

**Understanding Multiple Perspectives: The Contribution of a Short Essay Assignment to Teaching About the Arab-Israeli Conflict**

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## Survey Questionnaire

The following survey is made for purely pedagogical reasons, particularly so we can evaluate the class's structure and assignments better. We do not intend to examine your answers individually or use it for your grading or evaluation. There are no right or wrong answers. We only ask that you answer as honestly as you can.

- **University ID number:**
  
- **Do you have any previous knowledge (even partial) of the Israeli-Arab conflict?**  
*[This question appeared only the first week and omitted from the post-essay survey]*
  1. Yes
  2. No
  
- **Based on what you know, who do you think have more just claims in the conflict?**
  1. Almost completely Palestinians
  2. Mostly but not entirely Palestinians
  3. Palestinians and Israelis about equally
  4. Mostly but not entirely Israelis
  5. Almost completely Israelis
  
- **Based on what you know, who do you think bears more responsibility for failure to resolve the conflict?**
  1. Almost completely Palestinians
  2. Mostly but not entirely Palestinians
  3. Palestinians and Israelis about equally
  4. Mostly but not entirely Israelis
  5. Almost completely Israelis
  
- **With which side to the conflict do you empathize more strongly, if at all?**
  1. Palestinians
  2. Israel
  3. Palestinians and Israelis about equally
  4. Neither

## **Assignment Prompt**

### **Background**

By the 1940s, relations between Zionists and the Arabs of Palestine had for some time been marked by tension, mistrust, deepening antipathy and periodic violence. In May 1947, with violence now escalating, the newly-established United Nations created the Special Committee on Palestine for the purpose of finding a solution to the Zionist-Palestinian conflict.

The majority report of the UNSCOP called for the territory of Palestine to be partitioned, with a Jewish state to be established in one part and a Palestinian Arab state to be established in the other part. The UNSCOP plan also called for Jerusalem to be placed under a separate international trusteeship regime.

The Zionists accepted the Partition plan, which was approved by the UN General Assembly in November 1947, but it was rejected by the Arabs. And so a Jewish state, Israel, but not a Palestinian state, came into existence at this time.

### **Assignment**

Each student will write a 1-page essay stating whether the Arabs did or did not have legitimate reasons for rejecting the 1947 UN Partition Plan. The position to be taken by each student will be preassigned on a random basis. The essay should discuss both the facts and the reasoning that support the assigned position.

Following completion of the essays, students in each discussion section will work together in groups to discuss their position and identify the strongest arguments by which that position is supported. Each group will then share the results of its discussion with the entire discussion section.

A short Question and Answer session, perhaps 15 minutes, will then be devoted to the issue in lecture. Students should be prepared to express their views and answer questions about the positions they have taken and those with which they do or do not agree.

Finally, following these activities, each student will write a one-half page essay stating in what way, if any, and why or why not, their views about the Arabs' rejection of the UN Partition Resolution have changed as a result of this exercise. Grading will not be affected by the position taken – there is no “right” answer.

**Robustness Check: Ordered Probit Estimations**

**Table A1: Ordered Probit Estimation, Table 2 in Paper**

	(1)	(2)	(3)
<i>Justify</i>	0.494* (0.267)	0.462* (0.272)	0.426 (0.273)
<i>Predisposition</i>	0.603*** (0.095)	0.616*** (0.096)	0.759*** (0.127)
<i>Justify * Preidposition</i>			-0.289* (0.163)
<i>Sex</i>		-0.394 (0.288)	-0.389 (0.290)
<i>Knowledge</i>		-0.0536 (0.316)	0.016 (0.320)
<i>Exam Grade</i>		0.025 (0.016)	0.03* (0.016)
<i>cut1</i>	-2.124*** (0.341)	-0.723 (1.739)	-0.232 (1.767)
<i>cut2</i>	-1.032*** (0.244)	0.401 (1.735)	0.968 (1.772)
<i>cut3</i>	-0.375 (0.229)	1.109 (1.733)	1.709 (1.774)
<i>cut4</i>	0.109 (0.226)	1.614 (1.743)	2.222 (1.784)
<i>cut5</i>	0.640*** (0.234)	2.177 (1.764)	2.789* (1.806)
<i>cut6</i>	2.018*** (0.308)	3.622** (1.774)	4.257** (1.817)
<i>N</i>	65	65	65
<i>Pseudo-R<sup>2</sup></i>	0.192	0.216	0.229

\*  $p < 0.1$ , \*\*  $p < 0.05$ , \*\*\*  $p < 0.01$ , standard errors in parentheses.

**Table A2: Ordered Probit Estimation, Table 3 in the Paper**

	(1) Justice (Post)	(2) Blame (Post)	(3) Empathy (Post)
<i>Justify</i>	0.289 (0.316)	0.491* (0.291)	0.212 (0.322)
<i>Justice (Pre)</i>	1.372*** (0.259)		
<i>Blame (Pre)</i>		0.702*** (0.250)	
<i>Empathy (Pre)</i>			1.869*** (0.311)
<i>cut1</i>	-1.321*** (0.289)	-0.406* (0.216)	-1.286*** (0.300)
<i>cut2</i>	0.250 (0.253)	1.073*** (0.243)	0.493** (0.265)
<i>N</i>	63	63	65
<i>Pseudo-R<sup>2</sup></i>	0.280	0.077	0.370

\*  $p < 0.1$ , \*\*  $p < 0.05$ , \*\*\*  $p < 0.01$ , standard errors in parentheses