

Carleton University  
Department of Political Science  
<https://carleton.ca/polisci/>

Fall 2024

PSCI 3702A  
Israeli-Palestinian Relations  
Thursdays 2:30-5:30 pm ET via Zoom  
(find Zoom link on Brightspace)

Prof. Mira Sucharov  
Zoom Office Hours (I will send around a sign-up sheet each week)  
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### Course Description

This course offers a conceptual analysis of the Israeli-Palestinian experience. We will use the tool of collective narratives to examine the role of identity and historical memory in shaping political outcomes. In light of the basic identity and material needs of both sides — coupled with standards of ethics and justice, we will assess the workability of various solutions to the conflict. Keep in mind that we are here to ask scholarly questions and answer them. We will ask both “is” and “ought” questions. “Is” questions are “why” questions, which we will try to answer by drawing on a range of theoretical and conceptual explanations. “Ought” questions are “what should be” questions, which we will try to address by using standards of human rights, ethics and justice. We will also discuss pragmatism, asking whether it should play a role in policy and activism or not.

This course is for those who want to be immersed in the history and politics of Israelis and Palestinians for 12 weeks. It’s not light, but it’s not boring either. Be prepared to devote plenty of time per week to absorbing and analyzing the material.

An important note: Many of us have strong opinions about the situation in Israel-Palestine, and the situation since Oct. 7 and the war in Gaza, including tens of thousands of victims — is particularly horrendous (though it’s also important to note that it didn’t “start” on Oct. 7). While discussion and debate are highly encouraged, I will urge you to keep the conversation centred around the scholarly questions at hand, bringing logic and evidence to bear to make your points. I see my role as a classroom professor as distinct from my role as an op-ed writer, for example. As a professor, my role is to help us identify analytical questions and help point to the kind of evidence needed to address those questions. You may find that throughout the discussion (even in our remote environment), I might challenge you to see another “angle” of the issue (whatever angle that might be at the time). But keep in mind that my attempt to enable you to consider another angle — whatever angle that might be in the context of the discussion — does not necessarily correspond to my personal opinions of the issue. And it certainly does not

reflect any attempt on my part to “defend” or “promote” one side or another. Amidst all these important discussions, however, we will have to keep in mind the issue of power. While the course examines the contemporary relationship between Israel and the Palestinians in light of historical dynamics, we will keep in mind the fact that Israel is currently the occupying power, and, relative to Palestinians, has access to much more force.

### Learning Outcomes

1. Understand key moments in the history of Israeli-Palestinian relations and their significance for contemporary Israeli-Palestinian politics
2. Identify various conceptual frameworks to understand Israeli-Palestinian relations
3. Become comfortable with the scholarly literature on the topic
4. Synthesize feasible solutions based on the identity and material needs of each “side”
5. Gain an understanding of the difference between explanatory, prescriptive, descriptive and predictive questions

### Textbooks

The following books are available for purchase (and can be shipped to you or picked up) from the Carleton bookstore.

Neil Caplan, *The Israel-Palestine Conflict: Contested Histories*, 2nd ed. (Wiley-Blackwell, 2019). (NOTE: we are using the 2nd edition.)

Mira Sucharov and Aaron Hahn Tapper, *Social Justice and Israel/Palestine: Foundational and Contemporary Debates* (University of Toronto Press, 2019)

Optional: Mira Sucharov, *The International Self: Psychoanalysis and the Search for Israeli-Palestinian Peace* (SUNY Press, 2005).

### Supplies

In addition to the textbooks, you will need a blank journal (my personal favourite is dotted Moleskin, but any brand or even a dollar-store type will do), and a pen you enjoy writing with (my personal favourite is Staedtler pigment liner). Extra coloured pens and scrapbooking materials are optional.

You will want to read a variety of news sources relating to Israel/Palestine during the course of the semester. I recommend subscriptions for the duration of the semester, as needed, to a variety of outlets. My suggested list would be some combination of: The New York Times, The Globe and Mail, Al-Jazeera, Haaretz, The Times of Israel, The Guardian.

### Films

We will be watching several films — both feature-films and documentaries. Except for one or two which I've asked you to rent, these are streamable through the library website / Ares. I've tried to assign the film during the relevant thematic week, but in order to keep the workload roughly even throughout the term, sometimes the assigned film doesn't perfectly match that week's topic. No matter: in those cases you'll get an advanced cinematic or documentary take on a topic we'll be covering later, or vice versa.

### Evaluation at a Glance

Hand-Written Journal Log (all semester): 20%  
Learning Groups (in class, via google doc): 15%  
Front Row Oral Participation: 20%  
Citation Assignment I: 15%  
Citation Assignment II: 15%  
Citation Assignment III: 15%

All assignments should be submitted through Brightspace.

### VII Evaluation in detail

**“Front Row” Oral Engagement (in-class):** You will sign up for FIVE class sessions in which you will sit in the “virtual” front row, meaning having your camera on and actively participating in the guided discussion I will run. I will pose direct / “live” questions about the material, so make sure to come prepared. I will send around the front-row sign-up sheet at the beginning of the term. If you need to change your week, no need to tell me in advance; just make the change on the google sheet directly. Each week, at the beginning of class, I will ask who is here for front row and will make my notes accordingly.

**Google Doc sheets (in-class):** each week, for a portion of the session, we will divide up into regular learning groups. These groups will form a micro-community for the duration of the course, enabling you to share ideas and insights with one another in a more intimate setting. I will use attendance and participation in these groups as a way of doing the following: seeing that you're present and actively participating, seeing how you're doing, and engaging in check-ins as needed to ensure you're staying on track. During these break-out sessions, I will conduct some sort of live discussion/activity on a google doc.

**Citation Assignment I:** Choose any op-ed from the course. Copy/paste it into a word document (and delete whatever ads show up, etc.). Your task is to provide twelve “extended” footnotes, at least half of which should be scholarly sources (books or academic journal articles). The other half should be news sources. Each footnote should correspond to a point the author is making in the given spot (where you choose to insert the footnote), and should include a direct quote from the source you're quoting from, as well

as full citation details, including the page number from which you're taking the quote. The quote you've introduced should either support, challenge, or otherwise relate in some other way to the op-ed writer's point. For each footnote, as you introduce the quote, specify in 100-300 words what you're trying to tell us about how it relates to the author's point. Note: if the original op-ed is hyperlinked, you are not allowed to use that particular hyperlinked source as your footnote; you must find another source, or else choose a non-hyperlinked spot to footnote. (I will demonstrate in class.)

**Due: Friday, Sept. 27 at 11:59 pm.**

**Citation Assignment II:** Same instructions as above, but this time choose a different op-ed than the one you selected last time).

**Due: Friday, Oct. 25 at 11:59 pm.**

**Citation Assignment III:** Same instructions as above, but this time choose a different op-ed than the one you selected the last two times).

**Due: Friday, Nov. 22 at 11:59 pm.**

Hand-Written Journal Log: All semester, you will keep a hand-written journal detailing your reflections of the readings, documents and films in light of current events (identify daily or weekly news items for this purpose) and the themes covered in the course. You can write in paragraphs or point form or diagrams. You can use black and white, or colours, shapes, doodles; scrapbook cut-outs; glitter; moshi tape; whatever helps you convey to yourself (and to me) that you've engaged deeply and critically with the course material throughout the semester. The final page must be a self-assessment page, whereby you provide yourself with a letter-grade that you think represents your journaling effort and level of depth of engagement with the material and news items during the course of the semester. Note: if you are away from home one day, and still want to take notes and don't have your journal with you, use any piece of paper and simply tape, staple or paste it in to your journal when you get home. Lost journals won't be accepted as an excuse. You should take a photo on your phone of each page as you go. *Upload photos of your journal plus the final, hand-written, self-assessment page including self-assessed letter-grade, onto Brightspace.*

**Due: Dec. 6 by 11:59 pm**

Late Penalties: one percentage point deduction per day late.

## VIII Course schedule

### **Class 1 (Sept. 5): Intro**

<b>Textbooks</b>	Caplan, chapter 1 and 2
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<b>Article and Poems</b>	<p>Vox, “Everything You Need to Know About Israel-Palestine,” <a href="https://www.vox.com/2018/11/20/18079996/israel-palestine-conflict-guide-explainer">https://www.vox.com/2018/11/20/18079996/israel-palestine-conflict-guide-explainer</a></p> <p>Nathan Alterman, “The Silver Platter” (poem): <a href="http://www.phy6.org/outreach/poems/alterman.htm">http://www.phy6.org/outreach/poems/alterman.htm</a></p> <p>Mahmoud Darwish, “Identity Card” (poem): <a href="https://electronicintifada.net/content/remembering-mahmoud-darwish/7663">https://electronicintifada.net/content/remembering-mahmoud-darwish/7663</a></p>
<b>Videos</b>	n/a

**Class 2 (Sept. 12): Settler Colonialism & Other Frameworks**

<b>Textbooks</b>	<p>Caplan, chapter 3 and 4</p> <p>Hahn Tapper &amp; Sucharov, Chapter 3 (“Settler Colonialism”)</p>
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<p><b>Op-Eds, Article, and Document</b></p>	<p>Bret Stephens, “At 75, Israel Has Plenty to Celebrate,” <i>The New York Times</i> (16 May 2023) <a href="https://www.ny-times.com/2023/05/16/opinion/israel-75th-anniversary.html">https://www.ny-times.com/2023/05/16/opinion/israel-75th-anniversary.html</a></p> <p>Rashid Khalidi, “Israel Is Throwing a 75th Birthday Party. Palestinians Have Little to Celebrate,” <i>The Nation</i> (26 April 2023) <a href="https://www.thenation.com/article/world/palestine-israel-nakba-anniversary/">https://www.thenation.com/article/world/palestine-israel-nakba-anniversary/</a></p> <p>The Balfour Declaration <a href="https://www.britannica.com/event/Balfour-Declaration">https://www.britannica.com/event/Balfour-Declaration</a></p> <p>Rachel Busbridge, “Israel-Palestine and the Settler Colonial ‘Turn’: From Interpretation to Decolonization,” <i>Theory, Culture &amp; Society</i> 35, 1 (2018): 95–115.</p> <p>Omar Dajani and Mira Sucharov, “From Yad Vashem to Yasser Arafat’s Office: A Palestinian and a Jew Tour Israeli and Palestinian Museums Together,” <i>Haaretz</i> (24 April 2023) <a href="https://www.haaretz.com/opinion/2023-04-24/ty-article-opinion/.highlight/from-yad-vashem-to-yasser-arafats-office-a-palestinian-and-a-jew-tour-museums/00000187-b2de-d803-ad8f-fedfa9180000">https://www.haaretz.com/opinion/2023-04-24/ty-article-opinion/.highlight/from-yad-vashem-to-yasser-arafats-office-a-palestinian-and-a-jew-tour-museums/00000187-b2de-d803-ad8f-fedfa9180000</a></p>
<p><b>Video</b></p>	<p><i>Mirror Image</i> (a short film) <a href="https://mediaspace.carleton.ca/media/Mirror%20Image./1_chbwhg06">https://mediaspace.carleton.ca/media/Mirror%20Image./1_chbwhg06</a></p>

**Class 3 (Sept. 19): Israel’s Independence & The Nakba & Zionism**

<b>Textbooks</b>	Caplan, chapter 5 and 6
<b>Essays and Document</b>	<p>Hussein Ibish, "A 'Catastrophe' That Defines Palestinian Identity," <i>The Atlantic</i> (14 May 2018) <a href="https://www.theatlantic.com/international/archive/2018/05/the-meaningof-nakba-israel-palestine-1948-gaza/560294/">https://www.theatlantic.com/international/archive/2018/05/the-meaningof-nakba-israel-palestine-1948-gaza/560294/</a></p> <p>"The Declaration of the Establishment of the State of Israel (1948)": <a href="https://www.myjewishlearning.com/article/the-declaration-of-the-establishment-of-the-state-of-israel/">https://www.myjewishlearning.com/article/the-declaration-of-the-establishment-of-the-state-of-israel/</a></p> <p>Ari Shavit, "Lydda, 1948," <i>The New Yorker</i> (21 October 2013). <a href="http://www.newyorker.com/magazine/2013/10/21/lydda-1948">http://www.newyorker.com/magazine/2013/10/21/lydda-1948</a></p> <p>Mira Sucharov, "Do American Jews Really Know what 'Zionism' Means?" <i>Haaretz</i> (26 October 2022) <a href="https://www.haaretz.com/us-news/2022-10-26/ty-article-opinion/.highlight/do-american-jews-really-know-what-zionist-means/00000184-of30-d1a0-a1ee-cf7e0e120000">https://www.haaretz.com/us-news/2022-10-26/ty-article-opinion/.highlight/do-american-jews-really-know-what-zionist-means/00000184-of30-d1a0-a1ee-cf7e0e120000</a></p>
<b>Video</b>	<i>Promises</i> (feature film)

#### **Class 4 (Sept. 26): Arab-Israeli Wars**

<b>Textbooks</b>	Caplan, chapter 7 and 8
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<p><b>Docu- ments &amp; Articles</b></p>	<p>Popp, Roland, “Stumbling Decidedly into the Six-Day War,” <i>The Middle East Journal</i> 60, 2 (2006): p.281-309</p> <p>UN Resolution 242 (Nov. 22, 1967)  <a href="https://unispal.un.org/unispal.nsf/o/7D35E1F729DF491C85256EE700686136">https://unispal.un.org/unispal.nsf/o/7D35E1F729DF491C85256EE700686136</a></p> <p>UN Resolution 338 (October 22, 1973)  <a href="http://unscr.com/en/resolutions/338">http://unscr.com/en/resolutions/338</a></p> <p><b>Document:</b> The PLO charter (1968): <a href="http://avalon.law.yale.edu/20th_century/plocov.asp">http://avalon.law.yale.edu/20th_century/plocov.asp</a></p> <p>Mira Sucharov, “One Palestinian, one Jew, and two very different impressions of ‘Golda’,” <i>JTA</i> (31 August 2023)  <a href="https://www.jta.org/2023/08/31/ideas/one-palestinian-one-jew-and-two-very-different-impressions-of-golda">https://www.jta.org/2023/08/31/ideas/one-palestinian-one-jew-and-two-very-different-impressions-of-golda</a></p>
<p><b>Video</b></p>	<p><i>Waltz with Bashir</i> (about the 1982 Israeli-PLO War in Lebanon)  You can rent it here: <a href="https://itunes.apple.com/us/movie/waltz-with-bashir/id315592227">https://itunes.apple.com/us/movie/waltz-with-bashir/id315592227</a></p>

**Class 5 (Oct. 3): The First Intifada**

<p><b>Textbook &amp; Book chapter</b></p>	<p>Caplan, chapters 8 and 9</p> <p>Mira Sucharov, <i>The International Self</i> (chapter 6: Israel and the Intifada)</p>
<p><b>Speech</b></p>	<p>Document: Arafat’s speech to the UN in Geneva (1988):  <a href="http://mondediplo.com/focus/mideast/arafat88-en">http://mondediplo.com/focus/mideast/arafat88-en</a></p>
<p><b>Video</b></p>	<p><i>Naila and the Uprising</i> (library / Ares)</p>



**Class 6 (Oct. 10): Madrid, Oslo, Camp David II, Taba, and the Second Intifada**

<b>Textbooks</b>	Caplan, chapters 10 and 11
<b>Article, Op-Eds, Documents</b>	<p>Letters of Mutual Recognition between Yasser Arafat and Yitzhak Rabin (1993)  <a href="https://ecf.org.il/media_items/300">https://ecf.org.il/media_items/300</a></p> <p>Jeremy Pressman, "Visions in Collision: What Happened at Camp David and Taba?" <i>International Security</i> 28, 2 (Fall 2003). (Go to <a href="http://library.carleton.ca">library.carleton.ca</a> and search for the article.)</p> <p>Hussein Agha &amp; Rob Malley, Camp David: The Tragedy of Errors, <i>New York Review of Books</i> (Aug. 9, 2001).</p> <p>Ehud Barak, "Israel Needs a True Partner for Peace," <i>New York Times</i>, July 30, 2001. <a href="http://tinyurl.com/67599n">http://tinyurl.com/67599n</a></p> <p>Marwan Barghouti, "Want Security? End the Occupation," <i>Washington Post</i>, January 16, 2002. <a href="http://electronicintifada.net/v2/article1986.shtml">http://electronicintifada.net/v2/article1986.shtml</a></p> <p>Emily Bazelon, "Was Peace Ever Possible? A Discussion Moderated by Emily Bazelon," <i>The New York Times Magazine</i> (20 November 2023) <a href="https://www.nytimes.com/interactive/2023/11/20/magazine/israel-gaza-oslo-accords.html">https://www.nytimes.com/interactive/2023/11/20/magazine/israel-gaza-oslo-accords.html</a></p>
<b>Video</b>	<i>The Gatekeepers</i> (documentary)

**Class 7 (Oct. 17): Refugees & Displacement**

<b>Textbooks</b>	Hahn Tapper & Sucharov, Chapter 5 (“Refugees and Displacement”)
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<p><b>Articles, Op-Eds, Documents</b></p>	<p>“UN General Assembly Resolution 194” (Dec. 11, 1948) <a href="https://en.wikipedia.org/wiki/United_Nations_General_Assembly_Resolution_194#Content">https://en.wikipedia.org/wiki/United_Nations_General_Assembly_Resolution_194#Content</a> (scroll to “Full Text” to read the text of the resolution. The key article of the resolution for our purposes is <b>article 11.</b>)</p> <p>International Humanitarian Law databases, Rule 132: Return of Displaced Persons <a href="https://ihl-databases.icrc.org/en/customary-ihl/v1/rule132#:~:text=return">https://ihl-databases.icrc.org/en/customary-ihl/v1/rule132#:~:text=return</a></p> <p>Mira Sucharov, “Uncovering the Lost Palestinian Villages Underneath Glitzy Tel Aviv,” <i>The Forward</i> (19 July 2016) <a href="https://forward.com/opinion/345430/uncovering-the-lostpalestinian-villages-underneath-glitzy-tel-aviv/">https://forward.com/opinion/345430/uncovering-the-lostpalestinian-villages-underneath-glitzy-tel-aviv/</a></p> <p>Peter Beinart, “Palestinian Refugees Deserve to Return Home. Jews Should Understand.” <i>The New York Times</i> (12 May 2021) <a href="https://www.nytimes.com/2021/05/12/opinion/israel-palestinian-refugees-right-of-return.html">https://www.nytimes.com/2021/05/12/opinion/israel-palestinian-refugees-right-of-return.html</a></p> <p>Sari Bashi, “Nowhere to Go in Gaza,” <i>The New York Review</i> (13 October 2023) <a href="https://www.nybooks.com/online/2023/10/13/nowhere-to-go-in-gaza/">https://www.nybooks.com/online/2023/10/13/nowhere-to-go-in-gaza/</a></p> <p>Dahlia Scheindlin, “Neither Intractable Nor Unique: A Practical Solution for Palestinian Right of Return,” <i>Century International</i> (28 April 2020) <a href="https://tcf.org/content/report/neither-intractable-unique-practical-solution-palestinian-right-return/">https://tcf.org/content/report/neither-intractable-unique-practical-solution-palestinian-right-return/</a></p>
<p><b>Video</b></p>	<p><i>Tantura</i> (documentary film)</p>

\*October 21-25: Reading Week\*

**Class 8 (October 31): Jerusalem, Settlements, Occupation**

<b>Textbooks</b>	<p>Caplan, chapter 12</p> <p>Hahn Tapper &amp; Sucharov, Chapter 4 (“International Law”)</p>
<b>Articles, Report and Op-Ed</b>	<p>B’Tselem, What is Area C?  <a href="http://www.btselem.org/area_c/what_is_area_c">http://www.btselem.org/area_c/what_is_area_c</a></p> <p>B’Tselem, Separation Barrier, <a href="http://www.btselem.org/topic/separation_barrier">http://www.btselem.org/topic/separation_barrier</a></p> <p>Ir Amim, “Jerusalem as a Political Issue,” <a href="http://www.ir-amim.org.il/en/issue/jerusalem-political-issue">http://www.ir-amim.org.il/en/issue/jerusalem-political-issue</a></p> <p>Human Rights Watch Report — “A Threshold Crossed,” — <b>read at least the summary</b> (April 27, 2021)  <a href="https://www.hrw.org/report/2021/04/27/threshold-crossed/israeli-authorities-and-crimes-apartheid-and-persecution">https://www.hrw.org/report/2021/04/27/threshold-crossed/israeli-authorities-and-crimes-apartheid-and-persecution</a></p> <p>Nathan Thrall, “A Day in the Life of Abed Salama,” <i>The New York Review</i> (19 March 2021) <a href="https://www.nybooks.com/online/2021/03/19/a-day-in-the-life-of-abed-salama/">https://www.nybooks.com/online/2021/03/19/a-day-in-the-life-of-abed-salama/</a></p> <p>Dani Dayan, “Israel’s Settlers are here to stay,” <i>New York Times</i> (25 July 2012), <a href="http://www.nytimes.com/2012/07/26/opinion/israels-settlers-are-here-to-stay.html">http://www.nytimes.com/2012/07/26/opinion/israels-settlers-are-here-to-stay.html</a></p> <p>David Shulman, “A Bitter Season in the West Bank,” <i>New York Review of Books</i> (21 December 2023) <a href="https://www.nybooks.com/articles/2023/12/21/a-bitter-season-in-the-west-bank-david-shulman/">https://www.nybooks.com/articles/2023/12/21/a-bitter-season-in-the-west-bank-david-shulman/</a></p>
<b>Video</b>	<p><i>The Law in these Parts</i> (library / Ares)</p>

**Class 9 (Nov. 7): Israel as a “Jewish and Democratic State” / Palestinian Citizens of Israel**

<b>Textbooks</b>	<p>Caplan, chapter 13</p> <p>Hahn Tapper &amp; Sucharov, Chapter 6 (“Apartheid”)</p>
<b>Op-Eds &amp; Essays</b>	<p>Noura Erakat and John Reynolds, “Understanding Apartheid,” <i>Jewish Currents</i> (Summer 2022) <a href="https://jewishcurrents.org/understanding-apartheid">https://jewishcurrents.org/understanding-apartheid</a></p> <p>Benjamin Pogrund, “Why Israel is Nothing Like South Africa,” <i>The New York Times</i> (31 March 2017) <a href="https://www.nytimes.com/2017/03/31/opinion/why-israel-is-nothinglike-apartheid-south-africa.html">https://www.nytimes.com/2017/03/31/opinion/why-israel-is-nothinglike-apartheid-south-africa.html</a></p> <p>Yousef Jabareen, “What Israel Can Learn from Canada,” <i>Toronto Star</i> (28 November 2016), <a href="https://www.thestar.com/opinion/commentary/2016/11/28/what-israel-can-learnfrom-canada.html">https://www.thestar.com/opinion/commentary/2016/11/28/what-israel-can-learnfrom-canada.html</a></p> <p>Sayed Kashua, “My Palestinian <u>Diaspora</u>,” <i>The New York Review</i> (7 August 2021) <a href="https://www.nybooks.com/online/2021/08/07/my-palestinian-diaspora/">https://www.nybooks.com/online/2021/08/07/my-palestinian-diaspora/</a></p>
<b>Videos</b>	<p><i>Junction 48</i> (feature film)</p> <p>Eretz Nehederet — Israeli parody of “demographic balance” clip — <a href="https://vimeo.com/223715289">https://vimeo.com/223715289</a></p> <p>TV episode: <i>Arab Labor</i>, S1 episode 1. Purchase to stream the episode here:  <a href="https://israelfilmcenterstream.org/film/arab-labor-2/arab-labor-season-1/arab-labor-season-1-episode-1-car/">https://israelfilmcenterstream.org/film/arab-labor-2/arab-labor-season-1/arab-labor-season-1-episode-1-car/</a></p>

**Class 10 (Nov 14): BDS (Boycott, Divestment & Sanctions against Israel) and Campus Activism**

<b>Textbooks</b>	Hahn Tapper & Sucharov, Chapter 7 (“Intersectional Alliances”) Hahn Tapper & Sucharov, Chapter 8 (“BDS”)
<b>Articles and Op-Eds</b>	<p>David M. Halbfinger, Michael Wines and Steven Erlanger, “Is B.D.S. Antisemitic? A Closer Look at the Boycott Israel Campaign,” <i>The New York Times</i> (27 July 2019) <a href="https://www.nytimes.com/2019/07/27/world/middleeast/bds-israel-boycott-antisemitic.html">https://www.nytimes.com/2019/07/27/world/middleeast/bds-israel-boycott-antisemitic.html</a></p> <p>Omar H. Rahman, “Co-existence vs. Co-resistance: A case against normalization,” <i>+972 Magazine</i> (3 January 2012) <a href="https://972mag.com/co-existence-vs-co-resistance-a-case-against-normalization/32076/">https://972mag.com/co-existence-vs-co-resistance-a-case-against-normalization/32076/</a></p> <p>Bennett Cohen and Jerry Greenfield, “We’re Ben and Jerry. Men of Ice Cream, Men of Principles.” <i>The New York Times</i> (28 July 2021) <a href="https://www.nytimes.com/2021/07/28/opinion/ben-and-jerry-israel.html">https://www.nytimes.com/2021/07/28/opinion/ben-and-jerry-israel.html</a></p> <p>Mira Sucharov, “What students protesting Israel’s Gaza siege want – and how their demands on divestment fit into the BDS movement,” <i>The Conversation</i> (2 May 2024) <a href="https://theconversation.com/what-students-protesting-israels-gaza-siege-want-and-how-their-demands-on-divestment-fit-into-the-bds-movement-228772">https://theconversation.com/what-students-protesting-israels-gaza-siege-want-and-how-their-demands-on-divestment-fit-into-the-bds-movement-228772</a></p>
<b>Video &amp; Podcasts</b>	<p><i>Discordia</i> (Watch for free on the <a href="https://www.nfb.ca">NFB.ca</a> site. Search for Discordia.).</p> <p>Ezra Klein Podcast – Amjad Iraqi</p> <p>Ezra Klein Podcast – Yossi Klein Halevy</p>

**Class 11 (Nov 21): Oct. 7 & the 2023-24 Israel-Hamas War; Canadian and U.S. Foreign Policy**

<b>Textbooks</b>	n/a
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<b>Articles &amp; Documents</b>	<p>Global Affairs Canada – Canadian Policy on Key Issues in the Israeli-Palestinian Conflict <a href="http://www.international.gc.ca/name-anno/peace_process-processus_paix/canadian_policy-politique_canadienne.aspx?lang=eng">http://www.international.gc.ca/name-anno/peace_process-processus_paix/canadian_policy-politique_canadienne.aspx?lang=eng</a></p> <p>Alexia Underwood, “The Controversial U.S. Jerusalem embassy opening, explained,” <i>Vox</i> <a href="https://www.vox.com/2018/5/14/17340798/jerusalem-embassy-israel-palestinians-us-trump">https://www.vox.com/2018/5/14/17340798/jerusalem-embassy-israel-palestinians-us-trump</a></p> <p>Salam Fayyad, “Trump’s Peace Plan: What is there to be Upset About?” <i>Brookings</i> (21 February, 2020) <a href="https://www.brookings.edu/blog/order-from-chaos/2020/02/21/trumps-middle-east-peace-plan-whats-there-to-be-upset-about/">https://www.brookings.edu/blog/order-from-chaos/2020/02/21/trumps-middle-east-peace-plan-whats-there-to-be-upset-about/</a></p> <p>Shibley Telhami, “Biden’s dangerous stance on the war in Israel and Gaza,” <i>Brookings</i> (27 October 2023) <a href="https://www.brookings.edu/articles/bidens-dangerous-stance-on-the-war-in-israel-and-gaza/">https://www.brookings.edu/articles/bidens-dangerous-stance-on-the-war-in-israel-and-gaza/</a></p> <p>Mira Sucharov, “Israel-Palestine: Canada Must Lead Where it Can,” <i>The Walrus</i> (23 November 2023) <a href="https://thewalrus.ca/israel-palestine-canada-must-lead-where-it-can/">https://thewalrus.ca/israel-palestine-canada-must-lead-where-it-can/</a></p> <p>Hamas Charter (2017, revised version): <a href="https://www.middleeast-eye.net/news/hamas-2017-document-full">https://www.middleeast-eye.net/news/hamas-2017-document-full</a></p> <p>Tareq Baconi, “What Was Hamas Thinking?” <i>Foreign Policy</i> (22 November 2023) <a href="https://foreignpolicy.com/2023/11/22/hamas-gaza-israel-netanyahu-palestine-apartheid-containment-resistance/">https://foreignpolicy.com/2023/11/22/hamas-gaza-israel-netanyahu-palestine-apartheid-containment-resistance/</a></p> <p>Mahmoud Mushtaha, “‘We’ve lost everything, for what?’: Gazan anger at Hamas grows as war drags on,” <i>+972 Magazine</i> (6 August 2024) <a href="https://www.972mag.com/gazans-criticize-hamas-war-october-7/">https://www.972mag.com/gazans-criticize-hamas-war-october-7/</a></p>



**Class 12 (Nov. 28): More on the War & the Day After**

<b>Textbooks</b>	Hahn Tapper & Sucharov, Chapter 2 (“Self-Determination”)
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<p><b>Op-Eds &amp; Articles</b></p>	<p>Omar M. Dajani, “Divorce without Separation? Reimagining the Two-State Solution,” <i>Ethnopolitics</i> 15, 4 (2016): 366-379.</p> <p>Megan K. Stack, “Don’t Turn Away From the Charges of Genocide Against Israel,” <i>The New York Times</i> (12 January 2024)</p> <p>Judy Maltz, “Two States, One and Other Solutions to the Israeli-Palestinian Conflict,” <i>Haaretz</i> (10 June 2019)  <a href="https://www.haaretz.com/israel-news/israeli-palestinian-conflict-solutions/2019-06-10/ty-article/.premium/expained-two-states-one-and-other-solutions-to-the-israeli-palestinian-conflict/0000017f-e965-dea7-adff-f9ff2ee20000">https://www.haaretz.com/israel-news/israeli-palestinian-conflict-solutions/2019-06-10/ty-article/.premium/expained-two-states-one-and-other-solutions-to-the-israeli-palestinian-conflict/0000017f-e965-dea7-adff-f9ff2ee20000</a></p> <p>Raz Segal, “Why International Court of Justice Ruling Against Israel’s War in Gaza is a Game-Changer,” <i>Los Angeles Times</i> (27 January 2024)</p> <p>Musa al-Gharbi, “Israel and Palestinians Need a One-State Solution,” <i>Al Jazeera</i> (6 January 2015), <a href="http://america.aljazeera.com/opinions/2015/1/israel-palestineunited-statesunitednationsonestatesolution.html">http://america.aljazeera.com/opinions/2015/1/israel-palestineunited-statesunitednationsonestatesolution.html</a></p> <p>Omar M. Dajani and Limor Yehuda, “A Two-State Solution that Can Work,” <i>Foreign Affairs</i> (forthcoming 2024).</p> <p>Diana Buttu, “Why the Palestinian Authority Should be Shuttered,” <i>The New York Times</i> (26 May 2017) <a href="https://www.nytimes.com/2017/05/26/opinion/palestinian%2Dauthority%2Dmahmoud%2Dabbas.html?_r=0">https://www.nytimes.com/2017/05/26/opinion/palestinian%2Dauthority%2Dmahmoud%2Dabbas.html?_r=0</a></p> <p>Naftali Bennett, “For Israel, Two-State is No Solution,” <i>New York Times</i> (5 November 2014) <a href="http://www.nytimes.com/2014/11/06/opinion/naftali-bennett-for-israel-two-stateis-no-solution.html">http://www.nytimes.com/2014/11/06/opinion/naftali-bennett-for-israel-two-stateis-no-solution.html</a></p> <p>Dov Waxman and Dahlia Scheindlin, “Hope fades for a two-state solution. Is there another path to Middle East Peace?” <i>The Guardian</i> (8 May 2016). <a href="https://www.theguardian.com/commentisfree/2016/may/07/israel-palestine-two-state-solution-another-path-topeace">https://www.theguardian.com/commentisfree/2016/may/07/israel-palestine-two-state-solution-another-path-topeace</a></p> <p>Peter Beinart, “There Is a Jewish Hope for Palestinian Liberation. It Must Survive.,” <i>New York Times</i> (14 October 2023)</p>
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<https://www.nytimes.com/2023/10/14/opinion/palestinian-ethical-resistance-answers-grief-and-rage.html>

<b>Video</b>	<i>Disturbing the Peace</i> (library / Ares)
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## **Appendix**

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### **Student Mental Health**

As a university student, you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

***Emergency Resources (on and off campus):*** <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

- ***Carleton Resources:***

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

- ***Off Campus Resources:***

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

### **Requests for Academic Accommodation**

Deferred final exams, which must be applied for at the RO, are available ONLY if the student is in good standing in the course. The course outline must stipulate any minimum standards for good standing that a student must meet to be entitled to write a deferred final exam.

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

***Academic consideration for medical or other extenuating circumstances:***

Please contact your instructor if you are experiencing circumstances that (a) are beyond your control, (b) have a significant impact your capacity to meet your academic obligations, and (c) could not have reasonably been prevented. Decisions on academic consideration are in your instructor's discretion; they will be guided by the course learning outcomes and the principle of good faith. Please see [here](#) for more details. For considerations relating to course work, your instructor may request that you complete the [Self-Declaration form](#). To apply for a deferral of your final exam, you must submit the Self-Declaration form to the Registrar's Office no later than three days after the scheduled examination or take-home due date.

***Pregnancy accommodation:*** Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

***Religious accommodation:*** Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

***Accommodations for students with disabilities:*** If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation, or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, reach out to your instructor as soon as possible to ensure accommodation arrangements are made. For more details, [click here](#).

***Accommodation for student activities:*** Carleton University recognizes the substantial benefits, both to the individual student and to the university, that result from a student participating in activities beyond the classroom. Reasonable accommodation will be provided to students who engage in student activities at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more information, please [click here](#).

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website ([students.carleton.ca/course-outline](http://students.carleton.ca/course-outline)).

**Sexual Violence Policy**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated. Survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: [carleton.ca/sexual-violence-support](http://carleton.ca/sexual-violence-support).

## **Academic Integrity**

Academic integrity is an essential element of a productive and successful career as a student. Carleton's Academic Integrity Policy addresses academic integrity violations, including plagiarism, unauthorized collaboration, misrepresentation, impersonation, withholding of records, obstruction/interference, disruption of instruction or examinations, improper access to and/or dissemination of information, or violation of test and examination rules. Students are required to familiarize themselves with the university's academic integrity rules.

### ***Plagiarism***

The Academic Integrity Policy defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include, but are not limited to: books, articles, papers, websites, literary compositions and phrases, performance compositions, chemical compounds, art works, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- Any submission prepared in whole or in part, by someone else;
- Using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- Using another’s data or research findings without appropriate acknowledgement;
- Submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

### ***Use of Artificial Intelligence***

Unless explicitly permitted by the instructor in a particular course, any use of generative artificial intelligence (AI) tools to produce assessed content (e.g., text, code, equations, image, summary, video, etc.) is considered a violation of academic integrity standards.

### ***Procedures in Cases of Suspected Violations***

Violations of the Academic Integrity Policy are serious offences which cannot be resolved directly with the course's instructor. When an instructor suspects a violation of the Academic Integrity Policy, the Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student. Penalties are not trivial. They may include a mark of zero for the assignment/exam in question or a final grade of "F" for the course. More information on the University's Academic Integrity Policy can be found at: <https://carleton.ca/registrar/academic-integrity/>.

### **Intellectual property**

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Permissibility of submitting substantially the same piece of work more than once for academic credit.

If group or collaborative work is expected or allowed, provide a clear and specific description of how and to what extent you consider collaboration to be acceptable or appropriate, especially in the completion of written assignments.

### **Submission and Return of Term Work**

Papers must be submitted directly to the instructor according to the instructions in the course outline. The departmental office will not accept assignments submitted in hard copy.

### **Grading**

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3

73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

### **Carleton E-mail Accounts**

All email communication to students from the Department of Political Science will be via official Carleton University e-mail accounts and/or Brightspace. As important course and university information is distributed this way, it is the student's responsibility to monitor their Carleton University email accounts and Brightspace.

### **Carleton Political Science Society**

The Carleton Political Science Society (CPSS) has made its mission to provide a social environment for politically inclined students and faculty. By hosting social events, including Model Parliament, debates, professional development sessions and more, CPSS aims to involve all political science students at Carleton University. Our mandate is to arrange social and academic activities in order to instill a sense of belonging within the Department and the larger University community. Members can benefit through our networking opportunities, academic engagement initiatives and numerous events which aim to complement both academic and social life at Carleton University. To find out more, visit us on Facebook <https://www.facebook.com/CarletonPoliticalScienceSociety/>.

### **Official Course Outline**

The course outline posted to the Political Science website is the official course