The Israeli-Palestinian Conflict
HI 393

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Office hours:
Elie Wiesel Center (147 Bay State Road), Room 502
Tuesdays and Thursdays, 1:30-2:30 pm or by appointment

The object of this course is to study the Israeli-Palestinian conflict, examining its origins; 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 of this conflict and reconciliation between the parties. Theoretical and comparative approaches, drives 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) [on reserve at Mugar library]

WEEK 1 = Introduction: Personal and collective identities and the construction of historical narratives; Nationalism; The rise of Zionism and Palestinian nationalism
WEEK 2 = British Mandate Palestine, 1918-1948
5. League of Nations – *Mandate for Palestine* (1922)

WEEK 3 = The 1948 War – Atzmaut and Nakba
6. Said Aly et al., *Arabs and Israelis*, Ch. 2, pp. 46-84

WEEK 4 = 1967-1979 -- Israeli Occupation; Peace Treaty with Egypt, 1979; The Rise of the PLO
12. Said Aly et al., *Arabs and Israelis*, Ch. 5, pp. 156-194

WEEK 5 = The Role of Emotions -- from the First Lebanon War (1982) to the First Intifada (1987-92)
19. Documentary, Tkuma
20. Documentary, Rabin in His Own Words. A possible talk with the director, Erez Laufer

WEEK 7 = The Other Palestinians – Arabs Citizens of Israel
21. Migdal and Kimmerling, The Palestinian People, Ch. 6, pp. 169-213
24. A possible conversation with architect Samir Srouji, from Nazareth

WEEK 8 = The Return to Religion; the Rise of Religious Extremism – Messianic Zionism and Hamas
26. Hagai Segal, Dear Brothers: The West Bank Jewish Underground (excerpts from the book)
28. Menachem Klein, "Hamas in Power", Middle East Journal, 61, no. 3 (Summer 2007), pp. 442-459

WEEK 9 = The Second Intifada (2000-2005) and the Gaza Disengagement

WEEK 10 = Cultural Encounters: Popular Music, Food, Film
32. Motti Regev and Edwin Seroussi, Popular Music and National Culture in Israel (Berkeley: University of California Press, 2004), 1-14, 236-248
34. 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]
WEEK 11 = Conflict Resolution and Reconciliation Perspectives

WEEK 12 = Students Presentations; preparation for the staged peace conference

WEEK 13 = Staged Peace Conference; Concluding remarks

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 of 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:
The final paper will be a research paper, based on academic sources, on a topic that will be decided in conversation with me. The paper can focus on one of the topics that we discussed in class, but offering an elaboration or further investigation of the topic beyond what we addressed in class. Another option is to choose a topic that we did not discuss in class. I will schedule office hours with each student early on in the term in order to help you select a topic for your final paper and guide your research trajectory.

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 BU policy on academic integrity, which can be found at: http://www.bu.edu/cas/undergraduate/conductcode.html. We will refer any suspected case of academic misconduct to the Dean’s Office. Any assignment judged, after a hearing by the Academic Conduct panel, to be plagiarized will receive a grade of “0.” We will discuss plagiarism and independent work in class.

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.

**Special needs:**
Disabilities: Boston University takes great pride in the academic and personal achievements of its many students and alumni with disabilities. The University is committed to providing equal and integrated access for individuals with disabilities to all the academic, social, cultural, and recreational programs it offers. If you need special assistance, physical or other, please contact me so I will be able to assist you as best I can and in a timely fashion.