Summer Pre-Reading:

Paper Due: September 2

In reading this book, what surprised you the most? What surprised you the least?

How would you begin a conversation with your parents or roommates about the topic of Israel/Palestine. Which of the multiple frameworks offered in the book was the most valuable in talking to people who know almost nothing about the issue (but who are interested in what you’re doing)? Which of the multiple frameworks was most useful for talking with people who already something about this topic (e.g. a Middle East and Islamic Civilization major).

How do the arguments in this book connect (or fail to connect) with theories from other classes in other disciplines. Could you imagine using some of the information from this book in a history or political science or economics or sociology class?

What were you most skeptical about (I know – since I am the author, this may seem like a difficult question to answer)... was there material here that flatly contradicted other information you have been given in courses or anywhere in the academic realm?

If you had to describe this book in an “elevator talk” to someone else, what would you say?
September 2-9, 2015: The Human Rights Framework

September 2: The Basic Human Rights Framework


Mahmoud Mamdani “Responsibility to Protect or Right to Punish? Humanitarian Intervention and its Critics,” PDF - please google the author and title.


Assignment Due: Wednesday, September 9, 2015

Briefly formulate your own conclusions (using the assigned readings) on the following issues:

a) Does the basic human rights framework, as represented in the 2 U.N. documents, do a good job in establishing the social contract that should prevail among nations and between nations and their citizens? Is the framework too ambitious? And, if so, what rights would you omit? Is the framework lacking – and, if so, what kinds of provisions would you add?
b) Using Leontieff, Glendon and Mamdani, would you defend the human rights framework as truly universal? Might it be merely “neo-colonialism in a tux?”

c) Using Sachedina, Biletzki and Suskin, would you argue that human rights doctrine requires religious grounding? Would secular humanism be sufficient to ground human rights doctrine?

September 9, 2015: Applying the HR framework to Palestine

Convention (IV) Relative to the Protection of Civilian Persons in Time of War (Geneva Convention IV), Geneva, 12 August 1949


At: http://law.huji.ac.il/eng/pirsumim.asp?cat=2275&in=735 (you will need to scroll down and click on the summary to see the whole article)


Jeff Halper, The Second Battle of Gaza: Israel’s Undermining of International Law,” Pulse, (political weblog)
at: http://icahdusa.org/2010/03/the-second-battle-of-gaza/

at: http://www.palestine-studies.org/journals.aspx?id=10705&jid=1&href=fulltext’

**Assignment: due September 16, 2015**

The Congressional Research Service provides briefing papers for serious but uninformed U.S. representatives and senators. Jim Zanotti’s work represents the most recent summary of the U.S. position on Palestine that a freshman congressperson might receive. It is accurate as far as it goes, but very incomplete. Using the readings from this summer and the past weeks, write a 3-5 page addendum that would balance the work.
September 16 – 23: Historical Narratives

September 16: The Concept of Nationalism in Modern Jewish and Palestinian History


September 23: Work will be done in 4 Teams

**Israeli Self Defense Readings**

Benny Morris “Survival of the Fittest” an interview with Ari Shavit, originally in *Ha’aretz,* at: http://www.haaretz.com/survival-of-the-fittest-1.61345


“7 Jewish Children,” Caryl Churchill (a 9 minute play) at: http://www.youtube.com/watch?feature=player_embedded&v=lYAYnJ6HZ5M#

Genocide/ Apartheid Readings

Video of talk at: http://www.thejerusalemfund.org/ht/display/ContentDetails/i/5191/pid/3584.
Transcript of talk at: http://www.thejerusalemfund.org/ht/display/ContentDetails/i/5240/pid/897


For a definition of genocide, see:
http://www.preventgenocide.org/genocide/officialtext.htm


Ethnic Cleansing, Sociocide Readings


Assignment Due: September 23
Class Presentation as part of one of four teams: Israeli self-defense, genocide, apartheid, ethnic cleansing/sociocide.

Assignment Due: September 30

We are studying four major frameworks for understanding the Israeli/Palestinian conflict: Israeli self-defense, apartheid, genocide, and ethnic cleansing/sociocide. We will evaluate each in turn. Please evaluate the adequacy of each framework in light to the historical material you have read. What facts does each framework emphasize? What facts does it obscure? Are they based mostly on analysis or on metaphor? How adequate are they to organize a master narrative? In light of this which framework would you chose to explain the conflict to your roommates. Bear in mind that you can chose elements from all of these narratives.
October 17 – October 14: Conflict Management or State Formation?

October 7: Models of Conflict Resolution


Assignment due: October 14

How could Rouhana’s call for awareness of history, justice, and power be reconciled with Lederach’s complex alignment among grass roots, civil society, and state actors? For example, who would be most likely to keep track of history? Would grass roots involvement make it more likely that power and justice were yoked together? Does the conflict management perspective contribute much understanding the Israeli/Palestinian situation?

October 14: The One State/Two State Debate

Fred Schlomka, “Israel’s ‘Two Roads’ Solution” Dossiers Palestina at: http://www.flw.ugent.be/cie/Palestina/palestina447.htm


Diana Buttu, “A United Democratic Nation with Equal Rights for all,” Boston Globe, 29
February 2012 at: http://articles.boston.com/2012-02-29/opinion/31106871_1_palestinian-territories-equal-rights-gaza-strip


Jeff Halper, “You Can’t Get There from Here: The Need for ‘Collapse with Agency’” ICAHD at: http://www.icahd.org/node/270


It is unlikely that the conflict between Israel and the Palestinians will be resolved in the absence of a political solution – either one (perhaps bi-national) or two states. If we were to adopt the position of the poet Yitzak La’or, that any of these solutions is acceptable and that the most desirable is “whichever one comes first,” which solution would you advocate? Using course readings succinctly summarize the case for and against the one state solution; the case for and against the two state solution. Which is more consistent with the human rights framework you developed in the first paper? Given Sheizaf’s contention that what Israelis really want is to maintain the status quo, what process or events might lead them to change their minds?

(October 23- 30: Points Drive)
November 4-11: The Economic Future


The Rand Palestinian Study Team, *Building a Successful Palestinian State* (Rand Corporation, 2005), Chapter 1 (Introduction), Chapter 5 (Economics), Chapter 6 (Water), Chapter 7 (Health), Chapter 8 (Education), Chapter 9 (Conclusion).

“Tell me again: Who made the desert bloom?”


Leila Farsakh, Palestinian Labor Migration, at:
http://video.csupomona.edu/HotTalk/LeilaFarsakh-035.asx and also

http://www.palestine-studies.org/journals.aspx?id=10924&jid=1&href=fulltext

November 11: The Israeli Economy


Eran Efrati, “An Israeli Soldier’s Story,” Youtube at:
https://www.youtube.com/watch?v=93hqlMrZKd8

Interview with Yotam Feldman, filmmaker of The Lab by Shir Hever, at:

Jodi Rudorem (NYTimes correspondent) In West Bank Settlements, Israeli Jobs a Double-Edged Sword,” *New York Times*, February 11, 2014 at:


Assignment Due: November 11

If you were a consultant for the European Union or the Quartet, what advice would you give them about healthy economic development in Israel/Palestine? Please be sure to draw on the reading materials in constructing your answer. Is it possible, as Netanyahu proclaims (and Fayyad hints), for Israelis to offer Palestinians a purely “economic peace” (and, implicitly, prosperity) without resolving the political issues of statelessness?
November 18: Instruments for Social Change

Eve Spangler, *Understanding Israel/Palestine: Race, Nation and Human Rights in the Conflict* (Sense Publishers, 2015), please review Chapter 11.

Preliminary Discussion of Post-Trip projects: See final assignment

**December 2-9: Team Reports on Religion, Popular Culture, Health Care, Comparative Conflict Resolution:**

**Religion Readings:**


(If you want to compare Burg’s view to more conventional Israeli views, see the article “Jewish and Democratic,” in *The Economist* [http://www.economist.com/books/displaystory.cfm?story_id=12459713](http://www.economist.com/books/displaystory.cfm?story_id=12459713))

Marc Ellis “The On-going Nakba and the Jewish Conscience,” Address to the Palestine Center, May 27,2010 at: [http://www.thejerusalemfund.org/ht/d/ContentDetails/i/12975/pid/897](http://www.thejerusalemfund.org/ht/d/ContentDetails/i/12975/pid/897)


**Health Readings**

[http://news.bbc.co.uk/2/hi/health/7924199.stm](http://news.bbc.co.uk/2/hi/health/7924199.stm)

“Palestine Health Care ‘Ailing’” *The Lancet*, March 2009,
[http://news.bbc.co.uk/2/hi/health/7924199.stm](http://news.bbc.co.uk/2/hi/health/7924199.stm);

‘Health in the Occupied Palestinian Territories, 2012” *The Lancet*, at:

Habib, Rima, Karin Seyfert and Safa Hjeij “Health and living conditions of Palestinian refugees residing in camps and gatherings in Lebanon: a cross-sectional survey”
*The Lancet* at:


**Popular Culture and Arts Readings**


Rafif Ziadeh “We Teach Life, Sir” “Shades of Anger”

Remi Kanazi, “This Divestment Bill Hurts My Feelings,” “Normalize This”

Ari Lesser “Boycot Israel”

Film/Authors TBA

**Comparative Conflict Resolution Readings**

Case Studies: Australia, New Zealand, South Africa, Northern Ireland - TBA
Trip Readings and Project Prospectus:

Day 1: Jerusalem
UN Office for the Coordination of Humanitarian Affairs (OCHA), fact sheets on Area C, Hebron, Jerusalem, Gaza at: http://www.ochaopt.org/reports.aspx?id=103&page=1

Day 2: Bethlehem
PTSD work of the Beit Sahour YMCA at:

Day 3: Negev


Day 4: Hebron
Selma Dabbagh “Down the Market”

Day 5: Ramallah
Mahmoud Darwish, “Memory for Forgetfulness: August, Beirut, 1982” at:

Day 6: Nabi Saleh
Ben Ehrenreich “Is this where the Third Intifada will start?” New York Times, March 15, 2013 at: http://www.nytimes.com/2013/03/17/magazine/is-this-where-the-third-intifada-will-start.html?_r=0

Day 7: Nazareth

Day 8: Haifa

Day 9: Jaffa
Sami Abu Shehadeh and Fadi Shbaytah “Jaffa: fromi eminence to ethnic cleansing,” Electronic Intifada, February 26, 2009 at: http://electronicintifada.net/people/sami-abu-shekadeh
Day 10: Tel Aviv


Final Project Prospectus – due the first week of second semester

Please complete your prospectus for the project you would like to accomplish now that you are back home after our field trip.

Describe the project – what do you plan to do?

What are the intellectual foundations of your project – i.e. what questions are you trying to answer?

Who is the audience for your project – i.e. with whom are you dialoguing?

Who is the intended beneficiary of your project?

How will you know if the project is successful – what are your measures of success?

In what ways might this project be a prototype for your further engagement in “making history” (as distinct from simply making a living)?

What is the place of your project in the world – i.e. if we consider legislation and regulation (law), market incentives (economics), people-to-people initiatives including artistic ones (grass roots action), ngo development (civil society), and faith based initiatives (religion) as the principle instruments for constructing just societies, where does your project fit on this map and how could it link to other projects that share your values?