

Contemporary Conflicts in light of the Cold War
Summer Workshop...UCSB...August 2-6
By Eric Staples

Lesson Plan for Graduate Students

Title: US Foreign Policy in the Arab-Israeli Conflict (50 minutes)

General Goals:

To understand the different perspectives regarding US foreign policy in the Arab-Israeli conflict in both the Cold War and post-Cold War context.

Objectives:

1. Outline both Zionist and Arab perspectives toward Israel
2. Review the basic solutions proposed and the issues of each.
3. Explain the Soviet Union's initial support for Israel.
4. Articulate the different stances and interests within the US government towards US support for Israel.

College course level:

Upper division: History of the Arab-Israeli Conflict (HIST-146) or US Foreign Policy in the Middle East.

Time Structure:

50 minutes

Materials:

Readings:

1. The Arab-Israeli readings in the *Contemporary Conflicts* reader.
2. Pipes, Daniel. "The US must buck up Israel." *Jerusalem Post*, Dec. 7, 2000
<http://www.danielpipes.org/article/362>.
3. Said, Edward. "Iraq and the Middle East Crisis." *Al-Hayat*, Nov. 25, 1997
http://cogweb.net/steen/Politics/Said_on_Iraq.html.

Pre-class Preparation:

Assign the readings to the students, and inform them of the quiz and the debate.

ACTIVITIES

Quiz:

One question on each of the assigned readings. (5 mins.)

Discussion and Q & A: (Historical content, 20 mins.)

1. What are the origins of the Arab-Israeli conflict?
2. What do we mean by the term "Zionist"? How is it different from "Jew"?

3. Why did the Zionists want a state?
4. What were the Arab perspectives towards Zionist goals?
5. How did WWII change the situation in the region?
6. How did the emerging Cold War impact the conflict?
7. What was the Soviet approach to the Zionists?
8. What possible solutions to conflict did Gromyko outline in his UN speech?
9. Which one did he advocate? Why?
10. Would the other ones possibly have worked? Why or why not?
11. Why did the Soviets support Israel?
12. Why does this change over time?

Debate Preparation: (5 mins.) US Policy Debate

The students will divide into their two groups: Group 1 is in favor of US support for Israel. They will rely largely on the Clifford and Pipes readings. Group 2 argues against US support for Israel. They will rely largely on the Kennan and Said readings. They will review their previously prepared presentation and rebuttal points.

The Debate: (10 mins.)

Each group will present its position, and then counter their opponent's argument, trying to keep in mind what is in the best interests for the US in the region.

Conclusion: (10 mins.) General discussion.

1. Why did Truman choose to recognize Israel how did this influence US policy towards Israel?
2. How has US policy influenced the conflict?
3. What are the positive ramifications? The negative?
4. What is the state of the conflict today?
5. Has it changed with the end of the Cold War?
6. What are the proposed solutions today?
7. What role should the US play in resolving the conflict? Why?

Assessment:

Homework assignment listing in two or three paragraphs the main points of the class.

THE 90 MINUTE LESSON PLAN

Time Structure:

90 minutes

Materials:

Readings:

1. The Arab-Israeli readings in the *Contemporary Conflicts* reader.
2. Pipes, Daniel. "The US must buck up Israel." *Jerusalem Post*, Dec. 7, 2000
<http://www.danielpipes.org/article/362>.
3. Said, Edward. "Iraq and the Middle East Crisis." *Al-Hayat*, Nov. 25, 1997
http://cogweb.net/steen/Politics/Said_on_Iraq.html.

Pre-class Preparation:

Assign the readings to the students, inform them of the quiz and the debate topic, and divide them into their groups.

Activity/Activities:

Quiz: One question on each of the assigned readings. (5 mins.)

Discussion and Q & A: (Historical content, 30 mins.)

1. What are the origins of the Arab-Israeli conflict?
2. What do we mean by the term "Zionist"? How is it different from "Jew"?
3. Why did the Zionists want a state?
4. What were the Arab perspectives towards Zionist goals?
5. How did WWII change the situation in the region?
6. How did the emerging Cold War impact the conflict?
7. What was the Soviet approach to the Zionists?
8. What possible solutions to conflict did Gromyko outline in his UN speech?
9. Which one did he advocate? Why?
10. Would the other ones possibly have worked? Why or why not?
11. Why did the Soviets support Israel?
12. Why does this change over time?

Debate Preparation: (10 mins.) US Policy Debate

The students will divide into four groups for a two part debate: Group 1 is a group of state officials supportive of Kennan's arguments. Group 2 is a group of White House staffers supportive of Clifford's position.

The second part of the debate will address US Foreign Policy towards the Arab-Israeli Conflict in the post-Cold War context. Group 3 is supportive of Pipes' position. Group 4 agrees with Said. They will review their prepared (theoretically) presentations and rebuttal points.

The Debate: (30 mins.)

Each group will present its position, and then counter their opponent's argument, trying to keep in mind what is in the best interests for the US in the region. Dissenting and supporting views from alternate panels will be encouraged to speak up and join in.

The Conclusion: (15 mins.)

8. Why did Truman choose to recognize Israel how did this influence US policy towards Israel?
9. What valid points did Kennan make? Clifford?
10. How are they similar to Said and Pipes' points?
11. Is there a conflict of interest? Can it be resolved?
12. How has US policy influenced the conflict?
13. What are the positive ramifications? The negative?
14. What is the state of the conflict today?
15. Has it changed with the end of the Cold War?
16. What are the proposed solutions today?
17. What role should the US play in resolving the conflict? Why?

Assessment:

Homework assignment listing in two or three paragraphs the main points of the lesson.