

Historical and Contemporary Knowledge, Perceived Injustice, and Pro-Palestinian Activism Among Undergraduate Students

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Background

This study examines whether **historical and contemporary knowledge** about Israel and Palestine and awareness of past harms is related to **perceptions of injustice** post October 7th and support for and willingness to engage in pro-Palestinian activism.

Methods

Surveyed **211** SFU undergraduate students about their:

- Knowledge on Israel and Palestine
- Perceptions of injustice
- Engagement in past and willingness to engage in future Pro-Palestinian activism

Results

- Knowledge of the Nakba and contemporary knowledge of Israel and Palestine is positively correlated with perceived injustice, both past and future engagement in activism and support for encampments.
- Percieved injustice is positively correlated with past and future engagement in activism, and support for encampments.

Implications

Universities can **strengthen political education** by explicitly **teaching historical events like the Nakba**, given that greater knowledge of such events was linked to greater perceptions of injustice and increased willingness to engage in activism among students.

Greater historical and contemporary knowledge of Israel–Palestine significantly predicts perceived injustice, support for, and willingness to engage in activism.

<i>Variables</i>	<i>Knowledge of Israel and Palestine</i>	<i>Nakba knowledge</i>	<i>Percieved injustice</i>
<i>1. Perceived Injustice</i>	<i>.31**</i>	<i>.23**</i>	<i>—</i>
<i>2. Past Activism</i>	<i>.35**</i>	<i>.37**</i>	<i>.51**</i>
<i>3. Future Activism</i>	<i>.22**</i>	<i>.23**</i>	<i>.49**</i>
<i>4. Encampment Support</i>	<i>.15*</i>	<i>.17*</i>	<i>.48**</i>

Future Directions

Future research could recruit a larger sample and use an experimental design to test causality and implement historical knowledge interventions

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