

Department of History  
St. Lawrence University  
Spring 2010



### HIST/GS 348A Palestine and the Arab – Israeli Conflict

Instructor: Howard Eissenstat  
E-mail: heissens@stlawu.edu  
Class times: Tuesday 1:15 – 4:15  
Office Hours: MW 9:40 – 11:10 and by appointment

Office: Piskor 205  
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Class Room: Piskor 101

#### **Class Description:**

This class explores the development of two competing nationalism movements, Israeli and Palestinian, from their roots in the nineteenth century to the present day. Beyond gaining an understanding of the development of “the conflict,” this course will pay particular attention to the development of both Israeli and Palestinian identities and societies. Other key considerations will be the interaction between politics and history and an examination of some of the key historiographical debates in the field, including the wars of 1948 and 1967, the peace process, and the “authenticity” of national constructions and nationalist claims. Texts will include secondary and primary source readings, novels, and films.

#### **Required Texts**

Smith, *Palestine and the Arab-Israeli Conflict* (Bedford-St. Martins)

Gelvin, *The Israel Palestine Conflict* (Cambridge)

Oz, *In the Land of Israel*, (Harvest)

Tolan, *The Lemon Tree*, (Bloomsburg)

Gorenberg, *The End of Days*, (Oxford)

Barghouti, *I Saw Ramallah*, (Anchor)

*The New York Times*

Additional materials including films, primary source readings, and academic articles as indicated in class or on the syllabus

*Basic reading expectations:* On average you can expect to have between 150 – 200 pages of reading per week. Some weeks will be less; others will be more. It is incumbent upon you to have read, thought about, and be prepared to intelligently discuss these readings in advance of class.

*Films:* Assuming availability, we will be watching and discussing a series of Middle Eastern films this semester. These will be assigned in advance and available for viewing at the library.

*Contemporary Issues:* You are expected to read the materials relevant to the Middle East and North Africa in the New York Times on a daily basis (not including Afghanistan, but including Turkey). Each class, we will have a brief discussion of these issues, consider how they develop over the course of the semester, and, where possible, consider how our course material helps us to understand contemporary events.

### **Grading Breakdown:**

Participation:	20%
Take Home Midterm Exam:	20%
Take Home Final Exam:	30%
Map Quizzes	10%
*Research Paper	20%

\*The research paper will consist of several discrete assignments culminating in a final paper to be turned in on the last day of class. Each of the preliminary assignments will receive a grade which will constitute part of the final research paper grade. Details regarding this paper will be given in a separate handout.

### **Grading:**

While I grade on a hundred point scale during the semester, the final grades for the university are submitted on a four point scale. This table will help you understand how I convert between these systems.

96-100	4.0	68-70	2.0
92-95	3.75	65-67	1.75
88-91	3.5	62-64	1.5
84-87	3.25	59-61	1.25
80-83	3.0	55-58	1.0
77-79	2.75	0-54	0.0
74-76	2.5		
71-73	2.25		

### **Participation and attendance:**

As you will note from the grading breakdown, participation is a large component of your final grade for the class. It is not an automatic A. Participation does not mean the same thing as attendance, though, obviously, you must attend in order to participate. To guarantee yourself a good grade in this portion of the class, you must come to class on a regular basis. You need to come prepared, having read – and thought about – the class assignment. You should listen actively, take notes where appropriate, ask questions and be prepared to challenge both other

students and the professor. Not incidentally, doing these things are also the basis to a successful classroom experience.

### **Make-ups:**

Regular classes: Because this class meets only once per week, it is imperative that you attend each session. You will be allowed to miss one class session this semester without penalty. Your participation grade will be penalized five percent for each class you miss beyond this.

Quizzes, exams, etc.: Outside of documented medical emergencies, there are no make-ups for quizzes and exams. Don't miss them. Please note that family vacations, weddings, etc., are not considered valid excuses to miss a quiz or exam. Make sure your family does not plan holidays or travel in such a way that it conflicts with your exam schedule.

Late work: Late work is penalized five points (on 100 point scale) for each day it is late.

### **Academic Honesty:**

I take issues of academic honesty seriously. Plagiarism undermines the very core of scholarly work and the intellectual integrity of the university. In my experience, such cases occur when the student is overwhelmed with the assignment or does not know the proper conventions for citation. These are problems that can – and should – be addressed in advance. Regardless, if I find evidence of academic dishonesty, I will pursue the case to the full extent outlined in the University and departmental guidelines (see SLU Student Handbook, p. 55 at [http://www.stlawu.edu/student\\_handbook/](http://www.stlawu.edu/student_handbook/) and page 10 of the History Department Handbook: [http://www.stlawu.edu/history/handbook\\_newest.docx](http://www.stlawu.edu/history/handbook_newest.docx) ). I further suspect that it is very bad for your karma.

### **Accommodation:**

If you have a disability and need accommodation, and have already contacted the Office for Special Needs (<http://web.stlawu.edu/needs/index.html>), please see me in private to discuss the accommodation needed. We should have this discussion as soon as possible in the semester. I would also like to know at least ten days before a quiz or exam whether any accommodation is needed.

### **Contacting Me**

In addition to my regularly scheduled office hours, I often work in my office, so it is generally easy to schedule a mutually convenient time to meet and discuss questions you might be having in class. Outside of the office, it is easiest to contact me by e-mail, which I check often. Unless I am travelling or expect to respond to a question in class, I will always respond to e-mails within twenty-four hours of receiving them. I seldom check my voice mail and so this is a less effective way of contacting me. Should you decide to leave a voice mail, please follow up with an e-mail to make sure I get the message.

**Cell phones and laptops:**

Cell phones: I hate them. Be sure you turn yours off before class begins.

Laptops are not allowed in class. Please turn yours off before class begins.

**This syllabus:**

Every semester turns out a little differently than planned. This syllabus will likely be revised over the course of the semester. Changes will be announced in class and a revised syllabus may be posted to Angel.

**A final word on work-load:**

Yes, it is a lot of work. Welcome to university.

## Course Schedule

### Week 1

Tuesday, January 19

Introductions: The Nature of the Conflict and the Nature of the Course / Pre-histories: Jews and Palestinians before Nationalism / Palestine at the Dawn of Modernity

### Week 2

Tuesday, January 25

“Awakenings and Nationalism”

Smith, 1 – 35.

Gelvin, 1 – 56.

The Smith/Gellner Warwick Debate

\*Butrus Abu-Manneh, “The Rise of the Sanjak of Jerusalem in the Late Nineteenth Century,” in Ilan Pappé, ed., *The Israel/Palestine Question: Rewriting Histories*, (London and New York: Routledge, 1999), 41 – 51.

\*Gudrun Kramer, “Anti-Semitism in the Muslim World: A Critical Review,” *Die Welt des Islams*, vol. 4, no. 36 (2006), 243 – 276.

### Week 3

Tuesday, February 2

Zionism and Palestine, From the First Yishuv to 1917

Smith, 34 – 45; 59 – 91

Gelvin, 56 – 91.

\*Michelle U. Campos, “Between ‘Beloved Ottomania’ and ‘The Land of Israel’: The Struggle over Ottomanism Among Palestine’s Sephardi Jews, 1908 – 1913,” *International Journal of Middle Eastern Studies*, vol. 37, no. 4 (November, 2005), 461 – 483.

### Week 4

Tuesday, February 9

The British Mandate and the Great Revolt

Smith, 111 – 152.

Gelvin, 92 – 115.

\*Rashid Khalidi, “The Formation of Palestinian Identity: The Critical Years, 1917 – 1923,” in James Jankowski and Israel Gershoni, eds., *Rethinking Nationalism in the Arab Middle East*, (New York: Columbia University Press, 1997), 171 – 190.

Week 5

Tuesday, February 16

From World War II to the Creation of the State of Israel

Smith, 170 – 210.

Gelvin, 116 – 164.

\*Rashid Khalidi, “The Palestinians and 1948: the underlying causes of failure,” 12 – 36.

\*Avi Shlaim, “Israel and the Arab coalition in 1948,” 79 – 101.

Film: Exodus

Week 6

Tuesday, February 23

Remembering 1948

\*Mamdouh Nafal, et al., “Reflections on al-Nakba,” *Journal of Palestine Studies*, vol. 28, no. 1 (Autumn, 1998), 5 – 35.

\*Amos Oz, *A Tale of Love and Darkness*, Nicholas de Lange, trans., (Orlando: Harvest, 2003), 352 – 388.

\*Benny Morris, “Revisiting the Palestinian exodus of 1948,” 37 – 59.

\*Baruch Kimmerling, “Benny Morris’ Shocking Interview”

Week 7

Tuesday, March 2

**Midterm Due at the Beginning of Class**

In class film: *New Land*

Week 8

Spring Break, March 5 – 14

Week 9

Tuesday, March 16

Securing the State / The Rise of Nasserism

Smith, 226 – 285.

\*Douglas Little, “The Making of a Special Relationship: The United States and Israel, 1957 – 1968,” *International Journal of Middle East Studies*, Vol. 25, No. 4. (Nov., 1993), 563 – 585.

\*Yehouda Shenhav, The Jews of Iraq, Zionist Ideology, and the Property of the Palestinian Refugees of 1948: An Anomaly of National Accounting,” *International Journal of Middle East Studies*, Vol. 31, No. 4. (Nov., 1999), pp. 605 – 630.

Week 10

Tuesday, March 23

Creating Israel/Creating Israelis

\*Meron Benvenisti, *Sacred Landscapes: The Buried History of the Holy Land Since 1948*, trans. by Maxine Kaufaman-Lacusta, (Berkeley: University of California Press, 2000), 11 – 54.

\*Uri Ben-Eliezer, “A Nation in Arms: State, Nation, and Militarism in Israel’s First Years,” *Comparative Studies in Society and History*, vol. 37, no. 2, (April, 1995), 264 – 285.

\*Film: *Forget Baghdad*

Week 11

Tuesday, March 30

1967 and its Aftermath

Gelvin, 165 – 195.

Smith, 285 – 312.

Barghouti, *I Saw Ramallah*

Film: *The Syrian Bride*

Week 12

Tuesday, April 6

Sadat, Camp David, and Lebanon

Gelvin, 196 – 212.

Smith, 312 – 387.

Oz, *In the Land of Israel*, (Harvest)

Film: *Waltz with Bashir*

Week 13

Tuesday, April 13

The First Intifada

Smith, 406 – 428

Gelvin, 212 – 228.

Julie Peteet, “Male Gender and Rituals of Resistance in the Palestinian ‘Intifada’: A Cultural Politics of Violence,” *American Ethnologist*, Vol. 21, No. 1. (Feb., 1994), 31-49.

Film: *Private*

Week 14

Tuesday, April 20

The Peace Process to Wye

Smith, 428 – 480.

Gelvin, 229 – 241.

Gorenberg, *The End of Days*

Film: *Promises*

Week 15

Tuesday, April 27

From Camp David to the Present: The Slow Demise of the Peace Process

Smith, 499 – 533.

Gelvin, 241- 255.

Tolan, *The Lemon Tree*

\*Materials on Robi Damelin and Ta'er Hamad