

The Israeli-Palestinian Conflict

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The object of this course is to study the Israeli-Palestinian conflict, examining its origins, its major historical milestones, and the different narratives and perceptions of the conflict, viewed from the perspective of Palestinians and Israelis. We will also explore the conditions that may bring about a resolution to the conflict and reconciliation between the parties. Theoretical and comparative approaches, derived from conflict resolution and reconciliations studies, will inform our discussion. A broad array of genres and modes of expression – not only academic writings, but also literature, popular music, film, posters, documentaries, and the like – will be incorporated into this class.

The course will combine lectures, classroom discussions, student presentations and in-class small group projects. We will end our course by staging an Israeli-Palestinian peace conference.

Class Schedule and Readings

Our basic textbooks:

1. Abdel Monem Said Aly, Khalil Shikaki, and Shai Feldman, *Arabs and Israelis: Conflict and Peacemaking in the Middle East* (New York: Palgrave, 2013)
2. Martin Bunton, *The Palestinian-Israeli Conflict: A Very Short Introduction* (New York: Oxford University Press, 2013)
3. Baruch Kimmerling and Joel Migdal, *The Palestinian People: A History* (Cambridge, Mass.: Harvard University Press, 2003)
4. Anita Shapira, *Israel: A History* (Waltham, Mass.: Brandeis University Press, 2012)

MODULE 1 =Introduction: Personal and collective identities and the construction of historical narratives; Nationalism; The rise of Zionism and Palestinian nationalism

** *Israel* in Wikipedia: <http://en.wikipedia.org/wiki/Israel>

** *Palestine* in Wikipedia: http://en.wikipedia.org/wiki/State_of_Palestine

** John Hutchinson and Anthony D Smith, "Introduction", in: John Hutchinson and Anthony D Smith (eds.), *Nationalism* (Oxford and New York: Oxford University Press, 1994), pp. 3-13 [**Recommended**]

MODULE 2 = British Mandate Palestine, 1918-1948

1. Abdel Monem Said Aly, Khalil Shikaki, and Shai Feldman, *Arabs and Israelis: Conflict and Peacemaking in the Middle East* (New York: Palgrave, 2013), Ch. 1, pp. 7-45

2. Rashid Khalidi, *Palestinian Identity: The Construction of Modern National Consciousness* (New York: Columbia University Press, 1997), pp. 145-175
3. League of Nations – *Mandate for Palestine* (1922)
- ** Martin Bunton, *The Palestinian-Israeli Conflict: A Very Short Introduction* (New York: Oxford University Press, 2013), pp. 15-35

MODULE 3 = The 1948 War – Atzmaut and Nakba

4. Said Aly et al., *Arabs and Israelis*, Ch. 2, pp. 46-84
 5. Benny Morris, "The New Historiography: Israel Confronts its Past", in: Benny Morris (ed.), *Making Israel* (Ann Arbor: University of Michigan Press, 2007), pp. 11-28
 6. Anita Shapira, *Israel: A History* (Waltham, Mass.: Brandeis University Press, 2012), Chapter 7: "The War of Independence, 1947-1949"; pp. 155-178
 7. Ghassan Kanafani, "Returning to Haifa", in his: *Palestine's Children: Returning to Haifa & Other Stories* (Boulder and London: Lynne Rienner Publishers, 2000), 149-188
- ** Amos Oz, "The Trappist Monastery", in: Amos Oz, *Where the Jackals Howl, and other stories*; translated from the Hebrew by Nicholas de Lange & Philip Simpson, (London: Chatto & Windus, [1981]), 84-106
- ** Rashid Khalidi, "The Palestinians and 1948: The Underlying Causes of Failure," in: Eugene Rogan and Avi Shlaim (eds.), *The War on Palestine: Rewriting the History of 1948*, pp. 12-36
- ** Martin Bunton, *The Palestinian-Israeli Conflict: A Very Short Introduction* (New York: Oxford University Press, 2013), pp. 36-53

MODULE 4 = 1967-1982 -- Israeli Occupation; Peace Treaty with Egypt, 1979; The Rise of the PLO

8. Martin Bunton, *The Palestinian-Israeli Conflict: A Very Short Introduction* (New York: Oxford University Press, 2013), pp. 70-86
9. Palestinian National Charter: Resolutions of the Palestine National Council July 1-17, 1968 [http://avalon.law.yale.edu/20th_century/plocov.asp]
10. Said Aly et al., *Arabs and Israelis*, Ch. 5, pp. 156-194
- ** Eli Amir, *Scapegoat* (London: Weidenfeld and Nicolson, 1987), pp. 9-25, 39-52, 208-218

MODULE 5 = The Role of Emotions -- from the First Lebanon War (1982) to the First Intifada (1987-92)

11. David Grossman, *The Yellow Wind* (New York: Delta, 1988), 6-28
12. Roger Petersen, *Understanding Ethnic Violence: Fear, Hatred, and Resentment in Twentieth-Century Eastern Europe* (Cambridge: Cambridge University Press, 2002), 1-7, 17-39
13. Kimmerling and Migdal, *The Palestinian People*, Ch. 9, pp. 274-311 (<http://site.ebrary.com.ezproxy.bu.edu/lib/bostonuniv/reader.action?docID=10328828&ppg=307>)
- ** Charles D. Smith, *Palestine and the Arab-Israeli Conflict* (Boston & New York: Bedford/St. Martin's, 2004), pp. 361-374

MODULE 6 = Decolonization? -- The Oslo Accords; the Assassination of Yitzhak Rabin (1995)

14. Martin Bunton, *The Palestinian-Israeli Conflict: A Very Short Introduction*. Chapter 6, pp. 87-105
15. Documentary, *Tkuma – Episode One: The Conflict* (minutes 32-50) = <https://www.youtube.com/watch?v=8aPGeXyvIx8>
16. Documentary, *PLO History of a Revolution - Episode 5-Intifada* (24 minutes) (<https://www.youtube.com/watch?v=lMuUskXODHw&list=PLi7XUXYkpEgnsdayXp1cw30xjHPgS8Dsv&index=5>)

Recommended:

- ** Said Aly et al., *Arabs and Israelis*, Chapters 7-9, pp. 231-331

MODULE 7 = The Second Intifada (2000-2005) and the Gaza Disengagement

17. Said Aly et al., *Arabs and Israelis*, Chapter 11. (pp. 361-396)

- ** Said Aly et al., *Arabs and Israelis*, Chapter 10

MODULE 8 = The Return to Religion; the Rise of Religious Extremism – Messianic Zionism and Hamas

18. Motti Inbari, "Fundamentalism in Crisis: The Response of the Gush Emunim Rabbinical Authorities to the Theological Dilemmas Raised by Israel's Disengagement Plan", *Journal of Church and State*, 49:4 (2007), pp. 697-717
19. Hamas = <https://en.wikipedia.org/wiki/Hamas>
20. The Hamas Covenant
1988=http://avalon.law.yale.edu/20th_century/hamas.asp

Recommended:

- ** Hagai Segal, *Dear Brothers: The West Bank Jewish Underground* (excerpts from the book)
- ** Council on Foreign Relations, Hamas = <http://www.cfr.org/israel/hamas/p8968>
- ** Guttman Avichai Report - [Israeli Jews 2009](#)

MODULE 9 = The Other Palestinians – Arabs Citizens of Israel

21. Elie Rekhess, "The Evolvement of an Arab–Palestinian National Minority in Israel", *Israel Studies* 12:3 (2007), pp. 1-28
22. David Grossman, *Sleeping on a Wire: Conversations with Palestinians in Israel* (New York: Farrar, Straus and Giroux, 1993), pp. 80-100

Recommended:

- ** Sammy Smooha, "The 2008 Index of Arab-Jewish Relations in Israel: Main Findings and Trends of Change", in: http://soc.haifa.ac.il/~s.smooha/uploads/editor_uploads/files/Index2008MainFindings_TrendsChangeEng.pdf

MODULE 10 = Cultural Encounters: Popular Music, Film

23. Motti Regev and Edwin Seroussi, *Popular Music and National Culture in Israel* (Berkeley: University of California Press, 2004), 1-14, 236-248
- ** Miri Talmon and Yaron Peleg (eds.), *Israeli Cinema: Identities in Motion* (Austin : University of Texas Press, 2011), Introduction [available online on Mugar library's website]
- ** Dafna Hirsch, "Hummus is best when it is fresh and made by Arabs": The , gourmetization of hummus in Israel and the return of the repressed Arab", *American Ethnologist*, 38:4 (2011) , pp. 617–630

MODULE 11= Conflict Resolution and Reconciliation Perspectives, preparation for the staged peace conference

24. Daniel Bar-Tal and Gemma Bennink, "The Nature of Reconciliation as an Outcome and as a Process", in Yaacov Bar-Siman-Tov (ed.), *From Conflict Resolution to Reconciliation* (Oxford: Oxford University Press, 2004), pp. 11-38

MODULE 12 = Staged Peace Conference; Concluding remarks

SCHEDULE IS SUBJECTED TO CHANGES IF NECESSARY

Learning Goals:

By the end of the course, you should:

- Have acquired good knowledge of major events in the history of the Israeli-Palestinian conflict
- Be able to present the different narratives of the two major parties to the conflict
- Be able to define, describe and appraise the major analytical and historical terms used in our course
- Be able to integrate course data into a coherent narrative(s) of the origins and trajectory of the Israeli-Palestinian conflict

Grading and Assignments:

- Attendance is mandatory
- Written assignments based on the readings (summaries of articles and reflections; each about 3 pages long) – [35% of final grade]
- Class participation (in-class projects and the staged peace conference) [15% of final grade]
- Optional classroom presentation [15%, optional]
- Final paper [50%. If classroom presentation was successful it may substitute for 15% of the final grade. In this case, final *paper* grade will be 40% of the final grade and written assignments 30% of the final grade]

Final paper (two options):

1. Option One:

It will be a research paper, based on scholarly material, on a topic that will be decided in conversation with me. The paper can focus on one of the topics that we will have discussed in class, but will offer an elaboration or further investigation of the topic beyond what we will have addressed in class. Another option is to choose a topic that we did not discuss in class.

2. Option Two:

A take home exam, in which three out of our 12 modules will be discussed. Basically, it will be a thinking piece supported by the course's material.

Possible topics for the final paper:

Karlinsky – The Israeli-Palestinian Conflict

- Any of the topics that are discussed in our modules
- The role of world power(s) in the conflict
- The US policy in the Middle East and its influence on the conflict
- US domestic politics and the conflict
- The Israeli Lobby
- The Arab Lobby
- The Arab States and the conflict
- The Israeli-Palestinian conflict in comparative perspective
- The 2000 Camp David Summit – analyzing the reasons for its failure
- Culture and the conflict
- Religious extremism in Israel and Palestine
- National or religious conflict?

Additional readings:

Newspapers:

- 1) Israeli newspapers and news sites: <http://www.world-newspapers.com/israel.html>
- 2) Palestinian newspapers and news sites: <http://www.world-newspapers.com/palestine.html>
- 3) Al Jazeera: <http://english.aljazeera.net/>
- 4) Ma'an News Agency: <http://www.maannews.com>
- 5) Haaretz – www.haaretz.com
- 6) Ynet -- www.ynetnews.com/home/0,7340,L-3083,00.html

Scholarly Journals

1. Israel Studies
2. Journal of Palestine Studies
3. Journal of Israeli History
4. International Journal of Middle East Studies
5. Israel Affairs
6. Azure

Websites and documentaries:

1. The *Jewish Virtual Library's* text presents Israeli and Jewish-American mainstream position on the issue: <http://www.jewishvirtuallibrary.org/jsource/Peace/settlements.html>
2. The *Foundation for Middle East Peace* tries to present a “balanced” perspective and a range of opinions: <http://www.fmep.org/about>
3. The UN's “*The Question of Palestine*” website presents the UN stand, which in general is not so supportive of the Israeli (and US's) one: <http://unispal.un.org/unispal.nsf/home.htm>.
4. The website of the *Negotiations Affairs Department of the PLO* contains very useful information regarding the position of the Palestinian Authority about our peace conference's topics: <http://www.nad-plo.org/index.php>.
5. The *Middle East Research and Information Project* - <http://www.merip.org/primer-palestine-israel-arab-israeli-conflict-new#The%20Secret%20Olmert-Abbas%20Negotiations>

6. *PLO: History of Revolution*:
<https://www.youtube.com/playlist?list=PLi7XUXYkpEgnsdayXp1cw30xjHPgS8Dsy>
7. *Tkuma - The First Fifty Years*:
https://www.youtube.com/playlist?list=PLpIseRpqF0KrKPnuG0lQJj3b_DXmKURk
8. *Al-Nakba: The Palestinian Catastrophe 1948*: YouTube

Electronic devices policy:

Cell phones: Use of cell phones in class (for talking, texting, reading/writing email, or any other purpose) is prohibited. Kindly keep your cell phones turned off and stowed away in class. However, if you need to leave your cell phone on because of an ongoing emergency situation, please speak to me at the start of class

Laptops: The use of laptops and other personal computers in class is limited for class purposes only.

Academic Integrity:

Every student is expected to be familiar with and comply with the BGU policy on academic integrity.

Helpful resources about proper use of sources can be found many places online. About using sources responsibly (and avoiding plagiarism), see the “Harvard Guide to Using Sources” (<http://usingsources.fas.harvard.edu/icb/icb.do>) and Dartmouth’s RWIT page (<http://writing-speech.dartmouth.edu/learning/materials/sources-and-citations-dartmouth>). The Purdue University Online Writing Lab (<https://owl.english.purdue.edu/owl/>), contains excellent advice on research and citation but also on broader topics including “Conducting Research” (<https://owl.english.purdue.edu/owl/section/2/8/>). These will be especially helpful during the writing of your research papers.

CHANGES TO THE SYLLABUS MAY OCCUR!