

POL5140-01 | Special Topic: Contemporary Israel/Palestine
Department of Political Science
Fall Semester 2018

Course Information:

Course Convener: Dr. Shourideh C. Molavi
Class Meeting: Sundays, 5:00-7:40pm, CP 67 Waleed
Course Duration: 15 weeks
Course Resources: available on Blackboard

Instructor Contact Information:

Email: shourideh.molavi@auc.egypt.edu
Phone: Ext. 1897
Office: 2014 HUSS
Office hours: Wednesdays 12:00-2:00pm, by appointment via email

Course Description:

This course provides a rigorous and updated contribution to the study of contemporary Zionism, Palestine and the Israeli state system. While designed with some attention to canonical works, the course emphasizes the dynamic evolution of scholarly inquiry regarding these topics and is oriented towards emerging as well as established areas of debate. Far from a purely historical or introductory approach to the conflict, the course begins from key realities surrounding the Zionist-Palestinian conflict *today*, and focuses on current (and sometimes ongoing) realities on the ground. Ideal for students with basic background on the topic and who seek to acquire a critical account of the multifaceted ways in which this conflict is evolving today, particular attention is also devoted to examining the interplay between local and international social and political forces. Where appropriate, the student is encouraged to collapse barriers between fields and themes in order to effect a synthesis that can facilitate greater understanding of contemporary Israel/Palestine. Course content includes literature that is associated with the interconnected fields of Palestine studies, Israel studies, Jewish political studies, settler-colonial studies and Middle East studies.

Course Format and Teaching Methods:

This course is based on lectures (1 hour) and discussion (2.5 hours) per week. Each week is assigned one topic and a set of readings.

For each week, we will focus on 1-3 key texts or themes in relation to one another according to the key themes of the course (outlined below). At this is a multi-disciplinary course, students will be given the opportunity to deepen their knowledge of multi-disciplinary and cross-disciplinary approaches to politics and the study of foreign policy, and explore their implementation in explaining political processes both at state and international levels. Overall, students will be required to engage with the course from the stage of preparation through assigned readings and designated seminar questions.

Each seminar will begin with a student presentation on that week's topic. Student presentations will be assigned in the first class of the semester. More information regarding the content of these presentations can be found below.

In addition to the weekly presentations, the format of the classes will be discussion led. The Instructor will begin the class with an overview and will then proceed to asking leading questions so that we can collectively extract the key contributions in the assigned readings for that week. To this end, in addition to regular attendance, students are expected to participate and contribute actively during the class. Since the discussion will explore the required readings in detail, thorough preparation is essential. Simply put, do the readings and make sure to bring them with you to class.

Assessment:

1) Active Class Participation

20%

All students are expected to attend all classes regularly without any absence. Additionally, when attending students will be evaluated on the quality (not quantity) of their participation in class. This can come in the form of focused and critical questions or thoughtful feedback on the readings and points of the class. Wherever possible, students will be encouraged to make links among various class discussions and readings from previous lessons and recent events as they develop. Keeping our fingers on the text is also vital as a primary objective of the course will be to understand and analyze the class readings. Importantly, when participating in the classroom, students are encouraged to respect the time and space of the class, how much of it they are taking up in each lesson, and actively listen to their peers so as to deepen our collective learning.

2) Oral Presentation

10%

Each student will be responsible for a 10-15 minute oral presentation to the class on the themes and discussions in that week's readings. Students will be required to make seminar presentations and actively engage in the debates in order to enhance their research and presentation skills and improve their learning. Students may choose to address either the main ideas or problematics in a single assigned reading, provided that it is a substantial text, or on those in the week's assigned readings as a whole.

Rather than summarizing or simply regurgitating the reading(s), the purpose of this short presentation will be to extract the main questions of the reading(s) for that week, and provide a brief analytical response reflecting the student's own independent thinking and insight.

Through this presentation, the student acts as a kind of discussant, critically introducing the class to the main themes and perspectives of that week. As a discussant, the student is to bring critical questions and impressions of the readings into the discussion. Applying the readings to the contemporary political period is particularly encouraged.

Once the presentation is complete, the student must submit the oral presentation in writing to the Instructor by end of day in Times New Roman, 12pt font, double-spaced. No title page is needed, but make sure to include correct referencing for any materials used following the "Chicago Manual of Style" for citation as footnotes. Penalties for overly short and excessive papers may be applied at the discretion of the Instructor.

3) Mid-Term Essay

25%

Students are required to submit a short essay of 1,500-2000 words on a topic of their choice from the topics from weeks 1-6. The essay must answer a clear and relevant question, engage

with the topics and readings provided, and reflect in-depth awareness of the core issues being explored in the lectures and seminar and be properly referenced.

Date and time of submission: Week 7, submitted online by end of day after seminar.

4) Final Research Project

(i) Proposal

15%

Students are expected to submit a short 2-3 page Proposal that describes the subject, question or problematic in contemporary politics and foreign policy that they will analyze and critically examine in their final research papers. The purpose of this Proposal is to give the instructor a sense of the student's intellectual direction and essay topic, enabling her to suggest related readings and arguments for the student to consider.

Proposals must include: (i) the proposed title of your research paper, (ii) a clear research question that will be addressed (What are you asking?), (iii) an explanation of the relevance of the topic to the study of politics (i.e. Why are you asking this question? Why does it deserve to be examined?), (iv) an outline (in full sentences) of the expected structure of the research project, and (v) at least 3-4 readings included from the course material with which the student plans to engage, also pointing to any empirical cases that will be considered.

Feedback and comments on the Proposal will be given one week after submission, and well ahead of the due date of the Final Essay.

Date and time of submission: Week 11, submitted in print by end of day after seminar

(ii) Research Essay

30%

Students have to submit one essay of 3,500-4000 words (double spaced, Times New Roman, 12pt font). Students are also allowed to design a clear and relevant question to the course on their own accord, or in consultation with the Instructor as needed. The topic of the paper should correspond to the Proposal submitted or otherwise be approved by the instructor upfront.

Please note that when evaluating your papers, I am more interested in the depth of thinking and quality of arguments presented, than in the level of vocabulary or presentation. Focused and clear writing, an organized flow of arguments, and informed judgment is key to a solid analytical paper. Make sure that the details you provide are relevant to making your argument, and that you remain consistent throughout the paper as to your research question and objective.

Research Essays must have a Title Page (with a clear title relevant to the question addressed), complete and correct referencing following the "Chicago Manual of Style" for citation throughout as well as a Bibliography/Works Cited. The title page and bibliography are not part of the overall word/page count. Do not exceed the assigned word/page count. Penalties for short and excessive papers may be applied at the discretion of the Instructor.

Date and time of submission: Week 15, submitted in print by end of day after seminar

Course Syllabus Plan:

The Instructor reserves the right to amend the syllabus as needed, ensuring that students receive notice beforehand:

Week 1: N/A

As classes begin on Monday Sept 3, we will miss this first week of classes. Our first official class will be held on Tuesday Sept 11, and all subsequent classes held every Sunday as per calendar. I will contact you via email to confirm the location/time of the first introductory class.

Week 2: Introduction, Palestine and the Jewish Question

Held on Tuesday Sept 11, all subsequent weeks on Sundays

Introductions, course objectives, expectations, presentation schedule

Edward W. Said, "Zionism from the Standpoint of Its Victims," *Social Text*, No. 1. (Winter, 1979), pp. 7-58.

Ahad Ha'am, (1897) "The Jewish State and Jewish Problem." Retrieved from:

<https://www.jewishvirtuallibrary.org/quot-the-jewish-state-and-jewish-problem-quot-ahad-ha-am>

Nira Yuval-Davis, (1987) "The Jewish Collectivity and National Reproduction in Israel,"

Retrieved from: <https://libcom.org/library/jewish-collectivity-national-reproduction-israel-nira-yuval-davis>.

Shourideh C. Molavi, "Contemporary Israel/Palestine," Oxford Encyclopedia of the Middle East and North Africa. Published February 2018.

Week 3: *The Arab Riots and the events of 1947-1949*

Sunday Sept 16

Ghassan Kanafani, "The 1936-1939 Revolt in Palestine," Committee for a Democratic Palestine, 1972.

Walid Khalidi, 'Plan Dalet: Master Plan for the Conquest of Palestine', *Journal of Palestine Studies*, 18:1 (1988): pp. 4-33.

Week 4: Colonialism and the apartheid analogy

Sunday Sept 23

Maxime Rodinson, *Israel A Colonial Settler State?*, Monad Press, 1978, pp. 9-78.

Gabriel Piterberg, *The Returns of Zionism: Myths, Politics and Scholarship in Israel*. London: Verso, 2008. Selections.

Eqbal Ahmad, "'Pioneering' in the nuclear age: an essay on Israel and the Palestinians," *Race & Class*, 25:4 (1984), reprinted in Carollee Bengelsdorf et al. (eds.), *The Selected Writings of Eqbal Ahmad*. New York: Columbia University Press, 2006.

Karine Mac Allister, "Applicability of the Crime of Apartheid to Israel," *BADIL: Al-Majdal*, Issue No.38 (Summer 2008) pp.11-21.

Hazem Jamjoum, "Not an analogy: Israel and the crime of apartheid" *Electronic Intifada*: <https://electronicintifada.net/content/not-analogy-israel-and-crime-apartheid/8164>

Week 5: Palestinian politics

Sunday Sept 30

Yezid Sayigh, 'Armed struggle and state formation', *Journal of Palestine Studies* (Vol. 26, No.4, 1997), pp. 17-32.

Raja Khalidi and Sobhi Samour, "Neoliberalism as Liberation: The Statehood Program and the Remaking of the Palestinian National Movement," *Journal of Palestine Studies*, Vol. 40 No. 2, Winter 2011; (pp. 6-25).

Salim Tamari, "The Palestinian Movement in Transition: Historical Reversals and the Uprising." *Journal of Palestine Studies*, vol. 20, no. 2, 1991, pp. 57–70.

Ziad Abu-Amr, " Hamas: A Historical and Political Background." *Journal of Palestine Studies*, vol. 22, no. 4, 1993, pp. 5–19.

"The PLO: A Positive Model or Doomed for Failure?" *Jadaliyya: Part II Roundtable on Palestinian Diaspora and Representation*, Naseer Aruri, Seif Da`na, Karma Nabulsi, and Sherene Seikaly. Retrieved from: <http://www.jadaliyya.com/Details/24029/The-PLO-A-Positive-Model-or-Doomed-for-Failure-Part-II-Roundtable-on-Palestinian-Diaspora-and-Representation>.

Noura Erakat, "Beyond sterile negotiations: Looking for a leadership with a strategy," *Al-Shabaka: The Palestinian Policy Network*, January 2012: <https://al-shabaka.org/wp-content/uploads/2012/02/beyond-sterile-negotiations-looking-leadership-strategy.pdf>

Week 6: Western and regional state policy

Sunday Oct 7

Walid Khalidi, *From Haven to Conquest: readings in Zionism and the Palestine problem until 1948*. Washington: Institute for Palestine Studies, 1971. Selections.

Alvaro de Soto, 'End of mission report', *The Guardian* (June 13, 2007): <https://palestina-komitee.nl/wp-content/uploads/2017/11/64-DeSoto-Report-EU-May-2007A.pdf>

“Gulf States Rebuke Israel – With Qatar Particularly Vocal. But Alliances Still Inch Closer,” *AP and Haaretz*, May 16, 2018 Retrieved from: <https://www.haaretz.com/israel-news/gulf-states-rebuke-israel-but-alliances-still-inch-closer-1.6094396>

Week 7: Constituting the Jewish State
Mid-Term Papers Due, end of class

Sunday Oct 14

Mazen Masri, “Israeli Constitutionalism: Impact on the Palestinian Citizens of Israel,” *Journal of Palestine Studies*, Vol. 44 No. 4, Summer 2015; (pp. 7-20).

Azmi Bishara, “Zionism and Equal Citizenship: Essential and Incidental Citizenship in the Jewish State” from *Israel and its Palestinian Citizens: Ethnic Privileges in the Jewish State*, pp.137-158.

Week 8: Israel and the ‘Family of Nations’

Sunday Oct 21

Jonathan Cook, *Blood and Religion*, “Israel’s pact between the religious and secular,” pp.18-20.

Alexander Yakobson and Amnon Rubinstein, *Israel and the Family of Nations: The Jewish Nation-State and Human Rights*, Brill, Introduction, Chapters 2, 3 and 4.

Shourideh C. Molavi, “Chapter Four: Liberal Pretense of a Jewish State,” in *Stateless Citizenship: The Palestinian-Arab Citizens of Israel*, Leiden: Brill, 2013, selections: pp.122-146.

Mazen Masri, “Israel’s “Jewish State” Bill: Does it Really Change Anything?” January 2015, *Jadaliyya*, <http://www.jadaliyya.com/Details/31654/Israel's-“Jewish-State”-Bill-Does-it-Really-Change-Anything>

Week 9: Inclusive-exclusion: On the camp

Sunday Oct 28

Giorgio Agamben, “What is a camp?” in *Means Without End: Notes on Politics*. (Minneapolis: University of Minnesota Press, 2000) pp. 37-47

Giorgio Agamben, “Introduction,” “The Paradox of Sovereignty,” in *Homo Sacer*, translated by Daniel Heller-Roazen, Stanford: Stanford University Press, 1998.

Alessandro Petti, “The Architecture of Exile IV. B,” *E-Flux: Refugee Heritage Project*. Retrieved from: <https://www.e-flux.com/architecture/refugee-heritage/99756/the-architecture-of-exile-iv-b/>.

Amira Hass, "UNRWA Under Attack: Trump Tries to Destroy a Palestinian Achievement to Force a Deal," See: <https://www.haaretz.com/middle-east-news/palestinians/.premium-with-anti-unrwa-campaign-trump-tries-to-destroy-a-palestinian-asset-1.6358965>

Terry Rempel, "Resolution 194 (III), A Retrospective," *BADIL: Al-Majdal*, Issue No.39-40 (Autumn 2008 / Winter 2009) pp.5-7.

Week 10: Stateless citizenship and the Palestinians 'inside'

Sunday Nov 4

Shourideh C. Molavi, "Chapter 5: From Citizenship to Stateless Citizenship," in *Stateless Citizenship: The Palestinian-Arab Citizens of Israel*, Leiden: Brill, 2013, pp.147-181.

Alexandre Kedar, Ahmad Amara, and Oren Yiftachel. *Emptied Lands: A Legal Geography of Bedouin Rights in the Negev*, Stanford: Stanford University Press, 2018. Selections.

Week 11: Political architecture and territories of exception: Jerusalem and West Bank Proposals Due, end of class

Sunday Nov 11

Eyal Weizman, *Hollow land: Israel's architecture of occupation*. London: Verso, 2007.

Alessandro Petti, Sandi Hilal and Eyal Weizman, *Architecture After Revolution*,

Forensic Architecture, *Rafah: Black Friday Report 2014*:

<https://www.forensic-architecture.org/case/rafah-black-friday/>

Week 12: Contemporary Gaza

Sunday Nov 18

Sara Roy, "If Israel were smart," *London Review of Books*, Vol. 39 No. 12 · 15 June 2017.
Retrieved from: <https://www.lrb.co.uk/v39/n12/sara-roy/if-israel-were-smart>.

Darryl Li, "The Gaza Strip as Laboratory: Notes in the Wake of Disengagement," *Journal of Palestine Studies*, Vol. 35 No. 2 (Winter 2006), pp. 38-55.

Gaza Youth, *Manifesto 1.0*, December 14, 2010 Source:

<https://gazaybo.wordpress.com/manifesto-0-1/>

Week 13: Resistance I

Sunday Nov 25

Read 2005 Palestinian Civil Society statement: <https://bdsmovement.net/call>

Nathan Thrall, "BDS: how a controversial non-violent movement has transformed the Israeli-Palestinian debate," *Guardian Online*, Long Read, August 14, 2018:

<https://www.theguardian.com/news/2018/aug/14/bds-boycott-divestment-sanctions-movement-transformed-israeli-palestinian-debate>

John Dugard, "Palestine and the International Criminal Court: Institutional Failure or Bias?" *Journal of International Criminal Justice*, Volume 11, Issue 3, 1 July 2013, pp. 563–570.

Omar Barghouti, *BDS: Boycott, Divestment, Sanctions: The Global Struggle for Palestinian Rights*, Chicago: Haymarket Books, 2011, selections.

Reem Mazawi and Hazem Jamjoum, "In Search of a Courtroom: Who Will Try Israeli Perpetrators?" *BADIL: Al-Majdal*, Issue No.41 (Spring/Summer 2009) pp.4-7.

Week 14: Resistance II

Sunday Dec 2

Adalah: The Legal Center for Arab Minority Rights in Israel, "The Democratic Constitution," March 2007: 5, http://www.adalah.org/Public/files/democratic_constitution-english.pdf.

Mada al-Carmel: Arab Center for Applied Social Research, "The Haifa Declaration," May 2007: <http://www.mada-research.org/en/files/2007/09/haifaenglish.pdf>.

Conduct research on the *Great March of Return* in Gaza, launched March 30, 2018.

Esmail Nashif, *Palestinian Political Prisoners: Identity and community*, Routledge, 2008: selections.

Khaled al-Azraq, "Israeli prisons as revolutionary universities," *Nafha* prison, December 9, 2009: <https://electronicintifada.net/content/israeli-prisons-revolutionary-universities/8572>

Zena Tahhan, "A timeline of Palestinian mass hunger strikes in Israel," *Al Jazeera English Online*, May 28, 2017: <https://www.aljazeera.com/indepth/interactive/2017/05/timeline-palestinian-mass-hunger-strikes-israel-170510130007023.html>

Week 15: Reflection and Student Conference Final Papers Due, end of class

Sunday Dec 9

Student Presentations of Final Papers

Submission Method of Assessment Items:

Submission of all written assignments is through email or Turnitin via Blackbord.

Citation:

The "Chicago Manual of Style" should be used for references and bibliographies in essays and other written assignments.

Class Attendance Policy:

All students are expected to attend all classes regularly without any unjustified absence. Records of class attendance are kept by the instructor.

Policy on Academic Integrity and Plagiarism:

Students are expected to commit to the principles of academic integrity. Academic integrity includes a commitment to not engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty include, but are not limited to, cheating or copying, plagiarizing, submitting another person's work as one's own, using Internet or other sources without citation, fabricating field data or citations, stealing examinations, tampering with the academic work of another student, and facilitating other students' acts of academic dishonesty.

Plagiarism for assignments and/or reports may result in a zero grade for the assignment and/or the report in question. Moreover, it is the responsibility and discretion of the Instructor to ensure that any detected plagiarism will have to be reported. Further action, according to university regulations, may also be implemented. By attending this class you are acknowledging your understanding of these rules and expectations, including the zero tolerance policy for plagiarism.

Please see the University's statement on academic integrity, from which the above statement is drawn at: <http://www.aucegypt.edu/academics/integrity/Pages/default.aspx>.