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 include “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.

An important note: Many of us have strong opinions about the situation in Israel-Palestine. While discussion and debate is highly encouraged, I will urge you to keep the conversation centered 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 class conversation, 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.

Format: This course is a “blended” format, meaning that class will meet 1.5 hours per week (rather than the typical three). The remainder of the time will be devoted to working on your ongoing social media assignment, researching and writing your op-eds, and completing the relevant readings and viewing of assigned films. Weekly reading summary questions and responses will
enable ongoing engagement with the material inside and outside of class. Completing the readings before class is essential. Our in-class time is devoted to analyzing the topic under discussion, including the assigned readings.

**Social Media Project Due:** Dec. 6 by 11 pm

**Learning Outcomes:**
1. Identify key events in the history of Israeli-Palestinian relations and their significance for contemporary Israeli-Palestinian politics
2. Explain 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. Participate in constructive social media engagement
5. Develop critical reading skills by discovering gaps in the ongoing conversation between authors and between authors and events
6. Acquire the ability to write an effective "op-ed" style piece

**Wellness:** If you are experiencing any sort of distress that interferes with your ability to complete the course work or to generally cope adequately with work/life/school, please feel free to come talk to me. I will try to provide some mentoring from my own varied experiences, and can also point you in the direction of additional professional support services on and off campus. I operate under the assumption that you want to succeed in this course, and I am here to help support you in that.

**Books:** The following books are available at the Carleton bookstore:


**Films:** We will be watching several. One is on Netflix, and the rest are on iTunes (approximately four or five dollars each. Note: if you don’t happen to own a credit card, you can purchase a pre-paid “Vanilla Mastercard” at Shoppers Drug Mart).

**REQUIREMENTS**

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Participation (Reading Assignments)</td>
<td>30%</td>
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<tr>
<td>Attendance</td>
<td>10%</td>
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<tr>
<td>Social Media Project</td>
<td>20%</td>
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<tr>
<td>Op-Ed 1</td>
<td>20%</td>
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<tr>
<td>Op-Ed 2</td>
<td>20%</td>
</tr>
<tr>
<td>Weekly Reading Summaries/Responses</td>
<td>30%</td>
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A significant part of the course is keeping up with weekly readings and film viewing.
The participation grade will consist of weekly readings summaries and questions (submitted online) and responses to others’ participation questions (submitted online). Each week, in the lead-up to that given class, half of you will upload a short discussion (aprx. 350 words) on three readings/films from that week. The first half should briefly summarize the readings/films; the second half should pose analyses, critiques and questions which you pose — questions which the authors (or filmmakers) don’t address.

Readings summaries and questions are due by Friday (at 11 pm) preceding Wednesday’s class meeting.

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 by Tuesday preceding Wednesday’s class meeting — 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 questions posed? Are there any academic or news articles you can identify (via library or google search or on our existing syllabus) that can help us answer these questions? (Weekly responses should be roughly 250 words.)

Students whose last names begin with A-L should upload a reading summary and questions for the class of Sept. 13 (meaning the deadline is Sept. 8 by 11 pm). Students whose last names begin with M-Z should upload a response to one of your fellow students by Sept. 12 at 11 pm. The following week, do the reverse. And so on.

Note: Nov. 22 has no required readings. No reading assignments required for that week.

Note: in assessing your participation grade, we will knock off the lowest two weekly-assignment grades.

Attendance: In class, eyes up (off your laptops unless you are taking notes), active participation in class discussion. This is sort of a flipped classroom format, so your direct in-class engagement is an important part of the course. Thank you in advance!

Social Media Project 20%
This will be an ongoing project throughout the term. You will create a Facebook page devoted to a given research question related to Israeli-Palestinian relations. Give the page a name, including a research question and the phrase “PSCI 3702” in the title (e.g., “Does Religion Explain the Israeli-Palestinian Conflict? PSCI 3702”) to promote dialogue and debate around the given question, including both your own commentary and links to other articles on the given topic. Evaluation will be based on making intelligent, articulate and thoughtful commentary on the given topic, as well as selecting insightful articles to post along with your own accompanying commentary.
Suggested length: 40 Facebook posts of articles including your own commentary introducing/analyzing/critiquing the article, plus 10 online comments/questions on your classmates’ posts. Up to 20 of the 40 Facebook posts of articles can be from our syllabus, as long as they are relevant to your theme and as long as you provide independent commentary.
Note: To assuage privacy concerns: your name should not appear on the page. Likewise, when you comment on others’ posts, comment as your page, meaning the comment will be made in the name of your page, rather than in your personal name.

Finally: if you have concerns about using Facebook (even though, for the purposes of this project, you will be using it without your name — see above), send me a note and we can discuss an alternate method of completing the assignment.

**Research Question and Facebook Page title to be submitted by Oct. 4 (online) by 11 pm for approval. The question/topic you select can be anything related to the course topic. Note that it should be distinct from both your op-ed topics.**

This is an ongoing term project. **All posts made up to Dec. 6 at 11 pm will be included in the evaluation.** (Note: we realize that some of you prefer to work on a project like this in a single chunk. While the spirit of the assignment is to work on this over the course of the term, we will not penalize those who post in a concentrated period instead.)

**Op-Ed I 20%**
The second course requirement will be an op-ed. Like any newspaper column, blog or op-ed, the length and style is highly constrained. This is a hybrid assignment. The argument of the actual op-ed text needs to stand on its own. But in addition, you will provide extended footnote citations and commentary (including additional data and context and evidence) in the footnotes. Length: 750-850 words (op-ed) plus at least 12 footnotes (at least 6 of them with extended commentary of your own). Draw on readings and films from the syllabus as well as additional readings (both scholarly and news-style sources) you uncover on your own. Each op-ed must have a clear question identified and a clear argument (which is your answer to the question). Topic: a contemporary Israeli-Palestinian issue which you will attempt to explain/assess/illuminate based on some historical event or theme we have covered thus far in the course. You are encouraged to create a prescriptive argument: what should actor x or y do about issue z? This may refer to Canadian, American, Israeli or Palestinian Authority (or Hamas) policy or actions, or else might refer to popular practices. A prescriptive argument focuses on the “ought” (what should happen?) based on an understanding of the “is” (what’s going on right now?). Draw on at least 8 sources, at least half of which should be scholarly sources.

*Op-Ed I Due: Oct. 18 by 11 pm*

**Op-Ed II 20%**
Same instructions as above (except that the topic can be any course-related topic you wish to engage with — as long as it’s different from the topic you selected for your first op-ed).

*Op-Ed II Due: Nov. 29 by 11 pm*

**Class Schedule:**

**Sept. 6: Intro** (These readings are for your own background preparation; no reading assignment required for this week.)
Smith, pp. 1-11; 18-38
Sucharov, chapter 1
Jeremy Pressman, “A Brief History of the Arab-Israeli Conflict” (This goes up to 2005)
http://web.uconn.edu/polisci/people/faculty/doc/history_pressman.pdf
Global Affairs Canada — Canadian Policy on Key Issues in the Israeli-Palestinian Conflict
Mahmoud Darwish, “Identity Card” (poem): https://electronicintifada.net/content/remembrance-mahmoud-darwish/7663 (in class)

Sept. 13: Zionist & Palestinian Narratives (Reading & film assignments begin on Sept. 8 and Sept. 12 — see description above.)
Smith, 102-161
Rachel Busbridge, “Israel-Palestine and the Settler Colonial ‘Turn’: From Interpretation to Decolonization,” Theory, Culture & Society (23 January 2017). {Note: later in the semester, we’ll examine the controversy around the “settler colonialism” course at the University of California-Berkeley.)
Film: Walk on Water (available to rent on iTunes. Note: if you don’t happen to own a credit card, you can purchase a pre-paid “Vanilla Mastercard” at Shoppers Drug Mart).

Sept. 20: Israel’s Independence & The Nakba
Smith, pp. 162-202
Sucharov, chapter 3
Smith, document 2.2 “Drafts and Final Text of the Balfour Declaration,” p. 92
Smith, document 4.1 “The ‘Final Solution’: Nazi termination of European Jewry,” p. 209
Smith, document 4.5 “Declaration of the Establishment of the State of Israel,” p. 215
Ahmad H. Sa’di, “Catastrophe, Memory, and Identity: Al-Nakbah as a Component of Palestinian Identity,” Israel Studies 7, 2 (2002): 175-198. (Go to library.carleton.ca and search for the article.)

Sept. 27: Arab-Israeli Wars and the rise of the PLO
Smith, 283-328
Sucharov, chapters 4
Moshe Gat, “Nasser and the Six Day War, 5 June 1967: A Premeditated Strategy or an Inexorable Drift to War?” Israel Affairs 11, 4 (2005): 608-635. (Go to library.carleton.ca and search for the article.)
Film: Censored Voices (documentary; available on iTunes)

Oct. 4: Camp David (1978), The Israel-PLO War in Lebanon (1982) & The First Intifada
(1987-1993)
Smith, 349-377; 399-414
Sucharov, chapters 5 & 6
Smith document 8.4 “A Framework for Peace in the Middle East Agreed at Camp David, September 17, 1978,” p. 391

Film: Waltz with Bashir (available to rent on iTunes. Note: if you don’t happen to own a credit card, you can purchase a pre-paid “Vanilla Mastercard” at Shoppers Drug Mart).

Smith, pp. 435-499
Smith, document 10.1 “The Israeli-PLO Declaration of Principles,” p. 472
Sucharov, chapter 7
Jeremy Pressman, "Visions in Collision: What Happened at Camp David and Taba?" International Security 28, 2 (Fall 2003). (Go to library.carleton.ca and search for the article.)

Film (documentary): The Gatekeepers (available to rent on iTunes. Note: if you don’t happen to own a credit card, you can purchase a pre-paid “Vanilla Mastercard” at Shoppers Drug Mart).

Oct. 18: Hamas/Gaza and Refugees
Smith, p. 223
Smith, document 5.1, “UN General Assembly Resolution 194” (1948), p. 252
Ian Fisher, “In Palestinian Power Struggle, Hamas Moderates Talk on Israel,”
{note: this is a news article, not an op-ed}
We will view in-class (you do not need to view in advance): “Debating the Tactics and Ethics of Warfare on both sides of Mideast conflict,” PBS http://www.pbs.org/newshour/bb/debating-tactics-ethics-warfare-sides-mideast-conflict/

Oct. 25 No class: Fall Reading Week

Nov. 1: Settlements, The Barrier/Wall, Jerusalem
Smith, document 11.5 “Authorized Construction Starts in West Bank Settlements,” p. 544
Smith, document 11.6 “Jerusalem and the Israeli-Palestinian Conflict,” p. 547
Nov. 8: Israel as a “Jewish and Democratic State” / Palestinian Citizens of Israel
Smith, 219-222
Film: Junction 48 (iTunes — may also be available on Netflix)

Nov. 15: No readings for this week. Instead, devote the time to working on your Op-Ed and your Social Media Projects. In class, we will workshop some op-ed ideas, discuss what’s been happening in your social media projects and analyze whatever is happening in the news that week.

Nov. 22: BDS (boycott, divestment & sanctions) & The Apartheid Question
Tyler Levitan, “Israel’s Actions in Palestine Are the Definition of Apartheid,” Huffington Post
Nov. 29: Looking Ahead: One State? Two States? Other?
Smith, Document 11.4 “Palestinian-Israeli Polls on Possible Peace Agreements,” p. 544
Noam Sheizaf, “One- Or Two-State Solution? The Answer is Both (Or Neither),” +972 Magazine (2 September 2014), http://972mag.com/one-or-two-state-solution-the-answer-is-both-or-neither/96263/

Dec. 6: Israel and Palestine on Campus
Film (documentary): Discordia (NFB) https://www.youtube.com/watch?v=BcedmeGewF0
Matthew Abraham, “The question of Palestine and the subversion of academic freedom: DePaul's denial of tenure to Norman G. Finkelstein,” Arab Studies Quarterly (33 (Summer-Fall 2011): 179-203.
Here are some suggested news sites to help you keep current:

Late Policies
Op-Ed assignments and weekly summary/responses submitted after the due date will be penalized by 1% per day late, including weekends. The Facebook assignment will be assessed on the last day of class (Dec. 6) at 11 pm. Whatever is there by that point will be evaluated. (Note that the lowest two weekly reading assignment grades will be knocked off in calculating your average weekly reading assignment grade.) Exceptions to these policies will only be made for academic accommodations, as outlined below or for medical or personal emergencies substantiated by official documentation.

Academic Accommodations
The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

For Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

For Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.
**Plagiarism:** The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- 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;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

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 and will not be date-stamped in the departmental office. Late assignments may be submitted to the drop box in the corridor outside B640 Loeb. Assignments will be retrieved every business day at 4 p.m., stamped with that day's date, and then distributed to the instructor. For essays not returned in class please attach a stamped, self-addressed envelope if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.

**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:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Letter grade</th>
<th>12-point scale</th>
<th>Percentage</th>
<th>Letter grade</th>
<th>12-point scale</th>
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<tr>
<td>90-100</td>
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<td>67-69</td>
<td>C+</td>
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<td>10</td>
<td>60-62</td>
<td>C-</td>
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</tbody>
</table>
Approval of final grades: 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 cuLearn. As important course and University information is distributed this way, it is the student’s responsibility to monitor their Carleton and cuLearn accounts.

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. Holding social events, debates, and panel discussions, 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 numerous opportunities which will complement both academic and social life at Carleton University. To find out more, visit https://www.facebook.com/groups/politicalsciencesociety/ or come to our office in Loeb D688.

Official Course Outline: The course outline posted to the Political Science website is the official course outline.