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Diplomacy Syllabi

School of Diplomacy and International  
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Spring 2014

## DIPL 6116 Palestinian-Israeli Peace Process and Negotiations

Chris Ferrero PhD  
*Seton Hall University*

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## ***SYLLABUS***

**Palestinian-Israeli Peace Process and Negotiations**

**DIPL-6116**

**The School of Diplomacy and International Relations**

**Seton Hall University**

**Spring 2014**

Professor: Dr. Chris Ferrero

Time & Place: Monday 7:35-9:45, Duffy 61

Office: McQuaid 119

Office Hours: M 4:30-5:30, or by appointment

E-mail: christopher.ferrero@shu.edu

### *Course Description and Objectives*

This course addresses the historical, ideational, and technical dimensions of the ongoing conflict between Israel and the Palestinians. It examines the issues from all three levels of analysis: the structural level, in which the state is a unitary actor whose decisions are influenced by other states and circumstances; the domestic level, in which the parties and interest groups in power carry significance for the conflict; and at the individual level, in which the attitudes, worldviews, and calculations of individual leaders such as Yasser Arafat, Yitzhak Rabin, and Benjamin Netanyahu have a direct bearing on the course of history. By and large, this course does NOT treat Israel and the Palestinians as monolithic entities; there is diversity within both national movements, and it is therefore risky to paint either side with an exceedingly broad brush.

Self-directed learning is a major component of this course, particularly during the final month, during which students will engage in a simulation of negotiations. The first half of the course will follow a largely traditional formula, with readings, lectures, class discussions, and the viewing of a documentary video series. In the second half of the course, students will be expected to think creatively, to conduct research, and to get “hands on” with the issues.

By the end of the course, students should be able to analytically grasp and convey the complex interests and logic of each national movement and to posit plausible and creative solutions to the stalemate.

### *Expectations*

As noted above, self-directed learning is an important part of this course. Though the saying is cliché, it truly applies here: *You'll get out of this course what you put into it.* There are reams of worthwhile information about the conflict – both historical and contemporary. Much of it has to be left on the cutting room floor in the process of making a syllabus. Therefore, you are urged to **use the Blog function on Blackboard** (I'll do a demo in class) to share resources that you think are useful or worthwhile (websites, book descriptions, etc.). I will post things here, as well.

The Israeli-Palestinian conflict stokes a lot of emotion. Students should, to the greatest extent possible, disentangle emotion from analysis. The class should not be *devoid* of emotion – It could get rather boring if that were the case. But all members of the class should strive to create a self-conscious division between their emotions and analysis, with the end goal of developing plausible and rational solutions to this seemingly intractable conflict. Students need not agree with the professor to receive an 'A'. Evaluation will be based on command of the issues and the demonstration of analytical rigor and acumen – as well as effort and engagement with the course.

### Grading Policies

Attendance is mandatory. More than one unexcused absence may adversely affect your participation grade. Written work turned in late loses one-third of a letter grade per 24 hours of tardiness. Any form of academic dishonesty is grounds for failure.

### Grading Breakdown

Quiz: 10%  
Midterm Exam: 30%  
Group Paper: 15%  
Individual Paper: 25%  
Participation: 20%

### Computer Policy

Computers are allowed in class, yet phones must be turned off. Misuse of one's computer such as for purposes of entertainment is prohibited; computer privileges may be revoked.

### Required Books

Dowty, Alan: *Israel/Palestine, Third Edition* (2012)  
Beinart, Peter: *The Crisis of Zionism* (2012)  
Taub, Gadi: *The Settlers and the Struggle over the Meaning of Zionism* (2010)  
Khalidi, Rashid: *Palestinian Identity* (2010)  
Cofman-Wittes, Tamara, ed.: *How Israelis and Palestinians Negotiate* (2005)

\*Additional readings will be assigned via Blackboard and the Web.

### Weekly Breakdown

#### **Week 1, January 13**

Introduction to course and overview of the issues

#### **Week 2, January 20**

No class: MLK Day

**Week 3, January 27**

*The Birth of Modern Zionism to the 1948 War*

- Dowty: Preface, Chapter 1-5, 9
- Morris (Blackboard): Chapter 5 (it's okay to skim portions that are excessively detailed)

**Week 4, February 3**

*The 1967 War*

- Morris (Blackboard): Chapter 7

*NOTE:* I am going easy on the readings this week. Consider using the time to do some independent research on the conflict or to read ahead on the syllabus.

**Week 5, February 10**

*The Palestinians – Identity and Re-emergence*

- Khalidi: entire book (okay to skim Chapters 3 and 4)

**Week 6, February 17**

*The Oslo Process*

- Dowty: Chapter 6
- Morris (Blackboard): Chapter 13
- Indyk (Blackboard): Chapters 4 and 5

*NOTE:* You will have a QUIZ on this day consisting of True/False, Multiple Choice, and Short Answer questions. It will be comprehensive up to this point in the course.

**Week 7, February 24**

*Rise of the Hardliners*

- Dowty: Chapters 7 and 8
- Milton-Edwards and Farrell (Blackboard): Chapters 11-14
- The Hamas Charter (Blackboard)

**Week 8, March 3**

*The Settlers*

- Taub: entire book

**Week 9, March 10**

No class: Spring Break

**Week 10, March 17**

*At-home Midterm Exam...details to follow*

### **Week 11, March 24**

#### *Are We Too Hard or Too Easy On Israel?*

- Walt & Mearsheimer (Blackboard): “The Israel Lobby”
- Spend time on the websites of the following organizations, paying particular attention to what they say about the Palestinian issue:
  - Conference of Presidents of Major American Jewish Organizations: <http://www.conferenceofpresidents.org/>
  - AIPAC: <http://www.aipac.org/>
  - Jerusalem Center for Public Affairs: <http://jcpa.org/>
  - J-Street: <http://jstreet.org/>
  - BDS Movement: <http://www.bdsmovement.net/>
  - Also...search the web and try to find civil society groups in Israel working for or against peace with the Palestinians. Come to class prepared to share your findings about at least one such group.

### **Week 12, March 31**

#### *Are We Too Hard or Too Easy On Israel? – Part Two*

- Beinart: entire book
- Continue web-based reading and research of previous week

### **Week 13, April 7**

#### *Alternative Solutions*

- Farsakh, Leila: “The One-State Solution and the Israeli-Palestinian Conflict: Palestinian Challenges and Prospects.”
- Karmi, Ghada: “The One-State Solution: An Alternative Vision for Israeli-Palestinian Peace.”
- Witkin, Nathan: “The Interspersed Nation-State System: A Two-State, One-Land Solution for the Israeli-Palestinian Conflict.”
- Ferrero, Chris: “Sidelineing the Hardliners: A Two-Plus-One Solution for Israel-Palestine.”

*NOTE: All articles are posted on Blackboard.*

### **Week 14, April 14**

#### *Negotiations: Team Coordination & Preparation*

Teams of Israelis, Palestinians, and Americans will convene in class to discuss interests, objectives, strategy, opening positions, red lines, BATNA, political and strategic constraints and opportunities, etc. Each team will have to produce a report, which will be **due via e-mail on Thursday, April 24 at 5 pm**. The report will serve as a (mutable) basis for negotiations.

### **Week 15, April 21**

No class – Easter Break

### **Week 16, April 28**

#### *Negotiations: Round 1*

Individual American mediators will facilitate talks between teams of Israelis and Palestinians.

**Week 17, May 5**

*Negotiations: Final Round*

Negotiations will continue for the first half of class. During the second half of class, we will discuss the experience and any accomplishments/solutions.

*NOTE: Much more detailed information will be forthcoming as the time approaches. Also, you are on your honor to read Cofman-Wittes, **How Israelis and Palestinians Negotiate**, during these last four weeks. It should assist with accurate role-playing.*

**FINAL PAPER:** Each student will write a final, individual paper based on the negotiations exercise. The paper will be due via e-mail on Friday, May 9<sup>th</sup>, at 5 pm. Further information will be forthcoming, including a specific paper prompt. To assist in writing the paper, it may be a good idea to keep a journal or notes/records of your role-playing experience during the final month of class.