

**AMIDEAST Education Abroad Program**  
**POLS 325: Arab Israeli Relations**  
**Syllabus**

**Credit Hours:** 3 credit hours

**Program Location:** Amman, Jordan

**Course Description:**

This course focuses on the Israeli-Palestinian conflict: it looks at the roots and history of the question contextualizing it into regional and international political developments. The course covers the most important events that characterized the conflict providing a solid historic background for analyzing contemporary developments. Moreover, the course analyzes the role of international and regional actors and the relationship between Israel and the regional actors into the making of the conflict highlighting the impact of the Palestinian issue into the Arab world.

The first class provides the theoretical tools to critically analyze the conflict, the different actors and their political role. This approach should help the student to challenge the traditional mainstream paradigms around the Arab-Israeli crisis. The following classes are also informed by this critical approach: the analysis of important events such as the Suez crisis, the 1967 and 1973 Wars, the emergence of Palestinian resistance, the impact of the end Cold War and the role of international players, require the student to grasp the political dynamics behind the mere facts.

Regional events impacted by the Arab-Israeli conflict such as the Black September and the Lebanese civil war will be discussed in order to highlight the impact of the Palestinian question on regional politics. Having built a historical background and critical understanding of the conflict, the last part of the course will focus on contemporary events and the emergence of new actors, new diplomatic strategies as well as the popular mobilization that is characterizing current political developments.

This course aims at providing students with a clear historical understanding of the conflicts, its roots and developments. It also aims at challenging mainstream discourse on the Arab-Israeli conundrum questioning hegemonic categories of analysis. By doing so, the course aims at providing students with the necessary background to think about politics in an informed, proper fashion.

In this course, we seek to develop a critical and inquisitive look: we aim at uncovering, grasping and criticizing the power relations that inform the politics of Israel-Palestine so to demystify the most commonplace assumptions, ideas and notions about the conflict.

**Learning Outcomes**

*\*\*This is a real syllabus for this course, but please note that there may be changes for each semester.*

By the completion of this course, students will be able to:

- understand the history behind present day events
- detect and understand power relations developing in the course of the conflict
- question categories and ways of thinking
- develop and apply critical analytical skills
- contextualize the Israeli-Palestinian conflict into broader regional and international dynamics

### **Knowledge**

This course is designed to assist students to acquire and demonstrate knowledge about:

- The relevance of colonial rule and super powers influence in the making of the Arab-Israeli conflict and in regional political dynamics.
- Major political crises and wars in the region, along with their causes and consequences.
- The impact of cross-border ideologies (in particular Pan-Arabism) in the Arab-Israeli conflict and the Palestinian question.
- The relation of politics to economy, society, culture, and thought, and to relate domestic, regional, and international dynamics.
- The interaction between domestic, regional, and international dynamics in the political history of the region as well as in current developments of the Palestinian question.

### **Skills**

This course is designed to assist students in acquiring or enhancing the following skills:

- Employing significant theories and conceptual frameworks, such as orientalism, and their impact on the study and analysis Arab-Israeli relations.
- Engaging in discussions with classmates as well as with host country nationals on the most important events and political dynamics of the region related to the Palestinian question.
- Framing contemporary political events within social and historical contexts.
- Analyzing the role of transnational actors (i.e. the PLO) and ideologies (i.e. Pan-Arabism), and popular movements in shaping regional dynamics and the approach to the Arab-Israeli conflict.
- Researching and writing about the most significant issues shaping Arab-Israeli relations.

### **Attitudes**

This course is designed to encourage development of the following attitudes:

- A critical approach to mainstream narratives on Arab-Israeli relations.
- Contextualizing the Palestinian question into broader geographical and historical frameworks.
- Understanding the relevance of critical theoretical frameworks for the study of Arab-Israeli relations that acknowledge the colonial history of the region
- Understanding the enduring impact of colonialism and imperialism on the Palestinian question and the region's political history.

### **Required Readings**

*A reading pack containing all the required readings for the course will be available. All the readings included in the reading pack are compulsory. (To be distributed in Jordan upon arrival). The readings included in the reading pack are the following:*

- Alaa Tartir, Belal Shobaki, Jamal Juma', Jamil Hilal, Jaber Suleiman, Khalil Shaheen, Mjriam Abu Samra, Nijmeh Ali "Palestinian Youth Revolts: Any Role for Political Parties?" Roundtable *In Al-Shabaka* <https://al-shabaka.org/roundtables/palestinian-youth-revolt-any-role-for-political-parties/>
- Anne More "Killing with kindness: funding the demise of a Palestinian state" *International Affairs*, 2005
- Badil "Palestinian refugees in exile. Country Profile" p. 3-8; 14-43
- Balfour Declaration (1917) [http://avalon.law.yale.edu/20th\\_century/balfour.asp](http://avalon.law.yale.edu/20th_century/balfour.asp)
- Beaumont, Peter "Is a third Palestinian intifada on the way – or has it already begun?" *The Guardian* 5 October 2015 <https://www.theguardian.com/world/2015/oct/05/third-palestinian-intifada-on-way-or-already-begun>
- Beaumont, Peter (1997) "Dividing the Waters of the River Jordan: An Analysis of the 1994 Israel-Jordan Peace Treaty", *International Journal of Water Resources Development*, 13:3, 415-424,
- Cleveland, William L., and Martin P. Bunton. *A History of the Modern Middle East*. Boulder, CO: Westview Press, 2009.
- 'Dahlan reveals controversial Hamas deal on Gaza' *Al Jazeera* 23 July 2017 <http://www.aljazeera.com/news/2017/07/dahlan-reveals-controversial-hamas-deal-gaza-170723173731563.html>
- Daoud Kuttab 'Palestinian resistance spreads to Israel's prisons' *The Washington Post* 20 April 2017 [https://www.washingtonpost.com/news/global-opinions/wp/2017/04/20/palestinian-resistance-spreads-to-israels-prisons/?utm\\_term=.bb04ff33f514](https://www.washingtonpost.com/news/global-opinions/wp/2017/04/20/palestinian-resistance-spreads-to-israels-prisons/?utm_term=.bb04ff33f514)
- Dimi Reider 'Jewish nationalism and the new Palestinian politics in Israel' +972 17 March 2015 <https://972mag.com/jewish-nationalism-and-the-new-palestinian-politics-in-israel/104468/>
- Gerge Fawas "The Transformation of Arab Politics: Disentangling Myth for Reality" in Shlaim, Avi and Roger Louis *The 1967 Arab-Israeli War Origins and Consequences* (Cambridge: Cambridge University Press, 2012) p 285-313
- Habash, George. *al-Thawriyūn La Yamūtūn Abadan*. Beirut: Dar Al-Saqi, 2009. Translated by The Palestinian Revolution. 1-4
- Hamid Rashid "What is the PLO?" 90-109
- Henriette Chacar 'A new activism, a new politics, a new generation of Palestinians in Israel' +972 11 March 2015 <https://972mag.com/a-new-activism-a-new-politics-a-new-generation-of-palestinians-in-israel/103837/>
- Herb Keinon Anna Ahronheim 'Netanyahu Welcomes Trump's Strategic Change of US Foreign Policy' *The Jerusalem Post* 21 April 2017 <http://www.jpost.com/Israel-News/Netanyahu-welcomes-Trumps-strategic-change-of-US-foreign-policy-488588>
- Herzl, Theodor. "Local Groups", "Society of Jews and Jewish State" and "Conclusion" in *The Jewish State*. (Dover 1988). <http://www.jewishvirtuallibrary.org/jsource/Zionism/herzl2.html>

- 'Israel, UAE, Egypt plan to install Dahlan Gaza leader' Al Jazeera 29 June 2017  
<http://www.aljazeera.com/news/2017/06/uae-egypt-plan-install-dahlan-gaza-leader-170629140807015.html>
- John Mearsheimer and Stephen Walt, "The Israeli Lobby and US Foreign Policy," *London Review of Books*, Vol. 28, No. 6 (March 23, 2006): 3-12,  
<http://ksgnotes1.harvard.edu/Research/wpaper.nsf/rwp/RWP06-011>
- Khalaf Salah (Abu Iyad) *My Home My Land* 29-40
- Leila Farsakh, "Independence, Cantons or Bantustans: Whither the Palestinian State?" 59 *Middle East J.* (No. 2, Spring 2003)
- Marwan Bishara 'Gaza 1994-2014: The peace that led to war' *Al Jazeera* 20 July 2014  
<http://www.aljazeera.com/indepth/opinion/2014/07/gaza-1994-2004-peace-led-war-2014720144816864760.html>
- Massad, Joseph. 2009. *Oslo and the end of Palestinian independence*. Al-Ahram Weekly Online.
- Mjriam Abu Samra "The Road to Oslo and its reverse" *Allegra Lab* 29 October 2015 available at  
<http://allegralaboratory.net/the-road-to-oslo-and-its-reverse-palestine/>
- Nathan Brown, "The Hamas-Fatah Conflict: Shallow but Wide," *The Fletcher Forum of World Affairs*, Vol. 34, No. 2 (Summer 2010), 35-49.
- Neri Zilber 'Israel Secret Arab Allies' *The New York Times* 14 July 2017  
<https://www.nytimes.com/2017/07/14/opinion/israels-secret-arab-allies.html?module=ArrowsNav&contentCollection=Opinion&action=keypress&region=FixedLeft&pgtype=article>
- Pappe, Ilan "The Killing Field of Gaza" in Pappe, Ilan and Chomsky, Noam, *Gaza in Crisis reflections on US-Israeli Wars on The Palestinians* (Chicago: Haymarket Books, 2013) 189-210
- Pappe, Ilan, *The Ethnic Cleansing of Palestine* (Oxford: One World, 2006)
- Peter Baker Mark Landler 'Trump May Turn to Arab Allies for Help With Israeli-Palestinian Relations' *The New York Times* 9 February 2017 <https://www.nytimes.com/2017/02/09/world/middleeast/trump-arabs-palestinians-israel.html>
- Rouhana, Nadim "The Intifada and the Palestinians of Israel: Resurrecting the Green Line" *Journal of Palestine Studies*, Vol. 19, No. 3 (Spring, 1990), pp. 58-75
- Sara Roy, Ch. 17 " Hamas and the Transformation(s) of Political Islam in Palestine" 293-308
- Sara Roy, "De-Development Revisited: Palestinian Economy and Society since Oslo," 28 *J. Palestine Stud.* No. 3 (Spring 1999) p. 64-82
- Sayegh, Faye. "Zionist Colonialism in Palestine (1965)." *Settler Colonial Studies* 2, no. 1 (2012): 206-25.  
 Sean F. McMahon, "The Boycott, Divestment, sanctions campaign: contradictions and challenges," *Race & Class* 55.4 (Apr-June 2014), 65-81.

-Tamari, Salim "The Palestinian Movement in Transition: Historical Reversals and the Uprising Journal of Palestine Studies" Vol. 20, No. 2 (Winter, 1991), pp. 57-70

-Tariq Dana (2015) "Corruption in Palestine: A Self-Enforcing System" in Al Shabaka

-The Husayn-McMahon Correspondence, Negotiating the Establishment of an "Arab Kingdom" in the Middle East, 1915," in Akram Khater ed., *Sources in the History of the Modern Middle East* (2004): 128-131.

-Thomas Friedman 'The Third Intifada' *The New York Times* 4 February 2014

<https://www.nytimes.com/2014/02/05/opinion/friedman-the-third-intifada.html>

-Vladimir Jabotinsky, "The Iron Wall (We and the Arabs)", *The Jewish Herald*, 1937 (first published in Russian in 1923), <http://www.danielpipes.org/3510/the-iron-wall-we-and-the-arabs>

-Yiftachel, Oren "Neither Two States Nor One: The Disengagement and "Creeping Apartheid" in Israel/Palestine" in *The Arab World Geographer/Le Géographe du monde arabe* 8, no 3 (2005) p 1-5  
[http://www.geog.bgu.ac.il/members/Yiftachel/new\\_papers\\_eng/Yiftachel%20in%20Arab%20World%20Geographer.pdf](http://www.geog.bgu.ac.il/members/Yiftachel/new_papers_eng/Yiftachel%20in%20Arab%20World%20Geographer.pdf).

-Zink, Valerie (2009) "A quiet transfer: the Judaization of Jerusalem", *Contemporary Arab Affairs*, 2:1, 122-133

### Assessment Overview

Description	Weight	Due Date
Engagement	20%	Continuous
Presentation to Class	10%	Schedule for presentations will be decided on Week 1 with the instructor
Midterm Exam	30%	Week 7
Final Exam	40%	Week 15

### Assessment Tasks

#### In-Class Presentations

The weighted value of the in-class presentations amounts to 10% of the final semester grade. Every week two students will present on the assigned readings. Each student will present twice throughout the course (once before mid-term and once after it). The presentation will serve as

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an opening for the class discussion in which all students are expected to actively participate. The presenters should introduce the readings, providing a general overview and summary of the material analyzed; they should critically engage with the reading sharing their analysis and thought on them and finally suggest questions to open up the discussion. The presenters are expected to provide their classmates with a hand-out (max 2 pages), preferably organized in bullet points, in order to facilitate the understanding of the subject matter. The presentation should last 15-20 minutes in total.

### **Mid-Term Exam**

The mid-term exam will consist of an in class test. The exam will be held during Week 7 and will last 2 hours. The weighted value amounts to 30% of the final semester grade. The exam consists of answering three questions. There will be a compulsory question for everyone while for the additional two answers three questions will be provided for the students to choose among. All the questions will concern the topics discussed in class over the previous six weeks. The compulsory question amounts to 40% of the exam's grade, the two additional answers are each worth 30% of the exam's grade, irrespective of the chosen question. The students should refer to the material and readings discussed in class. All the answers should be long enough to adequately respond to the question. Consulting books, notes, readings or any other material is not allowed.

The essay questions will be evaluated according to the following criteria:

- Are you answering the question?
- Is there a clear thesis and argument?
- Is there evidence that you have done the readings?
- Is there evidence of critical, personal engagement with the topic at hand? Or are you just reiterating and summarizing the readings?
- How well are you mastering the topics we dealt with in class?
- Is the language used appropriate?

You must be in class the day of the exam.

### **Final exam**

**The final exam consists on a 3,000-word essay and it is to be submitted Week15.** The weighted value amounts to 40% of the final semester grade. The students will be provided with two titles for the final paper in week 10 and they should choose one of the provided topics for their essay. A minimum of ten (10) total sources is required. The student should refer to the material and readings discussed in class, but should also integrate the paper with at least five (5) sources outside the assigned readings. Papers more than 10% longer/shorter than the word limit (3,300-2,700words) will be penalized 2 points per each 100 words above/below the parameter. The paper will be evaluated according to the following criteria:

- Are you focusing on the topic required by the title you choose?
- Is there a clear thesis and argument?
- Is there a clear structure?
- Is there evidence of critical, personal engagement with the topic at hand? Or are you just reiterating and summarizing the readings?
- How well are you mastering the topics we dealt with in class?

- Is the language used appropriate?

Details on the format and style for the paper will be provided by the instructor.

*Please note that late submission of research papers will result in a 2 points deduction for each day they are late.*

## **Attendance and Engagement**

Students are expected to attend all regularly scheduled classes and come prepared to participate fully in class activities. Students are further expected to be on time for all classes. Arriving late for class is disrespectful of both the instructor and fellow students.

### *Overview of Attendance Policy*

In courses that meet once a week students are permitted one unexcused absence; in courses that meet twice a week students are permitted two unexcused absences; in courses that meet three or more times a week students are permitted three unexcused absences. If a student has more than the permitted number of unexcused absences, his/her grade for the course will be lowered by one "mark" for each additional unexcused absence. In other words,

- In a course that meets once a week after two unexcused absences an A becomes an A-; after three an A becomes a B+; after four an A becomes a B, etc.
- In a course that meets twice a week, after three unexcused absences an A becomes an A-; after four an A becomes a B+; after five an A becomes a B, etc.
- In courses that meet three or more times a week, after four unexcused absences an A becomes an A-; after five an A becomes a B+; after six an A becomes a B, etc.

An unexcused absence is one not caused by illness or otherwise not approved by AMIDEAST staff. An excused absence means written approval from the Program Manager (and sometimes a doctor) justifying the absence. Arriving late to class may also count towards an absence.

The engagement grade will depend on both the quality and the quantity of student's comments and questions and shall account for a portion of the total course grade.

### *Summary of Attendance Policy*

1. Three occurrences of tardiness are equivalent to one unexcused absence; each subsequent instance of tardiness is considered an additional unexcused absence.
2. Students are expected to do the required reading before class, volunteer for presentations and participate actively in class discussions.

3. Excused absences are determined by the Program Manager; in some instances a doctor's certification may be required.
4. Deadlines must be respected, even in cases of excused absences.
5. Students are responsible for getting homework assignments they miss and submitting it in a timely manner. Assignments turned in after the due date will result in a penalty to be determined by the instructor.
6. Any assignments not submitted will result in that assignment being given a grade of 0 (zero).
7. The Attendance Policy is applied until the last day of the program.

### Grading Scale

Numerical	Letter	Quality Points
93-100	A	4.000
90-92	A-	3.667
87-89	B+	3.333
83-86	B	3.000
80-82	B-	2.667
77-79	C+	2.333
73-76	C	2.000
70-72	C-	1.667
67-69	D+	1.333
63-66	D	1.000
60-62	D-	0.667
Below 60	F	0.000

### ADDITIONAL INFORMATION

1. Students are requested to maintain at all times a respectful and proper attitude towards their peers and the instructor. This includes being in class on time and avoid premature preparation when about to leave class. Being late frequently is not accepted, as it is disruptive behavior.
2. Generally, no electronic devices of any kind are allowed in class but exceptions are made for laptops if needed for taking notes. However, cell phones must be turned off. Students failing to comply with these rules may be required to leave the classroom.
3. In order to keep abreast of developments, everyone (not just the presenter of the day) is thus required to read a daily newspaper such as The New York Times, The Guardian, The Independent, or The Washington Post. If you can read Arabic, Hebrew, Persian or Turkish, then feel free to follow a newspaper of your choice in that language as well (for a list of Middle Eastern newspapers, visit [www.onlinenewspapers.com](http://www.onlinenewspapers.com)). You are encouraged to read from sources you may be less familiar with: prominent news sites such as [www.aljazeera.com](http://www.aljazeera.com), <http://english.alarabiya.net>, [www.jadaliyya.com](http://www.jadaliyya.com) are published in English. Here are a few more examples of sources for your to look up:

BBC, [www.bbc.co.uk](http://www.bbc.co.uk)

Financial Times, [www.ft.com](http://www.ft.com)

The Times, [www.timesonline.co.uk](http://www.timesonline.co.uk)  
 The Economist, [www.economist.com](http://www.economist.com)  
 Haaretz (Israel, newspaper), [www.haaretzdaily.com](http://www.haaretzdaily.com)  
 Y-Net--Yediot Ahranot (Israel, newspaper), (<http://www.ynetnews.com/home/0,7340,L-3083,00.html>)  
 The Jerusalem Post (Israel, newspaper), [www.jpost.com](http://www.jpost.com)  
 The Forward (Jewish daily newspaper), [www.forward.com](http://www.forward.com)  
 Electronic Intifada (U.S.-based) [www.electronicintifada.net](http://www.electronicintifada.net)  
 The Israel Policy Forum (U.S.-based), [www.israelpolicyforum.org](http://www.israelpolicyforum.org)  
 The Alternative Information Center (Israeli-Palestinian news site) [www.alternativenews.org](http://www.alternativenews.org)  
 Jerusalem Media and Communication Centre (Palestinian research institute), [www.jmcc.org](http://www.jmcc.org)  
 Palestinian Center for Policy and Survey Research (Palestinian research institute), [www.pcpsr.org](http://www.pcpsr.org)  
 +972 Independent reporting and commentary from Israel and Palestine, <http://972mag.com/>  
 Middle East Research and Information Project, <http://www.merip.org/>  
 Foreign Policy Magazine's Middle East Channel, <http://mideast.foreignpolicy.com/>  
 Jadaliyya (ezine), <http://www.jadaliyya.com/>  
 Al-Jazeera (Arab world, news site), <http://english.aljazeera.net>  
 al-Ahram Weekly (Egypt, newspaper), <http://weekly.ahram.org.eg/index.htm>  
 Jordan Times (Jordan, newspaper), <http://www.jordantimes.com/>  
 Daily Star (Lebanon, newspaper), [www.dailystar.com.lb](http://www.dailystar.com.lb)  
 Now Lebanon (Lebanon, news site), <http://www.nowlebanon.com/Default.aspx>  
 Middle East Times (Egypt, newspaper), [www.metimes.com](http://www.metimes.com)

4. Plagiarism—the unacknowledged use of another’s words, form, or ideas—will result in failure of the course. If you are unsure of how to acknowledge outside material, speak with me immediately.
  
5. You can reach me easily via emails; however, do not expect I will be reading and answering your emails after 7pm or before 8am and during weekend. I am more than happy to meet with you outside class to discuss whatever issue or problem you might have with the class. Do not hesitate contacting me.

Week	Class Work	Homework	Exams, Trips and Holidays
Week	<i>Orientation Week</i>		

<p><b>Week 1</b></p>	<p><b>INTRODUCTION TO THE CLASS.</b>          What do we know about the Palestinian question?          Introductory questionnaire.  <b>FRAMING THE CONFLICT: UNDERSTANDING ORIENTALISM</b>          Organizing course presentations.</p>	<p>We will watch the video <b>Orientalism</b></p>	
<p><b>Week 2</b></p>	<p><b>THE ROOTS OF THE CONFLICT: ANTI-SEMITISM, NATIONALISM, IMPERIALISM AND COLONIALISM IN THE EARLY 20<sup>TH</sup> CENTURY</b></p>	<ul style="list-style-type: none"> <li>- Cleveland, <i>A History of the Modern Middle East</i>. P 239-261</li> <li>-Sayegh. "Zionist Colonialism in Palestine." 206-25.</li> <li>-Mansour, "The Arab Worker under the Palestine Mandate (1937)." 190-205.</li> <li>-Balfour Declaration (1917)</li> <li>-The Husayn-McMahon Correspondence, 128-131.</li> <li>-Herzl, "The Jewish Question" and "Conclusion" (Dover 1988).</li> <li>- Jabotinsky, "We and the Arabs",</li> </ul>	
<p><b>Week 3</b></p>	<p><b>TRIUMPH AND CATASTROPHE: THE CREATION OF ISRAEL AND THE PALESTINIAN NAKBA</b></p>	<ul style="list-style-type: none"> <li>- Cleveland, <i>A History of the Modern Middle East</i>. P 261-271</li> <li>-Pappe, <i>The Ethnic Cleansing of Palestine</i> pp. 10-37; 235-257</li> <li>-Badil "Palestinian refugees in exile. Country Profile" p. 3-8; 19-37</li> </ul>	

Week 4	<b>THE 1950S AND 1960S, REGIONAL TRANSFORMATIONS, WARS AND THE EMERGENCE OF PALESTINIAN RESISTANCE</b>	- Cleveland, <i>A History of the Modern Middle East</i> . 323-356 -Khalaf Salah (Abu Iyad) <i>My Home My Land</i> 29-40 -Habash, George. <i>al-Thawriyūn La Yamūtūn Abadan..</i> 1-4 -Hamid Rashid "What is the PLO?"	
Week 5	<b>THE 1970s: IDEOLOGICAL TRANSFORMATIONS IN THE ARAB WORLD. ISRAEL AND THE PALESTINIAN MOVEMENT RELATION WITH ARAB STATES</b>	-Fawaz "The Transformation of Arab Politics: Disentangling Myth for Reality" p 285-313 -Cleveland, <i>A History of the Modern Middle East</i> .362-395.	
Week 6	<b>THE POLITICAL SHIFT OF PALESTINIAN POLITICS IN THE 1980s: POPULAR UPRISINGS AND NEW ACTORS</b>	-Cleveland, <i>A History of the Modern Middle East</i> .473-499 - Tamari " The Palestinian Movement in Transition: Historical Reversals and the Uprising" pp. 57-70 - Rouhana "The Intifada and the Palestinians of Israel: Resurrecting the Green Line" pp. 58-75 -Roy, Ch. 17 " Hamas and the Transformation(s) of Political Islam in Palestine" 293-308	
Week 7	<b>Midterm Exams</b>		
Week 8	<b>Fall Break</b>		<b>No Class</b>
Week 9	<b>Wednesday- Thursday 1-2: Southern Jordan Excursion: Wadi Rum &amp; Petra</b>		<b>Excursion</b>

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<p><b>Week 10</b></p>	<p><b>THE PEACE PROCESS AND ITS REGIONAL IMPACT</b></p>	<ul style="list-style-type: none"> <li>- Cleveland, <i>A History of the Modern Middle East</i> 499-526</li> <li>- Massad, Oslo and the end of Palestinian independence.</li> <li>- Roy, "De-Development Revisited: Palestinian Economy and Society since Oslo"</li> <li>- Beaumont "Dividing the Waters of the River Jordan: An Analysis of the 1994 Israel-Jordan Peace Treaty", 415-424</li> </ul>	
<p><b>Week 11</b></p>	<p><b>THE US AND INTERNATIONAL ACTORS</b></p>	<ul style="list-style-type: none"> <li>- Quandt Intro 1-23- - Mearsheimer and Walt, "The Israeli Lobby and US Foreign Policy,"</li> <li>- More "Killing with kindness: funding the demise of a Palestinian state" pp 981-999</li> </ul>	
<p><b>Week 12</b></p>	<p><b>OCCUPATION AT THE TIME OF NEOLIBERALISM: JUDAIZATION, SETTLEMENTS, WALL AND DEPENDENCE.</b></p>	<ul style="list-style-type: none"> <li>- Farsakh, "Independence, Cantons or Bantustans: Whither the Palestinian State?" p 1-16</li> <li>-Pappe "The Killing Field of Gaza" 189-210</li> <li>-Valerie Zink (2009) "A quiet transfer: the Judaization of Jerusalem", 122-133</li> <li>- Ytfachel "Neither Two States Nor One:The Disengagement and 'Creeping Apartheid'" p 1-5</li> </ul>	

<p>Week 13</p>	<p><b>CONTEMPORARY DEVELOPMENTS part 1: DIPLOMACY.PALESTINIAN LEADERSHIP'S CRISIS AND ISRAELI POLICY</b></p>	<ul style="list-style-type: none"> <li>- Dana "Corruption in Palestine: A Self-Enforcing System"</li> <li>-Brown, "The Hamas-Fatah Conflict: Shallow but Wide," 35-49.</li> <li>-Bishara 'Gaza 1994-2014: The peace that led to war'</li> <li>-Baker and Landler 'Trump May Turn to Arab Allies for Help With Israeli-Palestinian Relations'</li> <li>-Herb Keinon Anna Ahronheim 'Netanyahu Welcomes Trump's Strategic Change of US Foreign Policy'</li> <li>- Zilber 'Israel Secret Arab Allies'</li> <li>-'Israel, UAE, Egypt plan to install Dahlan Gaza leader' <i>Al Jazeera</i></li> <li>-'Dahlan reveals controversial Hamas deal on Gaza' <i>Al Jazeera</i></li> </ul>	
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<p><b>Week 14</b></p>	<p><b>CONTEMPORARY DEVELOPMENTS part 2: PEOPLE’S MOBILISATION.</b></p>	<p>-Peter Beaumont "Is a third Palestinian intifada on the way – or has it already begun?"          -Alaa Tartir, Belal Shobaki, Jamal Juma', Jamil Hilal, Jaber Suleiman, Khalil Shaheen, Mjriam Abu Samra, Nijmeh Ali          "Palestinian Youth Revolts: Any Role for Political Parties?"          -Thomas Friedman 'The Third Intifada'          - McMahan, "The Boycott, Divestment, sanctions campaign: contradictions and challenges."          -Mjriam Abu Samra "The Road to Oslo and its reverse"          -Henriette Chacar 'A new activism, a new politics, a new generation of Palestinians in Israel'          -Dimi Reider 'Jewish nationalism and the new Palestinian politics in Israel'          -Daoud Kuttab 'Palestinian resistance spreads to Israel’s prisons'</p>	
<p><b>Week 15</b></p>	<p><b>Final Exam</b></p>		
<p><b>Week 16</b></p>	<p><b>Reflection Week</b></p>		