

Mar. 3	Primary source exercise presentation I <i>Report due: next day (Mar. 4) by 10 pm</i>
Mar. 17	Primary source exercise presentation II <i>Report due: next day (Mar. 18) by 10 pm</i>
Apr. 17	Choose topic or book of your final paper (10 pm)
Apr. 24	Manifesto exercise due (10 pm)
May 20	Mini research paper due (10 pm)

Readings and texts:

Weekly course readings range between 60-100 pages. You are expected to prepare all readings before class (**highlighted in yellow**). Suggested readings are not mandatory, however, they will be discussed and analyzed during the lecture component of the class. All assigned readings and primary sources will be available on-line in the course's OneDrive.

Primary source collections:

Below are edited volumes and websites which include primary sources covering the modern Middle East and the Israeli-Palestinian conflict. They include treaties, declarations, newspapers, and other documents of a political or diplomatic nature. They are either available on-line or on hold at Burling.

- ✓ Abdul Hadi, [*Documents on Palestine: Volumes I–VIII*](#) (Palestinian Academic Society for the Study of International Affairs, 2007).
- ✓ Kaplan & Penslar, [*The Origins of Israel 1882–1948: A Documentary History*](#) (Madison, 2011).
- ✓ Laqueur & Schueftan, [*The Israel-Arab Reader: A Documentary History of the Middle East Conflict*](#) (London, 2016).
- ✓ Mahler, [*The Arab-Israeli Conflict: An Introduction and Documentary Reader*](#) (London, 2018).
- ✓ Nabulsi & Takriti, [*The Palestinian Revolution*](#), Department of Politics and International Relations, University of Oxford.
- ✓ Smith, [*Palestine and the Arab-Israeli Conflict: A History with Documents*](#) (Boston, 2021).
- ✓ [“Ottoman, Jewish, Arab, Palestinian, and Israeli Newspapers,”](#) National Library of Israel.
- ✓ [“The Middle East 1916-2001: A Documentary Record,”](#) Yale University Law Library.
- ✓ [“The Palestine Chronology,”](#) Institute for Palestine Studies.
- ✓ [“United Nations Information System on the Question of Palestine.”](#) United Nations.

Attendance and participation (10%):

Attendance is the difference between failing a class and excelling in it. In the lectures, I will advance insights that go beyond assigned readings. I will also contextualize arguments raised by the different authors and relate them to the present. In addition, student discussions bring to the class perspectives that cannot be gained by a simple reading of assigned texts. I am aware that some students are less shy than others, therefore, this grade is geared more toward showing up to class, taking notes, and being attentive as opposed to mere verbal participation—although the latter is encouraged.

Map quiz (5%):

It is crucial to know where the different countries and capitals mentioned in this course are. Familiarize yourself with the map of the Middle East today, Israel, and the Occupied Palestinian Territories.

Response to readings (3 x 5%):

In the first week, students will pick three class sessions to which they will respond to its readings in 300 to 400 words. Your response will try to synthesize the main theses of the readings and offer a brief reflection on how these readings come together and how they informed your view of the history of Israel-Palestinian conflict. Responses are due before their respective class sessions.

Primary source exercises (2 x 15%):

This is a group assignment. Students will be divided into teams and will be tasked to read and analyze a set of primary source documents selected by the instructor. Teams will convert their reading and analysis of the sources into a class presentation (10 minutes) where they will offer an overview of the reading, its

author, its context, and its audience coupled with a thoughtful response to a specific question on the primary source posed by the instructor beforehand. Team presentations are then to be organized and summated into a brief report (300–400 words), which lays out analysis of the source and offers a response to the instructor’s question. Reports to be submitted by 10 pm on the day following class presentations.

Manifesto (10%):

This is an individual assignment. You will be tasked to assume the position of a thinker, political party, or terrorist organization—real or imagined. You will produce a text of 1–3 pages which lays out the thought of your chosen individual or group in a language that is historically accurate, ideologically coherent, and philosophically relevant to the worldview of your chosen individual or group.

Final paper: mini research essay or long-form book review (30%):

After the spring break, students will meet the instructor during office hours to discuss a topic they would like to explore further in a mini research essay or a book they would like to review critically. Students will inform the instructor of their choice of topic or book as well as of their main thesis in an e-mail correspondence by Apr. 17, 10 pm. For the mini research essay, students can choose a topic that is covered in a particular week or a topic that has arisen from a given reading. For example, you may be interested in researching the Nakba’s history and historicization as covered in Week VII. For the book review, the instructor will circulate a list of books before the spring break. Students will choose a book they are interested in and review it thoughtfully and analytically akin to the style of the [New York Review of Books](#) or the [London Review of Books](#). Final papers due on May 20, 10 pm.

Class decorum:

Deadlines are *final*. Failure to submit an assignment on time equals failure in the assignment (i.e., a grade of zero). Missing 4 sessions (of the total 27) without a legitimate excuse will result in a zero grade for attendance. Missing 5 or more sessions will result in failing the course altogether. Accommodations will be made for students’ needs (cultural, personal, or otherwise) and for dire or special circumstances upon contacting and informing the instructor well *in-advance*.

Writing assistance:

Grinnell’s [Writing, Reading, and Speaking Center](#) supports students working on papers, projects, and presentations, as well as applications for internships, fellowships, and graduate school. In one-on-one sessions, students work with professional instructors to interpret readings, talk through ideas, choose and analyze evidence, develop and organize arguments, craft introductions and conclusions, organize and revise whole drafts, rewrite sentences and paragraphs, plan presentations, and more. Instructors do not proofread papers, but they can teach you how to edit your own work effectively. For a link to the schedule and appointment system, search for “Writing Center” on grinnell.edu.

Academic difficulty and advising:

College academics are demanding. Thus, it is normal to experience difficulty from time to time. If you are experiencing academic difficulty in this class (or any other class for that matter), I encourage you to get in touch with me or with your academic advisor. We can help you take advantage of the resources Grinnell offers to resolve problems you may be experiencing during the semester.

Honor policy:

Grinnell College’s academic honesty policy is to be found in the [student handbook](#). It is expected that students are aware of the tasks expressed in this policy and regularly follow them.

Accommodations:

I strive to create a fully inclusive classroom. I invite students to approach me about their distinctive learning needs. In particular, I encourage students with disabilities to have a conversation with me and disclose how our classroom could impact them and what accommodations would be necessary. You will also need to have a conversation about and provide documentation of your disability from [Accessibility and Disability Services](#).

Lateness, absence, and illness:

I am aware that circumstances beyond one's control may arise from time to time, and I will be reasonable about such exceptional circumstances. Recurring episodes of lateness or unexcused absence, however, will not be tolerated. Note that an excused absence is usually one that you have arranged with me in advance, not *post facto*.

Communication:

You can always contact me by e-mail, and I will try to respond within a reasonable timeframe. That said, I do not necessarily read e-mails after 5 pm or on weekends.

Week I – Syllabus and Introduction

Tue. Jan. 25, 2022

- No readings

Thu. Jan. 27, 2022

- Clancy-Smith & Smith, *The Modern Middle East and North Africa: A History in Documents* (Oxford, 2013): viii–xi, 1–17.
- Gelvin, *The Israel-Palestine Conflict: One Hundred Years of War* (Cambridge, 2014): 1–13.

Week II – Theorizing Orientalism and Nationalism

Tue. Feb. 1, 2022

- Said, *Orientalism* (New York, 1978): 1–28.
- Lewis, “The Question of Orientalism,” *New York Review of Books* (Jun. 1982).

Thu. Feb. 3, 2022

- Hobsbawm, “The Nation as Invented Tradition,” in: Hutchinson & Smith, *Nationalism* (Oxford, 1995): 76–83.
- Anderson, “Imagined Communities,” in: Hutchinson & Smith: 89–96.
- Gelvin: 14–45.

Week III – Ottoman Palestine and Early Zionist Settlement

Tue. Feb. 8, 2022

- Khalidi, *Palestinian Identity: The Construction of Modern National Consciousness* (New York, 1997): 35–62.
- Wallach, *A City in Fragments: Urban Text in Modern Jerusalem* (Stanford, 2020): 26–55.

Thu. Feb. 10, 2022

- Shapira, *Israel: A History* (Waltham, 2012): 3–26.
- Gelvin: 46–75.
- [Primary source] Cohen & Stein, *Sephardi Lives: A Documentary History 1700–1950* (Stanford, 2014): 213–222.

Map quiz during class session: Feb. 10, 2022 (5%)

Week IV – The Elusiveness of Ottoman Citizenship

Tue. Feb. 15, 2022

- Gribetz, “Arab-Zionist Conversations in Late Ottoman Jerusalem: Sa’id al-Husayni, Ruhi al-Khalidi, and Eliezer Ben-Yehuda,” in: *Ordinary Jerusalem 1840–1940*, eds. Dalachanis & Lemire (Leiden, 2018): 305–29.
- Campos, *Ottoman Brothers: Muslims, Christians, and Jews in Early Twentieth-Century Palestine* (Stanford, 2011): 166–96.
- [Film viewing] Loterman, *1913: Seeds of Conflict* (United States: Public Broadcasting Service, 2015).

Thu. Feb. 17, 2022

- Doumani, “Rediscovering Ottoman Palestine: Writing Palestinians into History,” *Journal of Palestine Studies* 21 (1992): 5–28.
- Tamari, “Ishaq al-Shami and the Predicament of the Arab Jew in Palestine.” *Jerusalem Quarterly* (2004): 10–26.
- [Suggested] Bashkin, “The Colonized Semites and the Infectious Disease: Theorizing and Narrativizing Antisemitism in the Levant 1870–1914,” *Critical Inquiry* 47 (2021): 189–217.

Week V – Scenes from British Palestine after the First World War

Tue. Feb. 22, 2022

- Gelvin: 76–91.
- Tamari, “City of Riffraff: Crowds, Public Space, and New Urban Sensibilities in Wartime Jerusalem 1917–21,” in: *City of Collision: Jerusalem and the Principles of Conflict Urbanism*, eds. Misselwitz & Rieniets (Basel, 2006): 302–11.

Thu. Feb. 24, 2022

- Gelvin: 92–102.
- Ram, *Intoxicating Zion: A Social History of Hashish in Mandatory Palestine and Israel* (Stanford, 2020): 33–60.
- [Suggested] Izraeli, “The Zionist Women’s Movement in Palestine 1911–27,” *Signs* 7 (1981): 87–114.
- [Suggested] Fleischmann, “The Emergence of the Palestinian Women’s Movement 1929–39,” *Journal of Palestine Studies* 29 (2000): 16–32.

Week VI – Jewish and Arab Writings on the Eve of Disaster

Tue. Mar. 1, 2022

NO CLASS MEETING

Thu. Mar. 3, 2022

Primary source team presentations I (15%)

- Khalil as-Sakākini
- Matiel Mogannam
- Ze’ev Jabotinsky

- Rahel Ben-Zvi
- Martin Buber
- David Ben-Gurion

Week VII – 1948: A Point of No Return

Tue. Mar. 8, 2022

- Gelvin: 103–116.
- Shapira: 155–79.
- Raz, “Murder by the Army,” *Haaretz* (December 10, 2021): 10–11.

Thu. Mar. 10, 2022

- Hazkani, *Dear Palestine: A Social History of the 1948 War* (Stanford, 2021): 35–75.
- Winder, “Nakba Diaries: Unsettling the Scale and Temporality of Historical Writing.” *al-Muntaqa 2* (2019): 24–39.

Week VIII – Struggles of Statehood and the Tragedies of Dispossession

Hand-out clarifying Final Essay

Tue. Mar. 15, 2022

- Dowty, *Israel* (Cambridge, 2021): 68–99.
- Gatrell, *The Making of the Modern Refugee* (Oxford, 2013): 118–147.

Thu. Mar. 17, 2022

Primary source team presentations II (15%)

- Ghassān Kanafāni
- Samirah ‘Azzām
- Jabrā Ibrāhim Jabrā
- Fadwa Ṭuqān
- Thurayā Malḥas
- Edward W. Said

Weeks IX & X – Spring Break

Tue. Mar. 22, 2022; Thu. Mar. 24, 2022; Tue. Mar. 29, 2022; Thu. Mar 31, 2022
NO CLASS MEETINGS

Weeks XI & XII – The Long Sixties in Israel and the Arab world

Schedule mandatory office hours to discuss final paper’s potential topic or book

Tue. Apr. 5, 2022

- Bashkin, *Impossible Exodus: Iraqi Jews in Israel* (Stanford, 2017): 21–66.
- [Suggested] Snir, “These Hearts, Can They Reach Tranquility? Arabic Poetry by Jews During the 1950s,” *Arquivo Maaravi* 15 (2021): 205–32.
- [Film viewing] Kishon, *Sallah Shabati* (Israel: Noah Films, 1964).

Thu. Apr. 7, 2022

- Kimmerling & Migdal, *The Palestinian People: A History* (Cambridge, MA: 2003): 214–39.
- Brin, “Gateway to the World: The Golden Age of Jerusalem Airport 1948–67,” *Jerusalem Quarterly* (2021): 61–80.

Hand-out clarifying Manifesto Exercise

Tue. Apr. 12, 2022

- Rogan, *The Arabs: A History* (New York, 2017): 333–54.
- Shapira: 295–325.

Thu. Apr. 14, 2022

- Thomson, Olsen, and Haugbolle, “Palestine Solidarity Conferences in the Global Sixties,” *Journal of Palestine Studies*, 2022, 1–23.
- Lubin, “Black Panther Palestine.” *Studies in American Jewish Literature* 35 (2016): 77–97.
- Sayigh, “The Siege,” in: Jayyusi ed., *Anthology of Modern Palestinian Literature* (New York, 1992): 685–695.
- Matar, “PLO Cultural Activism: Mediating Liberation Aesthetics in Revolutionary Contexts,” *Comparative Studies of South Asia, Africa, and the Middle East* 38 (2018): 354–64.
- [Suggested] Lê Espiritu, “Cold War Entanglements, Third World Solidarities: Vietnam and Palestine 1967–75,” *Canadian Review of American Studies* 48 (2018): 352–86.
- [Film viewing] Folman, *Waltz with Bashir* (Israel/France/Germany, 2008).

Finalize selection of topic or book for final paper

Send me an e-mail confirming your selection by **Apr. 17, 2022 (10 pm)**

Week XIII – From Gaza to Oslo

Tue. Apr. 19, 2022

- Gelvin: 166–197.
- Rogan: 410–38.

Thu. Apr. 21, 2022

- Gelvin: 198–230.
- Kuttab, “Palestinian Women in the Intifada: Fighting on Two Fronts,” *Arab Studies Quarterly* 15 (1993): 69–85.
- [Film viewing] Bacha, *Naila and the Uprising* (Palestine/United States: Just Vision Films, 2017).

Manifesto (10%) due Apr. 24, 2022 (10 pm latest)

Week XIV – A Terrible, Fragile Peace

Tue. Apr. 26, 2022

- Kimmerling & Migdal: 355–397.
- Gelvin (2021): 244–282.

Thu. Apr. 28, 2022

- Dowty: 125–78

Weeks XV & XVI – Reflections on Contemporary Issues

Tue. May 3, 2022

- Said, “The Burdens of Interpretation and the Question of Palestine,” *Journal of Palestine Studies* 16 (1986): 29–37.
- Shibli, “On Stealing Books and Missing Words,” *Journal of Intercultural Studies* 42 (2021): 687–99.

Thu. May 5, 2022

- Kashua, "My Palestinian Diaspora," *The New York Review of Books* (Aug. 7, 2021): <https://www.nybooks.com/daily/2021/08/07/my-palestinian-diaspora/>.
- Thrall, "A Day in the Life of Abed Salama," *The New York Review of Books* (Mar. 19, 2021): <https://www.nybooks.com/daily/2021/03/19/a-day-in-the-life-of-abed-salama/>.

Tue. May 10, 2022

- Graf, "Food Is the First Frontier of the Israeli-Palestinian Conflict," Pulitzer Center (Nov. 25, 2019): <https://pulitzercenter.org/reporting/food-first-frontier-israeli-palestinian-conflict>.
- Beinert, "Yavne: A Jewish Case for Equality in Israel-Palestine," *Jewish Currents* (Jul. 7, 2020): <https://jewishcurrents.org/yavne-a-jewish-case-for-equality-in-israel-palestine/>.
- Beinert, "I No Longer Believe in a Two-State Solution," *The New York Times* (Jul. 8, 2020): <https://www.nytimes.com/2020/07/08/opinion/israel-annexation-two-state-solution.html>.
- Abu-Artema, "Peter Beinert and the Crisis of Liberal Zionism," *Al Jazeera* (Aug. 8, 2020): <https://www.aljazeera.com/indepth/opinion/peter-beinart-crisis-liberal-zionism-200808113107258.html>.
- [Film viewing] Al Jazeera English, *A Taste of Conflict: The Politics of Food in Jerusalem* (Qatar: 2008).

Thu. May 12, 2022

- [Film viewing] Andoni, *Ghost Hunting* (Palestine/France: Arab Fund for Arts and Culture, 2017).

Mini research paper or long-form book review (30%) due May 20, 2022 (10 pm)