Mort Zuckerman

[http://www.jewishworldreview.com/mort/zuckerman\\_new\\_anti\\_sem.php3](http://www.jewishworldreview.com/mort/zuckerman_new_anti_sem.php3)

"We Were Brought up to Hate" by Nonie Darwish from the Telegraph (December 12, 2006).

<http://www.telegraph.co.uk/opinion/main.jhtml?xml=/opinion/2006/02/12/do1205.xml&sSheet=/opinion/2006/02/12/ixop.html>

Steven Erlanger's "In Gaza, Hamas's Insults to Jews Complicate Peace," from the New York Times (April 1, 2008):

<http://www.nytimes.com/2008/04/01/world/middleeast/01hamas.html>

Alan Luxenberg's "Ten Things Students Need to Know about Israel and Palestine," from the Foreign Policy Research Institute (April 2008).

<http://www.fpri.org/footnotes/1304.200804.luxenberg.originsisraelpalestine.html>

**Topic 6 – The Palestinian Narrative**

This lesson introduces and analyzes the Palestinian narrative. Current events are analyzed through the lens of the anti-Israel perception. The lesson includes the viewing and analyzing of video footage of Hamas and Palestinian Authority spokespeople discussing the plight of Palestinians throughout history until the present day.

*Advocacy Toolbox 6 & 7 – Recorded Interview Workshop*

Readings:

Joseph Massad, "Return or Permanent Exile: Palestinian Refugees and the Ends of Oslo" –

[http://www.radioislam.org/historia/zionism/massad\\_refugees.html](http://www.radioislam.org/historia/zionism/massad_refugees.html)

Edward Said on "Occupation is the Atrocity"

<http://mediamonitors.net/edward34.html>

**Topic 7 – Responding to the Apartheid Accusation**

On many college campuses the apartheid analogy is evoked in order to slander and defame the Jewish state by falsely equating it with South African apartheid. The presentation only dissects this misleading claim and provides additional context.

### **Topic 8 – Fundamentals of Israel Activism I**

This lesson shifts the focus from theory to practice. Key questions regarding advocacy are considered: Why are most Jews silent about Israel, why is advocating for Israel important, and why supporting Israel is everyone's business? Students review the notion that "ideas win wars" and moral courage is introduced as a key component of advocacy and standing up for Israel.

The lesson continues with a discussion of the characteristics of effective advocacy. Four key concepts are presented, the Big Truth theory, going on the offensive, going beyond reason, and the characteristics of effective campaigns.

The lesson concludes with the learning of ARM (Address, Reframe, Message), an advocacy technique that enables constructive engagement and discussion in a hostile environment, and focuses the discussion on the broader and more relevant issues regarding the conflict.

*Advocacy Toolbox 8 – The Elevator Pitch*

#### Readings:

Mandy Katz's "The Re-Branding of Israel" from Moment Magazine (May/June 2008).

<http://www.momentmag.com/Exclusive/2008/2008-05/200805-Branding.html>

Ilana Diamond's "It's Lonely Being Pro-Israel on Campus" from the *Jerusalem Post* (April 15, 2008):

[http://www.jhvonline.com/print\\_this\\_story.asp?smenu=112&sdetail=4511](http://www.jhvonline.com/print_this_story.asp?smenu=112&sdetail=4511)

Visit Honest Reporting's Big Lies interactive online program.

<http://www.honestreporting.com/a/bigLies.asp>

"How to Recognize Unfair Reporting," from CAMERA.

[http://www.camera.org/index.asp?x\\_context=22&x\\_article=385](http://www.camera.org/index.asp?x_context=22&x_article=385)

"The Israeli-Hezbollah War of 2006: The Media as a Weapon in Asymmetrical Conflict," Harvard

University Joan Shorenstein Center on the Press, Politics and Public Policy, Research Paper Series RWP07-012, Feb. 2007:

<http://ksgnotes1.harvard.edu/research/wpaper.nsf/rwp/RWP07-012>

"Propaganda, Lies, and Wire Service Articles," by Barry Rubin, June 22, 2008 (GLORIA Center, Herzliya, Israel):

<http://www.spme.net/cgi-bin/articles.cgi?ID=4168>

### **Topic 9 – Fundamentals of Israel Activism II and Advocacy Exercises**

The lesson starts off with defining the major characteristics and goals of effective Israel advocacy. While ARM

is often suitable, there are many times when it is not. Students are presented with scenarios where a 30-second response is not appropriate. Groups are reminded to incorporate effective advocacy techniques such as: reframing the argument, setting the agenda, expressing compassion, maintaining a “passionate calm”, and acting assertively. They also learn the notion of *positive advocacy* – the idea that Israel is not only about the Arab-Israeli conflict, and that there are many positive aspects and accomplishments that need to be communicated when advocating for Israel.

*Advocacy Toolbox 9 – Recorded Interview Workshop*

*Advocacy Toolbox 10 – Practicing Difficult Discussions*

#### Readings:

Gil Troy on “Why I Am A Zionist”

<http://www.giltroy.com/zionismandisrael/WhyIamaZionist.htm>

### **Topic 10 – Jewish Pride**

Seemingly on a daily basis, we learn of innovations coming out of Israel that benefit much of mankind. In this lesson students will be introduced to the numerous developments that Israel has introduced to the world, with a particular emphasis on the fields of: High-Tech, the environment, medicine and *Tikkun Olam*. Additionally, students will appreciate how these various innovations have their roots in Jewish tradition and history.

#### Readings:

Defending Identity, Natan Sharansky – Pages 17 – 42, 175 – 188

“Divest and Conquer” – Alan Dershowitz, *The Forward*, may 31<sup>st</sup>, 2002

*Countering Divestment and Encouraging Investment in Israel – Israel on Campus Coalition* – Pages 33 – 35

[http://www.israelcc.org/NR/rdonlyres/ABD16B23-3CF9-4EC1-93E6E3583BEE6B5D/0/icc\\_counter\\_divest.pdf](http://www.israelcc.org/NR/rdonlyres/ABD16B23-3CF9-4EC1-93E6E3583BEE6B5D/0/icc_counter_divest.pdf)

### **Topic 11 – Shivat Zion**

Throughout the ages the Jewish people have yearned for *Zion* and made concrete efforts to return to her from all the lands of their dispersion. This session will enable the students to understand how the Jewish people maintained their connection to Israel throughout the nearly 2,000-year-long Exile. Additionally, students will trace the various *aliyot* of the last century, along with the central personalities who embodied the Jewish yearning to return to Israel.

The lesson describes the return of the varied Jewish populations to Zion that specifically occurred during the modern era. Students are introduced to the Balfour Declaration and the British Mandate, and touch upon the difficulties imposed by the White Paper of 1939. The presentation goes on to highlight accounts of Jews from post-World War II Europe, Jews from Arab lands who were forced out of these countries around 1948 and Israel’s independence, Jews from Ethiopia and the marvels of those operations to airlift them to Israel, Jews from the former Soviet Union, and Jews from Western countries such as the U.S.A, Canada and the U.K.

#### Readings:



Jews and Power, Ruth Wisse – Pages 1 – 37

The Israelis, Donna Rosenthal – Pages 113 – 169

## **Topic 12 –Jerusalem**

This topic delves into the history and significance of Jerusalem and explores why Jerusalem is so central to the Jewish people. The unit begins with the holiest site to the Jewish people – the Temple Mount – and the central role it has played throughout Jewish history. Students will learn how the Jewish people have expressed their love for Jerusalem throughout the millennia. The unit concludes with some of the numerous artifacts that have been uncovered in recent times which attest to the central place that Jerusalem has played in the life of the Jewish people.

### Readings:

Hammer, Reuven. *The Jerusalem Anthology: A Literary Guide*. Philadelphia: The Jewish Publication Society, 1995.

Ariel, Israel and Richman, Chaim. *Carta's Illustrated encyclopedia of the Holy Temple in Jerusalem*. Jerusalem: Carta, 2005.

Friedman, Jack. *The Jerusalem Book of Quotations: A 3,000 Year Perspective*. Jerusalem: Gefen Publishing House Ltd., 2007.

Mazar, Eilat. *The Complete Guide to the Temple Mount Excavations*. Jerusalem: The Old City Press, 2002.

Bahat, Dan. *The Illustrated Atlas of Jerusalem*. Jerusalem: Carta, 1996.

Shanks, Hershel. *Jerusalem's Temple Mount: From Solomon to the Golden Dome*. New York: The Continuum International Publishing Group Inc., 2007

Ritmeyer, Leen. *The Quest: Revealing the Temple Mount in Jerusalem*. Jerusalem: Carta, 2006.

Horovitz, Ahron. *City of David: The Story of Ancient Jerusalem*. Lambda Publishers, 2009.

## **Topic 13 – Conclusion and Case Studies**

We will complete the course by discussing the next steps students intend to take in their ongoing, life-long process of developing as advocates for the state of Israel.

*Advocacy Toolbox 11 – Strategies for Making the Case for Israel: What Works, What Doesn't and Why?"*