

AMSS 35th Annual Conference
“Muslim Identities: Shifting Boundaries and Dialogues”

Cosponsored by
Hartford Seminary, Hartford, CT
October 27 – 29, 2006

“Educational Solutions Israel/Palestine International University Dialogue Project:

**Understanding Both Sides of the Israel/Palestine Conflict:
An International University Dialogue**

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SEE JUDITH FOR UPDATE

ABSTRACT

Educational Solutions’ mission is to complement traditional learning by providing a global Internet-based forum for students to learn about and discuss challenging issues that divide communities and nations. In April/May 2006, ES conducted its second pilot dialogue on the Israel/Palestine conflict. For one month, 45 students in classes at the American University of Sharjah (AUS), United Arab Emirates and the Oregon Institute of Technology (OIT), United States studied the same ES-developed curriculum and dialogued via the ES Website and videoconferencing. Over 90% of the students reported increased understanding of both Palestinian and Israeli perspectives as well as improved critical thinking ability. Preliminary analysis shows that over 70% of participants improved knowledge of the conflict from pre to posttest. Technical improvements on the ES Dialogue Website increased average postings per student from 7.6 to 9.4, in comparison to the first pilot in September/October 2005.

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UNDERSTANDING BOTH SIDES OF THE ISRAEL/PALESTINE CONFLICT AN INTERNATIONAL UNIVERSITY DIALOGUE

The Israel/Palestine conflict is the hundred-year struggle of two peoples, Jews and Arabs, for the same land. The struggle is complex, involving Judaism, Islam, and Christianity, as well as nationalistic and geo-political interests. This violent struggle has had important repercussions throughout the Islamic world and the West. Media on both sides of the conflict tend to polarize opinion and inhibit discussion of solutions. An international university forum is needed so that the leaders of tomorrow can learn about all sides of the conflict, the history, perspectives and possible solutions, and dialogue about issues with each other in a civil manner.

THE EDUCATIONAL SOLUTIONS MODEL FOR UNIVERSITY DIALOGUE

The mission of Educational Solutions (ES), an Oregon nonprofit, is to enrich university education by providing global Internet-based forums for students to learn about and discuss challenging issues that divide communities and nations. ES has successfully developed and tested educational materials that present balanced information and conflict resolution practices to enable students to address divisive issues. Pairs of classes study the same ES-developed curriculum and engage in informed civil dialogue on the ES Website and through videoconferencing. Educational Solutions' goal is to involve 800 universities and 16,000 students in international dialogue by 2011. ES plans to submit proposals for funding in 2007.

INTERNATIONAL ISRAEL/PALESTINE DIALOGUES

ES proposes the implementation of university course inserts on Israel/Palestine for international use in relevant university courses. Two of the current eleven curriculum units (*How Jewish Suffering Feeds the Conflict* and *How Palestinian Suffering Feeds the Conflict*) are available for review upon request by emailing [contact@educationalolutions.org](mailto:contact@educationalsolutions.org).

In September/October 2005 and April/May 2006, ES conducted two pilot dialogues on the Israel/Palestine conflict. This paper is a report on these two pilot dialogues, with emphasis on the 2006 dialogue. A total of 71 students from the American University of Sharjah (AUS), United Arab Emirates, and the Oregon Institute of Technology (OIT), Oregon, U.S., participated in the two dialogues. Seven students from the AUS participated in both dialogues, and for the purposes of this paper, their results are not included in either year's individual dialogue summary.

SUMMARY OF THE FIRST ES DIALOGUE ON THE ISRAEL/PALESTINE CONFLICT

In September and October 2005, Educational Solutions (ES) conducted its first pilot dialogue on the Israel/Palestine conflict. Dr. Larry Woods of the American University of Sharjah (AUS) in the United Arab Emirates, Dr. Mark Clark of the Oregon Institute of Technology (OIT) in Oregon, U.S., and their students participated in the project. For one month, 26 students at the AUS and OIT studied the same ES-developed curriculum and dialogued via the ES Website and videoconferencing.

The major objectives of the first pilot project were to test 1) the new developed curriculum on Israel/Palestine, 2) the design of the ES Website for student dialogue, and 3) the videoconferencing method. Ten PowerPoint units, each about 40 slides, were made available to students and professors via the ES Website. Students dialogued on the ES Website and via videoconferencing. Due to various difficulties with curriculum length as well as website and videoconference methodology, several changes were made on the one month 2005 course insert to improve methods.

Expected learning outcomes included increased knowledge of the different perspectives on the Israel/Palestine conflict. As a result of mid-insert pilot experiments on the best way to present curriculum and enable dialogue, data reported for the first pilot is limited to 1) students' self-report of a better understanding of the conflict (100% reported a better understanding) and 2) students' individual comments on the most important point(s) each learned from the course insert (see Appendix A). ES strongly recommends reading the individual student comments in Appendix A to understand students changes in perspective.

THE SECOND ES UNIVERSITY DIALOGUE ON THE ISRAEL/PALESTINE CONFLICT

In April and May 2006, ES conducted its second pilot dialogue on the Israel/Palestine conflict. For one month, 45 students in classes at the American University of Sharjah (AUS) UAE and the Oregon Institute of Technology (OIT) studied the same ES curriculum and dialogued via the ES Website and videoconferencing. The major objectives of the second pilot dialogue were to test the reduced and revised curriculum, to test a new design for ES Website dialogue in forums, and to test a new method for engaging students in videoconferencing. For the second pilot, the curriculum included eight PowerPoint units, as well as three DVDs (*Occupied Minds*, *West Bank Story*, and *The Arc*). For specifics on how the pilot was structured and administered, please see the full syllabus (Appendix B). Expected learning outcomes included increased knowledge of the different perspectives on the Israel/Palestine conflict and decreased stereotyping.

Overall, students participating in the 2006 pilot dialogue showed marked improvement in their understanding of the six key questions (Table 1) related to understanding the Israel/Palestine conflict. Individual responses to the key questions can be found in Appendix C.

Table 1. Key Questions from 2006 Pilot Dialogue

Question 1.	What was the Holocaust?
Question 2.	What is the Israeli occupation?
Question 3.	Explain two ways the history of the Jews feeds the Israel/Palestine conflict?
Question 4.	Explain two ways Palestinian suffering feeds the Israel/Palestine conflict?
Question 5.	Identify progress negotiators made on Palestinian refugees at Taba 2001.
Question 6.	What does "the Arc" offer the Palestinian people?

Students also answered several evaluation questions. Appendix D lists the individual responses students made to Question 1 – What is the most important point(s) you have learned in this course insert. Question 2 asked whether students gain a better understanding of the conflict

(100% said yes). Question 3 asked whether students improved their understanding of the Palestinian perspective (97% said yes). Question 4 asked whether students improved their understanding of the Israeli perspective (100% said yes). Question 5 asked whether students improved their critical thinking (94% said yes).

Syllabus

The syllabus (Appendix B) contained the following information:

- Outline for the entire course, by week
- Grading procedure
- Frequently Asked Questions (FAQ) covering registration issues, access to the ES Dialogue Website, and Forum Participation
- The Ten Rules of ES Online Etiquette

The purpose of the extensive syllabus was to orient both students and professors with the course expectations, as well as to provide answers to commonly asked questions.

PowerPoint Presentations

ES revised and reduced the curriculum from the first pilot dialogue in 2005, resulting in an eight unit PowerPoint presentation (Table 2). ES designed the curriculum so that the professors would teach from a pared down in-class presentation, while students would have access to the full presentation on the ES Website. Excerpts from the online presentations can be found in Appendix E.

Table 2. PowerPoint Unit Titles

Unit 1.	Introduction
Unit 2.	What are the claims to Israel/Palestine?
Unit 3.	After the British Mandate and the 1947 UN Partition Plan, why did Israel become a state while Palestine did not?
Unit 4.	How does the suffering of the Jews feed the conflict?
Unit 5.	How does the suffering of the Palestinians feed the conflict?
Unit 6.	How do Israeli and Palestinian histories about 1947 to 1955 differ regarding the creation of refugees? (Palestinian refugees from the State of Israel and Arab-Jewish refugees from Arab countries)
Unit 7.	Why has the peace process failed?
Unit 8.	What do you think are the best solutions?

Text Dialogues on the ES Website

The ES Website is divided into two separate sites. There is the main website that can be found at www.educationalsolutions.org, which contains information about Educational Solutions and its current and past programs. From this main site, participants in dialogue programs can access the ES Dialogue Website.

Following input from the participants of the 2005 pilot dialogue, the forum system was redesigned for ease of use. The 2006 syllabus (Appendix B) describes how the forums were structured for 2006. Based on these design improvements, average student postings increased from 7.6 per student in 2005 to 9.4 per student in 2006.

ES began the 2006 pilot dialogue with a definite plan, and clear instructions regarding use were given to all participants. This allowed for smooth flow of dialogue, as well as maintained dialogue participant interest. Below are examples of two text exchanges.

In Forum 3 of Week 2, the question was asked “Why did Israel become a state and Palestine did not?”. Below is a transcription of an actual text conversation:

AW (OIT) replied to the question: Weren't the Jewish people also granted statehood because of the holocaust, or am I just slightly confused? But I agree, they were in part granted statehood because they were more cooperative and, maybe, the British or United Nations thought the Jewish people would "Westernize" the area. I apologize if I'm way off.

In response to AW, DD (OIT) replied: The Holocaust certainly was a convincing factor, as well as a heavy burden on the minds of many in the west. However, Theodore Herzl, known as the father of the Jewish state, began his work and advocacy for the return of all Jews to Palestine far before Hitler came to power. Therefore, the idea of Israel was contemplated long before the Holocaust, as made evident by the Balfour Declaration (1917), and Herzl's publication of the Jewish state in 1896. While it is true many Jews faced suffering even before the Nazis, so have many other nations. If every nation with persecution in their history were to react as Jews did, our world would be a place of constant conflict as victims would

continuously seek their security through violence for their suffering. Every nation deserves security, where individuals are able to live in safety without fear. As horrific as the holocaust was, and its devastation to Jews, it is wrong to make the Palestinians carry the burden of giving up land so Jews can feel secure. In the end we have simply plunged another nation, the Palestinians, into a state of extreme insecurity and uncertainty about their future. Today, the biggest population of refugees who live in dire conditions are Palestinian Arabs numbering close to 5 million. If these people go unnoticed, I fear we have defeated the very cause we are fighting for: security and safety for all, as so many of you have passionately and rightly expressed about Jews. However, do not forget the Palestinians. While it is true that 6 million Palestinians were not killed, does it really need to get to this point before we turn our attention to them? Isn't it enough that thousands of Palestinians have died, and almost 5 million Palestinians are homeless? Palestinian culture, tradition, and nationality all run the risk of coming to an end if we do not pay attention to the detrimental effects of Jewish occupation. I firmly believe, that had Jews sought shelter and protection peacefully, Arabs would have opened their doors and let them in, as Arabs did with the Armenians. Yet Jewish methods have understandably provoked a strong negative reaction.

In response to DD, SN (AUS) replied: You are absolutely correct. This is what everyone should remember: the Palestinians should not be the ones who are to pay for the sufferings of the Jews... they did not take part in any actions against the Jews in Europe or in any other part of the world at the time conspiracies were being planned to establish Israel. The outcome, as we all know, the loss of the Palestinians of their country and left to wonder helpless as refugees in the neighboring countries. Nowadays after their acceptance to the existence of the state of Israel, still they are being denied the rights to have their own state. A statehood of one country was established to replace that of another one... in a clear violation to the UN agreements... its time for the UN, the US, and other countries to recognize the eligibility of the Palestinians for a free state... Israel should realise that its present policies towards the Palestinians would not stop the violence in the area.

In Week 4, Forum 3, the question was posed as to what was the best possible solution to the Israel/Palestine conflict. Below is a representation of the text dialogue between the AUS and OIT.

SN (AUS) responded to the question: Although was unfair to the Palestinians compared to previous agreements, the 2001 Taba agreements represent the best of the identified solutions. They represent the best of what both sides could agree to so far.

The Saudi/Arab initiative has lost its value since it called on Israel to withdraw from all occupied Arab territories. Among other reasons, the fact that Israel has declared the Golan Heights as part of Israel would make it almost impossible for it to accept this initiative. The Quartet Road Map is still within an unclear "vision" of President Bush. Nothing is clear or solid for the Palestinians. Sharon's unilateral disengagement from Gaza left the Palestinians in some kind of chaos. They are being imprisoned in Gaza waiting for the Israeli "generosity" to open the gates so that aids and trade can pass through to them. The Wall Security Barrier is separating Palestinian territories, villages, communities, and families from each other. In addition, confiscating lands to build this wall, which proved its inability to prevent terrorist attacks, increased the level of hate among the Palestinians towards the Israelis. Sheikh Zayed and Sheikh Khalifa cities are generous offers from a generous Arab leader to help in housing Palestinian civilians who lost their homes due to the Israeli aggression. Finally, with all of its generous offers, the Arc Plan would confine a huge number of Palestinians to a large luxurious prison.

Although I expect Hamas to announce, sooner or later, its recognition -directly or through the PLO- yet the fear is that Israel might ask to start the negotiations all over again similar to what happened at Taba... the Palestinians are then subject to more losses from the tiny offers they got. On the other hand, if done, Kadima's plan to carry out a unilateral disengagement from the West Bank and other related plans would leave the Palestinians in more chaos that cannot be controlled and would not lead to a free state resulting in another viscous cycle of violence between the two sides.

AC (OIT) replied to SN: The best solution presented in Unit 8 was Taba. Though I must admit that I personally believe that neither side would have actually agreed to it.

Under Hamas and Kadima, I personally believe that peace is almost impossible. There in my opinion will never be an effective peaceful co-existence between the Israelis and Palestinians. Hamas and Kadima however will bring about a stability that the region has not seen. Hamas has openly declared in its charter to bring about the destruction of Israel. Kadima has openly declared that it is going to take unilateral action in the withdrawal of troops from the West Bank. These two groups have now gained entered the first stage of an effective antagonistic relationship. Neither of the two groups is willing to deal with the other which actually may be beneficial. The Palestinians will no longer be forced to endure an Israeli presence in the West Bank and the Israelis will have their security wall. Kadima's desire to completely separate from the West Bank and Gaza could lead to the opening of the border between Gaza and Egypt and the West Bank Jordan border. Hamas's effectiveness in dealing with domestic problems will then come into play by reestablishing an infrastructure and "possibly" a road or railway connecting Gaza and the West Bank. I doubt the road or railway would go

through Israeli occupied areas, it would most likely go around Israel and enter Gaza through Egypt.

That was my best case scenario.

My worst case is that Israel and Palestine go to war and drag the entire world into it. Leading to a nuclear attack by either Israel or Iran and the complete destruction of the region. Which in turn destroys the world economy.

WE (AUS) replied to AC: I agree with you, I have a theory that each side has their own agenda and eternal peace isn't one of them. The only reason they seek peace solutions is because they are pressured by outside forces. Like the UN

AW (OIT) replied to AC: After watching the video, The Arc, I think the best solution is to give the Palestinians their own state and in their complete control. I like the idea that they could connect the West Bank and Gaza by a train that would go through, but not stop in Israeli territory. Although, the Palestinians would like their own land back, that seems almost impossible because Israel has stronger allies and more resources to win a war between Israel and Palestine, if it ever came to that.

RJ (OIT) replied to AW: I also liked the idea of the Arc. It seemed very well thought out, and, theoretically, would help bring the Palestinians together. I also agree with the comment on the war. But not only that, from what I understand the Israelis already have a better military presence with the checkpoints and the wall and whatnot.

Dialogue Through Videoconferencing

For the 2006 pilot, there were two videoconferences using the AUS and OIT videoconferencing facilities. In the 2005 videoconferencing, ES relied on students to develop questions for each other on the spot, which led to long silences. The OIT and AUS professors, and ES staff, jumped in to fill the silences.

In 2006, students prepared questions beforehand with the help of their instructors. This led to an excellent and sprightly exchange between the two groups of students.

Dialogue Etiquette

The rules of dialogue etiquette are at the end of the syllabus in Appendix B. There were no problems with videoconferencing dialogue, although at times the exchange was heated. There was one incident where civil dialogue was breached in the online dialogue exchange, although this was said to have been a joke. However, the posting was removed as to keep in line with ES Rules of Online Etiquette.

SUMMARY

The most powerful indication of student learning with their self-report of what were the most important points they learned from the course insert (Appendix A – 2005 and Appendix D – 2006). Students consistently reported understanding the different perspectives both of their own side and the other. Students also increased understanding on the key questions regarding the 2006 pilot dialogue as demonstrated in Appendix C. Although coding systems are under development for these answers, we at ES believe that reading the raw responses is a powerful way to see the changes brought by the course insert.

In the 2006 dialogues, students increased their average postings on the ES Website to 9.4 per student due to design improvements in the dialogue forum. The 2006 videoconferencing dialogues were smooth because students prepared their questions for the other side before the videoconferences.

APPENDIX A. INDIVIDUAL RESPONSES TO EVALUATION QUESTION 2 – 2005

Question 1. What is the most important point(s) you have learned in this course insert?

RB - (OIT)

The Palestinian reasoning "Right of Return"; The Israeli reasoning "Never Again"

RB - (OIT)

That Israelis/Jews are not innocent in the conflict

TB - (OIT)

Geography of the region; How every day life is for them over there

IK - (OIT)

I've learned that the Palestinians are suffering much more than I thought before the class

PL - (OIT)

The history of the region, and learning about the Second Intifada

JM - (OIT)

That it is much more deep rooted than I thought

AM - (OIT)

I have learned both sides of this conflict. I didn't even know what it was about before this course. And I have a better understanding of both religions

AP - (OIT)

That through my reading I bounced back and forth with who I believed was right and wrong. And still understand both sides, so I can imagine how difficult it must be for Israelis and Palestinians.

ES - (OIT)

What the people over there are like

MV - (OIT)

I have learned that when taking about a conflict this large, you have to have an opened mind and try to view things from both sides, then assess who you believe is right... try not to be biased.

MW - (OIT)

I learned that what is portrayed on the nightly news is not the full story most of the time and that there is more events happening than they always show. Also taught me to do research from both point-of-views and only to judge or conclude afterwards.

AUS 1

Getting an unfiltered view of American opinions on the topic, "unmediated" by mass media

AUS 2

That the media plays a big role in influencing peoples beliefs and also whose side they are on; That Israeli people are not all bad and a lot of them are in fact victims of past events.

AUS 3

I learnt about the Israeli side of the story. It helped me to better understand the conflict. I especially enjoyed learning about some of the solutions, like the Arc.

AUS 4

Understanding both the sides is very important. Therefore, always research on both sides of the issue

AUS 5

History of Israel, I never had any idea about it; Exact population of Palestine; Different perspectives (Israel's side and Palestine's side)

AUS 6

I see that there are some ways other than violence to solve Palestine/Israel problem.

AUS 7

The role of media as a partner in resolving the conflict. The suffering and perspectives of the Jews in general and voices for justice amongst them

AUS 8

The Israeli suffering, the history of Palestine and British betrayal to the Arabs in the three [unreadable] contradictory promises

AUS 9

I got a new view about the conflict. I know more about the two sides opinion and views about the conflict.

AUS 10

The details about the history in chronological order. I always had them scattered in the back of my head; from things I heard from family, t.v. ... etc. So it was useful to finally having it organized.

AUS 11

Violence is not the answer

AUS 12

That both Jews and Palestinians both suffered; to be more credible and a critical thinker and learn to read both sides before making judgments

AUS 13

I have learned the basing rules of Israel and Palestine. I have learned the history of the case that wasn't clear until I took this course.

APPENDIX B. COURSE SYLLABUS

Understanding Both Sides: The Israel/Palestine Conflict
www.educationalsolutions.org

Syllabus for the April 2006 Dialogue:

The American University of Sharjah, UAE
www.aus.ac.ae
The Oregon Institute of Technology, USA
www.oit.edu

Hardcopy of this Syllabus to be distributed to Students AFTER In-Class Pretest

SYLLABUS TABLE OF CONTENTS

Introduction

Schedule

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Units 1 and 2

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Videoconference 1 – Monday April 10
Units 3 and 4

Week 3, April 17-23

Units 5 and 6

Week 4, April 24-May 1

Videoconference 2 – Monday April 24
Units 7 and 8

INTRODUCTION

1. The Educational Solutions Mission

The University Back Channel (UBC) is a project of Educational Solutions, an Oregon NGO dedicated to peace through understanding. An NGO is a nonprofit nongovernmental organization working internationally. The mission of the University Back Channel is to increase intercultural understanding between Islamic and Western university students by engaging them in meaningful, free, and civil dialogue. To achieve this mission, ES uses available technology to create forums on the ES Website and via videoconferencing.

2. Overview of the Four-Week Course Insert on Israel/Palestine

The Israeli/Palestinian conflict is the hundred-year struggle of two peoples to claim the same land. This struggle has had important repercussions throughout the Muslim and Western worlds.

College students in the United States and in the United Arab Emirates will participate in a pilot dialogue about this internationally significant conflict. The participating faculty are Professor Mark Clark, Department of Humanities and Social Sciences, Oregon Institute of Technology (OIT) and Professor Lawrence Woods, Department of International Studies, American University of Sharjah (AUS).

Both classes will study the same curriculum to prepare students to dialogue over the ES Website and via videoconferencing. Educational Solutions staff will monitor the text dialogue on the ES Website and moderate the two videoconference dialogues.

3. Student Help Desk

The Educational Solutions help desk, help@educationalsolutions.org, will be checked three times a day April 3-5 to assist with registration and posting profiles. The help desk will be checked at least every 24 hours thereafter.

4. Student Security Concerns

The privacy of students will be ensured through the use of first names and last name initials only to identify students in the dialogue and anonymous user names/ids for entrance to the ES Website. Students cannot be traced through hacking into the website because of the logon use of **first names and first two letters of last name** only. Furthermore, Educational Solutions will not store on the ES Website material that identifies students.

However, should someone want to hack into the website, it is possible that your email address could be compromised. We suggest you obtain a hotmail or a yahoo account exclusively for this project. It is at this email that you will receive project information and postings from other students and instructors.

WEEK 1 April 3 – 9

REGISTRATION

To get 50 points, students must register and post profile by midnight (student time zone) **April 5.**

For this dialogue to be successful, each of you must read comments and respond to students from your partner school.

To receive 20 points for the first week, students must complete the following **before midnight, Monday, April 10** (student time zone):

- 1) Start a dialogue by posting at least one introductory comment in the Getting to Know You Forum.
- 2) Post at least one constructive comment or response related to the three Week 1 Forum threads.

For directions, see Frequently Asked Questions (FAQ 1-5)

In addition to the Getting to Know You Forum, in the Week 1 Forum there are three threads to choose from:

THREAD 1: Unit 1 – What do you think about media coverage of Israel/Palestine?

THREAD 2: What is the most important characteristic of your culture you want your partner school to know?

THREAD 3: UNIT 2 – Do you think Israelis and Palestinians both have legitimate claims to the land of Israel/Palestine? Why or why not?

Monday, April 3 Videoconference Techcheck

Monday, April 3 **IN-CLASS PRETEST** (Pretest and Posttest Questions are the same) followed by
Review of Syllabus
Unit 1: Project Introduction

**Monday, April 3 -
Wednesday, April 5**

After reading and agreeing to follow ES Online Etiquette rules, students register and post profile.

Registration Deadline: Wednesday, April 5, 12:00 midnight (student time zone)

Wednesday, April 5, Clark

Saturday, April 8, Woods

Unit 2: What are the Claims to Israel/Palestine?
DVD: Divided Minds

WEEK 2, April 10 – 16

To receive 20 points for the second week, students must complete the following **before midnight, Monday, April 17** (student time zone):

- 1) Post at least one comment in the Getting to Know You Forum.
- 2) Post at least one constructive comment or response related to the three Week 2 Forum threads.

In addition to the Getting to Know You Forum, there are three Week 2 Threads to choose from:

THREAD 1: UNIT 3 – Why did Israel become a state and Palestine did not become a state?

THREAD 2: What do you think are similarities and differences between students in the two partner schools?

THREAD 3: UNIT 4 – How does the history of persecution of the Jews and the Holocaust feed the Israel/Palestine conflict?

Monday, April 10, Clark and Woods

Videoconference 1 – About Unit 2: Claims to Israel Palestine
(8:00 am OIT, 7:00 pm AUS)

Unit 3: After the British Mandate and the 1947 UN Partition
Plan, why did Israel become a state while Palestine did not?

Wednesday, April 12, Clark

Saturday, April 15, Woods

Unit 4: How does the suffering of the Jews feed the conflict?

WEEK 3, April 17 – 23

To receive 20 points for the third week, students must complete the
following **before midnight, Monday, April 24** (student time zone):

- 1) Post at least one comment in the Getting to Know You Forum.
- 2) Post at least one constructive comment or response related to the
three Week 3 Forum threads.

**In addition to the Getting to Know You Forum, there are three Week 3
Threads to choose from:**

**THREAD 1: UNIT 5 – How does Palestinian suffering during the 2nd
Intifada through today feed the cycle of violence?**

**THREAD 2: Is there a difference between Israeli state
violence and Palestine terrorism?**

**THREAD 3: UNIT 6 – How do you think the Palestinian refugee
problem should be settled? How do you think the Arab-Jewish
refugee problem should be settled?**

Monday, April 17, Clark and Woods

Unit 5: How does the suffering of the Palestinians feed the
conflict?

Wednesday, April 19, Clark

Saturday, April 22, Woods

Unit 6: How do the Israeli and Palestinian histories from
1947-1955 differ regarding the creation of refugees?
(Palestinian refugees from the State of Israel and Arab-Jewish
refugees from Arab countries.)

WEEK 4, April 24-30

To receive 20 points for the fourth week, students must complete the
following **before midnight, Monday, May 1** (student time zone):

- 1) Post at least one comment in the Getting to Know You Forum.
- 2) Post at least one constructive comment or response related to the
three Week 4 Forum threads.

In addition to the Getting to Know You Forum, there are three Week 4 Threads to choose from:

THREAD 1: UNIT 7 – How do you think the issue of Jerusalem should be resolved in future negotiations?

THREAD 2: Why do humans spend billions of dollars making war instead of making peace? How could this change?

THREAD 3: UNIT 8 – What are the best solutions outlined in Unit 8? What is possible under Hamas and Kadima?

Monday, April 24, Clark and Woods

Videoconference 2 – About Unit 6: Palestinian and Jewish-Arab Refugees- 8:00 am OIT, 7:00 pm AUS)
Unit 7: Why did the peace process fail?
DVD: West Bank Story

Wednesday, April 26, Clark

Saturday, April 29, Woods

Unit 8: Possible Solutions
DVD: The Arc

Monday, May 1, Clark and Woods

POSTTEST and STUDENT EVALUATION

Ten ES Rules of Online and Videoconferencing Etiquette

ES recognizes that freedom of speech, as granted in the 1st Amendment of the U.S. Constitution, must be accepted in order for the roots of the current problems between Israel and Palestine to be examined. In the US, illegal speech is generally confined to hate speech and direct threats of violence against individuals (i.e. the U.S. President), groups, or classes of people. ES wishes to make a distinction between threats of violence and the expression of unpopular ideas. Guided by ES policy, the ES monitor will identify postings of illegal speech and contact the individuals posting such illegal speech, working to uncover the underlying ideas and reframe them for civil dialogue on the ES Website. Should a student make a second illegal posting, that student will not be allowed to continue to dialogue.

Each student and professor, when they register on the ES Website, is automatically consenting to follow the ES rules of Online Etiquette. Since misunderstandings can easily occur both over the Internet and between cultures, we are requiring that you follow the Ten Rules of ES Online Etiquette. **Remember, we find comfort in those who agree with us, but we learn from those who disagree with us.**

1. You are free to agree or disagree, but keep the discussion respectful.

2. Remember you are responsible for what you write. In the U.S., slander, defamation, and hate speech are illegal. If you speak this way, the moderator will help you rephrase your words so

that another can hear and understand your point. The second illegal posting will result in expulsion from the dialogue.

3. When writing your messages, avoid “me too” and “I agree.” Instead, explain why you agree or disagree.

4. Be sure to read the comments of other students before posting. Not reading fellow students’ messages is considered the same as ignoring your classmates. Listening to and understanding other points of view is important to mutual understanding.

5. Stick to the topic of current discussion.

6. When posting your messages, be sure to proofread your comments.

7. Keep comments clear and concise so people will read your ideas.

8. Try to avoid sarcasm and too much humor as they are easily misunderstood both online and across cultures.

9. Be forgiving of others and remember they may be new to intercultural online discussions.

10. Do not attach spam or junk mail to your messages.

APPENDIX C. INDIVIDUAL RESPONSES TO KEY QUESTIONS – 2006

3. What was the Holocaust?

DB - (OIT)

Pretest 3. The evacuation of Jews during WWII – many Jews died under Nazi control and Hitler

Posttest 3. The extermination or expulsion of Jews – 6 million dies; concentration camps; The rise of “Never Again” by Jews.

HF – (OIT)

Pretest 3. Genocide against Jewish/non Aryan people.

Posttest 3. The mass killing of many people – the majority (6 million) were Jewish

DE – (OIT)

Pretest 3. The Jews were killed because Hitler did not believe in their religious beliefs

Posttest 3. The Holocaust was the extermination of people who did not meet the criteria of the supreme being these where mainly Jews who were killed. There was 6 million Jews killed in the Holocaust.

JW - (OIT)

Pretest 3. The genocide of Jews during WWII.

Posttest 3. Extermination attempt in Germany, 6 million Jews killed by Nazis

CB - (OIT)

Pretest 3. The Holocaust was when Germany was trying to gain power, and placed a number of people in internment camps

Posttest 3. The Holocaust was where many people from different backgrounds were murdered to support Hitler’s cause. During the Holocaust, Jews were the largest minority killed.

DS - (OIT)

Pretest 3. Nazi Germany's attempt to remove unwanted people from their culture.

Posttest 3. The persecution and murder of ~6 mil. Jews by Nazi Germany.

MD - (OIT)

Pretest 3. Oppression of Jewish people by the Nazi regime

Posttest 3. The death/murder of 6 million Jews and 4 million other people

AC - (OIT)

Pretest 3. The mass extermination of the Jews under Nazi Germany

Posttest 3. It was the systematic extermination of certain people primarily Jews by the Nazi's from 1942 through 1945

SS - (OIT)

Pretest 3. The torture by Hitler of millions of people. They killed millions of innocent people

Posttest 3. It was Hitler's persecution of millions of Jews, in a very horrible, inhuman way.

RJ - (OIT)

Pretest 3. WWII Jews were persecuted by the Nazis

Posttest 3. The Nazis heavily persecuted the Jews sending an astounding number of them to concentration camps where most died. They were forced to live in terrible conditions.

BB - (OIT)

Pretest 3. Genocide of the Jews by the Germans

Posttest 3. The murder of 6 million Jews by the Nazis during WWII

NJ - (OIT)

Pretest 3. The Holocaust took place during WWII and it is the of the time in which Nazi Germany invaded the rest of Europe and tried to exterminate as Jews as possible.

Posttest 3. A horrible event caused by the Nazi who killed 6 million of the world, 10 million Jewish population (1937-1944?)

LC - (OIT)

Pretest 3. Millions of Jewish people died at the hands of the Nazis

Posttest 3. Millions of Jews died at the hands of the Nazis

CP - (OIT)

Pretest 3. An event in Germany, where there was an attempted genocide of Jewish people.

Posttest 3. A mass killing of Jews

SK - (AUS)

Pretest 3. Hitler's campaign to wipe out the Jews

Posttest 3. Jewish persecution at the hands of the Nazis

SA - (AUS)

Pretest 3. Hitler's mass murder of Jews by concentration camps

Posttest 3. The Holocaust was during World War 2, where Hitler took and punished the Jews in concentration camps.

SF - (AUS)

Pretest 3. Where Hitler (Chancellor of Germany in 1930s) did an act of ethnic cleansing where the pure Aryan race was cleansed from gypsies, handicaps, homosexuals, and mainly Jews. There were gassed in concentration camps.

Posttest 3. The Holocaust was during Hitler Germany where Jews, gypsies, homosexuals and handicaps were taken into gas chambers. 1/3 of the Jews were wiped out.

AF - (AUS)

Pretest 3. Hitler killing Jews.

Posttest 3. It is when Hitler killed million of Jews. It created a victimized feeling on the Jewish side because many of them were tortured.

AJ - (AUS)

Pretest 3. Nazi Germany and Hitler extermination of Jews, this was done through concentration camps and mass genocide.

Posttest 3. The genocide burning Nazi Germany, this was aimed at getting rid of the Jews under Hitler's "final solution"

MM - (AUS)

Pretest 3. The Holocaust was under the Nazi regime. The swastika poster and actions of attacks of Jews.

Posttest 3. The massacre of around six million Jews in Europe in WWII.

AO - (AUS)

Pretest 3. In the Hitler era the Jews the western world claimed that Hitler used to gather thousand of Jews and bur them in huge ovens

Posttest 3. It is when Hitler burned more than 4 million Jews in Germany.

MF - (AUS)

Pretest 3. It was the massacre the was done by the German Nazis against racial discrimination (100s of thousands of Jews was born there)

Posttest 3. It was a racial clearance done by Adolf Hitler over a period of time it included a lot of people, but was mainly Jews. He used to burn them in Germany.

ES - (AUS)

Pretest 3. No answer

Posttest 3. A genocide if we may call it where around 6 million Jews were killed.

KA - (AUS)

Pretest 3. No answer

Posttest 3. The genocide of Jewish people during the second world war.

MI - (AUS)

Pretest 3. Genocide of Jews in WWII.

Posttest 3. Holocaust is [unreadable] and genocide of Jews in before and during WWII.

MA - (AUS)

Pretest 3. The Holocaust is a movement that was made in the 1940s, where the Nazis were killing the Jews.

Posttest 3. Its when the Nazi Germany killed about 600,000 or 6,000,000 Jewish people.

NA - (AUS)

Pretest 3. During WWII Hitler killed millions of Jews in the most brutal ways.

Posttest 3. In WWII millions of Jews were killed brutally and this was known as the Holocaust.

AA - (AUS)

Pretest 3. The mass killings of Jews during conflicts and were in the 20th century

Posttest 3. The Holocaust was done during the Second World War, when Hitler mass killed Jews of all ages and genders.

NA - (AUS)

Pretest 3. No answer

Posttest 3. It was caused by Hitler against the Jewish as he claimed them because Germany was defeated during WWI and raise of communism in USSR, which he killed 600,000 million Jewish by burning them.

AA - (AUS)

Pretest 3. A group of Jewish people who kicked out from Europe.

Posttest 3. A group of Jews who exiled from Europe and was not accepted in any European country

NA - (AUS)

Pretest 3. The worst Jew crime of burning

Posttest 3. It was in German, where Jews were burned.

WE - (AUS)

Pretest 3. A massacre that occurred in Germany, a form of ethnic cleansing to rid Germany of all Jews many fled and so many were lost.

Posttest 3. An ethnic cleansing act, occurred in Germany carried out by Hitler who want to purify the German race from impurities. Killed 6 million Jews and the rest immigrated.

AA - (AUS)

Pretest 3. No answer

Posttest 3. It is the massacre that was done against the Jews in Europe (Germany) where they were burn to death.

AF - (AUS)

Pretest 3. Believed to have been the killing of more 4 million Jews in WWII, by the Nazis.

Posttest 3. It was the horrible atrocity took place in WWII, whereby Nazis killed 3-6 million Jews.

HS - (AUS)

Pretest 3. Holocaust is the area that caused the conflict

Posttest 3. The Holocaust was when the Jews were forced out of Europe during Nazism.

6. What is the Israeli occupation?

DB - (OIT)

Pretest 6. I don't know

Posttest 6. Israeli occupation was a "[unreadable]" if you will in [unreadable] for Jews that due to past wars, was primary against all Palestinians.

HF - (OIT)

Pretest 6. I don't know.

Posttest 6. They are occupying Israel and have settlements in West Bank and Gaza.

DE - (OIT)

Pretest 6. Don't know

Posttest 6. Israelis control over the land

JW - (OIT)

Pretest 6. I don't know

Posttest 6. Jews occupying the former Palestinian lands, such as their former houses, towns, land

CB - (OIT)

Pretest 6. Don't know

Posttest 6. It is where Israel took control over parts of the West bank and Gaza strip

DS - (OIT)

Pretest 6. The Muslim land occupied by Israel after the war in the 1960s

Posttest 6. The occupation of Gaza and the West Bank since 1967 (and other returned territories)

MD - (OIT)

Pretest 6. Israeli occupies Palestine

Posttest 6. After the 1967 war Israel occupied the West Bank and the Gaza Strip. (areas under Palestinian control)

AC - (OIT)

Pretest 6. The control of Gaza and Jerusalem

Posttest 6. It is the control of Israel over the West Bank and Gaza.

SS - (OIT)

Pretest 6. I don't know.

Posttest 6. The Israeli occupation is the organization that oversees Israeli decisions and movements.

RJ - (OIT)

Pretest 6. don't know

Posttest 6. The current situation in Palestine. The Jews are occupying Palestinian land cutting the Palestinians off from their other towns, or people from schools, placing cities under a sort of house arrest, etc. Making them prisoners in their own country.

BB - (OIT)

Pretest 6. I don't know

Posttest 6. Israel occupies land that it won in the Arab Israeli wars and the 1967 war. This land is where Palestinians reside in but Israel is creating settlements there and controlling it.

NJ - (OIT)

Pretest 6. I don't know.

Posttest 6. Fishing in the Mediterranean, farming, oil

LC - (OIT)

Pretest 6. DK

Posttest 6. DK

CP - (OIT)

Pretest 6. I don't know.

Posttest 6. The state of Israel and borders that make the land where the Israelis live.

SK - (AUS)

Pretest 6. Israel's illegal occupation of Palestinian land.

Posttest 6. Israeli settlements illegally

SA - (AUS)

Pretest 6. Taking over Palestinian lands of Jerusalem

Posttest 6. It's a military invasion of the Palestinian lands of Jerusalem, Gaza and the West Bank

SF - (AUS)

Pretest 6. It is when the Jews and Israelis gathered in 1949 to establish an Israeli state where Palestine really was claiming its their land due to religious and political reasons.

Posttest 6. From the 1880s, Jewish immigrants were increasing to Palestine till 1948 where the Balfour Accord promised the Jews a homeland. The Jews felt Palestine should be there homeland so they invaded it in 1948 and was victorious. So they occupied most of the land in Palestine claiming its their own.

AF - (AUS)

Pretest 6. Depleting Palestinian resources; rewriting history; dehumanizing the Palestinians and later the Arabs

Posttest 6. It is where by Israel won the war against Palestinians in 1948 -> where many Palestinians were killed and their lands were taken away from them and given to Israelis

AJ - (AUS)

Pretest 6. The occupation of the West Bank and Gaza, Israeli troops move in and occupy the Palestinian lands.

Posttest 6. The occupation of Gaza and the West Bank which are until this day been fought for by the Palestinians.

MM - (AUS)

Pretest 6. The physical settlement of what was once called Palestine. The coercive process in which they rooted their religion and culture and got rid of them.

Posttest 6. The physical taking or settling in previously owned Arab Palestinian state.

AO - (AUS)

Pretest 6. It is taking by force the Palestinian Arab land and kill and kick its people out

Posttest 6. Is to take over Arab lands and claim it to them and kick the original people out.

MF - (AUS)

Pretest 6. It is the land that they took from the Palestinians not by buying as they us to do but by force.

Posttest 6. It was first the land that was took over from the Palestinian by force in 1948 later in 1967 wars, and it kept on increasing by building settlements.

ES - (AUS)

Pretest 6. To gain a total control on Palestine

Posttest 6. When they came and bought the lands.

KA - (AUS)

Pretest 6. Occupation of the important strategic land of Palestine.

Posttest 6. The occupation of west bank and the building of settlements on Palestinian lands.

MI - (AUS)

Pretest 6. Israel occupied territories of Palestine and created Israeli state.

Posttest 6. Israel occupies territories of Palestine in West Bank and Gaza and not giving them back to Palestinians.

MA - (AUS)

Pretest 6. When Israel occupied Palestine, and Palestinians believed their land was being invaded and taken away from them.

Posttest 6. It when the Israelis threw out Palestinians out of their homes and occupied their lands.

NA - (AUS)

Pretest 6. How Israel occupied Palestine.

Posttest 6. Jews occupying Palestinian territory.

AA - (AUS)

Pretest 6. The Israeli occupation is the invasion of not only Palestinian lands but also neighbouring ones.

Posttest 6. The Israeli occupation is the invasion of land and homes that belong to the Palestinian people after a certain agreement.

NA - (AUS)

Pretest 6. Taking country that not belong to them, and say that it is. I think they don't have specific country as they are in all around the world.

Posttest 6. Claim and occupy Jerusalem as their own land and identity, take West Bank and other cities and establish Israel property like universities, police.

AA - (AUS)

Pretest 6. Israelis occupied some Palestinian territories as lands, houses and farms.

Posttest 6. Israeli occupation is a settlement in Palestine, taken Palestinian land, and destroyed their homes.

NA - (AUS)

Pretest 6. Tal Abeebe

Posttest 6. They occupied Palestine except West Bank and Gaza.

WE - (AUS)

Pretest 6. The occupation of Israeli inhabitants of the West bank. Taking over land that was previously inhabited by Palestinians.

Posttest 6. Their occupation of the land of Palestine and forcing the Palestinians to leave their land in hope of getting up a Jewish state.

AA - (AUS)

Pretest 6. Its the occupation of the Palestinian land and preventing its people from their simplest right.

Posttest 6. When the Israeli occupied parts of Palestine and settled their.

AF - (AUS)

Pretest 6. The occupation of the West Bank.

Posttest 6. The Israeli controlled areas in West Bank and Gaza, after the 1967 war.

HS - (AUS)

Pretest 6. The Israeli occupation is the attacks on the Palestinian and their lands where they declared their right for the land.

Posttest 6. When they were forced of Europe they settled in Palestine.

4. Explain two ways the history of the Jews feeds the Israel/Palestine conflict?

DB - (OIT)

Pretest 4. IDK

Posttest 4. The holocaust forced many Jews to enter Israel/Palestine taking away much land and homes adding to the conflict already there angering Palestinians even more. The Palestinians angered by a feud over land were only tempted even greater when they felt that the Holocaust and the persecution of the Jews were put onto their shoulders. Like the whole thing was their problem - their fault and only need them fight more and continue the war over land and claims.

HF – (OIT)

Pretest 4. I don't know

Posttest 4. They feel entitled to the land of Israel because of the Holocaust. In the bible, God gave that land to the Jewish people.

DE – (OIT)

Pretest 4. Don't know

Posttest 4. A lot of Jews religions happened in Jerusalem. It was promised to the Jews by god.

JW - (OIT)

Pretest 4. Jews and Palestinians claim Israel as their home sites.

Posttest 4. "Never again" theory - the Jews will never be victims like they were. Jerusalem was historically occupied by the Jews and they believe it's their homeland, their God-given land

CB - (OIT)

Pretest 4. Don't know

Posttest 4. Because the Jews do not want to be threatened as a people as they were during the Holocaust. Also the Jews wanted to have a place to call home instead of being a minority in other countries

DS - (OIT)

Pretest 4. Some Jews are nervous about sharing land (especially holy land) with cultures who may potentially abuse them.

Posttest 4. The Jews swear to "Never Again" experience the Holocaust. Palestinian hard-liners prefer violence over negotiation for past wrongs.

MD - (OIT)

Pretest 4. Don't know. Maybe a long history or more recent conflict.

Posttest 4. The Holocaust "Never Again". Years of persecution, terrorist attacks on Israelis

AC - (OIT)

Pretest 4. The Jewish military presence in Jerusalem, and the after affects of the Seven Day War, militaristic power

Posttest 4. The Jews suffered under the Holocaust which lead to the vow "Never Again" and Arab antizionism is often seen as antisemitism.

SS - (OIT)

Pretest 4. I don't know

Posttest 4. The Holocaust brings the need for security and "never again" will the Jews be treated that way. Jewish were promised by God land to live in peace in. Jewish persecution from other religions/nationalities.

RJ - (OIT)

Pretest 4. Don't know

Posttest 4. The Holocaust instilled a feeling of "Never Again" in the Jews, so they were determined no matter what to keep themselves from being victimized again. They realized their worst fears could come true and sought to become a state to protect themselves

BB - (OIT)

Pretest 4. I don't know

Posttest 4. After 2000 years of persecution and the Holocaust, Jews felt that the only way they would be safe is to have a state of their own. Also they felt it was "justice for Jews"

NJ - (OIT)

Pretest 4. I don't know

Posttest 4. One way is the Holocaust, they never want to be in that position again. And they feel they must have the city under their power when the Messiah returns.

LC - (OIT)

Pretest 4. DK

Posttest 4. "Never again" the Jews feel they need to fight for their survival. They feel like they are owed their own state because of the Holocaust

CP - (OIT)

Pretest 4. Don't know

Posttest 4. They realize that a mass killing is possible and it could happen again. They are much more defensive because of the history of the Holocaust.

SK - (AUS)

Pretest 4. History of oppression of Jews and their belief that Palestine is their promised land.

Posttest 4. Jews use the rhetoric of the Holocaust to look to their own land.

SA - (AUS)

Pretest 4. One is their belief of the promised land in their religious book

Posttest 4. Jewish believe that Palestine is the promised land by god after they have experienced suffering under the Pharaoh of Egypt and Hitler later on. The evangelical Christians believe that a state of Israel must be established for Jesus to be resurrected.

SF - (AUS)

Pretest 4. Jews were always neglected previously in Europe and rest of the world so they needed to adopt sense of identity for other to support and identify with them.

Posttest 4. After the Holocaust, the Jewish community felt that they needed land and to establish a state and most people were sympathetic to this. The Jews have religious and political claims to the land and a sense of attachment to it. Plus there was Jewish dynasty in the land.

AF - (AUS)

Pretest 4. It makes the Israelis occupation of Palestine justifiable for many. History the way Israel and the US talk about seem the Israelis and not the Palestinians

Posttest 4. Because of the holocaust and the victimization they have been through this they believe gives them the right to a land and through their religious beliefs Palestine is the land. Because they won the war they claim that the land is their right.

AJ - (AUS)

Pretest 4. The struggle to return to their beloved Holyland. Eastern Europe threatens Jews - search for land they can live peacefully.

Posttest 4. Their persecution throughout history - sympathy for Jews. Their claim for Mount Zion and the religious reasons for the land.

MM - (AUS)

Pretest 4. Work very closely together in order to accomplish a goal. They were derived from mainly the Soviet Union, which shows who they fiercely attack Palestinians.

Posttest 4. Claim that historically Jerusalem is for Israel. Very strong religious ties with the holy grounds.

AO - (AUS)

Pretest 4. The Jews clime that they used to live in Palestine since David and they are the real owners of the land plus the temples they have there like Suleiman temple and the crying wall.

Posttest 4. That Palestine it is their Promise land and they have ancient temples there.

MF - (AUS)

Pretest 4. No answer

Posttest 4. As I stated before, first the Jews was burned in Germany and then they start asking for a safe place to go to. Europe was ready to do anything just to put them

ES - (AUS)

Pretest 4. No answer

Posttest 4. Never again, it was the Jewish statement after the holocaust that's why they wanted a state to be protected; the memories from the holocaust

KA - (AUS)

Pretest 4. The Zionist movement and the support of immigration; The idea of creation of Israel on their promised holy land.

Posttest 4. The fight for land which Jews believe that it's their holy land; The Suleiman temple which they believe it's in Palestine.

MI - (AUS)

Pretest 4. Zionist movement in Europe and US help creating Israeli state. (Judeo-Christian movement, neo-Conservatives support from US)

Posttest 4. Promise land issue; History that Jews were forced to live that land while Roman Empire.

MA - (AUS)

Pretest 4. Jews had no place that represent them as a state and they believed that the land in Palestine was originally theirs.

Posttest 4. They were tortured in Germany, Russia and other countries. They felt they had the right to build a nation in Palestine.

NA - (AUS)

Pretest 4. Jews never had a state and always wanted to live on the holy land, (Jerusalem). They believe they have a right to live in Jerusalem because it's they are connected to it as well.

Posttest 4. They were neglected and treated brutally by the world. They are originally connected to the land so they deserve to be there.

AA - (AUS)

Pretest 4. The Jews believe that their land extend throughout the Middle East. The Jews were one honored and deprived for their rights

Posttest 4. In one way, the holocaust and the suffering of the Jews feed the conflict. Also, extremists could also contribute to that.

NA - (AUS)

Pretest 4. Fight about Al Qudes; The wall in Mosque belong to them. Intifada.

Posttest 4. First because of Holocaust that they wanted self own state, also the second Intifada that happened. Also the Jewish nationalist movement by zionism to unit all Jewish that were exiled from Palestine and get them back to Palestine.

AA - (AUS)

Pretest 4. Jews claimed that Palestine was part of Jewish land and they promised to get land back.

Posttest 4. British mandate. Western colonization. Holocaust in WWII.

NA - (AUS)

Pretest 4. Intifada where is result of Israel action. Surrounding Arafat in his home.

Posttest 4. Burning Al Aqsa mosque. Arresting Arafat.

WE - (AUS)

Pretest 4. The Jews with a Zionist ideology supported by religious beliefs believed that the land that is now the state of Israel belongs to them by history, religion and simply because they were a race that had no home.

Posttest 4. The Jews are very determined to have their own land and to make up for the injustice they suffered.

AA - (AUS)

Pretest 4. The Jews claim that the land of Palestine was a Jewish land and as time passed by the Palestinians took it so now they want to get it back. Because the Jews were exploited in Europe.

Posttest 4. Because they were rejected in Europe and suffered there. They are a minority group so they wanted to preserve themselves in Palestine by using violence.

AF - (AUS)

Pretest 4. The Israelis believe the land is theirs and is promised to them by God. The Palestinians believe their land has been taken by force.

Posttest 4. God promised the land for Jews in Tanakh, the area was ruled by Paridic dynasty. Jews direct prayers to Yarushaliyim wherever they are.

HS - (AUS)

Pretest 4. Jews believed that they are the owners of the land centuries ago. This gives them the right to get their land back.

Posttest 4. They were forced out of their lands in Europe. Went to Palestine being the promised land and the history of their religion is rooted depending on them.

7. Explain two ways Palestinian suffering feeds the Israel/Palestine conflict?

DB - (OIT)

Pretest 7. IDK

Posttest 7. With the loss of many wars to gain back claims and land there have been establishments of restrictions on such things as

transportation, curfews, and boundaries patrolled. There have also been many deaths. With fear of suicide bombers - walls and fences have been put up restricting movements of Palestinians. There have been high casualties/deaths with civilian killings - I think the readings said like 36 Palestinians were killed just by civilians.

HF – (OIT)

Pretest 7. I don't know

Posttest 7. Palestinians have owned the land for a long time and were then pushed off by the Jews. The Palestinians are not always getting very good treatment from the Jews running Gaza-West Bank

DE – (OIT)

Pretest 7. Don't know

Posttest 7. They are treated very poorly and they have no land to there name so they want to be treated nice and want land

JW - (OIT)

Pretest 7. I don't know.

Posttest 7. Palestinians don't have any means of transportation because Israelis control most roads. Israelis pray toward Jerusalem and they consider it the most holy site, so they both believe it belongs to them.

CB - (OIT)

Pretest 7. Don't know

Posttest 7. Because the Palestinians are having to live under curfews and are not able to go to school, work, or be able to trade. Also many Palestinian refugees are being created and have nothing left so they fight.

DS - (OIT)

Pretest 7. Both Palestinians and Israelis want full access to Jerusalem.

Posttest 7. The Palestinians were denied their own state. Israeli security efforts keep Palestinians in poverty.

MD - (OIT)

Pretest 7. They were forced out of their houses and into refugee camps.

Posttest 7. Israel/someone created about 750,000 Palestinian refugees.

Restriction imposed on Palestinians by Israel

AC - (OIT)

Pretest 7. The Palestinian suffering breeds malcontent. This in turn leads to terrorist support. Also, being second class citizens leads to revolutionary motivation.

Posttest 7. The Palestinians suffer daily humiliation, and the failure to gain "Right of Return" has them stifled.

SS - (OIT)

Pretest 7. I don't know

Posttest 7. Palestinian persecution from the Jewish (ie. Refugees, settlements, security walls...). Palestinian slowly decreasing economy brings poverty and lack of authority.

RJ - (OIT)

Pretest 7. Don't know

Posttest 7. Palestine has been unfairly treated since the moment the Jews started migrating to Palestine. The Palestinians had lived there for over a thousand years without incident, and within a decade no longer had control of it. They were promised things that were not delivered.

BB - (OIT)

Pretest 7. I don't know

Posttest 7. Palestinians feel that their homes have been stolen by Israelis. They lost 75% of their land to Israel. Also, they suffer from Israeli occupation - curfew, checkpoints, the Wall.

NJ - (OIT)

Pretest 7. I don't know

Posttest 7. Palestinians had their land unfairly taken by the Israelis due to retaliation after the Holocaust. Palestinians want Jerusalem because it is an important city in their religion.

LC - (OIT)

Pretest 7. DK

Posttest 7. They feel they were kicked out of their home land. Suicide bombers.

CP - (OIT)

Pretest 7. They need someone to lay blame on.

Posttest 7. The Palestinians wanted more land to make into a state, the Israelis wanted to use the 1947 Borders (Greenline)

SK - (AUS)

Pretest 7. Palestinians use ideology of revenge to kill Israelis and the media's portrayal of the conflict.

Posttest 7. Circle of violence, due to illegal settlements and suicide bombings.

SA - (AUS)

Pretest 7. Killing Palestinians making them want revenge

Posttest 7. Human rights, neglect of certain rights could fuel world opinion. The more they suffer the worse the conflict gets, due to revenge and the idea of nothing to lose

SF - (AUS)

Pretest 7. Palestinians have been neglected and kicked out of their own land so our how more determine to establish a Palestinian state.

Posttest 7. First of all, Palestine was promised land by the British because all of the neighboring countries established a state except for Palestine. Palestinians suffered because 750,000 refugees fled to neighboring countries and were treated very badly. Plus the Israeli have weapons and many Palestinians were killed in war.

AF - (AUS)

Pretest 7. Maybe if they keep on suffering at the end they might give up.

Posttest 7. It makes the conflict more intense. Because the Palestinians feel humiliated and dehumanized so they react in a violent way because they were treated in a violent way in the first place. I believe that the suffering will eventually lead to a war.

AJ - (AUS)

Pretest 7. Suicide bombers - builds up fear of terrorist activity. Israelis able to be superior in politics and military.

Posttest 7. Suicide bombings and as some class it "acts of terror." The problem of not being able to intellectually use diplomacy as a means of peace.

MM - (AUS)

Pretest 7. The ignorance of human rights. The ignorance of the International Criminal court.

Posttest 7. No human rights. No international organization intervention in the sense of solving the conflict.

AO - (AUS)

Pretest 7. The refugees around the globe/the unhuman treatment they face and have no human rights

Posttest 7. Lack of opportunities and lack of necessary things for everyday (lack of resources)

MF - (AUS)

Pretest 7. No answer

Posttest 7. It does not feed the conflict a lot because few people only see such suffering

ES - (AUS)

Pretest 7. Palestinians (indigenous population) cannot forgive or let go the Israelis for what they do them because they believe that they are the owners of the land and no one not even Israelis have the right to take it away from them.

Posttest 7. The wall that goes through their lands (farmer's lands); The lands that have been taken away from them (source of income)

KA - (AUS)

Pretest 7. Palestinian have their land occupied and don't feel free. Aids are blocked by Israelis, people are suffering from diseases, lack of food.

Posttest 7. Palestinian suffering from lack of support financially. Palestinian people live in misery and slavery which creates hatred against Israelis.

MI - (AUS)

Pretest 7. Palestine has no government that recognizes Palestine as state, victims of conflict ordinary people.

Posttest 7. Palestinians suffering is [unreadable], not a lot of social benefits, lack of housing, water, electricity, unemployment, no identity and not recognized state.

MA - (AUS)

Pretest 7. Suicide bombers

Posttest 7. It showed how brutal the Israelis were. It also showed how important their land was for them.

NA - (AUS)

Pretest 7. Palestine's suicide bombings make it worse. Palestinian frustration has made Israelis more defensive.

Posttest 7. They belong to the land because it was theirs through generations.

AA - (AUS)

Pretest 7. The belief the Palestinians have had the land is theirs and their [unreadable] belief in the Palestinian cause. Palestinian being expelled (1968, etc...)

Posttest 7. The identity crisis of Palestinians inside and outside their lands definitely feed the conflict. Moreover, being deprived of their right aggravate the [unreadable].

NA - (AUS)

Pretest 7. No answer.

Posttest 7. The 2nd Intifada in which a lot of Palestinian houses were destroyed, killing a lot of people. Not recognize them as state.

AA - (AUS)

Pretest 7. Intifada of 1998. Intifada of 2001.

Posttest 7. Second Intifada - Wall. Poverty - lack of opportunity - water supply.

NA - (AUS)

Pretest 7. Intifada.

Posttest 7. Intifada. Suicide bombers

WE - (AUS)

Pretest 7. It weakens the Palestinian state. It might drive Palestinians out which helps the Israelis become more powerful.

Posttest 7. It brings more anger to the Palestinians which forces them to commit acts such as suicide bombings.

AA - (AUS)

Pretest 7. As a result of the Palestinian suffer, anti-Israel organizations emerged to fight the Israelis.

Posttest 7. Because the Palestinians were suffering violent act occurred such as suicide bombing. Some Palestinians refuse to sign peace treaties with Israel.

AF - (AUS)

Pretest 7. No answer

Posttest 7. Palestinians have lost land, the settlements are sometimes violent against Palestinians. Poverty and lack of opportunity of Palestinians fuels the conflict.

HS - (AUS)

Pretest 7. Most had to live their areas and emigrate to the parts of the world as refugees. All the attack they go through that is against humanitarian right.

Posttest 7. Their land was taken from their. They have no security in their own land.

10. Identify progress negotiators made on Palestinian refugees at Taba 2001.

DB - (OIT)

Pretest 10. IDK

Posttest 10. Refugees were promised their sanctuaries into such places and homes in towns of Israel to allow them the opportunity to spread out and claims so freedom of their own.

HF - (OIT)

Pretest 10. I don't know

Posttest 10. Many things were put on the table that neither side immediately rejected such as borders, refugees

DE - (OIT)

Pretest 10. Don't know

Posttest 10. They gave Palestinian refugees more rights.

JW - (OIT)

Pretest 10. Don't know

Posttest 10. No answer

CB - (OIT)

Pretest 10. Don't know

Posttest 10. They were to be repatriated or given reparations to move/live in their host country.

DS - (OIT)

Pretest 10. I don't know

Posttest 10. Israel recognized that Palestine should control the West Bank

MD - (OIT)

Pretest 10. No answer

Posttest 10. Clinton's presidency expired; Barak lost to Sharon; Arafat felt this was not a fair deal

AC - (OIT)

Pretest 10. NA

Posttest 10. The progress was partial right of return and compensation

SS - (OIT)

Pretest 10. I don't know

Posttest 10. They made progress negotiating about refugees, security, Jerusalem, and land

RJ - (OIT)

Pretest 10. Don't know

Posttest 10. They would be able to return to land Palestine had jurisdiction over.

BB - (OIT)

Pretest 10. I don't know

Posttest 10. Palestinians would have right of return to Israel, to lands swapped between Israel and Palestine, and Palestine. They would also have rehabilitation, repatriations.

NJ - (OIT)

Pretest 10. I don't know

Posttest 10. That Israel would give Palestinians some land back and that they would give them money to compensate for their losses.

LC - (OIT)

Pretest 10. DK

Posttest 10. Right of return and compensation for their homes and business.

CP - (OIT)

Pretest 10. I don't know

Posttest 10. Clinton was very outgoing and the Palestinians agreed to many of his ideas about getting a state and sharing land with Israelis and not using violence.

SK - (AUS)

Pretest 10. Refugees to be left alone.

Posttest 10. They would have right of return

SA - (AUS)

Pretest 10. No answer

Posttest 10. Palestinian refugees wanted to return, while settlers of Israel refused to withdrawal. Egyptians were key negotiators, Amer Mosa.

SF - (AUS)

Pretest 10. No answer

Posttest 10. They thought of right of return for the 750,000 Palestinian refugees that fled to neighboring countries and negotiated on Jerusalem, security and borders but again Palestine did not sign. It was the closest it ever came to peace but Palestinians refused it.

AF - (AUS)

Pretest 10. No answer

Posttest 10. A peace agreement that gives the right of return to the Palestinians solving the refugee issue. Where also two states will be established one Palestinian and one Israeli.

AJ - (AUS)

Pretest 10. The struggle for Palestinians out of the nation to be able to return even under Israeli control

Posttest 10. Refugees have been helped to an extent, some being able to return to their land and families as a result.

MM - (AUS)

Pretest 10. No answer

Posttest 10. It was the only negotiation that was peaceful.

AO - (AUS)

Pretest 10. No answer

Posttest 10. Palestine is to go back to Palestine (refugees), Israelis swap land with Palestine

MF - (AUS)

Pretest 10. No answer

Posttest 10. No answer

ES - (AUS)

Pretest 10. No answer

Posttest 10. These negotiations were considered as a success because it was really the first time for Israelis and Palestinians to sit together and negotiate.

KA - (AUS)

Pretest 10. No answer

Posttest 10. It was the closest thing to peace and the negotiators wanted to have the refugees right to return. But it was failed.

MI - (AUS)

Pretest 10. We will study.

Posttest 10. Yasir Arafat, Abu Mafit, Al mert

MA - (AUS)

Pretest 10. No answer

Posttest 10. The refugees had the right to go back to their country
(Palestine).

NA - (AUS)

Pretest 10. No answer

Posttest 10. That Palestinian refugees be given full right to return back to
their land safely.

AA - (AUS)

Pretest 10. No answer

Posttest 10. Taba 2001 gives Palestinian refugees their right of return to
their homeland.

NA - (AUS)

Pretest 10. No answer

Posttest 10. It was the most successful negotiation, that offered solution
that might help. Take the refugees issue and they can go back to
Palestine

AA - (AUS)

Pretest 10. No answer

Posttest 10. It is called for the right of Palestinian refugees to return to
their lands. And it has achieved some progress in returning
Palestinians back.

NA - (AUS)

Pretest 10. No answer

Posttest 10. No answer

WE - (AUS)

Pretest 10. No answer

Posttest 10. No answer

AA - (AUS)

Pretest 10. They demanded that the Palestinian refugees must go back to
Palestine and live there.

Posttest 10. The Palestinian refugees should return back to Palestine step
by step and live in the Palestinian territory.

AF - (AUS)

Pretest 10. No idea.

Posttest 10. Palestinians should have right of return, repatriation, reparation, relocation and rehabilitation, to stay where they are, or move to a third country. The Israelis had idea of "land swap" where they would give land from Israel instead of eliminating Jewish settlements in Palestinian territory.

HS - (AUS)

Pretest 10. It gave the Palestinians more independence and right in some parts to settle.

Posttest 10. That refugees can go back and settle in Palestine.

11. What does "the Arc" offer the Palestinian people?

DB - (OIT)

Pretest 11. IDK

Posttest 11. The Arc is a statistically designed plain by a wealthy Jew as an alternative that might subside the wars and conflicts. It is an train system that will allow supply routs and transportation; then in future, provide the building of homes and maybe even establish communication to rest of Israel/Palestine to end conflicts and fights and promote togetherness.

HF – (OIT)

Pretest 11. I don't know.

Posttest 11. A new infrastructure for their country. It involves city planning and transportation to and from West Bank and Gaza.

DE – (OIT)

Pretest 11. Don't know

Posttest 11. Hope.

JW - (OIT)

Pretest 11. Don't know

Posttest 11. It's not probable that the Palestinians could even live in that area, because the livable land would be severely overpopulated. It offers them nothing.

CB - (OIT)

Pretest 11. Don't know

Posttest 11. A possible way to develop their land and be successful in the future economically and socially.

DS - (OIT)

Pretest 11. I don't know

Posttest 11. A collection of infrastructures to unite Palestine and transform it into a modern successful state.

MD - (OIT)

Pretest 11. Is that the box with the 10 commandments? Don't know.

Posttest 11. A sustainable country

AC - (OIT)

Pretest 11. NA

Posttest 11. Economic growth and infrastructure. It will also supply easy access to water and tourism to the major cities.

SS - (OIT)

Pretest 11. I don't know, maybe hope or for religious beliefs.

Posttest 11. Transportation between the West Bank and Gaza, employs over a thousand people, brings a better economy to Palestinian and hopes to promote growth.

RJ - (OIT)

Pretest 11. Don't know

Posttest 11. A way to connect their country, give them hope, influence and encourage expansion of cities, have a good source of water and electricity along the arc.

BB - (OIT)

Pretest 11. I don't know

Posttest 11. The Arc is a high speed rail system that would connect areas from the West Bank to Gaza. This would benefit the Palestine people economically by creating jobs. The stations would be outside major cities so the cities would grow between the cities and the stations.

NJ - (OIT)

Pretest 11. I don't know

Posttest 11. The Arc offers a connection of the West Bank and Gaza Strip via railroad, connecting cities in the West Bank.

LC - (OIT)

Pretest 11. DK

Posttest 11. A way to break ties to Israel and to start their own state.

CP - (OIT)

Pretest 11. I don't know.

Posttest 11. A safe way to travel back and forth from Gaza and the West Bank. And a chance for the main cities to grow in a way that supports the economy and make jobs for the Palestinians.

SK - (AUS)

Pretest 11. No answer

Posttest 11. A system of transportation that would improve the infrastructure and economy of the Palestinians. This project also includes development for parks and housing.

SA - (AUS)

Pretest 11. Suleiman Arc I guess.

Posttest 11. It offers them transportation by railroads from one city to the other, meaning that all the Palestinian cities will be connected. The Arc also offers them a step towards a country with borders or a state.

SF - (AUS)

Pretest 11. No answer

Posttest 11. The Arc offers Palestinians hope for a future Palestine where a Palestinian state would establish with an infrastructure that will include a metro system, water, electricity all throughout the Palestinian state.

AF - (AUS)

Pretest 11. No answer

Posttest 11. The Arc offers Palestinians a better life and also a state. It allows them to travel to countries (have an airport). It also creates more jobs and better agriculture. The Arc I believe is one step to better Palestinian future, where the Palestinians just like many people around the world who have a country will have an economy, airports, schools, and homes. The Arc would be a peaceful solution for both the Palestinians and the Israelis. However the Israelis might oppose it because they will claim that this might effect their national security and so on.

AJ - (AUS)

Pretest 11. The Arc offers the Palestinian people a sense of acknowledgement and sense of recognition, a chance to have a freedom to practice their religion more freely.

Posttest 11. "The Arc" and its ideas as seen on the project development case study offer a potential homeland for the Palestinians, by using railroads cutting through Israeli land - Gaza and the West Bank are connected (similar to Denmark's idea). It will eventually offer

hope for the Palestinians, they will be able to live in peace, be with families thus possibly resolve the refugee issue as well, and strengthen the economy.

MM - (AUS)

Pretest 11. It is a religious site that prove to Israelis that Jerusalem is for Palestinians, because of the miracle of the Arc. It gives them hope too.

Posttest 11. The Arc is basically a hope for the Palestinians to [unreadable] their economy

AO - (AUS)

Pretest 11. It is a place that the Israelis made it to the Palestinian to plan their life's to better way.

Posttest 11. It is the future vision of the Palestinian state after it will exist and talked about the transportation and how to use it is resources and how to live and developed.

MF - (AUS)

Pretest 11. No answer

Posttest 11. It offer nothing but the bad part of the land, if the Arc was a wall but if it is a train as suggested than it will help the people of Palestine economically which will eventually lead to a decrease in the attacks against each other.

ES - (AUS)

Pretest 11. No answer

Posttest 11. The Arc is the vision of a new Palestinian state that goes like an Arc starting from Jerusalem to Gaza. It offers a new state, life and opportunities.

KA - (AUS)

Pretest 11. No answer

Posttest 11. The future of Palestinian state which is creation of cities in West bank as the shape of an Arc.

MI - (AUS)

Pretest 11. We will study.

Posttest 11. Arc offers structuring of Palestine on the lands they are living now, which should bring economic and social benefits. It is just a project and if it is going to be supported will change Palestine's history page.

MA - (AUS)

Pretest 11. No answer

Posttest 11. No answer.

NA - (AUS)

Pretest 11. No answer.

Posttest 11. No answer.

AA - (AUS)

Pretest 11. No answer

Posttest 11. "The Arc" offers the Palestinian people an independent state including Gaza and the West Bank. It gives them a chance to rule their country independently. Moreover it grants them the opportunity to develop their country in the best efficient way possible. However, "the Arc" seems more like a utopia.

NA - (AUS)

Pretest 11. No answer

Posttest 11. Offer them various solutions to their conflict, that they can have right. Also that the Arc is the beginning for them to start or might help form state. By having stations, schools and other infrastructure around it.

AA - (AUS)

Pretest 11. No answer

Posttest 11. "The Arc" offers the basic infrastructure into Palestinian people such as building homes, transportation, water and energy supply, airport, and welfare places. This project can help build a Palestinian state and offer the people with their necessities.

NA - (AUS)

Pretest 11. No answer.

Posttest 11. It a model that might end up the conflict and the Palestinian crisis by establishing a Palestinian state which consists of West Bank and Gaza and refugee should come back to this state and [unreadable] railroad.

WE - (AUS)

Pretest 11. No answer

Posttest 11. The Arc offers people, with a chance to have their own state, and also provides them with space and possibilities to allow in other resources and gives them a chance for freedom and the ability to move more freely.

AA - (AUS)

Pretest 11. No answer

Posttest 11. It offers them economic, social and political advantage, where it allow them have there own state.

AF - (AUS)

Pretest 11. No idea.

Posttest 11. How would the future Palestinian state should look like, as in connecting the Gaza and West Bank, issues and recommendations for transportation, population density, construction of new houses, irrigation, power generation, all of them recommendation a solution but may not be the best one.

HS - (AUS)

Pretest 11. It gives them the right to settle on the lands under Israeli control.

Posttest 11. It will [unreadable] better economic and social opportunities. More investment, employment and security for the Palestinian people.

APPENDIX E. INDIVIDUAL RESPONSES TO EVALUATION QUESTIONS – 2006

Question 1. What is the most important point(s) you have learned in this course insert?

DB - (OIT)

The backgrounds on pasts so as to understand the "why" and "how" and stuff.

SS - (OIT)

Why there is so much of a conflict between Israel and Palestine

RJ - (OIT)

What is happening in Palestine, why and how the Jews settled in Palestine, what happened to the Palestinians when the Jews settled, the current arguments between the two

BB - (OIT)

I learned a lot from this course. It was all important. I didn't know anything about Israel/Palestine before this.

NJ - (OIT)

That you can't always trust the media.

LC - (OIT)

How both sides feel and their own personal claims

CP - (OIT)

Everything! I had no idea what was going on in Israel before this course.

AW - (OIT)

That neither side can come to a resolution unless they understand the suffering of the other.

HF - (OIT)

I have learned what the conflict is about. I really had no idea before.

DD - (OIT)

There is a very hard to solve conflict going on between Israel and Palestine

JW - (OIT)

Historical roots for a conflict that I knew nothing about. I didn't really know what was going on between Israel/Palestine

CB - (OIT)

Both sides of the conflict, not just those presented by the media.

DS - (OIT)

Further understanding of the Israel/Palestine conflict. I now feel informed about the issues.

MD - (OIT)

What caused and is causing/fueling the Palestinian Israeli conflict. The possible solutions

AC - (OIT)

The level of suffering and hostility on each side.

NA - (AUS)

How this conflict was originated, and if it is being implemented. Also certain themes that it was my first time to know about.

MD - (AUS)

Interchanging of ideas

AA - (AUS)

The history of the conflict

MM - (AUS)

Western view on the I/P conflict; Cooperation between the west and Arab world can work; With peaceful negotiations a solution would rise.

AA - (AUS)

The most important point lesson that I've learned is the discussion of Palestinian refugees and Arab Jewish refugees.

SK - (AUS)

All the new information

MQ - (AUS)

Understanding achieved by dialogue

NA - (AUS)

Not everyone is really aware of the Palestinian crisis. There are different views toward the conflict. Some are serious about and some are not.

HS - (AUS)

Different views that suggest a solution

EA - (AUS)

Listening to the other side is always beneficial, because even if we don't come up with solutions we will be reducing the amount of hatred and misunderstanding between different cultures and states.

KA - (AUS)

The most important thing I have learned some more information about the Israel/Palestine module.

AO - (AUS)

The Arc and the Jewish refugees

WE - (AUS)

I learned more about other alternatives on who may govern the state, either in splitting it up or keeping them together.

AF - (AUS)

That the two sides have legitimate reasons for claiming the land as theirs

SF - (AUS)

About the Arc and a suggest future Palestine

MF - (AUS)

That their might be a solution other than war among both sides.

AF - (AUS)

That cooperation and dialogue might be possible and a solution to the conflict if both sides [unreadable]

AA - (AUS)

A rational dialogue between two parties in dispute is a strong basis for a fresh start.

MI - (AUS)

View of American students on Israeli-Palestinian issue. View of both Israeli and Palestinian on this issue

AA - (AUS)

The possibilities for solutions to the conflict - what ideas, and thoughts have both sides came up with

APPENDIX E. 2006 POWERPOINT CURRICULUM EXCERPTS

15 of 39 slides from *Unit 4: How Does the Jewish Suffering of the Jews Feed the Israel/Palestine Conflict?*

15 Slides selected for AMSS Unit 4: How Does the Suffering of the Jews Feed the Israel/Palestine Conflict?

Educational Solutions University Dialogue Project:
Israel/Palestine Dialogue

To view entire Unit 4 (now Unit 5 – revised to 39 slides):
www.educationalsolutions.org/public/content/view/47/89

Overview of ES Israel/Palestine Course Insert

- Unit 1. Introduction
- Unit 2. What are the claims to Israel/Palestine?
- Unit 3. After the British Mandate and the 1947 UN Partition Plan, why did Israel become a state while Palestine did not?
- Unit 4. How does the suffering of the Jews feed the conflict?**
- Unit 5. How does the suffering of the Palestinians feed the conflict?
- Unit 6. How do Israeli and Palestinian histories about 1947 to 1955 differ regarding the creation of refugees? (Palestinian refugees from the State of Israel and Arab-Jewish refugees from Arab countries)
- Unit 7. Why has the peace process failed?
- Unit 8. What do you think are the best solutions?

“If we could read the secret history of our enemies, we should find in each person’s life sorrow and suffering enough to disarm all hostility.”

Henry Wadsworth Longfellow

**PLEASE RESIST THE TEMPTATION TO
DECONSTRUCT THE OTHER SIDE**

In order to resolve conflicts, the first and possibly most difficult step is to listen to and understand the perspective of the other side.

For those of you who favor the Palestinian side, this unit will be difficult for you. Those who favor the Israeli side will find the next unit equally difficult.

Central Premise

David Shipler, author of *Arab and Jew: Wounded Spirits in a Promised Land*, 2002, explains that the key to understanding Israelis lies in the past, while the key to understanding Palestinians lies in the present.

Both have been victims. Both want the same land.

- The Jews/Israelis have been persecuted for some 2000 years. Today Israelis take pride in having gathered Jews to Israel from all over the world and in constructing a modern Jewish State where Jews are no longer persecuted. Underlying Israeli policy is the iron determination to “Never again be victims” and the knowledge that the worst threats can be realized. Many Israelis sympathize with the Likud party’s policy of a strong military stand against Palestinian attacks.
- The Palestinians feel their drive to nationalism has been frustrated by Zionism. All other Arab peoples have states while Palestinians suffer a harsh occupation or live in refugee camps. Palestinians feel that over 75% of their land was unfairly taken, beginning with the 1947 UN partition plan. Today their land continues to be taken by encroaching Israeli settlements, bypass roads, and the Wall/Security Barrier. Palestinians are poor and feel hopeless about their future. Many sympathize with the armed struggle mounted by Palestinian militias, such as Hamas. On January 26, 2006, Hamas won 74 out of 132 seats in the Palestinian legislature.

Denial of the Other

Too often each side denies the suffering of the other.

- Some Arabs deny that the Nazi Holocaust ever happened and blame the Jews for the history of Jewish suffering. If the enormity of the Holocaust and Jew’s sense of vulnerability are denied, how can Arabs understand the Jews/Israelis? Jewish/Israeli suffering is covered in this Unit.
- Some Jews deny Palestinians are a people with nationalistic aspirations and blame the Palestinians for their poverty and their lack of a state. If Palestinian anger at the loss of their land and life under occupation is not acknowledged, how can Israelis understand the Palestinians? Palestinian suffering will be covered in Unit 5.

Acknowledging the suffering and grievances of the other is essential to seeing the other as human and worthy of security and self-determination.

The Nazi Holocaust

Adolph Hitler blamed the Jews for the defeat of Germany in WWI and the rise of communism in the USSR, Germany's enemy. In "*Mein Kampf*" he wrote that Germany would recover only after the destruction of the Jews. From the beginning of their rule (1933), the Nazi government brutalized Jews.

The early Nazi government destroyed and appropriated Jewish property, denied Jews employment, deported Jews, destroyed synagogues, took away Jewish civil rights, and confined Jews to ghettos and camps.

In 1942, at the Wannsee Conference, the Nazis systematically planned the destruction of European Jewry by condemning them to engineered gas chambers in concentration camps.

By the end of World War II in 1945, about 6 million of the 18 million world Jewish population had been exterminated; some 1.5 million of them were children. Jewish culture in Europe was destroyed. Most mainstream historians place the total number of Holocaust victims, including Jews and non-Jews, at about 10 million people.

This scope of this genocide is unparalleled in modern history and revealed to Westerners the depths of man's inhumanity to man.

The Stories of Eva and Emil The Eyewitness Accounts of Two Holocaust Survivors

"They had both been warned that their only way out of the concentration camps was through the smokestack of the crematorium. (During the Holocaust, Jews were herded into gas chambers, murdered, and their bodies were burned (cremated) in crematoriums.) Today, Eva and Emil are survivors of the Holocaust and they speak freely and often about the dangers of hatred and intolerance. Eva is from Hungary and Emil was born in Czechoslovakia.

Eva was 16 years old when she entered Auschwitz. She and her sister, Magda, were separated from the rest of the family in the selection lines. Eva never forgot her father's parting words: 'Watch out for Magda.' Eva and her sister were together as they survived the Nazi concentration camps. Today, they live two blocks apart.

Also, today, Eva's memories are inescapable. She remembers Alice, a red-haired, 20-year-old Slovakian girl who was placed in charge of the 1,200 female inmates in Auschwitz's Barrack #9. Alice warned the inmates about being 'fooled' by Dr. Josef Mengele, chief physician at Auschwitz, known as the Nazi 'Angel of Death.'

Mengele would enter the barracks, impeccably outfitted with white gloves, mirror-polished boots, and a crisply pressed SS uniform. A sweet and innocent-sounding Mengele would request all the ill and infirm in need of special treatment to step forward."

(Del Calzo, 1997, p. 69)

Eva and Emil (continued)

“He (Mengele) asked for any pregnant women to come, too, and assured them in a kind and gentle manner that their needs would be met. Anyone who stepped forward was sent to the gas chamber that night.

Young Alice, already a three-year veteran of the camp, had given the girls stern warnings against falling for Mengele’s entrapment. So angered was she when his deception succeeded that she beat the few women who dared step forward. ‘To you, nothing matters anymore. Tonight, you will escape through the chimney!’ Her cruelty was her way to instill a lifesaving message in the numbed psyche of the remaining inmates. ‘Each day you survive this hell,’ Alice said scornfully, ‘you are one day closer to freedom.’ In 1944, Eva was sent from Auschwitz to Landsberg, and then to Dachau. On April 29, 1945, she was liberated, along with her sister, Magda, by the Americans.”

(Del Calzo, 1997, p. 69)

Eva and Emil (continued)

“Next, Emil was sent to a labor camp called Gusen I. Though beaten and deprived of food and sleep, he helped drill tunnels into the mountain where Germans planned to shield their new airplane factories from Allied bombs.

Emil was 19 when he was standing at the end of a line of sick prisoners in the hospital at Gusen II (Austria); each was given an armpit thermometer to record their body temperature. A doctor was separating ill prisoners from the healthier inmates. Emil realized that a high temperature was a death sentence. Knowing he was ill, he held the thermometer between his two fingers in his armpit area, deftly exposing the instrument to the heat of his feverish skin for only the last moment. Emil produced a normal temperature reading.

Near war’s end, the crematorium being built to murder Emil and 17,000 other Jews was luckily not completed. Emil escaped death when General Patton’s 3rd Army and the 761st African-American Tank Brigade liberated the prisoners at Guns kirchen. He weighed 66 pounds.

Eva and Emil met in 1947, were married and immigrated to the United States in 1951. They raised two children. They continue to educate youth in the community about the Holocaust.”

(Del Calzo, 1997, p. 69)

The Development of Muslim Antisemitism

Historically, before Zionism, Jews generally fared better under Islam than under Christianity because Islam did not hold Jews responsible for the killing of Jesus Christ. Muslims regard Jesus as a holy prophet, too holy to be crucified, although not the son of God. Muslims believe Jesus was taken up into heaven by God, and someone else, perhaps Judas, was substituted to be crucified.

Christians and Jews, treated largely alike under Islam, did not have a status equal to Muslims. However, they were protected as "People of the Book" (Quran 2:62,5:69). Few historians support some current notions that Jews and Muslims have "always" been enemies.

With the Ottoman defeat in World War I, Islam lost its last great Empire. By the 1920s, 95% of Muslim lands were under European control.

In 1922, Palestine came under the British Mandate and waves of Jewish immigration, begun in the 1880s, continued to predominantly Muslim Palestine. The goal of Zionism was the establishment of a Jewish homeland in Palestine.

Jewish Immigration to Palestine Results in Increasing Muslim Hostility towards Jews

- "To the average Arab of Palestine, the Jewish immigrants appeared to be not members of an ancient Middle Eastern people attempting to re-establish their national identity in their historical homeland but rather, another invasion of Western colonizers. From an Islamic point of view, the growing presence of Jews altered the religious complexion of the region, and the Jew's goal of attaining sovereignty offended the Islamic view of the properly subservient role of Dhimmis [Jews and Christians protected under Islam]. Finally, the Arabs, who had been for four centuries under the thumb of the Ottomans, and were now under the control of the British, were developing their own nationalist aspirations."

(Scheidlin, 2000, p.228)

Muslim Anti-Zionism and Antisemitism Merge

Bernard Lewis, in his 1986 book *Semites and Anti-Semites*, explores the Arab sense of injustice in reaction to the State of Israel.

- “Even the frequently reiterated intention of dismantling the State of Israel and ‘liquidating the Zionist society’ is not, in itself, necessarily an expression of antisemitism. In the view of most Arabs, the creation of the State of Israel was an act of injustice, and its continued existence a standing aggression. To those who hold this view, the correction of that injustice and the removal of that aggression are legitimate political objectives” (p. 242).
- Muslim anti-Zionism, the political concept, incorporated and exploited the old virulent European, Russian and Nazi antisemitic ideas to rouse Muslim support to counter the new state.
- In time, for many Muslims, anti-Zionism (criticism of immigration and establishment of the State of Israel) and antisemitism (hostility toward Jews) became indistinguishable.
- Similarly, among many Jews, anti-Zionism and antisemitism became indistinguishable such that criticism of Israel became equated with hostility towards the religion.

The State of Israel Was Seen by Many Jews as the Solution to Jewish Victimhood

This presentation outlines the history of antisemitism and Jewish suffering to explain the depth of Jewish passion for a refuge, their own secure state.

Out of the deep despair brought by European history, Russian persecution, the Nazi holocaust, and the failure of the West to support the Jewish survivors of the Holocaust, Jews resolved, with iron determination, to be victims no more.

- After centuries of persecution culminating in the Holocaust, the Jewish axiom is “Never Again!”
- In Israel, for the first time since the Hasmonians (140-37bce), Jews have seized control of their own destiny as a political entity and created the State of Israel.
- “The State of Israel is not only the repository of the millennial Jewish hopes for redemption [anticipation of the coming of the Messiah]; it is also the one practical instrument for assuring Jewish survival” (Netanyahu, 2000, p.xv).

Terrorist Attacks Strike the Heart of the Jews

Terrorist attacks and Arab rhetoric make Jews recall the persecution they suffered before their State was established.

As a Jewish participant in an ES interfaith dialogue said, "The Holocaust taught us that the worst threats can be realized. Even though Israel is strong militarily, I still feel great fear when I hear Muslim extremists calling for the death of Jews."

Israelis/Jews see Palestinian attacks as a continuation of the antisemitic violence they have experienced for centuries.

Jewish experience of persecution was of such magnitude and so threatening to their survival as a people, that many Jews will not acknowledge Palestinian attacks as essentially an expression of a competing nationalistic struggle, instead of a genocidal campaign against Jews as Jews.

After a terrorist attack, the Israelis often strike back at Palestinians with superior force and advanced technology and the cycle of violence continues.

16 of 42 slides from *Unit 5: How Does the Suffering of the Palestinians Feed the Israel/Palestine Conflict?*

16 slides selected for AMSS Unit 5: How Does the Suffering of the Palestinians Feed the Israel/Palestine Conflict?

Educational Solutions University Dialogue on the
Israel/Palestine Conflict

To view entire Unit 5 (now revised Unit 6 - 42 slides)
www.educationalsolutions.org/public/content/view/47/89

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4. How does the suffering of the Jews feed the conflict?
- 5. How does the suffering of the Palestinians feed the conflict?**
6. How do Israeli and Palestinian histories about 1947 to 1955 differ regarding the creation of refugees? (Palestinian refugees from the State of Israel and Arab-Jewish refugees from Arab countries)
7. Why has the peace process failed?
8. What do you think are the best solutions?

Please resist the temptation to deconstruct the other side

In order to resolve conflicts, the first step is to listen to and understand the perspective of the other side.

Just as those favoring the Palestinian side of the conflict may have had a difficult time with the last unit, so those who favor the Israeli side may have difficulty with this unit.

Denial of the Other

Too often each side denies the suffering of the other.

- Some Arabs deny that the Nazi Holocaust ever happened and blame the Jews for their history of suffering. If the enormity of the Holocaust and the Jews' sense of vulnerability are denied, how can Arabs understand the Jews/Israelis? Jewish/Israeli suffering was covered in the last unit.
- Some Jews deny Palestinians are a people with nationalistic aspirations and blame the Palestinians for their poverty and their lack of a state. If Palestinian anger at loss of their land and life under occupation is not acknowledged, how can Israelis understand the Palestinians? Palestinian suffering is covered in this unit.

Acknowledging the suffering and grievances of the other is essential to seeing the other as human and worthy of security and self-determination.

From the Glory of Islam to the Suffering of Today's Palestinians

Muslims, including Palestinian Muslims, are proud of the achievements of Islamic Civilization. From 622 to 661 ce, Islam spread rapidly from the Arabian Peninsula, west to Libya and east to Afghanistan. By 750 ce, the Empire spanned from Spain to India. A relatively uniform Islamic civilization developed in these diverse areas.

Beginning in 661 ce, Islamic dynasties, such as the Umayyads, Abbasids, Fatimids, Ayyubids, Mamluks, and Ottomans, made great advances in medicine, science, art, architecture and literature. The people of Palestine participated in the success of Islamic Civilization for over a thousand years, interrupted only by the Christian Crusades from 1099 to 1187.

The fall of the Ottoman Empire in 1920 brought about an end to 1,300 years of Islamic dominance in what is now Israel/Palestine. During these centuries and up to the 1950s, by far the majority of the people who lived in what is now Israel/Palestine followed the religion of Islam.

Understanding Palestinian Suffering

Western Colonial Control To understand the suffering of the Palestinians today, one must remember their participation in the Glory of Islam. Many Muslims feel the humiliation and sense of loss resulting from Western colonial control of Muslim lands in the 1800s and 1900s.

Frustrated Nationalism The rise of nationalism in the West in the 1800s and 1900s affected Jews and Arabs, as well as the rest of the world. The success of Jewish nationalism (Zionism) frustrated the nationalistic aspirations of the Palestinians. Palestinians feel their history in Israel/Palestine and their national rights have been denied.

Loss of Land Palestinians believe that they have been unjustly made to pay, with their land, for the suffering of the Jews during the Holocaust. Palestinians insist that Europeans, not Palestinians, were responsible for the Holocaust.

Large Scale Jewish Immigration, the 1948 Establishment of the State of Israel and the Occupation after the 1967 War Palestinian resistance to Zionism has resulted in the Palestinian suffering of today.

Zionist Denial of Palestinian Claims: The Zionist Myth

The statement, "A land without people for a people without a land," is generally attributed to Israel Zangwill, a late 1800s contemporary of Theodor Herzl, the father of modern Zionism.

However, the Ottoman census in 1890, after the first wave of Zionist immigration, counted 432,000 Muslims, 57,000 Christians and 43,000 Jews in the land between the Jordan River and the Mediterranean sea (Della Pergola, 2001).

This denial of an indigenous Palestinian population was used by early Zionists to recruit Jewish immigrants to Israel and to gain international support for a Jewish homeland. Zionists wanted to convince Jews and possible supporters that no one would be victimized by Zionism and that their cause was a just solution to the persecution of Jews.

For the Palestinians this denial of their existence and claims has been at the root of their suffering.

Former Israeli Leaders Denied Palestinian Claims

“It was not as though there was a Palestinian people in Palestine considering itself as a Palestinian people and we came and threw them out and took their country away from them. They did not exist.”

Golda Meir, former Prime Minister of Israel
Sunday Times (London), June 15, 1969

“What are Palestinians? When I came here there were 250,000 non-Jews – mainly Arabs and Bedouins. It was desert – more than underdeveloped. Nothing,”

Levi Eshkol, former Prime Minister of Israel
Newsweek magazine, February 17, 1969

“When intelligent and humanitarian men such as Woodrow Wilson and Lloyd George considered this wasteland of Palestine, they understood that its minuscule Arab presence, making use of virtually none of the available land for the people’s own meager needs, could hardly be considered a serious counter to the claim of millions of Jews the world over to a state of their own – especially when the vast reaches of Arabdom would be considered a homeland for the Arabs.”

Benjamin Netanyahu, former Prime Minister of Israel
A Durable Peace, 2000: 44-45

Israeli Acquisition of Land

- 1) 1947 - UN Partition Plan (not implemented)
 After World War II and the Holocaust, the United Nations proposed to divide the land between the Mediterranean and the Jordan River into two states. At this time there were about 1,181,000 Arab Muslims, 143,000 (mostly Arab) Christians and 630,000 Jews (DellaPergola, 2001).
Israel (55% of land) and Arab Palestine (45%).
- 2) 1948 – Israeli War of Independence/ Palestinian Al Nakba (catastrophe)
 Jews declare State of Israel and 5 Arab states attack Israel. Israel wins, gaining more territory. Jordan annexes the West Bank and Egypt controls Gaza. There is no territory designated as a Palestinian state.
Israel (78% of land) and Jordan and Egypt (23%)
- 3) 1967 – Six Day War Leads to Israeli Occupation
 Israel fights Egypt, Iraq, Jordan and Syria, capturing Gaza and the Sinai Peninsula from Egypt; the West Bank, including East Jerusalem, from Jordan; and the Golan Heights from Syria. (Israel returns the Sinai to Egypt in 1979 Peace Agreement)
Israel (100% +)

The 2nd Intifada

Palestinian suffering has been regularly broadcast via satellite TV to the Muslim world while Americans rarely see footage of Israeli military attacks, home demolitions, the Wall/Security Barrier, maps of Israeli settlements and roads, the conditions of refugee camps, and Palestinian poverty.

On September 28, 2000, after the Camp David talks failed to reach a definitive solution, Israeli leader Ariel Sharon and a phalanx of armed guards ascended the Temple Mount/Haram al Sharif and triggered the beginning of the 2nd Intifada (also known as the Al Aqsa Intifada because the Al Aqsa mosque is located on the Haram). Some Israelis say that the 2nd Intifada was already planned before Sharon's action.

The subsequent clashes between Palestinians and Israelis have marked the beginning of the worst period of violence, outside of formal wars, in Israel/Palestine's history.

From the Palestinian perspective, the underlying causes of the 2nd Intifada were the failure of the Camp David II 2000 peace process to lead to the creation of a viable and sovereign Palestinian state, frustration with the continuing development and expansion of Israeli settlements/roads in the occupied territories, as well as poverty and lack of economic opportunity.

Palestinian Suffering

During the Second Intifada and continuing today, Palestinian suffering is caused by the following factors.

- Expanding Israeli Settlements and Networks of Israeli Roads in the Occupied Territories
- Settler Violence
- House Demolition and Property Destruction
- Restriction of Movement, including the Wall/Security Fence
- Poverty and Lack of Opportunity
- Corrupt Palestinian Leadership
- Armed Resistance and Harsh Reprisals: The Cycle of Violence
- Culture of Death and Martyrdom

The information for this unit is based primarily on reports from human rights and international organizations, such as Amnesty International, The American Friends Service Committee, B'tselem (an Israeli Peace Organization), the World Bank, and the United Nations.

Jamil of Gaza

"Between 14 May and 29 June 2003 the Israeli army conducted an incursion in Beit Hanoun in northern Gaza in retaliation for the repeated firing of mortars by Palestinians towards the southern Israeli town of Sderot. The army demolished 21 houses, home to 35 refugee families, and damaged scores of others, destroyed several factories and large areas of olive and citrus tree orchards, bulldozed other land and destroyed water, sewage and road infrastructure.

On 15 May 2003, announcing the beginning of the operation the Israeli army stated: 'During the operation, IDF forces took control of key positions overlooking areas used to fire Qassam rockets at Israeli communities and demolished four structures used by terrorists who have been linked to firing Qassam rockets. In addition, IDF forces exposed wide areas of vegetation used to conceal the launch of rockets. . . .The IDF will not allow terrorist organizations to interfere with the daily routine of the residents of Israeli communities in the Gaza Strip and nearby areas.'

One of the properties destroyed was the tile factory of . . .(Jamil's) family, the biggest and most sophisticated tile factory in the Gaza Strip. Amnesty International delegates visited the factory and witnessed the destruction: a vast quantity of tiles had been smashed into pieces, cement bags had been torn and their contents scattered, large and sophisticated tile-making machines had been deliberately broken, some of the walls of the factory had been demolished and a large number of citrus trees near the factory had been uprooted."

"The owner of the factory, Jamil, . . . told Amnesty International: 'The factory gave work to 600 people, including those who worked in the factory and those who laid the tiles in the housing projects. Now 600 families have lost their income as a result of the destruction of the factory. We had the best fully automated Italian machines and produced good quality tiles; we exported part of our production to Israel. I worked very hard all my life and the fruit of this hard work was destroyed for no good reason.

No one ever fired mortars from anywhere near my factory: I am sure of that because the place was well guarded day and night; I always made sure of that. I have been working with the Israelis for decades: we buy material from them and sell them the tiles we produce. I would never have allowed anyone to commit any act which could jeopardize this. But the army came here, kept us all confined to our home under curfew for days and destroyed so much and left. How can such a thing help security?
. . .

For me, for our family, this has destroyed our lives; and for so many others. What about the hundreds of families who depended on this factory for their living, to feed their children? I have never harmed any Israeli, on the contrary. The army knows that neither me nor my family have ever done anything against them; they themselves have never accused me or my children of anything, so why destroy our factory, our trees, our lives? More than US\$5,200,000 worth of damage. You can see how deliberately, how purposefully they destroyed everything in here, crushing all the tiles, breaking all the cement bags and the machines which are so big and heavy and could not be destroyed in any other way they broke up with explosive, you can see it with your own eyes.'

(Israel and the Occupied Territories, 2004, IV. 2.3 The Gaza Strip: 5th boxed text).

Suicide Bombers

When you consider the numbers of Palestinians who have been killed, injured, arrested, deported, displaced or dispossessed since the founding of the State of Israel in 1948, there is hardly a Palestinian family untouched by the Israeli/Palestinian war. (This intimacy with violence also holds true for Israelis.)

Today Arab media and the Internet broadcast the stories of both Palestinian victims and suicide bombers to Muslims around the world. This increased media coverage magnifies the impact of a suicide bombing. In Palestinian communities without hope or recourse, suicide bombers are heroes among many Palestinians, especially the young, who see no opportunity for the future. In the West Bank and Gaza, over 50% of the population is 17 or younger.

Harvard's Sean Yom and Kansas State University's Basel Saleh conclude that suicide attacks during the Palestinian 2nd Intifada, are caused by two factors:

- 1) individuals motivated by injury and relative deprivation and
 - 2) incentives from organizations that perpetuate violence
- (Yom, 2004).

These ideas are illustrated in director Hany Abu-Assad's 2005 film Paradise Now.

The Culture of Death and Suicide Bombers

Palestinian militants are clear that their nationalistic armed struggle is separate from the actions of Al Qaeda.

Many Palestinians feel hopeless despair about their situation. They refuse to give up their right to the land their families have inhabited for generations. They are enraged by the unrelenting creation of new settlements and roads, even during peace negotiations, constantly creating new "facts on the ground." Some believe that their only recourse is armed struggle and that suicide bombers are the "poor people's tanks."

Other Palestinians condemn suicide bombing as a human rights violation and counter to Islamic and Christian principles.

Suicide is clearly prohibited by the Quran. However, some Palestinians have found theological justification for suicide bombing in the argument that the Palestinian condition is so miserable and hopeless that "We are dead already."

Out of Despair

In the last two presentations, we at ES have tried to show the suffering of the Jews/Israelis and the Palestinians.

The despair of many Jews has turned into a rock-hard determination to control their fate and have a state of their own, regardless. They suffer from Palestinian violence and they retaliate.

The despair of many Palestinians has turned into a rock-hard determination to fight for a viable Palestinian state, regardless. They suffer from the Israeli occupation and they respond with violence.

Widespread mutual understanding and acknowledgement of each other's shared values and suffering is an important step to ending the conflict and allowing both peoples to live in peace and cooperation.

"If we could read the secret history of our enemies, we should find in each person's life sorrow and suffering enough to disarm all hostility."

Henry Wadsworth Longfellow