

Govt 4082 – The Politics of the Arab-Israeli Conflict

Prof. Joshua Goodman

Spring 2020

Course meetings:

- Monday and Wednesday, 2:30-4; Hepburn 113

Office: Hepburn 208

Office Hours: Tuesdays 1-4; and by appointment

- You can book appointments at: <https://calendly.com/joshuagoodman/office-hours>

Email: jgoodman@stlawu.edu

Course Description and Objectives

This course is designed to introduce students to the history, politics, and controversies surrounding the conflict between Israel, the Palestinians, and the Arab states of the Middle East. Over the course of the semester we will be examining a number of topics that relate to the social and political intractability of the conflict, focusing on the construction of truth, claims to justice, and the obstacles these present to the resolution of the conflict. We will be adopting an explicitly narrative approach, eschewing a study of facts for a focus on perceptions of reality, the political claims made by competing sides, and the challenges these present. The goal, then, is to understand the ways in which the conflict is expressed, the political purpose for these points of view, and the impact on discourse and politics.

Consequently, this will **not be a class focusing on a comprehensive history of the conflict**. Rather, the goal is to treat a number of topics in the ways that the conflict has been politicized.

Participation and Attitude: This class is designed to be fundamentally critical, and you are encouraged to express your beliefs and confront those of others. More than many other topics, the Arab-Israeli conflict is filled with deep-seated controversy, personal commitments, and emotionally and politically charged rhetoric. We will be engaging material from all parts of the ideological spectrum and interrogating it critically. This class will not reinforce your worldview and validate your beliefs and ideologies, but rather challenge you with uncomfortable points of view to move beyond positions and facts to cultivate a wider understanding of how many different groups view the conflict. Therefore, the success of the class depends on your attitude towards the material and towards each other. The class is based on the following premises and principles:

- You must feel free to express your values, and beliefs
- You must be willing to engage with those of your classmates without prejudice
- You are entitled to your point of view, but you **are not** entitled to be protected from alternate viewpoints that contradict your personal beliefs
- You may not level accusations at your classmates who are expressing their views in good faith

The class will be divided into five sections:

- The Political Foundations and Historiography of the Arab-Israeli Conflict
 - o Why and how do we write history?
 - o Writing Israel and Palestine
 - o Schools and Historians
 - o The Foundations of Explanation – Cultural versus Institutional
- A History of the Arab-Israeli Conflict
 - o Foundations of the Conflict – Ottoman and British Palestine
 - o 1948 – The Israeli War of Independence and the Nakba
 - o The Arab-Israeli Conflict – 1949-1973
 - o The Foundations of the Palestinian State and Militancy – 1967-1987
 - o The Israel-Palestine Conflict between two Intifadas – 1987-2005
- Narratives, Myths, and Controversies of the Arab-Israeli Conflict
 - o Palestinian Nationhood
 - o Jewish Indigeneity and the Legitimacy of Israel and Zionism
 - o The Nakba
 - o The “Occupation”
 - o Palestinian Terrorism
 - o Oslo, Camp David II, and the failure of the Peace Process
- The Politics of the Arab-Israeli Conflict in the United States
 - o Anti-Zionism and Anti-Semitism
 - o The Arab-Israeli Conflict on Campus, BDS, and free speech
 - o The Arab-Israeli Conflict in Congress

Course Requirements and Expectations

The course assignments and evaluations are broken down as follows:

- Final Paper – 20%
- Group Presentation on Myths and Controversies – 20%
 - o Presentation – 10%
 - o Participation – 10%
- *Exodus* Response – 5%
- Reading Assignments – 15% (1.5% each x10)
- Midterm exam, in-class (March 12) – 20%
- Participation and attendance – 20%
- Extra Credit: Film Screenings – 1% each

The course will be graded on the following scale:

95 and above	4.0	A
92-94	3.75	A
89-91	3.5	A-
86-88	3.25	B+
83-85	3	B
80-82	2.75	B-
77-79	2.5	C+
74-76	2.25	C
70-73	2.0	C-
69	1.75	D
68	1.5	D
67	1.25	D-
66	1.0	D-
65 and below	0	F

Course Policies

Attendance and Participation

Attendance is mandatory. You will be permitted **two** unexcused absences, no questions asked. Each additional absence will be penalized **two points** off of your final grade (on the 100 point scale). If students need to miss class for any reason, it is advised that they contact me at least 48 hours in advance. In certain circumstances, a student's anticipated absence will be excused if they write an extra reading response focusing on the readings for the missed session. This must be arranged at least 24 hours beforehand.

Students are expected to come to class prepared (having completed the readings) and are encouraged to ask and respond to questions during lecture and participate in class discussions. I understand that some students are uncomfortable participating, so I will never cold-call on people (as long as they appear engaged in class). This will allow you to avoid participation if you so desire, but it will impact

your grade. If you feel particularly nervous or uncomfortable talking in class, I encourage you to discuss this with me during office hours and alternative arrangements can be made. This, however, will not excuse you from group activities. I see the participation grade as a way to reward students who are engaged, so while this is slightly subjective, if students are doing the work and maintain a positive attitude, this will serve to benefit your grade.

Research and Writing Resources

I am always available and happy to discuss your research and writing with you, St. Lawrence also has a writing center and opportunities for research consultation. In addition to myself, I encourage you to consult with the St. Lawrence WORD Studio for help on your papers. WORD Studio tutors are available to answer questions about the writing process, and they will also read drafts and provide feedback on what you have already produced.

WORD studio resources: <https://www.stlawu.edu/word-studio>

Additionally, you may go to the service desk at ODY Library and consult about your research topic for help finding resources.

Student Accessibility Services:

If you have a disability and need accommodations please be sure to contact the Student Accessibility Services Office (315.229.5537) right away so they can help you get the accommodations you require. If you will need to use any accommodations in this class, please talk with me early so you can have the best possible experience this semester. Although not required, I would like to know of any accommodations that are needed at least 10 days before a quiz or test, so please see me soon. For more specific information visit the Student Accessibility Services website:

<https://www.stlawu.edu/student-accessibility-services> or

[Email: studentaccessibility@stlawu.edu](mailto:studentaccessibility@stlawu.edu)

Academic Honesty:

St. Lawrence University operates a zero-tolerance policy regarding academic dishonesty from its students, as do I. Cases of cheating or plagiarizing papers, arguments, or any material that is not your original thought but is attempted to be passed as your own will result in a **ZERO** for the assignments and will be referred to Academic Honor Council for further action, which will endanger your academic standing and your future at St. Lawrence University. Please note that drawing from readings or other sources in papers without citing the source is the same as attempting to pass someone's work off as your own and constitutes an act of plagiarism.

You can access the University's policies on Academic Integrity here:

<http://www.stlawu.edu/sites/default/files/resource/AcademicHonorPolicy.pdf>

Avoiding Plagiarism:

- You need to cite all sources used for papers, including drafts of papers, and repeat the reference each time you use the source in your written work.
- You need to place quotation marks around any cited or cut-and-pasted materials, IN ADDITION TO footnoting or otherwise marking the source.
- If you do not quote directly – that is, if you paraphrase – you still need to mark your source each time you use borrowed material. Otherwise you have plagiarized.
- It is also advisable that you list all sources consulted for the draft or paper in the closing materials, such as a bibliography or roster of sources consulted.
- You may not submit the same paper, or substantially the same paper, in more than one course. If topics for two courses coincide, you need written permission from both instructors before either combining work on two papers or revising an earlier paper for submission to a new course.

Late Assignments

The course assignments and due dates are all listed in the syllabus, so it will be difficult to secure an extension barring serious issues. Written assignments will be due by the start of class *unless otherwise noted*. Late assignments will be penalized **10% per day**.

Technology Policy

It is my policy not to prohibit the use of technology in the classroom, so at the beginning the use of laptops will be permitted. If it is clear that their use becomes a distraction, I reserve the right to disallow their continued use at any point during the semester. While I cannot see your screens, it is very easy for me to tell who is paying attention and who is surfing the web – not only will it undermine your ability to learn in class, but it will also harm your participation grade. Additionally, there will be times when I ask everyone to put their laptops away to participate in discussion.

Office Hours:

I encourage all students to attend office hours at least once per semester. This gives you a chance to introduce yourselves and for me to learn a bit about your interests, and for you to raise any questions or issues that may have come up during class.

My regular office hours are posted at the beginning of this syllabus, but I am often available to meet outside of these hours if you email me. It is strongly recommended that you make an appointment before coming in to ensure that I am not speaking with another student. However, no appointment is necessary and you are welcome to drop in.

Assignments

Final Paper: Analyzing a Peace Plan and Developing your Own – 20%

In lieu of a final exam, you will be required to write a policy analysis and proposal based on two elements

- A comprehensive analysis of one of the Peace Plans designed to solve one element of the Arab-Israeli conflict
- Developing your own proposal to solve the conflict today

Part I: Analyzing a Peace Plan

For the first part of the paper, you will choose one of the peace plans we discussed in class, including:

- The Peel/Woodhead Plans
- The UN Partition Plan of 1947
- The Israel-Egypt Peace Agreement of 1979
- The Madrid Conference Process
- The Oslo Process, including the Cairo Agreement, Oslo II, and the Wye River Memorandum
- The Israel-Jordan Peace Agreement
- The Camp David II
- The Arab Peace Initiative
- The Geneva Accords
- The Road Map for Peace

You will analyze your chosen plan or agreement based on the following:

- What is it designed to achieve and through what kind of process?
- What is the historical background to the proposal/agreement?
 - o Who were the players?
 - o Under what conditions did it come about?
- What are the elements of the proposal?
- What was the outcome? (Was it accepted or rejected? Did it carry through or fall apart?)
- What are the reasons that this proposal/agreement succeeded or failed?

Part II: Proposing a Final Status Settlement

For the second part, you will be responsible for developing a final-status settlement to the Israel-Palestine conflict, aiming to balance **fairness** and **practicality**. It can aim to achieve whatever outcome you deem appropriate through whatever methods you deem appropriate, as long as it can be justified with regards to international law, existing agreements, relevant facts on the ground (i.e. you cannot go back in time and change things) and some measure of humanity (please don't solve the conflict through ethnic cleansing).

Key elements of the plan should include:

- Goals – what is the outcome you want to achieve in an overarching sense?
- What are the solutions to the major issues?
 - o Borders
 - o Palestinian Refugees
 - o Jerusalem
 - o Security cooperation
 - o Israel’s relationship with the surrounding states
- What is the process to get there?
 - o Who has obligations under the plan? (both political and financial)
 - o What are those obligations and in what order must they be undertaken?
- How does this solution relate to existing plans?
- What are the practical obstacles to getting there?

Papers will be 12-15 pages, double-spaced, Times New Roman 12-point (or equivalent) font, 1-inch margins. Assignments must be submitted through Sakai assignments.

Due Date – Sunday May 3 @11:59pm

Sakai Reading Assignments – 15% (1.5% each x10 quizzes)

Throughout the semester, in order to ensure students are doing the reading, there will be reading questions posted on Sakai about the following session’s reading assignments. You are required to complete 10 reading assignments (you may attempt up to 12 with the lowest two grades dropped). Assignments will be short answer, asking you to summarize the main argument or key theory contained in that session’s readings.

Group Project – Myths and Controversies – 20%

In Part III of the course, we will be interrogating a number of central myths about the Arab-Israeli conflict. These sessions will be structured around student-led discussions. Working in groups of 2-3, you will prepare to lead these class sessions by doing the assigned readings and then conducting background research in preparation to lead the class in a discussion. In the weeks you are not presenting, you will be required to be an active participant.

*Note – I will be broadly guiding and refereeing these discussions, but I will not be participating. This is where your participation really matters, and 10% of this assignment is engaging in the discussion when you are not presenting.

As presenters, you will be required to go beyond the readings to find examples of these myths in public and historical discourse, as well as work to confirm or dispel them.

- You will find and present examples of the most vile, radical, and ridiculous versions of these myths
- You will discuss the political objectives of these myths
 - o What purpose do they serve in contemporary political discourse?

- Who is committed to them?
- Are they grounded in historical reality?
 - What is the historical reality?
 - Note, there is often some part-truth in these myths, so try and cut through what's real and what's not
- How do these myths speak to the "politics of legitimacy"?
 - Legitimation or delegitimation of Zionist or Palestinian claims to statehood

Following the presentation, the class will engage in a discussion or debate of the issues, especially because many of these myths rest on the politics of legitimacy (neither right nor wrong, but rather a matter of personal values and beliefs)

Exodus Response – 5%

The film *Exodus* is considered to be one of the masterpieces of cinema dealing with the Arab-Israeli conflict. It is widely popular in the American Jewish community and, despite being a work of fiction, is an important source of understanding and information about Zionism and the origins of the conflict.

Despite its importance as a source of "fact," I contend that it is one of the most dangerous pieces of propaganda and radicalization of the Jewish community in the United States, drawing on and reinforcing a number of pro-Zionist myths about the conflict.

In Session 20 and 21, after we finish Part III of the course dealing with myths and controversies of the Arab-Israeli conflict, we will watch *Exodus*. You will be responsible for writing a short paper (4-5 pages) responding to my contention that it is dangerous and misleading, drawing on the course material and discussion regarding these myths.

Responses should address the following questions:

- Am I correct or am I being dramatic?
- Does *Exodus* do a good job cutting through the propaganda or does it reflect and reinforce it?
- Which myths does it treat and how?
- What might the impact of this film be on the attitudes and political beliefs of its audience?
- What are the humanizing elements of the movie?
- What issues are conspicuously missing from the movie?
- How might Hollywood's portrayal of history shape our beliefs about the legitimacy of certain claims and our attitudes towards the conflict?

Midterm Exam – 20%

Session 14, March 4, 2020

Details TBA

Extra Credit – Film Screenings

The Arab-Israeli Conflict has been the subject and backdrop of a massive number of films, both documentary and fiction. Throughout the course, we will be screening a number of these, designed to expose students to the ways in which the Arab-Israeli Conflict has been captured on film and dramatized.

The film dates are TBA, and films will include:

- Cast a Giant Shadow
 - o A fictionalized account of the true story of Mickey Marcus, an American volunteer fighting with the Israelis in the 1948 Arab-Israeli War
- Operation Thunderbolt
 - o A fictionalized account of the 1976 Israeli raid on Entebbe to free hostages held by Palestinian and German militants
- Waltz With Bashir
 - o A fictionalized account of a man’s search for a personal reckoning of his participation in the Sabra and Shatila Massacres in Lebanon
- Budrus
 - o A documentary about the Palestinian town of Budrus, where the planned Israeli separation barrier was designed to cut the town in half, and the civil disobedience that followed
- Paradise Now
 - o A fictional account of two Palestinian friends selected to carry out a suicide bombing in Israel, and the issues of morality they confront in their final day
- Munich
 - o A fictionalized account of the Israeli revenge mission for the attack on Israeli athletes at the 1972 Munich Olympics
- The Gatekeepers
 - o A documentary focusing on six former Israeli security officials and their role in “Securing” Israel from the Palestinians.
- Ajami
 - o A crime drama taking place in the mixed Arab-Jewish neighborhood in Jaffa
- Omar
 - o A thriller and romance about a Palestinian who may or may not have been coerced by Israeli forces into being an informant, and has to deal with suspicion by his community

Readings

We will be drawing heavily from the following textbook that students are encouraged to purchase (through the bookstore or online) or rent:

- Ian J Bickerton and Carla Klausner, *A History of the Arab-Israeli Conflict* (5th edition or newer)
 - o The book is available on Amazon [here](#)

Additional articles and book chapters will be made available to you through Sakai.

Course Schedule

Part I: Writing the Arab-Israeli Conflict

Session 1, Wednesday, January 15: Introduction

- Review Syllabus, Assignments, and Expectations
- Narrative, subjectivity, and politics
- A personal view of the Arab-Israeli Conflict – understanding the instructor’s biases and the perspective of the course

Session 2, Monday, January 20: The Politics of History

Session Topics:

- What is history and why is it written?

Readings

- EH Carr, “The Historian and His Facts,” Ch 1 in *What is History?* (Penguin Books, 1990), 7-30
- Mark Trachtenberg, “The Theory of Historical Inquiry,” Ch 1 in *The Craft of International History* (Princeton UP, 2006), 1-29

Session 3, Wednesday, January 22: Writing Israel and Palestine

Session Topics:

- Camps and Ideologies
 - o Zionist History, and “Post-Zionist” History: Old and New Historians
 - o Palestinian Historians and the critical turn

Readings:

- Kristen Blomeley, “The ‘New’ Historians and the Origins of the Arab-Israeli Conflict,” *Australian Journal of Political Science* 40(1), 125-139
- Rachel Maissy-Noy, “Palestinian Historiography in Relation to the Territory of Palestine,” *Middle Eastern Studies* 42(6), 889-905.

Session 4, Monday, January 27: The Foundations of Explanation – Structure versus Culture

Session Topics:

- How do we explain the conflict and the behavior of both sides?
- Is culture to blame?

Readings:

- Phillip Carl Salzman, “Tribe and State: The Dynamics of Incompatibility” Ch 6 in *Culture and Conflict in the Middle East* (Humanity Books, 2008), 175-196

Part II: A History of the Arab-Israeli Conflict

Session 5, Wednesday, January 29: Zionism and Ottoman Palestine

Session Topics:

- The origins of political Zionism and the early settlement movement
- Herzl, Dreyfuss, and Jewish “nationalism”
- Classic versus Revisionist Zionism
- Palestine and Palestinians before the conflict

Readings:

- Bickerton and Klausner, Ch 1 – “Palestine in the 19th Century”
- Anita Shapira, “The Emergence of the Zionist Movement,” and “Jews, Turks, and Arabs: First Encounters in the Land,” Chs 1 in *Israel: A History*, Brandeis University Press (2012), 3-26
- Theodore Herzl, *A Jewish State*, Federation of American Zionists (1917, 3rd edition)
 - o IX-X, Author’s Preface
 - o 1-12

Session 6, Monday, February 3: The British Mandate for Palestine

Session Topics:

- British rule in Palestine and the foundations of the modern state

Readings:

- Bickerton and Klausner,
 - o Selections from Ch 2 “Palestine During the Mandate”

- Selections from Ch 3 “World War II, Jewish Displaced Persons, and the Partition of Palestine”

Session 7, Wednesday, February 5: 1948, The Human Factor

Session Topics:

- The Struggle for Statehood, Jews and Palestinians
- The Human Factor
 - Jewish refugees after the Holocaust
 - Palestinian displacement during the Mandate and the 1948 War

Session Activities:

- We will watch and listen to interviews and accounts of survivors and refugees

Readings:

- Bickerton and Klausner
 - Ch 4 “The Proclamation of Israel and the First Arab-Israeli War”
- Baruch Kimmerling and Joel Migdal, “The Meaning of Disaster,” Ch 5 in *The Palestinian People: A History*, (Harvard University Press, 2003), 135-166

Session 8, Monday, February 10: The Arab-Israeli Conflict, 1949-1973

Session Topics:

- The conflict between Israel and her neighbors

Readings:

- Bickerton and Klausner
 - Selections from Ch 5 “The Conflict Widens: Suez 1956”
 - Selections from Ch 6 “The Turning Point: June 1967”
 - Selections from Ch 7 “Holy Days and Holy Wars: October 1973”

Session 9, Wednesday, February 12: The Rise of Palestinian Militancy

Session Topics:

- The Origins of the PLO

- Palestinian militancy in Israel and abroad

Readings:

- Selections from Yezid Sayigh, *Armed Struggle and Search for State: The Palestinian National Movement 1949-1993* (Institute for Palestine Studies, 1993)
 - o Ch 6, “Transforming Defeat into Opportunity” 155-173 (Skip section on Communists)
 - o Ch 7, “Carving Out the Guerrilla Sanctuary,” 174-194

13-16 is Mid-Winter break

Monday, February 17 – No Class

Session 10, Wednesday, February 19: Jordan and Lebanon

Session Topics

- The rise of the Palestinian “state-in-exile”
- Black September and the Jordanian Civil War
- Lebanon
 - o Israel and the PLO
 - o The Origins of Hezbollah

Readings

- Selections from Yezid Sayigh, “*Armed Struggle and Search for State: The Palestinian National Movement 1949-1993* (Institute for Palestine Studies, 1993)
 - o Ch 10 – “Dual Power,” 243-261
 - o Ch 11 – “End of a Myth,” 262-281
- Bickerton and Klausner, Ch 9 (Section on Lebanon)

Session 11, Monday, February 24: The Intifada, Madrid, and Oslo

Session Topics

- The rise of activism within Palestine
- The origins of the peace process: Bilateralism and Multilateralism
- The Oslo Accords

Readings

- Bickerton and Klausner
 - o Ch 9, “Lebanon and the Intifada,” section on the Intifada
 - o Ch 10, “Peace of the Brave,” section on the Madrid Peace Conference
 - o Ch 11, “The Peace Process”

Session 12, Wednesday, February 26: The Collapse of the Peace Process, the Intifada, and Beyond

Session Topics:

- The Failure of Oslo – spoilers on both sides
- Camp David II – laying blame
- The Second Intifada
- Israel’s relations with the Arab States after 2005
- Israel and Saudi Arabia – Best “Frenemies”?

Readings:

- Bickerton and Klausner,
 - o Ch 12, “The Collapse of the Peace Process”
 - o Ch 13, “The Arab-Israeli Conflict in the Post-9/11 World”
- Elite Podeh, “Israel and the Arab Peace Initiative, 2002-2014: A Plausible Missed Opportunity?” *The Middle East Journal* 68(4), 2014. 584-603

Session 13, Monday, March 2: Peace Plans and Peace Processes – Guest Lecture by Eli Sperling, Institute for the Study of Modern Israel, Emory University, Atlanta, GA

Session Topics:

- What are the issues? What are the solutions?
- US Diplomacy and the Arab-Israeli Peace Process
 - o The Rogers Plan, Shuttle Diplomacy, and Camp David I
 - o Madrid, Oslo, and Camp David II

Readings:

- TBA

Session 14, Wednesday, March 4: In-Class Midterm

Part III: Myths and Controversies of the Arab-Israeli Conflict

Session 15, Monday, March 9: There is no such thing as a Palestinian, and the legitimacy of national claims

The Myths:

- There are no such things as Palestinians
- The Jews/Palestinians have the legitimate claim to statehood
- The conflict is rooted in ancient hatreds

Readings

- Selections from Joan Peters, "Popular Misconceptions about the Population of 'Palestine'" Ch 11 in *From Time Immemorial: The Origins of the Arab-Jewish Conflict over Palestine*, (Harper and Row, 1986), 221-268
- Ronald Sanders, Daniel Pipes, and Yehoshua Porath, "Mrs. Peters's Palestine: An Exchange," *New York Review of Books*, March 27, 1986
- Select one of the Following:
 - o Edward Corrigan, "Joan Peter's *From Time Immemorial*: Definitive Study or Transparent Fraud," *Arab Affairs* 18 (Sept 30, 1986)
 - o Edward Said, "Review: The Joan Peters Case," *Journal of Palestine Studies* 15(2) (1986), 144-150.

Session 16, Wednesday, March 11: Zionism is Racism and Colonialism

The Myths:

- The Jews are the "Indigenous Peoples" of *Eretz Yisrael*
- Zionism is a fundamentally racist, colonial ideology
- Zionism is predicated on the ethnic cleansing of Palestine

Readings:

- Ilan and Carol Troen, "Indigeneity," *Israel Studies* 24(2), 17-32
- UNGA Resolution 3379, "Zionism is Racism," (1975).

- “The Genocide of the Palestinian People: An International Law and Human Rights Perspective,” *Center for Constitutional Rights*, August 25, 2016
<https://ccrjustice.org/genocide-palestinian-people-international-law-and-human-rights-perspective>
- Edward Said, “Zionism from the Standpoint of its Victims: Zionism and the Attitudes of European Colonialism,” Ch 2 in *The Question of Palestine*, Vintage (1992). 56-82

Spring Recess, March 16-20

No Class March 23, 25, 30

Session 17, Wednesday, April 1: David and Goliath

The Myths:

- The Jews were surrounded by hostile Arab states and vastly outnumbered and outgunned in 1948 and 1956. Their victories in war were miracles

Readings:

- “Why the Arabs Were Defeated,” *Al-Jazeera*, July 13, 2009
<https://www.aljazeera.com/focus/arabunity/2008/02/200852518398869597.html>
- Shah Abdul Qayyum, “Analysis of the Arab Defeat [of 1967],” Ch 7 in *The Arab Israeli Conflict* (Centre of West Asian Studies, 1975), 111-119
- Kenneth Pollack, “Conclusions and Lessons,” *Arabs at War* (University of Nebraska Press, 1996)
- Michael Oren, “Day 1,” in *Six Days of War* (Ballantine Books, 2003), 170-210.

Session 18, Monday, April 6: The Nakba

The Myths:

- The Palestinians were encouraged by their leaders to flee
- Jews committed massacres against Palestinian civilians and expelled Palestinians from their villages

Readings:

- Benny Morris, “Revisiting the Palestinian Exodus in 1948,” in Eugene Rogan and Avi Shlaim eds., *The War for Palestine* (Cambridge UP, 2001), 37-59
- Shabatai Teveth, “The Palestinian Arab Refugee Problem and its Origins,” *Middle Eastern Studies* 26(2), 1990. Read 214-216; (the third myth) 220-222; (Voting with Their Feet and Weitz’s Transfer Committees) 227-236;

- Ephraim Karsh, "Perpetuating the Arab-Israeli Conflict," Conclusion in *The Arab-Israeli Conflict: The Palestine War of 1948* (Osprey, 2002), 87-92
- Saleh Abdel Jawad, "Zionist Massacres: The Creation of the Palestinian Refugee Problem in the 1948 War," Benvenisti E., Gans C., Hanafi S. (eds), *Israel and the Palestinian Refugees* (Springer, 2007)

Session 19, Wednesday, April 8: Who Killed the Peace Process?

Myths:

- The Palestinians aren't interested in Peace
- The Israelis aren't interested in Peace
- Yasser Arafat rejected an excellent offer in 2000

Readings

- Article reader on the failure at Camp David II
- "Arafat's Duplicity Killed the Peace Process," *The Heritage Foundation*, April 4, 2001
- Avi Shlaim, "It's now clear: The Oslo Peace Accords were Wrecked by Netanyahu's Bad Faith," *The Guardian*, September 12, 2013
- Amos Perlmutter, "The Israel-PLO Accord is Dead," *Foreign Affairs* 74(3), May-June 1995. 59-68

Session 20 and 21, Monday, April 13; Wednesday April 15: Exodus

In-class Activity

- Screening *Exodus*

Part IV: The Politics of the Arab-Israeli Conflict

Session 22, Monday April 20: Anti-Zionism and Anti-Semitism

Session Topics:

- Can one criticize Israel without hating Jews?
- The Israel Lobby
- Jewish Anti-Zionism before Israel
- Pro-Zionism and Anti-Semitism

Readings:

- Reading TBA on Anti-Zionism in the Jewish Community before the Holocaust
- Winston Churchill, "Zionism versus Bolshevism," *Illustrated Sunday Herald*, February 8, 1920 <http://www.fpp.co.uk/bookchapters/WSC/WSCwrote1920.html> [Note, FPP is the website of David Irving, a famous Holocaust denier. I linked here from Jewishcurrents.org, a secular leftist Jewish magazine that began its life as a Jewish communist publication]
- Jonathan Freedland, "Is Anti-Zionism Anti-Semitism," *Jewish Quarterly* 50(2), 9-14
- Michael Waltzer, "Anti-Zionism and Anti-Semitism," *Dissent Magazine*, Fall 2019 <https://www.dissentmagazine.org/article/anti-zionism-and-anti-semitism>
- Joshua Leifer, "Israel-Palestine Today: A Values-Based Approach," *Dissent Magazine*, Fall 2019 <https://www.dissentmagazine.org/article/israel-palestine-today-a-values-based-approach>

Session 23, Wednesday, April 22: Campus Politics

Session Topics:

- Anti-Palestinian campus politics: Canary Mission and suppressing free speech
- BDS and Anti-Zionism on Campus: Targeting Jewish Students?

Readings:

- Alan Dershowitz, "What Rules Should Harvard Have?" *The Crimson*, February 29, 2012 <https://www.thecrimson.com/article/2012/2/29/dershowitz-one-state/>
- Eric Morgenson, "Alan Dershowitz and Anti-Palestinian Politics in Academia," *The Activist History Review*, August 2018 <https://activisthistory.com/2018/08/29/alan-dershowitz-and-anti-palestinian-politics-in-academia/>
- Robert Mackey, "Professor's Angry Tweets on Gaza Cost Him a Job," *New York Times*, September 12, 2014 <https://www.nytimes.com/2014/09/13/world/middleeast/professors-angry-tweets-on-gaza-cost-him-a-job.html>
- Alex Kane, "Canary Mission's Blacklist of Pro-Palestine Activists is Taking its Toll," *The Intercept*, November 22, 2018 <https://theintercept.com/2018/11/22/israel-boycott-canary-mission-blacklist/>
- Blake Flayton, "On the Front Lines of Progressive Antisemitism," *New York Times* November 14, 2019 <https://www.nytimes.com/2019/11/14/opinion/college-israel-anti-semitism.html>
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Session 24, Monday, April 27: Congressional Politics

Session Topics:

- Pro-Israel Pledges
- The Israel Lobby
- “The Squad” and Antisemitism

Readings

- Stephen Walt and John Mearsheimer, “The Israel Lobby and US Foreign Policy,” Harvard Kennedy School Working Paper, published in *London Review of Books* 28(6), March 23, 2006.
 - o Read Pgs 1-26 (until “The Tail Wagging the Dog”)
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- Kate Ruane, “Congress, Laws Suppressing Boycotts of Israel Are Unconstitutional, Sincerely Three Federal Courts,” *ACLU*, May 19, 2019 <https://www.aclu.org/blog/free-speech/congress-laws-suppressing-boycotts-israel-are-unconstitutional-sincerely-three>
- Joel Griffith, “Trump’s Executive Order Against Anti-Semitism Will Protect US Jews,” *The Heritage Foundation*, December 30, 2019 <https://www.heritage.org/religious-liberty/commentary/trumps-executive-order-against-anti-semitism-will-protect-us-jews>
- Judith Butler, “Trump Elevates an Antisemitic Slur into Law,” *Foreign Policy*, December 21, 2019 <https://foreignpolicy.com/2019/12/21/trump-elevates-an-anti-semitic-slur-into-law/>
- Tal Axelrod, “Trump Lashes out at ‘The Squad’: ‘They Hate Jewish People,’” *The Hill*, January 3, 2020 <https://thehill.com/homenews/administration/476737-trump-lashes-out-at-squad-they-hate-jewish-people>
- “Here is the White House’s Evidence Support Trump’s Claims of Democratic Antisemitism,” *The Washington Post*, August 21, 2019

Session 25: Wednesday, April 29: Wrapping Up – What have we learned and where are we going?

Session Topics:

- TBA

Final Papers due by 11:59 pm, Friday, May 8