

THE PALESTINIAN-ISRAELI CONFLICT

SUMMER 2015

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office hours: Tues. and Wed. 12 noon-1pm

This course will adopt a social and cultural history approach to a subject that is most commonly analyzed in terms of political and diplomatic currents. Among the topics the course will address are Zionism, the British Mandate in Palestine, the creation of the state of Israel, the rise of modern Palestinian nationalism, and the impact of the Palestinian-Israeli dispute on the Middle East as a whole.

N.B. This is not an introductory course. Students are expected to have a knowledge of the broad outlines of the political and diplomatic history of the conflict. Please pay particular attention to the prerequisites listed below.

Evaluation:

In-class mid-term exam 30%
Debate presentation 10%
Research paper 45%
Seminar participation 15%

Texts:

1. James Gelvin, *The Israel-Palestine Conflict: One Hundred Years of War*, third edition (Cambridge University Press, 2014)
2. Mark LeVine and Gershon Shafir, eds., *Struggle and Survival in Palestine/Israel* (University of California Press, 2012)
3. Ted Swedenburg, *Memories of Revolt: The 1936-1939 Rebellion and the Palestinian National Past* (University of Arkansas Press, 2003)
4. Journal articles accessible through the SFU library website, via the stable URLs listed on the course reserves page.

News: At the beginning of the term, students must select one Middle Eastern newspaper and one non-Middle Eastern newspaper to consult on a regular basis online during the term. There is a wide range of Middle Eastern newspapers available in English editions on the web, and students may choose whatever newspaper they wish, as long as the newspaper has a correspondent in Israel-Palestine. As for the non-Middle Eastern paper, again the choice is up to the student, as long as the newspaper has a reporter or bureau based in Israel-Palestine. Students are invited to send articles they find particularly

interesting or related to course themes to the instructor.

Prerequisites: 45 units, including nine units of lower-division history credit, and one of HIST 151, 249, 251, 350, 354, or 355, or permission of the department. HIST 151 and 355 are both highly recommended.

Format: Students are expected to arrive having carefully scrutinized the readings for the week, and prepared to offer an analysis and critique of each of those readings. Discussion and debate are the foundation of the work students will undertake. The function of the professor is to moderate debate, to offer suggestions for directions of discussion, and to provide context for the readings. The professor expects students to leave no received notion or conventional wisdom unchallenged. Attending class is, thus, understandably, an integral part of the course.

Debate presentation:

1. At the beginning of the term, students will select a debate topic of particular interest, from among those listed below.
2. At the beginning of the seminar to which they are assigned, students will make a presentation of eight minutes altogether – divided into a five-minute speech, followed by a three-minute rebuttal of her/his opponent.
3. One student will support the argument indicated by the resolution, and one student will oppose the argument.
4. The students are expected to draw, in the first instance, upon the texts assigned in the syllabus for the given session. Only then should the student draw upon further texts – those students may locate through library research, or through the assistance of the instructor. Please do not hesitate to consult with the instructor for suggestions in this regard.
5. Please note that each student is expected to engage with her/his opponent's ideas directly, and that, accordingly, the three-minute rebuttal should be entirely impromptu and unprepared.
6. After the two students have debated, the instructor will open the discussion to the rest of the class.

In-class test: The in-class test will cover all the material discussed in the course to that point. The test will consist of four essay questions, two of which students are expected to answer. The essay questions will require students to identify, analyze, and critique trends in the historiography.

Class participation: Repeated absences from class will lead to a failing participation grade. Please consult the instructor should you have to miss classes for health or family reasons. Completion of the readings before class and a consistent effort to contribute to

class discussions will be rewarded with high marks in this category. Lateness and poor preparation for class will be penalized.

Term paper:

- Students are expected to undertake original research in primary sources of their choice for the term paper. The instructor recommends that students identify the body of primary sources upon which they intend to draw **by June 24th**. Please consult with the instructor if you are uncertain as to whether the sources you have located are appropriate.
- On July 29th, students will give ten-minute presentations discussing the sources they have located, the challenges they have faced in using the sources for writing history, as well as their preliminary findings. On August 5th, students will submit their completed term papers to the instructor.
- Term papers are evaluated for clarity, organization, insight, and originality. Faulty grammar, spelling, and syntax reduce clarity, and will thus reduce your grade. Grades are final and not subject to negotiation. Term papers submitted after the deadline receive a penalty of ten percent for the first day late; for each additional day late, a further five percent will be deducted. The instructor will not accept submissions beyond a week from the given deadline. Extensions of deadlines will only be granted in the event of a documented health or family crisis.

Course regulations:

- I will not tolerate cheating or plagiarism. These are extremely serious academic offences which may lead to loss of credit, suspension, expulsion from the University, or the revocation of a degree. If you are having trouble with a concept or assignment, meet with the instructor well before the relevant deadlines. Keep in mind that poor, but legitimate, performance in a given assignment is far preferable to jeopardizing your academic career through fraud.
- All students in this class are to read and understand the policies on plagiarism and academic honesty. Ignorance of such policies is no excuse for violations. In student papers, it is essential that there be correct attribution of authorities from which facts and opinions have been derived.

May 13th

Introduction

May 20th

Imagining Palestine

Gelvin, "The Land and Its Lure," 1-13.

Electronic reserves: Eitan Bar-Yosef, "Christian Zionism and Victorian Culture"

Electronic reserves: Charlotte Whiting, "Geographical Imaginations of the 'Holy Land': Biblical Topography and Archaeological Practice"

debate

Be it resolved that most nineteenth-century Western travelers to Palestine consciously advanced Zionist political claims to the land.

May 27th

Palestine under Ottoman Rule

Gelvin, "Cultures of Nationalism," 14-45.

LeVine/Shafir: Mahmoud Yazbak 27-38, Joseph B. Glass and Ruth Kark 39-50, Salim Tamari 51-62.

Electronic reserves: Beshara Doumani, "Rediscovering Ottoman Palestine: Writing Palestinians into History"

Electronic reserves: Lorenzo Kamel, "Whose Land? Land Tenure in Late Nineteenth- and Early Twentieth-Century Palestine"

debate

Be it resolved that allegiance to the Ottoman Empire superseded particularist nationalisms among the residents of Palestine throughout the late Ottoman period.

June 3rd

Zionism from Europe to the Middle East

Gelvin, "Zionism and the Colonization of Palestine," 46-75.

Swedenburg, "Popular Memory and the Palestinian National Past," 1-37.

LeVine/Shafir: Gershon Shafir 63-76, Nitsa Ben-Ari 85-103.

debate

Be it resolved that nationalism in the late nineteenth and early twentieth centuries, whether Zionism or Palestinian Arab nationalism, was developed and directed by elites.

June 10th

The Rise of the Mandate

Gelvin, "World War I and the Palestine Mandate," 76-91.

Swedenburg, "Scenes of Erasure," 38-75.

LeVine/Shafir: Philippe Bourmaud 104-124.

Electronic reserves: Nicholas Roberts, "Re-Remembering the Mandate: Historiographical Debates and Revisionist History"

Electronic reserves: Martin Bunton, "Inventing the Status Quo: Ottoman Land-Law during the Palestine Mandate, 1917-1936"

Electronic reserves: Elizabeth Brownson, "Colonialism, Nationalism, and the Politics of Teaching History in Mandate Palestine"

Electronic reserves: Nadia Abu El-Haj, "Producing (Arti) Facts: Archaeology and Power During the British Mandate of Palestine"

Be it resolved that the strength of Zionist culture was of greater importance than Zionist political organization, in establishing Jewish claims to Palestine during the Mandate.

June 17th

The Collapse of the Mandate

Gelvin, "From Nationalism in Palestine to Palestinian Nationalism," 92-116.

Swedenburg, "Popular Nationalism" and "Memory as Resistance," 76-137.

LeVine/Shafir: David de Vries and Talia Pfeffermann 125-140, Sonia Nimr 141-156, Rebecca Kook 157-169.

Electronic reserves: Zachary Lockman, "Railway Workers and Relational History: Arabs and Jews in British-Ruled Palestine," *Comparative Studies in Society and History* 35, 3 (July 1993), 601-627.

Electronic reserves: Hizky Shoham, "'Buy Local' or 'Buy Jewish'? Separatist Consumption in Interwar Palestine"

Electronic reserves: Issa Khalaf, "The Effect of Socioeconomic Change on Arab Societal Collapse in Mandate Palestine"

Be it resolved that employing the 'relational history' paradigm that Lockman describes necessarily results in viewing Palestinian nationalism as 'merely a reaction' to Zionism.

June 24th

Partition and War

Gelvin, "From the Great Revolt Through the 1948 War," 117-144.

Swedenburg, "(Un)popular Memories: Accommodation and Collaboration," 138-170.

LeVine/Shafir: Rochelle Davis 179-195, Gershon Shafir 196-220, Ramzy Baroud 221-238, Yaron Tsur 239-255, Aziza Khazzoom 256-270, Safa Abu-Rabia 271-287.

Electronic reserves: Avi Shlaim, "The Debate About 1948"

Be it resolved that the revision of the traditional historiography of 1948, undertaken by the 'new historians,' could only have arisen in Israel.

July 8th

Occupation, Settlement, and Resistance

Gelvin, 166-214.

LeVine/Shafir: Rebecca L. Stein 295-305, Nelly Elias and Julia Lerner 306-317, Moriel Ram and Mark LeVine 318-336.

Be it resolved that, although the legal status of Palestinian citizens of Israel and that of the Palestinians of the Occupied Territories differ substantially, they have in practice faced similar levels of political oppression and dispossession.

July 15th

In-Class Test

July 22nd

Intifada

Gelvin, 214-230.

Swedenburg, "Memory Recoded: Intifada/*Thawra*," 171-201.

LeVine/Shafir: Laetitia Bucaille 337-349.

Electronic reserves: Julie Peteet, "The Writing on the Walls: The Graffiti of the Intifada"

Electronic reserves: Julie Peteet, "Male Gender and Rituals of Resistance in the Palestinian 'Intifada': A Cultural Politics of Violence"

Be it resolved that the <i>intifada</i> was a 'gendered' uprising that ultimately had a damaging impact on the participation of women in the Palestinian struggle.
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July 29th

Paper Progress Reports, Discussion of In-Class Test Results

August 5th

Papers Due, Concluding Discussion

Gelvin, "Zionism and Palestinian Nationalism: A Closer Look," 145-165.

Swedenburg, "Epilogue: Fabulous Images" and "Afterword," 202-216.

LeVine/Shafir: Gershon Shafir and Mark LeVine 1-20.

Electronic reserves: Abigail Bakan and Yasmeen Abu-Laban, "Israel/Palestine, South Africa and the 'One-State Solution': The Case for an Apartheid Analysis"