THE ARAB-ISRAELI CONFLICT
PSC 276, REL 284, JST 276
Andrea Anderson Gluckman
Spring 2006, Wed: 2:00-4:40 pm
Meliora Hall 224

COURSE DESCRIPTION:
The Arab-Israeli conflict involves one of the most complicated and nuanced developments in world history. This course will introduce the chronology and context of, as well as the primary factors influencing the conflict, beginning at the end of the 19th century. We will explore and analyze the role of religion, nationalism, politics, and culture as they relate to the various stakeholders in the conflict. The aim of the course is to critically analyze resource materials and view the conflict from the many perspectives of the stakeholders utilizing sociological, political, religious, and anthropological lenses. In addition to exploring the history of the conflict, we will locate the conflict in the current international matrix and discuss failed and pending prospects for resolution. Although the course is limited in enrollment, there are no formal prerequisites. Admitted students will be expected to critically engage in discussion and demonstrate proficiency in research analysis.

LEARNING OBJECTIVES:
• To develop critical thinking skills in relation to analyzing the political, social and economic aspects of the Middle East
• To develop a more nuanced understanding of the various factors and competing histories involved in the Arab-Israeli conflict
• To cultivate and demonstrate analytical capacity in expressing various perspectives of the stakeholders of the Arab-Israeli conflict
• To challenge and complexify traditional understandings of the Arab-Israeli conflict using a variety of sources

REQUIRED READING:


**RECOMMENDED READING:**


EVALUATION/EXPECTATIONS:
The students will be graded according to their progress throughout the course, in addition to their ability to demonstrate competency in understanding and applying the knowledge gained. Grades will be allocated in the following way:

Class participation (attendance is a given): 10%
I understand that students have different learning styles and modes of expression. Class participation, therefore, involves many things. I look for students’ engagement with the material, their classmates, and with me.

Media journal: 10%
Students will be required to keep a media journal for the duration of the class. The students will, each week, collect three articles about the Arab-Israeli conflict from different sources, either from newspapers or from the web. The students will print/copy these three stories and put them in their media journal, while citing the source and date. The goal is for students to read differing views of similar events from different sources with an analytical eye. Students have the option to write their final paper on outcomes of their media journals, analyzing media bias, or somehow involving media in their final project. The journals will be due on May 3, 2006. Students will be provided with a starter list of media links.

Short analytical paper: 20%
Students will be required to write a short analytical paper, approximately 3-5 pages in length, double-spaced. Students have options regarding the short analytical paper—they can either write a policy memo, a position paper, or a short analytical paper on a specific topic or media analysis. More information will be given on options. The short analytical paper will be due on or before March 1, 2006.

Midterm exam: 25%
A short midterm exam will be given in class on March 1, 2006. The exam will cover only required readings and material covered in class up to that point. The exam will consist of identification exercises and short essays.

Final Project/Paper: 35%
The final project/paper will constitute the bulk of the students’ grades. The students have the option to either work on a creative project, individually or within a group or to write a paper independently. The creative projects may address any subject covered in the course, subject to my approval. Some examples of past projects include: role-play negotiations/simulations, specific policy suggestions for solutions to the conflict, convening a mini-conference on the role of religion in the conflict, or a comparative conflict analysis (Ireland, South Africa, etc). Each creative project must have concomitant documentation. If students choose to write a paper, it must be rigorously research-based with a strong analytical component, 15-20 pages in length, double-spaced. More information on the requirements will be given at a later date.
COURSE SCHEDULE:

1 January 18, 2006  
Introduction to the Middle East: Orientation to the Region  
Readings:*  

2 January 25, 2006  
Introduction to the Arab-Israeli Conflict(s): Anatomy of the Conflict  
Readings:  
- Recommended: Khalidi, Rasibid “Chapter Two: Contrasting Narratives of Palestinian Identity,” pp. 9-34. (e-reserve)

3 February 1, 2006  
Ottoman Rule-British Mandate Period: Colonial Power Turns Sour  
Readings:  
- Gerner, “Chapter One: Competition Over the Land,” pp. 7-46.  
- Laqueur and Rubin, pp. 3-16, 30-36, 54-66, 91-103.  

4 February 8, 2006  
1948: Establishment of a State and Dissolution of a Nation  
Readings:  
- Gerner, pp. 47-63 (part of Chapter Two: Clashes and Coalescence: Jewish State, Palestinian Nation.)  
5 February 15, 2006
Suez Crisis and Sinai Campaign: Rise of Arab Nationalism
Readings:
- Laqueur and Rubin, pp. 117-119.
- Hourani, Albert, pp. 401-410 (part of Chapter Twenty-Four: The Climax of Arabism (1950's and 1960's). (e-reserve)

6 February 22, 2006
1967: Widening of the Conflict
Readings:
- Laqueur and Rubin, pp. 165-212; 217-223.

7 March 1, 2006
Midterm Exam: Short Analytical Paper Due

8 March 8, 2006
Leading up to Camp David: Cold War Concerns and the Problem of Petrol
Readings:
- Laqueur and Rubin, pp. 268-289; 293-305; 310-315; 388-398; 404-410.
- Hourani, “Chapter Twenty-Five: Arab Unity and Disunity (since 1967),” pp. 416-433. (e-reserve)
- Quandt, “Chapter Twelve: Conclusion,” pp. 320-339. (e-reserve)

9 March 22, 2006
Invasion and Intifada
Readings:
- Laqueur and Rubin, pp. 505-507; 527-529; 542-546; 547-551.

10 March 29, 2006
Oslo: Opening for Negotiations
Readings:
Appendices (reprinted from Makovsky) (e-reserve)

11 April 5, 2006
Return to Chaos: Back to the Beginning
Readings:
- Reserve readings to be announced (e-reserve)

12 April 12, 2006
- Special Guest Speaker
- Film Viewing

13 April 19, 2006
Road Map Era: No Clear Direction
Readings:
- A Performance-Based Roadmap to a Permanent Two-State Solution to the Israeli-Palestinian Conflict, text version reprinted from BBC News. (e-reserve)
- Agha and Malley, “Camp David: The Tragedy of Errors.” (e-reserve)
- Reserve readings to be announced (e-reserve)

14 April 26, 2006
Role of U.S. Foreign Policy in the Conflict
Readings:
- Indyk, “A Trusteeship for Palestine?” pp. 51-66. (e-reserve)
- Telhami, “Chapter Four: The Role of the Arab-Israeli Issue,” pp. 95-129. (e-reserve)

15 May 3, 2006
Conclusion
Readings:
- Cohen, Eliot A. “Israel After Heroism,” pp. 112-128. (e-reserve)
- Khalidi, Rashid, “Chapter 8: The ‘Disappearance’ and Reemergence of Palestinian Identity,” pp. 177-209. (e-reserve)

16 May 10, 2006
Presentation of Final Projects/Final Exam
How to reach me:
· Office hours, Fridays, 3:00-4:30 pm, Harkness 335
· Email, aanderson@post.harvard.edu
· Cell, (703) 328-0700

*Readings listed for each class are expected to have been completed BEFORE the class. Therefore, the readings are assignments expected to be prepared on the date of the class.

**All writings and citations must conform to MLA Handbook standards.

***Non-English sources for research are encouraged. Any non-English sources used for citation must be transliterated according to standards of the language. See professor for more details.

****Academic dishonesty in any form will be dealt with severely. Please note the following website for information regarding the University of Rochester’s policy on academic dishonesty: http://www.rochester.edu/College/honesty.