

Resources for faculty to discuss the Israeli and Palestinian conflict and Guidance on having difficult discussions

Resources on how to have difficult discussions

- From the New School Faculty Center, [resources on engaging difficult dialogues](#), with [guidelines for classroom discussions](#)
- Vanderbilt University Center for Teaching: [Difficult Dialogues](#)
- Barnard College Center for Engaged Pedagogy: [Dialogue and Disagreement](#)
- [Reducing Incivility in the College Classroom](#), article by Patrick Morrisette
- [Faculty Checklist: Steps to Respond to Classroom Incivility](#), by Barbara Lee and Kathleen Rinehart
- [Pedagogical Approaches to Student Racial Conflict in the Classroom](#), article by Penny Pasque, Mark Chesler, Penny Charbeneau, and Corissa Carlson
- [Comparing Debate, Discussion, and Dialogue](#)
- Teaching in Higher Ed Podcast: [Trauma-Informed Teaching and Learning](#), with Mays Imad
- [Handbook for Facilitating Difficult Conversations in the Classroom](#), prepared by John D. Vogelsang Michael Harrington Center, Queens College, and Sophia McGee, Center for Ethnic, Racial and Religious Understanding
- Northwestern University, Searle Center: [Teaching During Turbulent Times](#)
- [Building Resilient and Inclusive Communities of Knowledge](#) (BRICK) Toolkit, from the Polarization and Extremism Research and Innovation Lab, American University

[Example agreement](#) with language tailored for a specific conversation.

Resources on the conflict

Some resources about the Israeli and Palestinian conflict that faculty may wish to explore to understand the conflict and suggestions for ways to discuss it with students. Note: these resources were created by reputable organizations but we are not endorsing any of them.

[Example agreement](#) with language tailored for a conversation about the conflict.

- [General Guidance](#) on processing the attacks and outbreak of war with students, from Facing History and Ourselves
- [Substantial collection of resources](#), including links to news articles, videos and films, lessons plans and teaching materials, on understanding and teaching the conflict, from TeachMideast, an educational initiative from the Middle East Policy Council
- [Resources for learning about the conflict](#), (written in 2021), from Learning for Justice, login required. Anyone can create a free account.
- [Resources and lesson plans](#) for teaching about the conflict, from Educators4SC (educators for social change)

Resources on media literacy and misinformation

Teach students about the [SIFT Model](#), developed by Mike Caulfield and based on the research of Sam Wineburg, an educational and cognitive psychologist who researches how history is taught and digital misinformation. SIFT can be a helpful framework for thinking about how to evaluate emotionally charged or outrage-inducing online posts. SIFT stands for “**S**top. **I**nvestigate the source. **F**ind better coverage. **T**race claims, quotes, and media to the original context.” The goal of SIFT is not a full fact-check: it is meant to be a quick series of checks that anyone can do in order to decide whether to engage with or reshare posts on social media.

A [deeper dive into strategies for teaching media literacy and fact-checking](#), from Edutopia by Youki Terada