

PSCI 3702B
Israeli-Palestinian Relations
This course will be held on-line
Mondays 10:05-11:25 by Zoom
(Live-Zoom weekly class sessions; independent work otherwise)

Here's our course and (office-hours) Zoom link:
<https://carleton-ca.zoom.us/j/99824942360>

I General information

Prof. Mira Sucharov
On-line Office Hours (I will send around a sign-up sheet each week)

mira.sucharov@carleton.ca

The rule at Carleton is that all email communication is to be via official Carleton university e-mail accounts and/or Brightspace, not personal emails.

II Course description

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. (We meet by Zoom only 1.5 hours per week.)

An important note: Many of us have strong opinions about the situation in Israel-Palestine. While discussion and debate via the discussion board 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.

III Course Format

We will meet live, by Zoom, on Mondays from 10:05-11:25. Each week, starting on Week 2, some of you will be responsible for sitting in the “front row” (so to speak), which means **cameras on, readings completed, and being ready to have an active conversation.** The rest of you are welcome to join in or hang back, as you wish. The purpose of this is so that you can learn from the “conversational” approach I use when I teach. During Week 1, I will send around a sign-up sheet for you to pick THREE dates on which you will sit in the “front row” and be ready for an active conversation. (Total: 9%).

IV Learning outcomes

1. Identify key events in the history of Israeli-Palestinian relations and their significance for contemporary Israeli-Palestinian politics
2. Understand why sets of political actors act the way they do.
3. Synthesize feasible solutions based on the identity and material needs of each “side” coupled with standards (which you will identify) of ethics and justice
4. Learn how to write an op-ed
5. Become comfortable with different types of writing and creative delivery of ideas (depending on your preferences)
6. Learn how to critically engage with ChatGPT

V 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, *Public Influence: A Guide to Op-Ed Writing and Social Media Engagement* (University of Toronto Press, 2019)

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

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.

VI Evaluation at a glance

Assignment	Due	Weight
Weekly Reading Reflections	Every Monday or Thursday by 11 pm (starting Week 2); see directions below.	30%
Simulation Creative Assignment	Due Week 9 (March 11 at 11 pm)	20%
Simulation Subjectivity Reflection	Due Week 10 (March 18 by 11 pm)	10%
Op-Ed	Due April 25 by 11 pm	31%
“Front Row” Participation	Three class sessions of your choice between Weeks 2 and 12, inclusive. (I will send around a sign-up sheet)	9%

All assignments should be submitted through Brightspace.

VII Evaluation in detail

The weekly reading reflection grade will consist of the following:

Discussion Forum:

Readings summaries and questions (15%), and *responses to others' participation questions* (15%). Each week, half of you will upload a short discussion (appx. 350 words). The first half of the discussion should briefly summarize the readings/films for that week; the second half should include your analyses (including synthesizing course readings with the films, and comparing and contrasting authors' perspectives with one another), critiques and *questions which you pose – questions which the authors (and filmmakers) don't address.*

Readings summaries and questions are due on Monday (at 11 pm), starting on Week 2 (Jan. 15). (For that week, you should include the readings from Weeks 1 and 2.)

The other half of the class will respond to your classmates' questions. (Each of you should choose one classmate to whom to respond on any given week.) *The responses are due on Thursdays starting Jan. 18 – by 11 pm.* Offer some answers of your own to the questions your classmates have proposed, and suggest how we might go about finding out the answers to these questions based on what we know theoretically and empirically. For example, how would we go about identifying the appropriate data to address the question your classmate posed? Identify academic & news articles to support your answers or at least your hypotheses (via library or google search or on our existing syllabus).(Weekly responses should be roughly 250 words.)

Responses to a classmate's question are due on *Thursdays (at 11 pm), starting Jan. 18.*

Students whose last names begin with A-L should upload a *reading summary and questions* for weeks 1 and 2 (the deadline is Jan. 15 at 11 pm). Students whose last names begin with M-Z should upload a *response* (to one classmate) by Thursday (Jan. 18) at 11 pm. The following week, do the reverse. And so on, throughout the term.

Week	Group A (Surnames A-L)	Group B (Surnames M-Z)
1-2	Reading Summary and Questions	Response
3	Response	Reading Summary and Questions
4	Reading Summary and Questions	Response
5	Response	Reading Summary and Questions

6	Reading Summary and Questions	Response
7	Response	Reading Summary and Questions
8	Reading Summary and Questions	Response
9	Response	Reading Summary and Questions
10	Reading Summary and Questions	Response
11	Response	Reading Summary and Questions
12	Reading Summary and Questions	Response

Grading Rubric for Discussion Forum:

For reading summaries/analyses/questions:

A+: all readings/films addressed; well-written, well argued; a sustained analytical through-line guides the reader through your discussion. Question posed at the end which the authors/filmmakers don't address.

A or A-: nearly all readings/films addressed; well written, well argued; a sustained analytical through-line guides the reader through your discussion. Question posed at the end which the authors/filmmakers don't address.

B+: most readings/films addressed: mostly well written but with some writing glitches, mostly well argued but lacking a sustained analytical through-line. Question posed at the end which the authors/filmmakers don't address.

B or B-: a little more than half of the readings/films addressed; adequately written; more writing glitches; adequately argued but lacking a sustained analytical through-line. Question posed at the end which the authors/filmmakers don't address.

C range: only a few readings or films addressed; not strongly written; not well organized. Question posed at the end but it might already be addressed by the authors/filmmakers.

For responses to your classmates' summaries/analyses/questions:

A+: Answer directly addresses your classmate; 4-5 academic articles and news sources introduced to support your points; a sustained analytical through-line guides the reader through your discussion. Well-written, well-argued.

A or A-: Answer directly addresses your classmate; 3-4 academic articles and news sourced introduced to support your points; well written, well argued; a sustained analytical through-line guides the reader through your discussion.

B+: Answer mostly addresses your classmate; 2-3 academic articles and news sources introduced; mostly well written but with some writing glitches, mostly well argued but lacking a sustained analytical through-line.

B or B-: Answer mostly addresses your classmate; 1-2 academic or news source introduced; adequately written; more writing glitches; adequately argued but lacking a sustained analytical through-line.

C range: Answer vaguely addresses your classmate; no academic or news sources introduced; many writing glitches; not well organized.

Role-Play Simulation:

During weeks 5-10 we will engage in an extended role-play simulation. I will assign each of you a role. During these five weeks, you will do THREE things.

A. For your ongoing reading summaries/questions and responses on the ongoing Brightspace discussion board, you will write *through the lens of your role*, employing critical commentary that your character would say. (The grade for this is wrapped into the overall reading reflection grade.)

B. You will choose ONE out of the following six **simulation creative assignment** options. *You will do this assignment from the perspective of your role.*

1. Memoir-Style Essay/Story (told in first-person) (1000-1500 words)
2. Social Media Page (25 posts; each consisting of a “shared” article plus your commentary). When submitting, go to “Simulation Creative Assignment” in the assignment module and submit a short document giving us the details about the Facebook page (the exact title of your page which itself should include PSCI 3702) and we will go to Facebook to find it.
3. Street-Graffiti-Stencil Design, plus 500-word analysis. (You won’t actually paint on any public walls for this!).
4. Podcast Segment (eight nicely-edited minutes)
5. Video Segment (five nicely-edited minutes)
6. Peace Summit Testimony written speech (1500 words) (from the perspective of your role)
7. Other ideas? Let me know!

Simulation Creative Assignment Due: Week 9 (March 11), by 11 pm.

More detail on the creative assignment will be given closer to the time.

C. At the conclusion of the role-play simulation, you will submit a 1,000 word personal reflection on experience. In this short essay, you are invited to reflect on the experience of playing your assigned role **in light of your own (real-life) subjectivity**, however

defined. This may be through the lens of your own political commitments, your own heritage, your own family narratives, your experience with learning and/or activism, your own exposure to narratives filtered through the news media or social media, etc.

Simulation Subjectivity Reflection Due: Week 10 (March 18), by 11 pm.

More information on the simulation will be given closer to the time.

Op-Ed (in conversation with ChatGPT):

You will engage with ChatGPT to write a 750-word op-ed (which stands for opposite the editorial page, and which is also known as an opinion piece). This is a hybrid assignment, meaning that the argument of the actual op-ed text needs to stand on its own, but you must also provide extended footnote citations and commentary (including additional data, context and evidence) in the footnotes. In your footnotes, draw on readings and films from the syllabus as well as additional readings (both scholarly and news-style sources) you uncover on your own.

To see what I mean by extended footnotes, copy the style used by Jeremy Pressman in the Camp David article we are reading for the course.

Each op-ed must have a clear question identified and a clear argument (which is your answer to the question you pose explicitly or implicitly in the op-ed). Topic: a contemporary Israeli-Palestinian issue which you will attempt to explain/assess/illuminate based on some historical event or theme we are covering in the course. Identify a prescriptive argument: who should do what and why? The “who” may refer to Canadian, American, Israeli or Palestinian Authority (or Hamas) policy or actions, or else might refer to popular practices or ideas. A prescriptive argument focuses on the “ought” (what should happen?) based on an understanding of the “is” (what’s going on right now?).

Importantly, you will first ask ChatGPT your prescriptive question. You will then write your op-ed as a conversation with ChatGPT, quoting relevant parts from ChatGPT’s essay as you attempt to bring in additional data and analysis to show where its argument’s strengths and shortcomings are. You will hand in the full ChatGPT version as well as your own op-ed which will quote from the ChatGPT version.

In your op-ed, draw on at least 8 sources, at least half of which should be scholarly ones (books, including our textbooks if you wish, and journal articles). **The op-ed is due April 25.**

Late Penalties: one percentage point deduction per day late.

VIII Course schedule

Week 1 (Jan. 8): Intro

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

Week 2 (Jan. 15): Narratives

(Reading reflection assignments begin this week. See instructions above.)

Textbooks	Caplan, chapter 3 and 4 Hahn Tapper & Sucharov, Chapter 3 (“Settler Colonialism”)
------------------	--

<p>Op-Eds and a document</p>	<p>Bret Stephens, “At 75, Israel Has Plenty to Celebrate,” <i>The New York Times</i> (16 May 2023) https://www.nytimes.com/2023/05/16/opinion/israel-75th-anniversary.html</p> <p>Rashid Khalidi, “Israel Is Throwing a 75th Birthday Party. Palestinians Have Little to Celebrate,” <i>The Nation</i> (26 April 2023) https://www.thenation.com/article/world/palestine-israel-nakba-anniversary/</p> <p>The Balfour Declaration https://www.britannica.com/event/Balfour-Declaration</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) 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</p>
<p>Videos</p>	<p><i>Mirror Image</i> (a short film) https://mediaspace.carleton.ca/media/Mirror%20Image./1_chbwhg06</p> <p>Israeli TV comedy-sketch show called Eretz Nehederet (“Kindergarten” sketch) — https://www.youtube.com/watch?v=M9SdkpsoQuo</p>

Week 3 (Jan. 22): Israel's Independence & The Nakba & Zionism

Textbooks	Caplan, chapter 5 and 6
Essays and Document	<p>Hussein Ibish, "A 'Catastrophe' That Defines Palestinian Identity," <i>The Atlantic</i> (14 May 2018) https://www.theatlantic.com/international/archive/2018/05/the-meaningof-nakba-israel-palestine-1948-gaza/560294/</p> <p>"The Declaration of the Establishment of the State of Israel (1948)": https://www.myjewishlearning.com/article/the-declaration-of-the-establishment-of-the-state-of-israel/</p> <p>Ari Shavit, "Lydda, 1948," <i>The New Yorker</i> (21 October 2013). http://www.newyorker.com/magazine/2013/10/21/lydda-1948</p> <p>Mira Sucharov, "Do American Jews Really Know what 'Zionism' Means?" <i>Haaretz</i> (26 October 2022) 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</p>
Videos	<i>Promises</i> (feature film)

Week 4 (Jan. 29): Arab-Israeli Wars

Textbooks	Caplan, chapter 7 and 8
Documents & Articles	<p>UN Resolution 242 (Nov. 22, 1967) https://unispal.un.org/unispal.nsf/o/7D35E1F729DF491C85256EE700686136</p> <p>UN Resolution 338 (October 22, 1973) http://unscr.com/en/resolutions/338</p> <p>Document: The PLO charter (1968): http://avalon.law.yale.edu/20th_century/plocov.asp</p> <p>Mira Sucharov, “One Palestinian, one Jew, and two very different impressions of ‘Golda’,” <i>JTA</i> (31 August 2023) https://www.jta.org/2023/08/31/ideas/one-palestinian-one-jew-and-two-very-different-impressions-of-golda</p>
Videos	<i>Waltz with Bashir</i> (about the 1982 Israeli-PLO War in Lebanon) You can rent it here: https://itunes.apple.com/us/movie/waltz-with-bashir/id315592227

Week 5 (Feb. 5): The First Intifada

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

Week 6 (Feb. 12): Madrid, Oslo, Camp David II, Taba, and the Second Intifada

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

*****No class Feb. 19 for Reading Week*****

Week 7 (Feb. 26): Hamas/Gaza and Refugees & Displacement

Textbooks	Hahn Tapper & Sucharov, Chapter 5 (“Refugees and Displacement”)
------------------	---

<p>Articles, Op-Eds, Documents</p>	<p>“UN General Assembly Resolution 194” (Dec. 11, 1948) https://en.wikipedia.org/wiki/United_Nations_General_Assembly_Resolution_194#Content (scroll to “Full Text” to read the text of the resolution. The key article of the resolution for our purposes is article 11.)</p> <p>International Humanitarian Law databases, Rule 132: Return of Displaced Persons https://ihl-databases.icrc.org/en/customary-ihl/v1/rule132#:~:text=return and integration-,Rule 132.,their displacement cease to exist.</p> <p>Mira Sucharov, “Uncovering the Lost Palestinian Villages Underneath Glitzy Tel Aviv,” <i>The Forward</i> (19 July 2016) https://forward.com/opinion/345430/uncovering-the-lostpalestinian-villages-underneath-glitzy-tel-aviv/</p> <p>Peter Beinart, “Palestinian Refugees Deserve to Return Home. Jews Should Understand.” <i>The New York Times</i> (12 May 2021) https://www.nytimes.com/2021/05/12/opinion/israel-palestinian-refugees-right-of-return.html</p> <p>Tareq Baconi, “What Was Hamas Thinking?” <i>Foreign Policy</i> (22 November 2023) https://foreignpolicy.com/2023/11/22/hamas-gaza-israel-netanyahu-palestine-apartheid-containment-resistance/</p> <p>Omer Bartov, “What I Believe as an Historian of Genocide,” <i>The New York Times</i> (10 November 2023) https://www.belfercenter.org/sites/default/files/files/publication/pressman.pdf</p>
<p>Videos</p>	<p><i>Tantura</i> (documentary film)</p>

Week 8 (March 4): Jerusalem, Settlements, Occupation

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

Week 9 (March 11): Israel as a “Jewish and Democratic State” / Palestinian Citizens of Israel

Textbooks	<p>Caplan, chapter 13</p> <p>Hahn Tapper & Sucharov, Chapter 6 (“Apartheid”)</p>
Op-Eds & Essays	<p>Benjamin Pogrund, “Why Israel is Nothing Like South Africa,” <i>The New York Times</i> (31 March 2017) https://www.nytimes.com/2017/03/31/opinion/why-israel-is-nothinglike-apartheid-south-africa.html</p> <p>Yousef Jabareen, “What Israel Can Learn from Canada,” <i>Toronto Star</i> (28 November 2016), https://www.thestar.com/opinion/commentary/2016/11/28/what-israel-can-learnfrom-canada.html</p> <p>Sayed Kashua, “My Palestinian Exile,” <i>The New York Review</i> (7 August 2021) (https://www.nybooks.com/online/2021/08/07/my-palestinian-diaspora/)</p>
Videos	<p><i>Junction 48</i> (Library / Ares — hoping the library can get it in time for our course.)</p> <p>Eretz Nehederet — Israeli parody of “demographic balance” clip — https://vimeo.com/223715289</p> <p>TV episode: <i>Arab Labor</i>, S1 episode 1. Purchase to stream the episode here: https://israelfilmcenterstream.org/film/arab-labor-2/arab-labor-season-1/arab-labor-season-1-episode-1-car/</p>

Week 10 (March 18): BDS (Boycott, Divestment & Sanctions against Israel) and Other Activism

Textbooks	Hahn Tapper & Sucharov, Chapter 8 (“BDS”)
Articles and Op-Eds	<p>Ezra Klein Podcast — Amjad Iraqi</p> <p>Ezra Klein Podcast — Yossi Klein Halevy</p> <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) https://www.nytimes.com/2019/07/27/world/middleeast/bds-israel-boycott-antisemitic.html</p> <p>Omar H. Rahman, “Co-existence vs. Co-resistance: A case against normalization,” <i>+972 Magazine</i> (3 January 2012) https://972mag.com/co-existence-vs-co-resistance-a-caseagainst-normalization/32076/</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) https://www.nytimes.com/2021/07/28/opinion/ben-and-jerry-israel.html</p> <p>Peter Beinart, “There Is a Jewish Hope for Palestinian Liberation. It Must Survive,” <i>The New York Times</i> (14 October 2023) https://www.nytimes.com/2023/10/14/opinion/palestinian-ethical-resistance-answers-grief-and-rage.html</p>
Videos	<i>Discordia</i> (Watch for free on the NFB.ca site. Search for <i>Discordia</i>).

Week 11 (March 25): Canadian and U.S. Foreign Policy & Intersectional Alliances

Textbooks	Hahn Tapper & Sucharov, Chapter 7 (“Intersectional Alliances”)
------------------	--

Articles & Document	<p>Global Affairs Canada — Canadian Policy on Key Issues in the Israeli-Palestinian Conflict http://www.international.gc.ca/name-anno/peace_process-processus_paix/canadian_policy-politique_canadienne.aspx?lang=eng</p> <p>Alexia Underwood, “The Controversial U.S. Jerusalem embassy opening, explained,” <i>Vox</i> https://www.vox.com/2018/5/14/17340798/jerusalem-embassy-israel-palestinians-us-trump</p> <p>Salam Fayyad, “Trump’s Peace Plan: What is there to be Upset About?” <i>Brookings</i> (21 February, 2020) https://www.brookings.edu/blog/order-from-chaos/2020/02/21/trumps-middle-east-peace-plan-whats-there-to-be-upset-about/</p> <p>“Up for Debate: The Biden Administration’s Approach to Israel and Palestine,” Middle East Institute (21 June 2021) https://www.mei.edu/publications/debate-biden-administrations-approach-israel-palestine (Read essays by Kurtzer and Dajani)</p> <p>Mira Sucharov, “Israel-Palestine: Canada Must Lead Where it Can,” <i>The Walrus</i> (23 November 2023) https://thewalrus.ca/israel-palestine-canada-must-lead-where-it-can/</p>
Videos	<i>The Settlers</i> (library / Ares)

Week 12 (April 1): Looking to the Future: One state, Two State, Other?

Textbooks	Hahn Tapper & Sucharov, Chapter 2 (“Self-Determination”)
------------------	--

**Op-Eds &
Articles**

Omar M. Dajani, "Divorce without Separation? Reimagining the Two-State Solution," *Ethnopolitics* 15, 4 (2016): 366-379.

Judy Maltz, "Two States, One and Other Solutions to the Israeli-Palestinian Conflict," *Haaretz* (10 June 2019)

<https://www.haaretz.com/israel-news/israeli-palestinian-conflict-solutions/2019-06-10/ty-article/.premium/explained-two-states-one-and-other-solutions-to-the-israeli-palestinian-conflict/0000017f-e965-dea7-adff-f9ff2ee20000>

Musa al-Gharbi, "Israel and Palestinians Need a One-State Solution," Al Jazeera (6 January 2015),

<http://america.aljazeera.com/opinions/2015/1/israel-palestineunitedstatesunitednationsonestatesolution.html>

Mahmoud Abbas, "The Long Overdue Palestinian State," (16 May 2011). The New York Times

http://www.nytimes.com/2011/05/17/opinion/17abbas.html?_r=0

Diana Buttu, "Why the Palestinian Authority Should be Shattered," The New York Times (26 May 2017)

https://www.nytimes.com/2017/05/26/opinion/palestinian%2Dauthority%2Dmahmoud%2Dabbas.html?_r=0

Naftali Bennett, "For Israel, Two-State is No Solution," New York Times (5 November 2014)

<http://www.nytimes.com/2014/11/06/opinion/naftali-bennett-for-israel-two-stateis-no-solution.html>

Dov Waxman and Dahlia Scheindlin, "Hope fades for a two-state solution. Is there another path to Middle East Peace?" The Guardian (8 May 2016).

<https://www.theguardian.com/commentisfree/2016/may/07/israel-palestine-two-state-solution-another-path-topeace>

Peter Beinart, “There Is a Jewish Hope for Palestinian Liberation. It Must Survive.,” *New York Times* (14 October 2023)
<https://www.nytimes.com/2023/10/14/opinion/palestinian-ethical-resistance-answers-grief-and-rage.html>

Videos	<i>Disturbing the Peace</i> (library / Ares)
---------------	--

Appendix

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

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 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](#).

For more information on academic accommodation, please contact the departmental administrator or visit: 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.

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).

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 an 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 outline.