Sabri Ates  
Department of History  

May Term 2019  

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 19th 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 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) 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.

Please keep it mind: It is essential that you finish reading James Gelvin’s The Israeli-Palestinian Conflict, the first three chapters of Gudrun Krämer’s A History of Palestine and Sayed Kashua’s Native before coming to the first class.

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, take five quizzes, and will also complete two blue book exams (Midterm, Final)

**Grading:**
Final grades will be calculated as follows:
Class Participation: 10%
Five Quizzes 25%
Midterm 25%
Final Examination 40%

**Grading Scale is as follows:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A[4.0]</td>
<td>93-100</td>
<td>C+[2.3]</td>
<td>80-78</td>
</tr>
<tr>
<td>A-[3.7]</td>
<td>92-90</td>
<td>C[2.0]</td>
<td>77-75</td>
</tr>
<tr>
<td>B+[3.3]</td>
<td>89-87</td>
<td>C-[1.7]</td>
<td>74-72</td>
</tr>
</tbody>
</table>
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 requirements of the University Curriculum

**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.
REQUIRED BOOKS
The four required books for this course are available at SMU Bookstore. Other readings will be available on Canvas.

Sayed Kashua, *Native* (Groove Atlantic, 2016)

SCHEDULE OF CLASSES AND READINGS:

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

**DAY 1: THE IDEA AND REALITY OF THE HOLY LAND**
Krämer, 1-36
Gelvin, 1-46
[https://www.washingtonpost.com/apps/g/page/world/mount-moriah-the-most-contested-real-estate-on-earth/626/](https://www.washingtonpost.com/apps/g/page/world/mount-moriah-the-most-contested-real-estate-on-earth/626/)

Visuals:
JERUSALEM: Center of the World, PBS on Digital
This land is mine: [https://www.youtube.com/watch?v=-evlyrrjTTY](https://www.youtube.com/watch?v=-evlyrrjTTY)
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.


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 THE MANDATE PALESTINE
Gelvin 92-126
Krämer, Chapter 9, 188-215, Ch. 11, 238-263

DAY 5: THE 1948 WAR
Gelvin, 126-164
Krämer, 296-323

Visuals: Documentary: The Birth of Israel, BBC on YouTube
Al Nakba: the Palestinian catastrophe, 1948 / a film by Benny Bruner 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

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-ARBISM AND THE WAR OF 1967
Gelvin, 165-194
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

David W. Lesch, Arab-Israeli Conflict, Ch. 8, 233-267
Hirst, David. Beware of Small States-Ch. 5-6 (on Lebanese Civil War)
Documents: The Arab-Israel Reader, 206-211, 254-276

FILM: The War in October: The Crossing
VALTZ WITH BASHIR
SHORT DOCUMENTARY: The Ultraorthodox vs. the IDF: Israel’s Other Religious War

DAY 9: THE PALESTINIAN RESPONSES
Gelvin, 197-227
FILM: FIVE BROKEN CAMERAS, SMU streaming
FILM: OCCUPATION 101, SMU Library, IDD 04339 &
Death in Gaza

DAY 10: A LOOK AT THE LIFE OF ISRAELI PALESTINIANS
Sayed Kashua, Native
The Arab Minority in Israel:

DAY 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:
Roger Cohen:
http://www.nytimes.com/2014/07/30/opinion/roger-cohen-zionism-and-israels-war-with-hamas-in-gaza.html?module=Search&mabReward=relbias%3Ar%2C7B%221%22%3A%22RI%3A7%22%7D
Avram Burg:
http://www.nytimes.com/2008/12/20/world/middleeast/20burg.html?pagewanted=all&module=Search&mabReward=relbias%3Ar%2C7B%221%22%3A%22RI%3A7%22%7D
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).