

## **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 to 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 students 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.

#### **READINGS:**

The four 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*, 3<sup>rd</sup>. Ed. (Cambridge Un. Press, 2005).

W. Laqueur and B. Rubin, *The Israel-Arab Reader* (Penguin, 2008)

Sayed Kashua, *Native*

**Requirements:** This is a 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*) you will read various other articles and chapters from other books. In addition to those materials you'll analyze relevant primary historical documents included in *The Israel-Arab Reader*.

Please keep it mind: It is essential that you finish reading James Gelvin's *The Israeli-Palestinian Conflict* and Sayed Kashua's *Native* before coming to the first class.

These are easy to read books: The first one is a very accessible and easy to read textbook, and the second one is a compilation of columns published in an Israeli newspaper.

#### 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, please read the following:

**Disability Accommodations:** Students needing academic accommodations for a disability must first register with Disability Accommodations & Success Strategies (DASS). Students can call 214-768-1470 or visit <http://www.smu.edu/Provost/ALEC/DASS> to begin the process. Once registered, students should then schedule an appointment with the professor as early in the semester as possible, present a DASS Accommodation Letter, and make appropriate arrangements. Please note that accommodations are not retroactive and require advance notice to implement.

For **Religious Observance** and **Excused Absences for University Extracurricular Activities** please read the University Accommodations section at the end of the syllabus.

#### **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, and will also complete two in-class essays as well as a take-home final examination (details to come).

**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 of sorts 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**

**Pillars:**

**UC2012: Pillars/Historical Contexts (Level 2)**

Upon successful completion of the course, students will be able to:

- Students will be able to analyze both secondary and primary historical evidence.
- Using secondary and primary historical evidence, students will be able to develop and support extended discussions based on critical understanding of specific historical problems.

**UC2016 Breadth/Historical Contexts**

- Students will contextualize, in their own prose, main events, actors, and primary sources in a defined historical period.

**UC2012: Pillars/Individuals, Institutions & Cultures (Level 1)**

Upon successful completion of the course:

- Students will be able to analyze different theoretical or interpretive perspectives in the study of individual, social, cultural, political, or economic experiences.
- Students will be able to evaluate critically the research outcomes and theoretical applications in the study of individual, social, cultural, political, or economic experiences.

**UC2012 and UC2016: Proficiencies & Experiences/Global Engagement**

- UC2012, UC2016 Students will be able to demonstrate an understanding of the material culture, underlying values, beliefs, or practices that are central to the culture(s) being visited or studied.

**UC2012 and UC2016: Proficiencies & Experiences/Human Diversity**

- UC2012 With respect to issues related to race, ethnicity, gender, or societies in the developing world, students will be able to demonstrate an understanding of the historical, cultural, social, or political conditions of identity formation and function in human society, including the ways in which these conditions influence individual or group status, treatment, or accomplishments.
- UC2016 1a. Students will demonstrate an understanding of the historical, cultural, social, or political conditions of identity formation and function in human society, including the ways in which these conditions influence individual or group status, treatment, or accomplishments.

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, 1-45

W. J. T. Mitchell, "Holy Landscape: Israel, Palestine, and the American Wilderness," *Critical Inquiry*, Vol. 26, No. 2, (Winter, 2000), pp. 193-223

This Land is Mine: <https://www.youtube.com/watch?v=-evIyrrjTTY>

<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](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.  
Suggested: Zachary Lockman, *Comrades and Enemies*, Ch. 1, "Zionism and Palestine before the First World War" 21-57.  
Documents: David Ben-Gurion, *Recollection*, Thomas R. Bransten ed. (world publishing co: 1970), 33-61  
Council on Foreign Relations: <http://www.cfr.org/israel/crisis-guide-israeli-palestinian-conflict/p13850>  
Documentary: Arab & Jew: Wounded Spirits in a Promised Land, IDD 10474
- DAY 3: FIRST WORLD WAR AND ITS AFTERMATH  
Gelvin, 76-91  
Krämer, 139-163.  
Documents: *The Arab-Israel Reader*, 11-23  
Documentary: 1913: Seeds of Conflict, <http://1913seedsofconflict.com>
- 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.  
The Birth of Israel, BBC on YouTube
- DAY 5 THE 1948 WAR AND THE HISTORIOGRAPHICAL DEBATE  
Gelvin, 126-164  
Krämer, 296-323  
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>  
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: FLIGHT TO ISRAEL 1951 on YouTube  
Al Nakba: The Palestinian Catastrophe, 1948 / a film by Benny Brunner and Alexandra Jansee; written by Benny Morris, Benny Brunner, Alexandra Jansee, Joseph Rochiltz. IDD 01633  
The Birth of Israel

- DAY 6: RISE OF PAN-ARABISM AND THE WARS OF 1967 AND 1973  
 Gelvin, 165-194  
 Michael Oren, *Six Days of War* (Oxford: 2002), 1-32.  
*The Arab-Israel Reader*, 116-121, 171-182  
 David W. Lesch, *Arab-Israeli Conflict*, Ch. 8, 233-267  
 "Speech of Anwar Sadat to the Knesset, November 20, 1977," in  
 Documents: *The Arab-Israel Reader*, 254-276  
<http://www.nytimes.com/interactive/2011/09/05/world/middleeast/challenges-in-defining-an-israeli-palestinian-border.html?ref=middleeast>  
 Selections from: THE LAW IN THESE PARTS, SMU Library, IDD 09532, PBS Documentary  
 Waltz With Bashir  
 The Other Side of Suez  
 Six Days in June, PBS Documentary  
 The War in October: The Crossing
- DAY 7: THE PALESTINIANS  
 Gelvin, 197-227  
 Sayed Kashua, *Native*  
 Selections from films: FIVE BROKEN CAMERAS, SMU streaming  
 OCCUPATION 101, SMU Library, IDD 04339 & Death in Gaza  
 THE ELUSIVE PEACE, at SMU Library, IDD 03655
- DAY 8: THE PEACE PROCESSES, INTIFADA, AND RADICALIZATION  
 Gelvin, 228-251  
 Sayed Kashua, *Native*  
 Mapping Mideast Peace:  
<http://www.nytimes.com/interactive/2011/09/12/opinion/mapping-mideast-peace.html#nyt-optionsBox>  
 Film: A People Without a Land (SMU electronic resources, Films on Demand) <http://withoutaland.com>  
 Documentary: Hip Hop in Holy Land (Noisey)

### **University Accommodation Policies:**

**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)