| Collapse All | View Progress | ⊕ Export Course Content | + Module | : | |
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| ij ▼ Intro | • | + | : |
|--|---|---|---|
| Welcome to my class! I organize everything in the modules you see below. There are your "home" page in Canvas, and you can also access them by clicking the "Modules" tab on the left. For the syllabus, see the "Syllabus" tab. | | • | : |

| ij ▼ 1 | Nati | onalism and Zionism, Mandatory Palestine, and the 1948 War (Aug 29-Sep 21) | 9 + | : | |
|---------------|--------------------|---|-----|---|--|
| ∄ Au | g 29 | - Introduction & Syllabus | • | : | |
| # | ans | by has this conflict been going for so long? Why do Jews and Palestinians have such different and opposing views? We'll set the stage for swering these questions in the course, May main goal in the course is to make sure you deeply understand the perspective of each side of the offlict, regardless of your opinion on it. | 0 | : | |
| :: | Ø | POLI 474 F22 0-1 Pres.pdf | • | : | |
| ∄ Au | g 31 | - Reflections and Framing the Conflict | • | : | |
| :: | ₽ | Beginning-of-Course Reflection Aug 31 5 pts | • | : | |
| # | this Jev Ara | Pre diving right into contentious opinions on the conflict! Read the content of these webpages, but there is no readings assessment for today. For a sassignment, I do NOT want you to focus on who is right or wrong. Instead, focus on the *frames* each link uses to discuss the conflict or ws/Palestinians. By frames, I mean: What does each source view as the most important considerations when thinking about the conflict and abs/Palestinians/Jews. Another way to think about this: what sort of ideas or worldview does each author use to make sense of the conflict and to pose which information or issues they focus on? We will discuss these frames, as well as your reflections which are due at 10am. | • | : | |
| # | œ | Amnesty International 2020 Human Rights Report. [-](https://www.amnesty.org/en/location/middle-east-and-north-africa/israel-and-occupied-palestinian-territories/report-israel-and-occupied-palestinian-territories/) | • | : | |
| - | GD. | Aljazeera_Op-Ed_2020_ 🖰 (https://www.aljazeera.com/opinions/2020/7/7/israel-is-a-settler-colony-annexing-native-land-is-what-it-does) | • | : | |
| :: | æ | ADL Blog Articles on anti-semitism/anti-Israeli sentiment. □(https://www.adl.org/resources/blog/search? f%5B0%5D=topic%3A28&f%5B1%5D=topic%3A55&f%5B2%5D=topic%3A1581) | 0 | : | |
| # | GEO. | Atlantic 2018 Article (Open in Incognito Window to View w/o Subscription) [=] (https://www.theatlantic.com/international/archive/2018/05/israel-palestine-embassy-legitimacy/560291/) | • | : | |
| | GD. | Shmuely Boteach 2020 Op-Ed in JPost. : (https://www.jpost.com/opinion/the-existential-threat-of-a-palestinian-state-619538) | • | : | |
| :: | Ø | POLI 474 F22 0-2 Pres.pdf | • | : | |
| ∰ Se | o 7 - | 1.1 - Early Zionism, Arab and Nascent Palestinian Nationalism, and World War I | • | : | |
| # | | Map Quiz Sep 7 12 pts | • | : | |
| ii | | Readings Sep 7 Sep 7 3 pts | • | : | |
| H | mo Na | nen were the foundations of the conflict set? Most point to this time period—the late 1800s and early 1900s—as the fall of the Ottoman Empire, idernization, and nationalist movements led to increasing tension in historic Palestine. These readings provide detail on Arab/Palestinian tionalism and Zionism prior to WWI, the state of Palestinians and the broader Arab World during the same time period, and a few important primary surces. | • | : | |
| - | Pe | rspectives to consider for assessment: European Jews, Arabs living in historic Palestine. | • | : | |
| # | COI | t 1: The Aly et al. textbook reading (~7 pages) provides a succinct overview of this time period (up to the end of World War I). For this reading, nsider the forces that led Jews to immigrate to historic Palestine, as well as the forces leading to enthusiasm for Arab nationalism and to changes Palestinian society. | • | : | |
| :: | | t 2: In the Farsoun and Aruri reading (~6 pages), consider the effect of Ottoman reforms (particularly land reforms), the connection between these orms and immigration, and reactions to immigration in historic Palestine. | 0 | : | |
| - !! | Let | t 3: The Laqueur/Rubin and Khater readings (~25 pages total) are all primary texts from the time period. Three of these primary texts—the McMahon eter, the Sykes-Picot Agreement, and the Balfour Declaration—highlight contradicting promises made by various British government officials to use with interests in historic Palestine and are the reason the area is known as the "thrice-promised land." In these texts, focus on what the somises were and what reasons the British may have had for making them. The remaining texts—by Herzl, Pinsker, and Ahad Ha-Am—highlight the | • | : | |

| | diversity of opinions in the Zionist movement. In these texts, focus on the reasons they felt the Zionist movement was necessary and what they had disagreements over. | | |
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| ∰ Se | p 12 - 1.2 - The British Mandate Period | • : | |
| H | Readings Sep 12 Sep 12 3 pts | • : | |
| # | After WWI, the British take control of historic Palestine under the rule of the "British Mandate" (under the direction of the League of Nations, the precursor to the United Nations). They control Palestine from then until after the end of WWII, when they leave and the region subsequently erupts in war. This is a period that sees increasing Jewish immigration to mandatory Palestine as well as increasing opposition by the local Arab and Palestinian populations. | ② : | |
| <u>.</u> | Perspectives to consider for assessment: Jews in Europe, Jews living in the "Yishuv" in historic Palestine, Arabs in historic Palestine | • : | |
| # | Set 1: The Aly et al. textbook readings (~28 pages) provide an overview of this period. Please pay particular attention to the reasons for increasing tensions between Jews and Palestinians as well as figures and institutions important to the Yishuv (the immigrant Jewish community in historic Palestine) and to Palestinians. | • : | |
| i | Set 2: The Khalidi excerpt (~6 pages) provides a Palestinian perspective on the time period. Focus on what the author highlights as the reasons for Palestinian's failure to promote their interests during the mandate period. | ⊙ : | |
| # | Set 3: The primary sources for the day (~9 pages) include the text establish a British Mandate in historic Palestine as well as the Peel Commission and response. The Peel Commission is important as the first time an international party recommends the partition of the land between Jews and Palestinians. As you read, consider the reasons (stated or otherwise) for the establishment of the Mandate as well as British views of a potential partition at the time. | ⊙ : | |
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| H | | • : | |
| | AlyEtal2013Ch1Pt2.pdf AlyEtal2013Ch2Pt1.pdf | : | |
| _ | | | |
| <u>.</u> | | • : | |
| <u>.</u> | AlyEtal2013Ch2Pt1.pdf Khalidi1997Ch8Excerpt.pdf | :: | |
| | AlyEtal2013Ch2Pt1.pdf Khalidi1997Ch8Excerpt.pdf LaqueurRubin2008Excerpts2.pdf | ::: | |
| | AlyEtal2013Ch2Pt1.pdf Khalidi1997Ch8Excerpt.pdf LaqueurRubin2008Excerpts2.pdf POLI 474 F22 1-2 Pres.pdf | ::: | |
| ::: ::: ::: ::: ::: ::: ::: ::: ::: :: | AlyEtal2013Ch2Pt1.pdf Khalidi1997Ch8Excerpt.pdf LaqueurRubin2008Excerpts2.pdf POLI 474 F22 1-2 Pres.pdf p 14 - 1.3 - Divisions and Institutions among Jews and Palestinians Readings Sep 14 | ::: | |
| | AlyEtal2013Ch2Pt1.pdf Khalidi1997Ch8Excerpt.pdf LaqueurRubin2008Excerpts2.pdf POLI 474 F22 1-2 Pres.pdf p 14 - 1.3 - Divisions and Institutions among Jews and Palestinians Readings Sep 14 / Sep 14 3 pts We are taking a pause from our chronological approach to consider the importance of the divisions and institutions on both sides of the conflict. Each | :::::: | |
| | AlyEtal2013Ch2Pt1.pdf Khalidi1997Ch8Excerpt.pdf LaqueurRubin2008Excerpts2.pdf POLL474 F22 1-2 Pres.pdf 14 - 1.3 - Divisions and Institutions among Jews and Palestinians Readings Sep 14 Sep 14 3 pts We are taking a pause from our chronological approach to consider the importance of the divisions and institutions on both sides of the conflict. Each side of the conflict is far from united, and it is important to understand the factions in each camp and their associated institutions. | :::::: | |
| | AlyEtal2013Ch2Pt1.pdf Khalidi1997Ch8Excerpt.pdf LaqueurRubin2008Excerpts2.pdf POLL474 F22 1-2 Pres.pdf POLL474 F22 1-2 Pres.pdf Poll 4 - 1.3 - Divisions and Institutions among Jews and Palestinians Readings Sep 14 Sep 14 3 pts We are taking a pause from our chronological approach to consider the importance of the divisions and institutions on both sides of the conflict. Each side of the conflict is far from united, and it is important to understand the factions in each camp and their associated institutions. Perspectives to consider for assessment: Labor Zionists (and Haganah), Revisionist Zionists (and Irgun), Middle Eastern Jews, Palestinians. Set 1: The Sasley and Waller, Kook, and Sprinzak readings (~40 pages) all consider the ideological divisions among Zionists and their ramifications. The first is a summary of these divisions. The second considers an enigmatic figure (Hillel Kook) and his role in these divisions. The last considers the way these divisions came to a head at the outbreak of the 1948 War. In all of these, consider reasons for these ideological divisions and their | | |
| | AlyEtal2013Ch2Pt1.pdf Khalidi1997Ch8Excerpt.pdf LaqueurRubin2008Excerpts2.pdf POLL474 F22 1-2 Pres.pdf 14 - 1.3 - Divisions and Institutions among Jews and Palestinians Readings Sep.14 Sep.14 3 pts We are taking a pause from our chronological approach to consider the importance of the divisions and institutions on both sides of the conflict. Each side of the conflict is far from united, and it is important to understand the factions in each camp and their associated institutions. Perspectives to consider for assessment: Labor Zionists (and Haganah), Revisionist Zionists (and Irgun), Middle Eastern Jews, Palestinians. Set 1: The Sasley and Waller, Kook, and Sprinzak readings (~40 pages) all consider the ideological divisions among Zionists and their ramifications. The first is a summary of these divisions. The second considers an enigmatic figure (Hillel Kook) and his role in these divisions. The last considers the way these divisions came to a head at the outbreak of the 1948 War. In all of these, consider reasons for these ideological divisions and their importance to the conflict. Set 2: The Tamari reading (~12 pages) considers one figure (Ishaq Shami) and his identities as part of a Jewish community in historic Palestine that pre-existed the Zionist movement. As you read this chapter, consider the differing backgrounds of Jews from these pre-existent communities and | | |
| | AlyEtal2013Ch2Pt1.pdf Khalidi1937Ch8Excerpt.pdf LaqueurRubin2008Excerpts2.pdf POLL474 F22 1-2 Pres.pdf POLL474 F22 1-2 Pres.pdf POLL474 F22 1-2 Pres.pdf Poll 4-1.3 - Divisions and Institutions among Jews and Palestinians Regadings Sep 14 Sep 14 3 pts Regadings Sep 14 Sep 14 3 pts We are taking a pause from our chronological approach to consider the importance of the divisions and institutions on both sides of the conflict. Each side of the conflict is far from united, and it is important to understand the factions in each camp and their associated institutions. Perspectives to consider for assessment: Labor Zionists (and Haganah), Revisionist Zionists (and Irgun), Middle Eastern Jews, Palestinians. Set 1: The Sasley and Waller, Kook, and Sprinzak readings (~40 pages) all consider the ideological divisions among Zionists and their ramifications. The first is a summary of these divisions. The second considers an enigmatic figure (Hillel Kook) and his role in these divisions. The last considers the way these divisions came to a head at the outbreak of the 1948 War. In all of these, consider reasons for these ideological divisions and their importance to the conflict. Set 2: The Tamari reading (~12 pages) considers one figure (Ishaq Shami) and his identities as part of a Jewish community in historic Palestine that pre-existed the Zionist movement. As you read this chapter, consider the differing backgrounds of Jews from these pre-existent communities and European Jews. Set 3: The Lesch and Ghanem readings (~11 pages) look at the divisions among Pelestinians and Arabs. Consider the reasons for and effects of these | | |

| # | Sprinzak1999Ch1.pdf | • : |
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| | (i) POLI 474 F22 1-3 Pres.pdf | ⊘ : |
| ∷ Se _l | p 19 - 1.4 - The 1948 War | • : |
| ii. | Readings Sep 19 Sep 19 3 pts | ⊘ : |
| :: | The 1948 War is really a combination of two wars: A civil war that lasted for ~1 year prior to the British leaving, and a war lasting ~1 year between Israel and the surrounding Arab states after the British leave. The textbook reading goes into this war in great detail, while the two additional reading highlight atrocities carried out by each side during the war. | ngs 📀 : |
| | Perspectives to consider for assessment: Jews in historic Palestine, Palestinians, surrounding Arab countries. | ⊘ : |
| # | Set 1: The textbook reading (~27 pages) outlines the fighting that took place right before the British left, the fighting with surrounding Arab countries after they left, and the aftermath of the 1948 War. Pay attention to important incidents during the war, the factors causing Palestinians to flee, and the differing perspectives in the narratives section. | |
| # | Set 2: The articles from Haaretz and Tablet magazine (~12 pages) provide a deeper look at shameful incidents that occurred during the 1948 War an that still stick in the minds of people on both sides of the conflict. As you read about these incidents, try to consider the background we've covered already and how that might explain why people would engage in such violence. | |
| | AlyEtal2013Ch2Pt2.pdf | ⊘ : |
| # | | ② : |
| # | Morris2014.pdf | Ø : |
| ## - | POLI 474 F22 1-4 Pres.pdf | ⊘ : |
| ∰ Se _l | p 21 - 1.5 - Narratives of Independence and Nakba | • : |
| H | Readings Sep 21 Sep 21 3 pts | ⊘ : |
| :: | The 1948 War—considered the War of Independence by most Israeli Jews and the Nakba by most Palestinians and Arabs—is not interpreted in the same manner by each side of the conflict, to put it mildly. The readings for today are supposed to focus on the narratives each side uses to analyze the lasting meaning of this war. | e o : |
| - | Perspectives to consider for assessment: Jews looking back on the 1948 War, Palestinians looking back on the 1948 War | • : |
| | Set 1: The Kanafani reading (~40 pages) is a fictional short story by a famous Palestinian author. Written after both the 1948 and 1967 Wars, it uses analogy of leaving behind a child to describe Palestinian feelings toward being refugees outside of the land of Palestine. Two things to consider as you read: who, or what, does the author seem to hold guilty for losing Dov? What is the conclusion Dov's parents come to at the end of the story? | |
| ii | Set 2: The Shavit reading (~27 pages) comes from the author's famous book "My Promised Land" and covers the period immediately preceding the 1948 War rather than the war itself. The chapter uses the historic location of Masada to highlight the way many Israeli Jews would look back at this time period—one of Israel against the world, facing existential threat. Think through the reasons for those feelings and how the use of symbols (like Masada) can strengthen them. | . : |
| # | Set 3: The Tolan reading (~16 pages) comes from a book called "The Lemon Tree." It provides a semi-documentary description of the experiences of the family of Dalia, who immigrate to Israel from Bulgaria after the holocaust. As you read, consider how holocaust survivors might look back on the 1948 War. | |
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| # ₽ | Narratives of the Conflict - Choose First Activity Sep 23 1 pts | ⊘ : |

| ii | Set 1: The textbook reading for the day (~34 pages) discusses regional events of importance, the growth of Nasser's pan-Arabism, and the 1967 War. | • | : | |
|-----------|---|------------|---|---|
| # | Set 2: The Pearlman reading (~9 pages) discusses the rise of Palestinian organizations during the period between the wars of 1948 and 1967. Although these groups did not play the biggest role in the conflict during this time period, they take a much larger role later. Pay particular attention to the rise of Fatah and its takeover of the Palestinian Liberation Organization. | • | : | |
| - | Aly Et Al Chapter 4 | • | : | |
| H | | • | : | |
| H | POLI 474 F22 2-3.pdf | • | : | |
| ∰ Oc | ct 5 - 2.4 - Narratives of 1967 | • | : | |
| ii. | Readings Oct 5 Oct 5 3 pts | 0 | : | |
| # | The effects of the 1967 War were immediate and resounding for the conflict, a miracle for many on one side and a catastrophe for many on the other. The readings for today expose you to some of those narratives. | 0 | : | |
| | Perspectives to consider for assessment: Israeli Jews, Palestinians within the state of Israel since 1948, Palestinians in the now-occupied territories. | • | : | |
| !! | Set 1: The first reading (~23 pages) by Amos Oz, a famous Jewish author, is made up of interviews with Israelis in settlements established after 1967. This will highlight the attitudes of some religious settlers in response to the war. | • | : | |
| # | Set 2: The Grossman reading (~13 pages) highlights the differences between Palestinians in Israel and the territories, brought into stark relief because of the results of the war. | • | : | |
| # | Set 3: The Esposito reading (~8 pages) discusses the ramifications of the 1967 War and other developments in the Middle East on pan-Arabism and Islamism. | • | : | |
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| - | | • | : | |
| # | © Esposito2005Ch5.pdf | • | : | |
| H | @ POLI 474 F22 2-4.pdf | • | : | |
| | | | | |
| | 3. Peace and War with Arab Neighbors (Oct 10–25) | • + | : | |
| ⊪ Oc | ct 10 - 3.1 - War of Attrition and the 1973 War | • | : | |
| ii. | Readings Oct 10 Oct 10 3 pts | • | : | |
| :: | This day focuses on the period leading up to the 1973 War | • | : | |
| # | Perspectives to Consider: Israeli Jews, Palestinians in the occupied territories, Arabs in surrounding states | • | : | |
| # | For this day, we only have one reading assigned, focusing on continued conflict between Arabs, Palestinians, and Israelis from the 1967 War to the Yom Kippur War of 1973. For this reading, focus primarily on important instances of conflict during this period of time. In particular, focus on what made the 1973 War significant for Egyptians, the US, and Israel. Additionally, pay attention to the growing importance of Palestinian nationalist movements. | • | : | |
| # | Set 1: For this day, we only have the assigned textbook chapter. It focuses on the continued conflict between Arabs, Palestinians, and Israelis from the 1967 War to the Yom Kippur War of 1973. For this reading, focus primarily on important instances of conflict during this period of time. In particular, focus on what made the 1973 War significant for Egyptians, the US, and Israel. Additionally, pay attention to the growing importance of Palestinian nationalist movements. | • | • | |
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| # # | ∅ AlyEtal2013Ch5.pdf ∅ POLI 474 F22 3-1.pdf | • | | - |
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| ii. | The 1960s and the 1970s is the period of time when the US begins to play a much larger r taking a break from our chronological coverage of the conflict to discuss the causes of the | | • | : |
|----------|---|---|---|---|
| # | Perspectives to Consider: Israeli Jews and Palestinians. While the readings for today are and Palestinians, consider which of the readings each side might be likely to agree with. | somewhat disconnected from the perspectives of Israelis | • | : |
| # | Set 1: No discussion of US-Israeli relations is complete without a look at the writing of Me an article in 2006 and then a book in 2007, both of which were extremely controversial an Israel Lobby in the US. In the 2006 article, read the full text of the article (~20 pages). Thei help contextualize the controversy surrounding their article. This additional material includebate roundtable moderated by Ann-Marie Slaughter. Read enough to get a sense for whose the controversy surrounding their article. | d both of which focused on the influence of what they call the n, you should skim the additional material I have provided to ides the comments section of the 2006 article as well as the | • | : |
| # | Set 2: I've included three additional readings to provide critical counterpoints to the M&W expect you to read all of it. Instead, I'd like you to pick one of the readings (Lieberman 200 should also *briefly* skim the other two articles. The Lieberman article is primarily a rejoi argument. The Roth article, on the other hand, proposes that the US has legitimate strate Cold War. The Koplow article provides an argument that a strong US-Israeli relation is roo | 09, Roth 2009, Koplow 2011) to read and summarize. You nder to M&W, discussing issues the author sees with their gic interests for its support of Israel, especially during the | • | : |
| | MearsheimerWalt2006.pdf | | • | : |
| # | MearsheimerWaltDebate2006.pdf | | • | : |
| # | | | • | : |
| # | Roth2009.pdf | | • | : |
| # | Moplow2011.pdf | | • | : |
| # | POLI 474 F22 3-2.pdf | | • | : |
| : ₽ | Research Paper - Outline Oct 14 7 pts | | • | : |
| ⊪ Oc | Oct 17 - 3.3 - The Palestinian National Movement and the Settlement Movement | | • | : |
| ii | Readings Oct 17 Oct 17 3 pts | | • | : |
| # | NOTE: I am sorry for not updating this description early enough. For the readings assess instead, do just the Sprinzak reading. The Sprinzak reading focuses on the early history of discussions of Zvi Yehuda Kook, Meir Kahane, and Gush Emunim. For your perspectives exchange land for peace, Israeli Jews who support the settlement movement, and Palesti | of the settlement movement. Pay particular attention to consider the perspective of Israeli Jews who want to | • | : |
| ii . | Sayigh1997Ch1-5.pdf | | • | : |
| H | | | • | : |
| # | POLI 474 F22 3-3.pdf | | • | : |
| ∰ Oct | Oct 19 - 3.4 - Camp David and the Lebanon War | | • | : |
| ii | Readings Oct 19 Oct 19 3 pts | | • | : |
| # | This is another light reading day where you only have one reading, a chapter from the tex Palestinian nationalist groups, a peace agreement between Israel and Egypt as well as th the Lebanon War. The Laqueur and Rubin reading provides the report of the Israeli comm perspectives, consider the perspectives of Palestinians in Lebanon as well as Israeli Jew | e prospect for peace with Jordan, and Israel's involvement in ission that addressed the Sabra and Shatila massacres. For | • | : |
| ii . | | | • | : |
| H | | | • | : |
| ii . | POLI 474 F22 3-4.pdf | | • | : |
| # ₽ | Narratives of the Conflict - Writeup of First Activity. Oct 21 15 pts | | • | : |
| ∰ Oct | Oct 24 - Midterm Review | | • | : |
| ₩ | Mid-Course Evaluation Oct 24 2 pts | | • | : |

| This will be taken in the JFSB Computer Lab. See the Midterm Exam assignment below for additional information and the study guide. | | |
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| ₩ • | 4. The Intifadas and the Peace Process (Oct 31–Nov 21) | • + | - | : |
|------------|--|------------|---|---|
| ⊞ 0 | ct 31 - Discussion (Narratives of Conflict, Reflections) | • | | : |
| # | Mid-Course Reflection Oct 31 5 pts | • | | : |
| ii | @ POLI 474 F22 4-0.pdf | • | | : |
| ij No | ov 2 - 4.1 - The First Intifada | • | | : |
| # | Readings Nov 2 Nov 2 3 pts | 0 | | : |
| # | Up to this point, Israel has mostly kept the conflict outside of territories under its control. That changes with the First Intifada, where sustained, (mostly) non-violent, mass protests by the Palestinian population abruptly disrupt the status quo. | • | | : |
| ii | Perspectives to consider for assessment: Israeli Jews, Palestinians | • | | : |
| H | Set 1: The textbook reading covers this period as it leads into efforts for peace in Madrid and Oslo. It discusses the nature of the First Intifada and how the first Intifada was viewed globally | • | | : |
| H | Set 2: The Cabban reading provides additional details on the relationship between the PLO and the protests in the territories. This reading provides important insights into how mass protests were sustained during the First Intifada. | • | | : |
| ii | Aly et al Ch 7 | • | | : |
| | | • | | : |
| ii | | • | | : |
| ii No | ov 7 - 4.2 - The Oslo Peace Process | • | | : |
| | Readings Nov 7 Nov 7 3 pts | 0 | | : |
| # | The Oslo Peace Process begins soon after the end of the First Intifada. The peace process period is characterized by high levels of optimism globally and fairly broad support locally. Many thought Israel and the Palestinians were close to achieving peace, and some important progress was made in that direction. The readings for today focus on this period. | • | | : |
| ii | Perspectives to consider for assessment: Israeli Jews, Palestinians. | • | | : |
| # | Set 1: The textbook reading (~25 pages) provides details on the peace process in the years immediately after it begins and up to 1999. The primary source reading from Laqueur and Rubin (~10 pages) provides details on the Oslo Declaration of Principles (often called "Oslo I"). | • | | : |
| :: | Set 2: The Jamal reading (~14 pages) discusses the organization of the Palestinian National Authority, PNA or PA, that was created as a protogovernmental entitity for the Palestinians as a part of the Oslo Peace Process. Arafat and Fatah members from the PLO take command of this organization, which quickly turns in an authoritarian direction. | • | | : |
| : | Aly et al Ch 9 | • | | : |
| : | | • | | : |
| ii | | • | | : |
| # | POLI 474 F22 4-2.pdf | • | | : |
| ii No | ov 9 - 4.3 - The Failure of Oslo | • | | : |
| :: | Readings Nov 9 Nov 9 3 pts | • | | : |
| i | Why did the Oslo peace process fail? Though the peace process had been in peril for a number of years, difficulties in finding a way forward really come to a head during the period covered by these readings, 1999 to the beginning of 2001. | • | | : |
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| ii | Perspectives to consider for assessment: Israeli Jews, Palestinians. | • | : |
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| H | Set 1: The textbook reading (~27 pages) considers this time period in great detail. Of particular importance to understanding this time period are the return of the Labor party to power and the lack of success at Camp David II. | • | : |
| # | Set 2: Dennis Ross was special Middle East coordinator under President Bill Clinton and was centrally involved in the lead-up to and failure of Camp David II. In this chapter (~21 pages) from his book, he describes what he sees as the most important reasons for why things didn't go well at Camp David II. | • | : |
| # | Aly et al Ch 10 | • | : |
| | | • | : |
| | | • | : |
| # ₽ | Nov 11 1 pts | • | : |
| | v 14 - 4.4 - Extremism and the Peace Process | • | : |
| # | Readings Nov 14 Nov 14 3 pts | • | : |
| # | What motivates violent extremism? The mid-90s and early 2000s are characterized by extremism on both sides—incidents like the Ibrahimi/Cave of the Patriarchs Massacre and bus bombings. The readings for today discuss the reasons for violent extremism, both at an individual level as well as at an institutional one. | • | : |
| | Perspectives to consider for assessment: Israeli Jews, Palestinians | • | : |
| :: | Set 1: Your first reading by Wendy Pearlman discusses one hypothesis for the change from non-violence to violence between the first and second intifadas. According to her argument, non-violence is only possible when a movement is politically cohesive. As you read, consider her argument and what potential other explanations there are for the difference between the tactics of the first and second intifadas. | • | : |
| # | Set 2: The Araj and Feige readings both address individual participants in extremist violence. In Araj, the author provides information on two Hamas suicide bombers and their motivations. In Feige, the author discusses Yigal Amir, the Jewish Israeli who assassinated Yitzhak Rabin. | • | : |
| # | Pearlman2012.pdf | • | : |
| # | | • | : |
| # | | • | : |
| # | POLI 474 F22 4-4.pdf | • | : |
| ⊪ No | v 16 - 4.5 - The Second Intifada | • | : |
| ii . | Readings Nov 16 Nov 16 3 pts | • | : |
| :: | After the failure of Camp David II, the situation in Israel and Palestine quickly devolves. Violence on both sides erupts, primarily between the Israeli Defense Forces on one side and a number of different armed Palestinian groups (as opposed to the centralized mass mobilization of the First Intifada) on the other. The readings will provide you with an overview of the time period from 2000 to 2005. | • | : |
| # | Perspectives to consider for assessment: Israeli Jews, Palestinians | • | : |
| # | Set 1: The textbook reading for the day provides an overview of the Second Intifada, from when it breaks out to the unilateral Israeli withdrawal from Gaza in 2005. | • | : |
| H | Set 2: In April 2002, PBS Frontline produced a documentary called "Battle for the Holy Land," and I've provided a link to the interactive website for this documentary. This documentary came at the height of the violence of the Second Intifada—immediately after what Israelis call "Black March" and in the middle of Operation "Defensive Shield." You should read/skim the following sections, all accessible from the linked homepage: (1) "Introduction," which provides an overview of the material for the documentary; (2) "The Cycle of Violence," which provides a timeline of key events up to March 2002; and (3) "On the Ground," which provides firsthand interviews and video—you should focus on the interview with Shaul Mofaz, the IDF chief of staff, and the interviews with the three Palestinian militant leaders. | • | : |
| | Aly et al Ch 11 | • | : |
| | PBS Frontline - Battle for the Holy Land (https://www.pbs.org/wgbh/pages/frontline/shows/holy/) | 0 | : |
| | POLI 474 F22 4-5.pdf | • | : |
| ii No | v 21 - 4.6 - Checkpoints and the Separation Barrier | • | : |

| ∷ ₽ | Research Paper - Rough Draft Nov 22 30 pts | • | : |
|------------|--|---|---|
| : : | POLI 474 F22 4-6.pdf | • | : |
| - :: | B'Tselem Map - (https://www.btselem.org/map) | • | : |
| # | Ahituv2018.pdf | • | : |
| | © Conover2006.pdf | • | : |
| # | | • | : |
| - :: | | • | : |
| # | Set 3: The final assignment set consists of a reading and an interactive activity, both of which are meant to let you see the long-term effects of the separation barrier. The reading, Ahituv 2018 (~6 pages) is an article from Haaretz that explores the effects of the separation barrier 15 years after construction on it began. For the interactive activity, I am providing a link to a map on B'tselem's website. B'tselem is an NGO that focuses on documenting Israeli activities in the occupied territories. Spend some time on the map exploring the route of the wall and the location of checkpoints; read some of the linked testimonials and incident reports (marked in red). | • | ÷ |
| H | Set 2: The second set consists of a single reading, Conover 2006. This article from the Atlantic (~13 pages) comes after over 200 miles of the separation barrier had been constructed and an elaborate system of checkpoints had been established in the West Bank. The reading focuses more on the Palestinian experience but tries to cover perspectives from both sides during this time period. | • | : |
| - !! | Set 1: The first assignment set comes from the Israeli Ministry of Foreign Affairs. There are two PDFs (combined ~5 pages), which provide Israel's perspective on the necessity of what they call the security fence, as well as their evidence for its effectiveness. | • | : |
| | Perspectives to consider for assessment: Israeli Jews, Palestinians | • | : |
| ii ii | The most significant long-term real-world impact of the Second Intifada is the creation of a system of checkpoints and the separation barrier in the West Bank. Why were these instituted? How does it affect day-to-day life for Palestinians? Have they helped decrease violence? | • | : |
| H | Readings Nov 21 Nov 21 3 pts | • | : |

| ∷ ▼ 5 | . The Conflict Continues (Nov 28–Dec 7) | • | + | : |
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| ⊪ No | v 28 - 5.1 - Second Lebanon War to the Abraham Accords | |) | : |
| | Readings Nov 28 Nov 28 3 pts | • | 9 | : |
| # | In this class period, we discuss the progression of the conflict from 2005 to the current date. Among other things, this time period includes the Second Lebanon War, a number of wars in Gaza, the Arab Spring, and the Abraham Accords. | |) | : |
| # | Perspectives to consider for assessment: Israeli Jews, Palestinians | • |) | : |
| H | Set 1: The first reading, the textbook chapter for the day, provides an overview of the time period. | • |) | : |
| II | Set 2: It is during this time period that people begin to more seriously discuss a potential one-state solution to the conflict. This is a solution that, at times, has support from unexpected parts of Israeli and Palestinian society. However, it is also a solution that raises serious questions. What would we call this single state? Would a single state just ensure permanent occupation without representation for Palestinians? Would a single state endanger the democratic and/or Jewish nature of the Israeli state? These are questions that, though not necessarily answered in this set of readings, are crucial to consider. As for the readings—there is one from Khalil Shikaki, one of the co-authors of your textbook, as well as an interview by Nir Baram with an Israeli settler who is supportive of a one-state solution. | | ð | : |
| # | Aly et al Ch 12 | | 2 | : |
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| H | | | 2 | : |
| ii No | v 30 - 5.2 - Current-Day Divisions among Israelis and Palestinians | | 2 | : |
| # | Readings Nov 30 Nov 30 3 pts | |) | : |

| ii. | Near the end of class, we return to a topic we have discussed several times during the semester: internal divisions among Israelis and Palestinians. I have assigned a varied set of fairly short readings to provide an understanding of the current status of these divisions. | • | : | |
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| # | Perspectives to consider for assessment: NO PERSPECTIVES for this assignment. | • | : | |
| # | Set 1: In Israel, it is generally agreed that the traditional Mizrahi-Ashkenazi divide is becoming less important. Instead, the left-right and secular-religious divides in Israel increasingly consume political discussion and competition. Four readings (combined ~19 pages) look at this. Wootliff 2018 provides data showing the increasing importance of the left-right divide (note: the 2021 survey estimates 32% rating this divide as most important, so a slight decrease from this article). Adkins Sales 2019 discusses the reasons for why young voters in Israel increasingly identify as part of the political right. Friedman 2019 outlines the main areas of contention between secular and religious Jews in Israel, and Gross 2022 discusses what policy changes on religious issues might happen under a new government after the 2022 election, assuming that Netanyahu's party forms a coalition with the religious parties as anticipated (we'll see if they have by the time we get to this reading!). | • | ÷ | |
| | Set 2: Two readings (~11 pages) discuss Palestinian Citizens of Israel. The first, Ghanem 2016, provides a summary of their situation in modern Israel. The second, Smooha 2021, discusses the results of a survey of Palestinian Citizens of Israel after a period of unrest in 2021. | • | : | |
| # | Set 3: The final set of readings (~6 pages) discusses divisions among Palestinians in the territories, in particular the divide between Hamas and Fatah. The first, Al-Omari 2021, comments on these divisions after the end of the period of unrest in 2021. The other two readings, the Times of Israel article and Ibrahim 2022, briefly discuss the most recent (and unlikely to succeed) attempt at reconciliation between Hamas and Fatah. | • | : | |
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| !! | AlOmari2021.pdf | • | : | |
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| # | @ POLI 474 F22 5-2.pdf | • | : | |
| ∷ ₽ | Narratives of the Conflict - Writeup of Second Activity. Dec 2 15 pts | • | : | |
| ⊪ De | ec 5 - 5.3 - Where Is the Conflict Now? | • | : | |
| # | Readings Dec 5 Dec 5 3 pts | • | : | |
| : | What should we think about how the conflict is going to move forward in the future? These articles offer some parting thoughts | • | : | |
| | Perspectives to consider for assessment: NO PERSPECTIVES for this assignment. | • | : | |
| # | Set 1: Last time we talked about the decline of the Israeli left. What does the most recent Israeli election mean for the left, and what role is the secular-religious divide likely to play moving forward? An article (~9 pages) by Gur addresses these questions. | • | : | |
| # | Set 2: Palestine is nearing a cross-roads—Mahmoud Abbas, the current president of the Palestinian National Authority, is 87 years old and a successor is likely in the relatively near future. Additionally, Palestinians are increasingly dissatisfied with the Palestinian National Authority. The provided readings touch on these issues. the PCPSR reading discusses the results of a recent survey of Palestinians in the territories (no need to read all the tables at the end). Hass 2022 discusses some recent changes by Abbas to Palestinian governing structures. Lastly, Brown and Pran 2022 analyzes the procedure for finding a successor in the Palestinian National Authority, the Palestinian Liberation Organization, and Fatah. | • | : | |
| # | Set 3: How should we think about US involvement in the Middle East moving forward? Are there prospects for peace? There are many opinions on this, but I provide two perspectives. The first, Indyk 2021, is supportive of the two-state solution and focuses on a vision for US policy supporting that solution. The second, by Husseini and Beilin (who was the Israeli who started the Oslo peace process), discusses a potential one-state solution in the form of a confederation—this, along with a solution involving a federation, are commonly discussed as potential one-state solutions. | • | : | |
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| # | © PCPSR2022.pdf | • | : | |
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| H | MusseiniBeilin2022.pdf | • | ÷ |
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| | c 7 - Concluding Session—Reflections, Final Exam Review, and the Church in Israel/Palestine | • | : |
| H | End-of-Course Reflection Dec 7 5 pts | • | : |
| # | No readings for today! We will end by discussing our end-of-course reflections, studying for the final exam, as well as discussing the presence of the Church of Jesus Christ of Latter-day Saints in Israel/Palestine and attitudes of members of the church toward the conflict (compared to other Christian groups). | • | ÷ |
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| : ₽ | Research Paper - Final Draft Dec 8 35 pts | • | : |
| - # B | Final Course Evaluations Dec 11 0 pts | • | : |
| # FINAL EXAM Dec 12–16 (3 hours available, 1.5 hours likely, covers modules 1–5) | | • | ÷ |
| # | This will be taken in the JFSB Computer Lab. See the Final Exam assignment below for additional information and the study guide. | • | : |
| H | Final Exam Dec 16 90 pts | • | : |