

**Sabri Ates**  
**Department of History**

**May Term 2017**

**HIST 3389**

**Problems in the Middle East: A MODERN HISTORY OF THE PALESTINE/ISRAEL**

**SHORT BIO:** Sabri Ates is an Associate Professor of History at SMU. He is the author of several articles and two books. An expert on nineteenth and twentieth century history of the Middle East, he has been teaching classes on Modern Middle East where he spends considerable time on Palestine/Israel question.

**Course Description:**

This course offers a survey of the Arab-Israeli conflict from its origins in 19<sup>th</sup> century to the present day. The class aims to familiarize the students with the historical roots of the Israel/Palestine question and its contemporary progression. Upon successful completion of the course the students will be able to identify the main milestones of the Palestine/Israel debate, including, but not limited to: nineteenth-century Palestine, the emergence of European anti-Semitism and Zionism, early Zionist settlement in Palestine, Palestinian society and its responses the colonial settler society, WWI and British rule, 1936-39 Palestinian revolt, the 1948 Wars and their aftermath, the rise of pan-Arab nationalism, the Suez crisis, the 1967 War and the subsequent occupation of the West Bank, Gaza, and the Golan Heights, the 1973 War, the Camp David negotiations and accords, Israeli involvement in Lebanon, the Intifada and the rise of Hamas, and finally the present day conundrum. We will examine the topic through the study of its social, economic, institutional, and cultural aspects. This will allow the students to identify and analyze what kind of interactions and influences that arise in the context of Palestine/Israel shaped the socio-economic and political experiences of the people of the region and beyond.

How students will benefit from taking this course:

- 1) By taking this class students will learn about one of the most controversial issues of our time, the Israeli-Palestinian conflict.
- 2) By studying this conflict, they will develop a better understanding of the world and the times we live in.
- 3) By taking this class they will be able to identify key events, actors, and evidence involved in the history of Israeli-Palestinian conflict and the larger Middle East.
- 4) By studying the history of Israeli-Palestinian conflict they will be able to analyze how social movements and conflict evolve over time, place, and space.

- 5) By studying this particular topic, student will be able to identify the types of interactions and influences that arise between or among individuals, institutions, and cultures that shape economic, political and social experiences.
- 6) By studying historical context and documents like Leon Pinsker's *Autoemancipation* or Theodor Herzl's "The Jewish State" students will learn how to analyze both secondary and primary historical evidence.
- 7) Using such primary historical evidence supported by ample secondary material, students will be able to develop and support extended discussions based on critical understanding of the Israeli-Palestinian conflict.

**Requirements:** This is lecture-seminar mix-form class. The lectures will familiarize you with the material. In addition to our textbooks (*A History of Palestine* and *The Israeli-Palestinian Conflict*) and articles, you will read various other articles and chapters from books. In addition to those materials you'll analyze relevant primary historical documents included in *The Israel-Arab Reader*. It is essential to remember that you'll need to start reading the materials before the beginning of the Term. I'd suggest you read at least three chapters from each textbook before you arrive for the first day of the class. There will be a quiz on the first day of class so prepare.

#### COURSE GOVERNANCE:

The class aims to create a learning environment where the members of the class learn from each other. It is only natural that you have (possibly strong) opinions on the Arab-Israeli conflict, but please do remember that there is a difference between an opinion and an argument based on evidence. One of the main goals of this class, therefore, is to provide you with evidences or counter evidences that you could base your arguments on. During the discussions please speak your mind, but do so with civility, and with respect to your colleagues and the cultures and peoples we are talking about.

You must arrive at class punctually and join in our activities for the entirety of the session. So as not to distract from your own learning or that of your classmates, you may not use cell phones, iPads, or any other PDAs during class (they must be stowed, out of sight, before we begin). Neither may you use laptop computers of any kind during class. I realize this may be inconvenient for some, but it is nonnegotiable.

I am confident that you've already consulted the SMU Honor Code (<http://www.smu.edu/StudentAffairs/StudentLife/StudentHandbook/HonorCode>) and you are familiar with the very serious issue of academic dishonesty also known as plagiarism. In line with the Honor Code I expect that in your written work, you'd be meticulous about giving credit to any and all sources that you have benefited from. For all other details please familiarize yourself with the Honor Code.

If you need academic accommodations for a disability, you must first contact Rebecca Marin in the office of Services for Students with Disabilities ([rmarin@smu.edu](mailto:rmarin@smu.edu)) to verify the disability and to establish eligibility for accommodations. You should then schedule an appointment with me in order to make appropriate arrangements. Students who require accommodation for this class must contact both Ms. Marin and me.

**Attendance:**

Attendance is mandatory, and each missed session will result in a half-grade penalty (i.e., from A- to B+, and so forth) assessed on the final grade. Two or more absences may result in an administrative drop. Reading assignments must be completed before the class meeting for which they are assigned. Students in the course will be expected to participate actively in class discussions, take five quizzes, and will also complete two in blue book exams (Midterm, Final)

**Grading:**

Final grades will be calculated as follows:

Class Participation:	10%
Five Quizzes	25%
Midterm	25%
Final Examination	40%

I consider the course syllabus a contract between us – if we all abide by its dictates; we should have smooth sailing indeed.

**STUDENT LEARNING OUTCOMES: The course fulfills the following Pillars and Proficiencies & Experiences**

- UC2012: Pillars/Historical Contexts (Level 2)
- UC2012: Pillars/Individuals, Institutions & Cultures (Level 1)
- UC2016: Breadth/Historical Contexts - Effective Fall 2016
- UC2012 and UC2016: Proficiencies & Experiences/Global Engagement - Approved by the UC/GEC Office (Effective January 2015)
- UC2012 and UC2016: Proficiencies & Experiences/Human Diversity - Approved by the UC/GEC Office (Effective January 2015)

**READINGS:**

The three required books for this course are available at SMU Bookstore. Other readings will be available on Blackboard.

Gudrun Krämer, *A History of Palestine: From the Ottoman Conquest to the Founding of the State of Israel*, (Princeton Un. Press, 2008)  
James Gelvin, *The Israeli-Palestinian Conflict* (Cambridge Un. Press, 2005).  
W. Laqueur and B. Rubin, *The Israel-Arab Reader* (Penguin, 2008)

### SCHEDULE OF CLASSES AND READINGS:

NOTE: Gelvin's book has a handy glossary 257-268 & a useful chronology 269-273

- DAY 1: THE IDEA AND REALITY OF THE HOLY LAND  
Krämer, 1-36  
Gelvin, 1-46  
W. J. T. Mitchell, "Holy Landscape: Israel, Palestine, and the American Wilderness," *Critical Inquiry*, Vol. 26, No. 2, (Winter, 2000), pp. 193-223  
<https://www.washingtonpost.com/apps/g/page/world/mount-moriah-the-most-contested-real-estate-on-earth/626/>  
<http://www.nytimes.com/2014/11/23/world/middleeast/mistrust-threatens-delicate-balance-at-a-sacred-site-in-jerusalem-.html? r=0>  
  
FILM: JERUSALEM: Center of the World, PBS on Digital Films  
Vice News: A City Divided:  
[https://www.youtube.com/watch?v=-zAQG\\_5DG6A](https://www.youtube.com/watch?v=-zAQG_5DG6A)
- DAY 2: THE BIRTH OF ZIONISM AND COLONIZATION OF PALESTINE  
Gelvin, 46-75  
Krämer, 101-138.  
Documents: David Ben-Gurion, *Recollection*, Thomas R. Bransten ed. (world publishing co: 1970), 33-61  
  
Suggested: Zachary Lockman, *Comrades and Enemies*, Ch. 1, "Zionism and Palestine before the First World War" 21-57.
- DAY 3: FIRST WORLD WAR AND ITS AFTERMATH  
Gelvin, 76-91  
Krämer, 139-163.  
Documents: *The Arab-Israel Reader*, 11-23
- DAY 4: THE INTERWAR PERIOD AND MANDATE PALESTINE  
Gelvin 92-126  
Krämer, Chapter 9, 188-215, Ch. 11, 238-263  
Ted Swedenburg, "The role of the Palestinian Peasants in the Great Revolt," in Albert Hourani, Khoury and Wilson Eds, *The Modern Middle East* (University of California: 1993), 467-502.

Documents: *The Arab-Israel Reader*, 23-69.

Documentary: 1913: Seeds of Conflict,  
<http://1913seedsofconflict.com>)

DAY 5: THE 1948 WAR  
Gelvin, 126-164  
Krämer, 296-323  
Documentary: The Birth of Israel, BBC on YouTube  
Al Nakba: the Palestinian catastrophe, 1948 / a film by Benny  
Brunner and Alexandra Jansee; written by Benny Morris IDD  
01633

DAY 6: THE LEGACY OF 1948: THE HISTORIOGRAPHICAL DEBATE  
Zachary Lockman, Original Sin, in MERIP  
<http://www.merip.org/mer/mer152/original-sin>  
Avi Shlaim, "The Debate About 1948," in International Journal  
of Middle East Studies, Vol. 27, No. 3 (Aug., 1995), pp.  
287-304  
Ephraim Karsh, "Rewriting Israel's History, *Middle East  
Quarterly* (June 1996),  
[http://www.meforum.org/302/rewriting-israels-  
history](http://www.meforum.org/302/rewriting-israels-history)  
Ephraim Karsh, Benny Morris, Ilan Pappé, Avi Shlaim,  
"Rewriting Israel's history – A Debate", *Middle East  
Quarterly* (June and September, 1996), 19-25, 51-60.  
<http://www.meforum.org/meq/issues/199609>

Documents: *The Arab-Israel Reader*, 69-88

FILM: MY LAND, Seeing both sides of the Israeli-Palestinian  
Conflict on Digital films.

DAY 7: RISE OF PAN-ARABISM AND THE WAR OF 1967  
Gelvin, 165-194  
Michael Oren, *Six Days of War* (Oxford: 2002), 1-32.  
*The Arab-Israel Reader*, 116-121, 171-182  
  
Documentaries: *The Law in These Parts*, SMU Library, IDD  
09532  
The Other Side of Suez  
Six Days in June  
The War in October: The Crossing

DAY 8: THE 1970S AND THE NEW CONTEXT OF THE CONTENTION  
David W. Lesch, *Arab-Israeli Conflict*, Ch. 8, 233-267

“Speech of Anwar Sadat to the Knesset, November 20, 1977,” in *The Arab-Israel Reader*, 206-211. Hirst, David. Beware of Small States-Ch. 5-6 (on Lebanese Civil War) Documents: *The Arab-Israel Reader*, 254-276  
FILM: VALTZ WITH BASHIR  
SHORT DOCUMENTARY: The Ultraorthodox vs. the IDF: Israel’s Other Religious War

DAY 9: THE PALESTINIANS

Gelvin, 197-227  
Edward Said, *The Question of Palestine* (Times Books: 1980), 115-181  
FILM: FIVE BROKEN CAMERAS, SMU streaming  
FILM: OCCUPATION 101, SMU Library, IDD 04339 & Death in Gaza

DAY 10-11: PEACE PROCESSES, INTIFADA AND RADICALIZATION

Gelvin, 228-240  
Documentary: The Elusive Peace, at SMU Library, IDD 03655  
Documentary: A People Without a Land (SMU electronic resources, Films on Demand) <http://withoutaland.com>  
  
Essays on Peace Process:  
Documentary: Resistance in the West Bank, and Radical Young Israelis on Vice News, on YouTube  
OP-ED’s for Discussion:  
Thomas Friedman, “Yasir Arafat’s moment”, *The New York Times*, July 28, 2000.  
Robert Malley and Hussein Agha, “Camp David: The tragedy of errors”, *The New York Review of Books*, August 9, 2001.  
Dennis Ross, Gridi Gristein, Hussein Agha, Robert Malley, “Camp David: An Exchange”. *The New York Review of Books*, September 20, 2001  
Benny Morris, “Camp David and After – An Interview with Ehud Barak” *The New York Review of Books*, June 13, 2002.  
Benny Morris, Ehud Barak, Hussein Agha, Robert Malley, “Camp David and After Continued”, *The New York Review of Books*, June 27, 2002.  
Roger Cohen:  
<http://www.nytimes.com/2014/07/30/opinion/roger-cohen-zionism-and-israels-war-with-amas-in-gaza.html?module=Search&mabReward=relbias%3Ar%2C%7B%221%22%3A%22RI%3A7%22%7D>

<http://www.nytimes.com/2014/11/25/opinion/israel-narrows-its-democracy.html>

Avram Burg:

<http://www.nytimes.com/2008/12/20/world/middleeast/20burg.html?pagewanted=all&module=Search&mabReward=relbias%3Ar%2C%7B%221%22%3A%22RI%3A7%22%7D>

<http://www.nytimes.com/2012/08/05/opinion/sunday/israel-fading-democracy.html?pagewanted=all&module=Search&mabReward=relbias%3Ar%2C%7B%221%22%3A%22RI%3A7%22%7D>

### **University Accommodation Policies:**

- \* **Disability Accommodations:** Students needing academic accommodations for a disability must first be registered with Disability Accommodations & Success Strategies (DASS) to verify the disability and to establish eligibility for accommodations. Students may call 214-768-1470 or visit <http://www.smu.edu/alec/dass> to begin the process. Once registered, students should then schedule an appointment with the professor to make appropriate arrangements.
  - \* **Religious Observance:** Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester, and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. (See University Policy No. 1.9.)
- Excused Absences for University Extracurricular Activities:** Students participating in an officially sanctioned, scheduled University extracurricular activity should be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. It is the responsibility of the student to make arrangements with the instructor prior to any missed scheduled examination or other missed assignment for making up the work. (University Undergraduate Catalogue).