HIS 368A Palestine and the Arab – Israeli Conflict

Instructor: Howard Eissenstat     Office: Piskor 206
E-mail: heissens@stlawu.edu     Tel: (315) 229 – 5744
Class times: TTh 8:30 – 10 AM     Class Room: Piskor 214
Office Hours: TTH 1 – 2 PM and by appointment

Class Description:

This class explores the development of two competing nationalist 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 its collapse, and the “authenticity” of national constructions and nationalist claims.

Required Texts

Mary Lynn Rampolla, A Pocket Guide to Writing in History
Amos Oz, In the Land of Israel
James Gelvin, The Israel-Palestine Conflict
David W. Lesch, The Arab-Israeli Conflict
Robinson, Citizen Strangers
Allen, The Rise and Fall of Human Rights: Cynicism and Politics in Occupied Palestine
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 approximately 150 pages of reading per week. Some weeks will be less; others will be more. This page count includes work you will doing with news items and your independent research.
It is incumbent upon you to have read, thought about, and be prepared to intelligently discuss these readings in advance of class. To keep up with this class, you will need to invest time and effort in it each and every day.

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 or via Sakai. We will not be viewing them in class unless something unforeseen happens. Please treat these assignments with the same seriousness that you would traditional reading assignments.

Contemporary Issues: You will be expected to read news relevant to the Israel, Palestine, and their relation to the wider world in the New York Times every day.

Grading Breakdown:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation</td>
<td>5%</td>
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<tr>
<td>Map Quiz</td>
<td>2.5%</td>
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<tr>
<td>News Dossier #1</td>
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<tr>
<td>News Dossier #2</td>
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<tr>
<td>Term Paper Proposal and preliminary bibliography</td>
<td>2.5%</td>
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<tr>
<td>Term Paper Revised Proposal and Annotated Bibliography</td>
<td>5%</td>
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<tr>
<td>Poster Presentation</td>
<td>15%</td>
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<tr>
<td>Term Paper:</td>
<td>20%</td>
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<tr>
<td>In-class midterm:</td>
<td>20%</td>
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<tr>
<td>Take-Home Final Exam</td>
<td>25%</td>
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It is common for students to struggle with initial assignments in this class. For this reason, there will be graded work throughout the semester and, in general, graded work at the end of the semester counts for more than graded work at the beginning. The expectation is that you will be developing skills in writing and analysis over the course of the semester. Should you encounter difficulties, please make an appointment to meet with the instructor immediately. Developing your writing skills is a priority.

You are welcome to discuss any aspect of the writing process for any assignment (including the midterm and final) with the professor in advance of the due date. I am happy to look at drafts, help with outlines, or check footnotes. Nonetheless, it is incumbent on you to seek out the help. Also please consider availing yourself of the Word Studio as you prepare your written work.

A special note on studying the history of other cultures:

I am well aware that the study of foreign cultures can initially be very intimidating: new vocabulary, difficult to remember names, a historical narrative filled with events that leave you few handles to grab onto as you learn new content. Some of you may come with considerably more background than others. I recognize that this is a challenge and so should you. But it is also a process that can be worked through and you can expect to become increasingly
comfortable as the semester continues. Don’t be afraid to ask or challenge: it is when you take charge of your education that the real university experience begins.

All that being said, the “intimidation factor” of studying a new culture will diminish as we move forward. Dive in, expect to be a little confused at first, and things will slowly take shape.

**An on-going assignment: News Dossier on Current Events in Israel/Palestine**

An on-going assignment this semester will be to follow current events in Israel/Palestine. The basic text for this assignment will be the New York Times, which is delivered to campus every weekday. In addition, I will provide you with a list of other useful news sites to supplement your reading. In this dossier, you will maintain hard copies of news articles on Israel – Palestine from that week and, every two weeks, write two paragraphs analyzing events. The goal in this assignment is not to judge or predict, but to understand how and why political actors behave the way they do. To the extent possible, try to connect issues addressed in class to your analysis. On occasion, I will ask you to write an entry in your dossier addressing a particular question as a prelude to class discussion.

**Participation and attendance:**

As you will note from the grading breakdown, participation is a significant 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.

The following are some of the basic elements that I use to assess participation grades:

- Regular attendance (for details, see below)
- Is the student attentive to the professor and other students?
- Has the student come to class prepared? Has he or she read and thought about the assigned readings?
- Does the student offer ideas and ask questions on a regular basis?
- Does the student participate actively in small group exercises?

In short, your participation grade boils down to two basic ideas: are you actively engaged in your own education in class? Are you working to contribute to the overall educational experience of the class for everyone? If you are doing this every day, you are going to do well on your participation grade and, I suspect, will be getting a lot out of the class itself.

*The nitty-gritty of absences:* You are expected to miss no more than three class sessions over the course of the semester. These three absences include medical and personal emergencies (deaths in the family, colds, flu, etc.). If you miss more than three class sessions, your participation grade will be penalized .25 for every additional day that you miss (i.e., a 4.0 would be become a 3.75 after one additional absence, a 3.5 after two, etc.).
Late assignments:

Unless noted elsewhere, late papers will receive a .5 penalty for every day they are late. Thus, a 4.0 will receive a 3.5 if turned in one day late, a 3.0 if turned in two days late, etc. Materials not submitted within three days of the assigned due date will not be accepted and receive a zero.

Written work: All writing for this class will be in 12 point Times New Roman Font, double-spaced, with no right justification, and 1” margins. Citations will be in Chicago Manual of Style Format. Essays should include title pages and bibliographies. Pages will be numbered and stapled. Rampolla gives you models for citation or you can find them online at http://www.chicagomanualofstyle.org/home.html. Failure to follow formatting guidelines will result in a lower grade.

Make-ups of in-class Exams or Quizzes

Make-ups exams or quizzes will only be offered in the case of documented medical or personal emergencies and at the professor’s discretion. Please note that family holidays and wanting to leave campus early are not considered “emergencies.” Make your travel plans accordingly.

A note on PowerPoint: I often use PowerPoint presentations to accompany the lecture and to facilitate discussion. For a variety of reasons, I do not post these presentations to Sakai. If you find that I am going too quickly for you to take down all information, please feel free to either ask me to slow down or ask me to reshown the slide at the end of class. I am always happy to do so. However, I will not post PowerPoints nor will I e-mail them to you.

Extra credit: Each semester, St. Lawrence University holds events or hosts guest speakers related to the Middle East or Islam. As a rule, I allow students to attend these events and present their findings to the class for a (very) small amount of extra credit. If you hear of an event on campus that I have somehow missed, please let me know in advance so that I can inform the class.

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. Just send me an e-mail letting me know when you would like to meet and we’ll find a convenient time. 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. Assignments may take less or more time to discuss than originally envisioned (usually more!). Conferences or other presentations may require me to rearrange things slightly. This syllabus will likely be revised over the course of the semester. Changes will be announced in class and, if changes become difficult to follow, a revised syllabus will be issued.

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

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

**Course Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tr>
<td>Thursday, January 21</td>
<td>First day of class</td>
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<tr>
<td>Tuesday, January 26</td>
<td>Nationalizing History and the Politics of Scholarship</td>
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<td></td>
<td>Lesch, 1 – 6.</td>
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<td>Polling Data</td>
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<td>Thursday, January 28</td>
<td>The problem of primordialism</td>
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<td></td>
<td><em>Die Welt des Islams,</em> vol. 4, no. 36</td>
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<tr>
<td>Students should meet with professor this week to discuss possible paper topics!</td>
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<tr>
<td>Tuesday, February 2</td>
<td>Arab Enlightenment and Zionism in 19th Century</td>
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<td></td>
<td>Gelvin, 14 – 33.</td>
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<td></td>
<td>Lesch, 6 – 25.</td>
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<td></td>
<td>Map Quiz</td>
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<tr>
<td>Thursday, February 4</td>
<td>Zionism and the Colonization of Palestine</td>
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<td></td>
<td>Gelvin, 46 – 74.</td>
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<tr>
<td>Tuesday, February 9</td>
<td>World War I and the Creation of the British Mandate</td>
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<td></td>
<td>Lesch, 40 – 88.</td>
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</tbody>
</table>
Thursday, February 11:  
**The British Mandate to 1939 and the Development of Palestinian Nationalism**  
Lesch, 94 – 116.  
Gelvin, 92 – 115.  

Term Paper Proposal and preliminary bibliography

Tuesday, February 16:  
**From World War II to Independence**  
Lesch, 126 – 146.  
Gelvin, 116 – 143.  

Midterm prompt will be distributed today.  
Dossier #1 Turn in

Thursday, February 18 – Sunday, February 21: **Mid-Semester Break**

Tuesday, February 23:  
**From World War II to Independence**  
Lesch, 126 – 146.  
Gelvin, 116 – 143.  

Midterm prompt will be distributed today.

Thursday, February 25:  
**Palestinians, Arab States, and the Nakba**  

Tuesday, March 1:  
**Nationalism again**  
Gelvin, 145 – 165.

Thursday, March 3:  
**The End of Arab Jewry**  
*Orit Bashkin, *New Babylonians*, 183 – 228  
*Joel Benin, The Dispersion of Egyptian Jewry, 60 – 89.  
Film: *Forget Baghdad*

Tuesday, March 8:  
**In-Class Midterm Exam**

Thursday, March 10:  
**Citizen Strangers, Part I**  

Tuesday, March 15  
**Citizen Strangers, Part II**  
Shira Robinson, *Citizen Strangers*, 113 – End
Thursday, March 17:  
**The Cold War, the Middle East, and the Rise of Nasser**  
Lesch, 162 – 191.  
Gelvin, 165 – 173.  

**Term Paper Revised Proposal and Annotated Bibliography**

MARCH 19 – 27: Spring Break

Tuesday, March 29:  
**The 1967 War and its Repercussions**  
Lesch, 195 – 218.  
Primary Sources in Lesch, 220 – 232.

Thursday, March 31:  
**Camp David and Lebanon**  
Lesch, 233 – 267; 286 – 300.  
Film: *Waltz with Bashir*

Tuesday, April 5:  
**“The Special Relationship” & “The Lobby”**  

Thursday, April 7:  
**Israel in Fragments: Discussion of Amos Oz’s In the Land of Israel**  
Amos Oz, *In the Land of Israel*

Tuesday, April 12 – Thursday April 14  
**POSTER PRESENTATIONS**

Tuesday, April 19  
**The Peace Process**  
Lesch, 317 – 346.  
Gelvin, 229 – 238.  

**Final Exam Prompt will be distributed**

Thursday, April 21  
**The Breakdown of the Peace Process and the Second Intifada**  
Lesch, 365 – 388.  
Gelvin, 238 – 255.
Films: *Five Broken Cameras* and *The Gate Keepers*

**Tuesday, April 26:**

Films: *Five Broken Cameras* and *The Gate Keepers*

**Thursday, April 28:**

The Rise and Fall of Human Rights

* Allen, The Rise and Fall of Human Rights

**Tuesday, May 3:**

After the Peace Process

*Menachem Klein, “Hamas in Power,” *Middle East Journal*, Vol. 61, No. 3 (Summer, 2007), pp. 442-459*


**Thursday, May 5:**

Last day of Class: Conclusions

*Dossier: Second Turn – In*

**Friday, May 6, 5 PM:**

Term Papers due

Take home final exam to be submitted in person at regular exam time of Friday, May 13, between 1:30 – 4:30 PM at Piskor 206. Early submission is possible by arrangement, but must be made in person. Late submissions will not be accepted.

**Additional Information**

**Academic Honesty:**

_History Department Common Statement on Academic Integrity_

Policies and sources on academic integrity

All scholarly endeavor builds on the work of others in the context of the community of learners of which both faculty and students are a part. The integrity of this community can be maintained only by the full, honest, and appropriate acknowledgement of the sources of our data and ideas. The History Department will not tolerate academic dishonesty, including plagiarism on papers, cheating on quizzes and exams, and turning in work you have already submitted in another class. The Department will uphold SLU’s policy on this.

**From the Constitution of the Academic Honor Council**


“All students at St. Lawrence University are bound by honor to maintain the highest level of academic integrity. By virtue of membership in the St. Lawrence community, every student accepts the responsibility to know the rules of academic honesty, to abide by them at all times, and to encourage all others to do the same.”
“Plagiarism: Presenting as one’s own work the work of another person—words, ideas, data, evidence, thoughts, information, organizing principles, or style of presentation—without proper attribution. Plagiarism includes paraphrasing or summarizing without acknowledgment by quotation marks, footnotes, endnotes, or other indices of reference.”

“Responsibility for avoiding behavior or situations from which academic dishonesty may be inferred rests entirely with the students. Claims of ignorance, unintentional error, and academic or personal pressure are not excuses for academic dishonesty. Students should be sure to learn from faculty what is expected as their own work and how the work of other people should be acknowledged. Instructors are expected to maintain conditions which promote academic honesty.”

Further sources of information
We expect all of our students to familiarize themselves with the following:
• Your course syllabus and your professor’s stated expectations on class assignments.
• The full SLU policy on “Academic Integrity Procedures” (the basis of the Academic Honor Card that you signed in FYP), described in the SLU Student Handbook (http://www.stlawu.edu/resource/student-handbook)

For more information on plagiarism, see Mary Lynn Rampolla, A Pocket Guide to Writing in History, 8th ed., chapter 6: “Plagiarism: What It Is and How to Avoid It.”

If, after reviewing these guidelines, you are still uncertain about anything or have questions, be sure to ask them before you turn in written assignments.

Policies on academic dishonesty
If your professor encounters a suspicious paper or exam, “s/he has the obligation to call the offending student(s) to account” (SLU Student Handbook, 63). Plagiarism cases brought before the Academic Honor Council have resulted in sanctions ranging from failure on the assignment, to failure of the course, to suspension from the University.

A final caveat: Do not underestimate your professors’ ability to detect plagiarism, or our willingness to have suspicious papers and exams investigated. If you can find it on the Web, so can we. Please don’t risk it.

Disability and Accessibility Services Office (DASO)

If you have a disability and need accommodations please be sure to contact the Disability and Accessibility Services Office right away so they can help you get the accommodations you require at: http://www.stlawu.edu/disability-and-accessibility-services. If you will need to use any accommodations in this class, please talk with me early so you can have the best possible experience this semester. Although not required, I would like to know of any accommodations that are needed at least 10 days before a quiz or test, so please see me soon.

Academic Support
This office offers opportunities to learn about time management, critical reading skills, strategies for large assignments, note-taking, academic planning, and test preparation. We also administer
the early warning grading system, organize the autumn study skills workshop series, and help students with academic problem-solving. Please contact Matt McCluskey, mmccluskey@stlawu.edu or TBA, to make an appointment.

Coordinator of Academic Support: Matt McCluskey, Whitman Annex 16, mmccluskey@stlawu.edu  229-5678
Coordinator of Academic Development: TBA, Whitman Annex 1, TBA,  229-5604 or 229-5388