The Israeli-Palestinian Conflict
HI 393

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Office Hours: TBD; or by appointment
Course Dates:
Course Hours & Location:
Course Credits: 4

Course Description
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 writing, but also literature, popular music, film, posters, documentaries, and the like – will be incorporated into this class.

The course will combine lectures, active learning through in-class small group projects, classroom discussions, student presentations and case-based learning. We will end our course by staging an Israeli-Palestinian peace conference. Assessment of learning progress will be conducted through short written assignments, presentations, final paper and participation in the in-class group projects. For more details, please read the “Grading” section at the bottom of the syllabus.

Hub Learning Outcomes

Historical Consciousness
1) Historical Outcome 1:
   Students will create historical narratives of both Israel and Palestine, evaluate interpretations based on historical evidence, and construct historical arguments,
2) Historical Outcome 2:
   Students will demonstrate an ability to interpret primary source material (textual, visual, or aural) pertaining to our topic using a range of interpretive skills and situating the material in its historical and cultural context
3) Historical Outcome 3:
   Students will demonstrate knowledge of the religious traditions among Israelis and Palestinians, these two societies’ intellectual paradigms, forms of political organization, socioeconomic forces, and how these have changed over time
Global Citizenship and Intercultural Literacy

Students will demonstrate, through comparative analysis, an understanding of global diversity as expressed in at least two different languages, cultures, religions, political systems, or societies. This will be achieved by exploring the political systems of the two communities/nations and their multiple religious traditions through in-class projects, readings and assignments.

Assignments and Grading

- Written assignments based on the readings (summaries of articles and reflections; each about 3 pages long) – [40% of final grade]
- Class participation (in-class projects and the staged peace conference) [15% of final grade]
- Optional classroom presentation [15%, optional]
- Final paper [45%. If classroom presentation was successful it may substitute for 15% of the final grade. In this case, final paper grade will be 35% of the final grade and written assignments 35% 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.

Resources/Support/How to Succeed in This Course:
1. Office hours, tutoring, etc.
2. Accommodations for Students with Documented Disabilities: If you are a student with a disability or believe you might have a disability that requires accommodations, please contact the Office for Disability Services (ODS) at (617) 353-3658 or access@bu.edu to coordinate any reasonable accommodation requests. ODS is located at 25 Buick Street on the 3rd floor.

Community of Learning: Class and University Policies
1. Course members’ responsibility for ensuring a positive learning environment (e.g., participation/discussion guidelines).
2. Attendance & Absences: Attendance is mandatory, except for excusable reasons. We will honor Policy on Religious Observance.
3. Assignment Completion & Late Work. Assignments should be posted on Blackboard Learn. Inexcusable late submissions will result by deduction of 10% of the assignment’s grade. Repeated late submissions will be dealt with according to BU policy.
4. **Electronic devices policy:**
   Laptops/smartphones, etc.: The use of laptops/smartphones and other personal electronic devices in class is limited for class purposes only. The use of these devices in class for talking, texting, reading/writing email, or any other purposes 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.

5. **Academic Conduct**
   Academic Conduct Statement, Academic Conduct Code:
   [https://www.bu.edu/academics/policies/academic-conduct-code/](https://www.bu.edu/academics/policies/academic-conduct-code/)
   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](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](http://usingsources.fas.harvard.edu/icb/icb.do)) and Dartmouth’s RWIT page ([http://writing-speech.dartmouth.edu/learning/materials/sources-and-citations-dartmouth](http://writing-speech.dartmouth.edu/learning/materials/sources-and-citations-dartmouth)). The Purdue University Online Writing Lab ([https://owl.english.purdue.edu/owl/](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/](https://owl.english.purdue.edu/owl/section/2/8/)). These will be especially helpful during the writing of your research papers.

**Books and Other Course Materials:**

**Basic Background Books**


[recommended readings are marked with two asterisk (**)]
MODULE 1 = Introduction: Personal and collective identities and the construction of historical narratives; Nationalism; The rise of Zionism and Palestinian nationalism


MODULE 2 = British Mandate Palestine, 1918-1948

3. 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
5. League of Nations – Mandate for Palestine (1922)

MODULE 3 = The 1948 War – Atzmaut and Nakba

6. Said Aly et al., Arabs and Israelis, Ch. 2, pp. 46-84
9. Ghassan Kanafani, "Returning to Haifa", in his: Palestine's Children: Returning to Haifa & Other Stories (Boulder and London: Lynne Rienner Publishers, 2000), 149-188


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

11. Said Aly et al., Arabs and Israelis, Ch. 5, pp. 156-194

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

** MODULE 6 = Decolonization? -- The Oslo Accords; the Assassination of Yitzhak Rabin (1995) **
17. Documentary, *Tkuma – Episode One: The Conflict* (minutes 32-50) = [https://www.youtube.com/watch?v=8aPGeXyv1x8](https://www.youtube.com/watch?v=8aPGeXyv1x8)
18. Documentary, *PLO History of a Revolution - Episode 5-Intifada* (24 minutes) ([https://www.youtube.com/watch?v=lMuUskXODHw&list=PLi7XUXYkpEgsdavXp1cw30xjHPgS8Dsv&index=5](https://www.youtube.com/watch?v=lMuUskXODHw&list=PLi7XUXYkpEgsdavXp1cw30xjHPgS8Dsv&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 Hamas controlled Gaza Strip **
** Said Aly et al., *Arabs and Israelis*, Chapter 10

** MODULE 8 = The Return to Religion; the Rise of Religious Extremism – Messianic Zionism and Hamas **
Recommended:
** Meir Litvak, “The Islamization of the Palestinian-Israeli Conflict: The Case of
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** Guttman Avichai Report - [Israeli Jews 2009](http://www.cfr.org/israel/hamas/p8968)
** Hagai Segal, *Dear Brothers: The West Bank Jewish Underground* (excerpts from the book)

** MODULE 9 = The Other Palestinians – Arabs Citizens of Israel **

Recommended:
** Kimmerling and Migdal, *The Palestinian People*, Ch. 6, pp. 169-213

** MODULE 10 = Cultural Encounters: Popular Music, Film **
** 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]

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

** MODULE 12 = Staged Peace Conference; Concluding remarks **
Additional readings:
Newspapers:
1) Israeli newspapers and news sites: [http://www.worldnewspapers.com/israel.html](http://www.worldnewspapers.com/israel.html)
3) Al Jazeera: [http://english.aljazeera.net/](http://english.aljazeera.net/)
4) Ma'an News Agency: [http://www.maannews.com](http://www.maannews.com)
5) Haaretz – [www.haaretz.com](http://www.haaretz.com)
6) Ynet -- [www.ynetnews.com/home/0,7340,L-3083,00.html](http://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](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](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](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](http://www.nad-plo.org/index.php).
6. PLO: History of Revolution: [https://www.youtube.com/playlist?list=PLi7XUXYkpEgnsdayXp1cw30xjHPgS8Dsv](https://www.youtube.com/playlist?list=PLi7XUXYkpEgnsdayXp1cw30xjHPgS8Dsv)
7. Tkuma - The First Fifty Years: [https://www.youtube.com/playlist?list=PLpIseRpqF0KrKPnuG0lQj3b_TXmKURk](https://www.youtube.com/playlist?list=PLpIseRpqF0KrKPnuG0lQj3b_TXmKURk)
8. Al-Nakba: The Palestinian Catastrophe 1948: YouTube