HIST 302

Fall 2017

Modern Middle East and North Africa

Place: BRNG B206

Day and Time: Tuesday/Thursday 10:30 am-11:45 am

Instructor: Professor Holden

Office: UNIV 127

Office Hours: Tuesday/Thursday 9:15-10:15 am

Email: sholden@purdue.edu

The media often presents the Arab-Israeli conflict as an irreconcilable age-old divide between Muslims and Jews, but in fact tensions originated only a century ago. This class traces the emergence of immigration of European Jews to Palestine during the late-Ottoman era, the divisive policies of the British Mandate, the establishment of a Jewish state and the subsequent wars between Israel and surrounding Arab countries. In the end, students will find that religion is but one small part of a complex struggle for the right to access land and other resources in the region.

Learning Outcomes

* *Topical*

--To increase knowledge about various tensions underpinning Arab-Israeli conflict and thus allow a student to read about current events with an awareness of an historical process.

--To increase understandings of forces beyond religion that shape the Middle East, like nationalist sentiments, yearnings for social justice and a desire to control scarce resources.

* *Analytical*

--To improve skills of research and writing by writing a short research paper.

--To stimulate consideration of complex issues, thus improving skills of analysis

--To converse about ideas in a group and so improve verbal communication

Basically, this class attends to the five skills that *USA Today* (<https://www.usatoday.com/story/money/personalfinance/2015/05/03/cheat-sheet-skills-college-grads-job/26574631/>) marks as critical for making a positive impression on employers: ability to interact with people, problem-solving skills, oral communication, and written communication.

Class Preparations: The assignment for each class is listed *underneath* a specific day and its topic. Students are expected to prepare reading and writing assignments *before* each class meeting.

1. TEXTBOOKS: I have requested you acquire these two books, the first a textbook and the second a monograph about the history of the Arab-Israeli conflict that we read in full:
   1. James L. Gelvin, *The Israel-Palestine Conflict: One Hundred Years of War*, 3rd ed. (Cambridge University Press, 2014)
   2. Sandy Tolan, *The Lemon Tree: An Arab, a Jew, and the Heart of the Middle East* (Bloomsbury, 2007).
2. ARTICLES: The articles and chapters not in Gelvin can be accessed through Blackboard.

Course Requirements:

Attendance & Participation #1 30%

10 Short Responses to Reading Material 20%

Research Paper 50%

To help you gather your thoughts on books and films that we will discuss, I will ask you on 10 class periods to provide me with a 1-page analytic summary of some aspect of the class preparations. The questions are already written into the syllabus on the days that the response is expected. The purpose of these responses is to help you gather your thoughts about the material.

***Attendance*** and ***participation*** is an important component of your final grade. I will take attendance consistently (but not every class). Many classes, not all, will be devoted to discussion. A college education should foster an ability to communicate in written and verbal forms! Class discussions provide students with an opportunity not only to raise questions about the readings but also to voice their opinions about them. Students are expected to come to class prepared to discuss a topic and will be evaluated according to their ability to demonstrate knowledge of the assigned material.

Here is the University’s policy on Attendance:

*Students are expected to be present for every meeting of the classes in which they are enrolled. Only the instructor can excuse a student from a course requirement or responsibility. When conflicts or absences can be anticipated, such as for many University sponsored activities and religious observations, the student should inform the instructor of the situation as far in advance as possible…For unanticipated or emergency absences when advance notification to an instructor is not possible, the student should contact the instructor as soon as possible by email, or by contacting the main office that offers the course. When the student is unable to make direct contact with the instructor and is unable to leave word with the instructor’s department because of circumstances beyond the student’s control, and in cases of bereavement, the student or the student’s representative should contact the Office of the Dean of Students.*

The link to the complete policy and implications can be found at: <http://www.purdue.edu/studentregulations/regulations_procedures/classes.html>

I will also expect you to write a ***research paper***. It will be based on primary source documents (i.e. produced at the time of the topic you are analyzing) and advance an original argument. You may write on a topic of your choosing. I will help you to identify a topic that is both interesting and feasible, given the sources. We will go twice to the library to discuss what sources are available for a research paper: memoirs, photos, travelogues, government documents, etc. HSSE Library did just purchase an expensive collection of digitized archival material on the 1970s, and you will be introduced to that material as well as others during a visit with librarian Bert Chapman. With my advice and oversight, you will choose a topic, identify the sources available to you to research it, set out a proposal informing me why this is an important topic, and then write a research paper of 10 – 15 pages, which I will read as both a first and final draft. I expect this research paper to conform to the criteria established for the Gordon R. Mork Award, which is presented in the spring. I will provide the guidelines for the Gordon R. Mork Award at the semester’s start.

Grading

A = 94-100

1. = 90-93

B+ = 87-89

B = 84-86

1. = 80-83

C+ = 77-79

C = 74-76

1. = 70-73

Class Guidelines

* Prepare (Read Book, Watch Film) for a class beforehand in order to get the most out of it!
* Turn in responses on time, or receive 0 for that assignment (=1% of your final grade)
* Be considerate! It may be a distraction to your neighbors if you surf the net during class! Or come in late! Or speak in vernacular (i.e. drop the F bomb) during discussions.

University (and Class!) Policies

**Plagiarism Will Not Be Tolerated at Purdue University:***Plagiarism is a crime, and students can be expelled for turning in a paper that they did not write. Copying a person’s work verbatim is not the only form of plagiarism. In some cases, plagiarism involves paraphrasing the idea of another without a footnote or the repetition of another author’s phrase. Students are advised to consult Purdue University’s Guide to Academic Integrity for guidelines at: http://www.purdue.edu/ODOS/osrr/integrity.htm. Plagiarized work will receive a 0, and the professor reserves the right to forward the case to the administration for further review by a dean.*

**Here Is the Purdue University Policy for Academic Dishonesty:** *Purdue prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty." [Part 5, Section III-B-2-a,* [*Student Regulations*](http://www.purdue.edu/univregs/)*] Furthermore, the University Senate has stipulated that "the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest." [University Senate Document 72-18, December 15, 1972]* <https://www.purdue.edu/odos/academic-integrity/>

**Here Is the Purdue University Policy Prohibiting Discrimination:** *Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. Purdue University prohibits discrimination against any member of the University community on the basis of race, religion, color, sex, age, national origin or ancestry, genetic information, marital status, parental status, sexual orientation, gender identity and expression, disability, or status as a veteran. The University will conduct its programs, services and activities consistent with applicable federal, state and local laws, regulations and orders and in conformance with the procedures and limitations as set forth in* [*Executive Memorandum No. D-1*](http://www.purdue.edu/policies/pages/human_resources/d_1.html)*, which provides specific contractual rights and remedies. Any student who believes they have been discriminated against may visit* [*www.purdue.edu/report-hate*](http://www.purdue.edu/report-hate) *to submit a complaint to the Office of Institutional Equity. Information may be reported anonymously.* <http://www.purdue.edu/purdue/ea_eou_statement.html>

**Disclaimer:** *In case of a major campus emergency, the requirements on this syllabus are subject to changes required by a revised semester calendar. Any changes will be posted, once the course resumes, on the course website. It may also be obtained by contacting the instructor via email.*

**August 22 (Tu) The Arab-Israeli Conflict, Parameters and Definitions**

**August 24 (Th) Beginnings**

--Film, “1913, Seeds of Conflict”

Class Preparations

Gelvin, *The Israel-Palestine Conflict*, “The Land and Its Lure,” 1-13.

**August 29 (Tu) The Ottoman Empire**

Class Preparations

Gelvin, *The Israel-Palestine Conflict*, “Cultures of Nationalism,” 14-45.

*Response #1: Was conflict between Palestinian Arabs and Jewish immigrants inevitable?*

**August 31 (Th) Nationalism**

Class Preparations

John Hutchison, ed., *Nationalism*:

--Eric Hobsbawm, “The Nation as Invented Tradition,” 76-82.

--Benedict Anderson, “Imagined Communities,” 89-95.

*Response #2: What is nationalism? How does the concept help explain the Arab-Israeli conflict?*

**September 5 (Tu) The Zionist Movement**

--Guest Lecture, Professor Klein-Pejšová

Class Preparations

Gelvin, “Zionism and the Colonization of Palestine,” 46-75.

Mendes-Flohr and Reinharz, *The Jew in the Modern World*:

--Eliezer ben Yehuda, “The Revival of Hebrew” (1880), 597-598.

--Judah Leib Levin, “To America or to the Land of Israel” (1881), 393-394.

--Theodor Herzl, “A Solution of the Jewish Question” (1896), 599-603.

**September 7 (Th) Library Visit**

Class Preparations

Email 1 – 3 topics of interest for your paper (1 sentence each)

*Response #3: What were the main points of* *Professor Klein-Pejšová’s lecture on 7/5?*

**September 12 (Tu) WWI & the Mandate System**

Gelvin, “World War I and the Palestine Mandate,” 76-91.

Rashid Khalidi, “The Formation of Palestinian Identity: The Critical Years, 1917-1923” (Chapter 7), in *Palestinian National Identity: The Construction of Modern National Consciousness*, 171-190.

*Response #4: Why are 1917-1923 critical years in the formation of Palestinian identity?*

**September 13 (Th) The Great Revolt & Interwar Tensions**

Class Preparations

Gelvin, “From Nationalism in Palestine to Palestinian Nationalism,” 92-116

Gelvin, “From the Great Revolt through the 1948 War,” 117-144

“Peel Royal Commission Report” (July 1937), <http://www.jewishvirtuallibrary.org/text-of-the-peel-commission-report>

*Response #5: What was the principal cause of interwar tensions? How so?*

**September 19 (Tu) Palestine Partitioned and War**

Class Preparations

Gelvin, “Zionism and Palestinian Nationalism: A Closer Look,” 145-165

“The Palestinians Voluntarily Left Their Homeland in 1948” (Chapter 5), Ilan Pappe, *~~Ten Myths about~~ Israel* (Verso, 2017), 50-67.

**September 21 (Th) Remembering 1948**

Class Preparations

Susan Slyomovics, “Discourses on the Pre-1948 Palestinian Village: the Case of Ein Hod/Ein Houd,” Traditional Dwellings and Settlements Review 4, no. 2 (Spring 1993), 27-37. [JSTOR]

Benny Morris, “The New Historiography: Israel Confronts Its Past,” in *Making Israel*, ed. Benny Morris, 11-28 [essay originally published in *Tikkun*, 3, no. 6 (Nov./Dec. 1988)]

Mamdouh Nofal et al., “Reflections on al-Nakba,” *Journal of Palestinian Studies* 28, no. 1 (Fall 1998): 5-35. [JSTOR]

*Response #6: How do these narratives of the Arab-Isreali War of 1948 differ? With what effect?*

**September 26 (Tu) The Establishment of the Israeli Air Force**

--“Above and Beyond” (2014)

**September 28 (Th) The Establishment of the Israeli Air Force**

--“Above and Beyond” (2014)

**October 3 (Tu) The Six Day War of 1967**

Class Preparations

Gelvin, “The Arab-Israeli Conflict,” 166-197.

Yitzhak Rabin, “The Right of Israel” (28 June 1968) in Laqueur and Rubin, *The Israel-Arab Reader*, 110-113.

Gamal Abd el-Nasser, “We Shall Triumph” (23 July 1968) in Laqueur and Rubin, *The Israel-Arab Reader*, 113-116.

“UN Security Council Resolution 242” in Laqueur and Rubin, *The Israel-Arab Reader*, 116-117.

*Response #7: What caused the Six Day War of 1967?*

**October 5 (Th) Egypt and 1973 War**

Class Preparations

Cleveland and Bunton, “Egypt under Sadat: Domestic and Diplomatic Realignments,” in *A History of the Modern Middle East*, 6th ed. (Westview Press, 2016), 379-389.

**October 10 (Tu) DAY OFF! OCTOBER BREAK!**

**October 12 (Th) Library Visit**

**October 17 (Tu) The Camp David Accords**

Class Preparations

Judge and Langdon,

--Sadat’s Speech to Knesset (1977)

--Camp David Accords (1978)

Laqueur and Schueftan, The Israel-Arab Reader:

--Soviet Prime Minister Andrei Gromko on Camp David, 229-230

--PLO Chairman Yasser Arafat on Camp David, 230

--West Bank Palestinians on Cam David, 235-237

“Israel Is the Only Democracy in the Middle East,” (Chapter 7), Ilan Pappe, *~~Ten Myths about~~ Israel* (Verso, 2017), 85-96.

*Response #8: Why didn’t Camp David achieve a definitive end to the Arab-Israeli conflict?*

**October 19 (Th) The First Intifadah**

Class Preparations

Gelvin, “The Palestinian National Movement Comes of Age,” 198-230.

**October 24 (Tu) Women on the Home Front and Front Lines**

Class Preparations

“Umm Abdullah and Samira” in *Three Mothers and Three Daughters: Palestinian Women’s Stories*, Michael Gorkin and Rafiqa Othman (Other Press, 1996), 83-155.

*Response #9: How did women participate in and experience the Intifada?*

**October 26 (Th) The Rise and Fall of the Peace Process, 1987-2007**

Class Preparations

Gelvin, “Coming Full Circle: Oslo and Its Aftermath,” 231-268.

Matthew Levitt, “Hamas from Cradle to Grave,” *Middle East Quarterly* 11, no. 1 (2004): 3-15. <http://www.meforum.org/582/hamas-from-cradle-to-grave>

William Booth and Hazem Balousha, “Trapped between Israel and Hamas, Gaza’s Wasted Generation is Going Nowhere,” Washington Post (6 August 2017), <https://www.washingtonpost.com/world/middle_east/trapped-between-israel-and-hamas-gazas-wasted-generation-is-going-nowhere/2017/08/06/47b8bf42-5c18-11e7-aa69-3964a7d55207_story.html?hpid=hp_hp-top-table-main_gazaidle-805pm:homepage/story&utm_term=.6024dcc429e8>

**October 31 (Tu) The Second Intifadah**

--“Rana’s Wedding” (86 minutes)

Class Preparations

Cleveland and Bunton, “The Unraveling of the Oslo Peace Process,” 485-491.

**November 2 (Th) Hope for the Future…?**

Class Preparations

Sandy Tolan, *The Lemon Tree*, entire book

*Response #10: What is the difference between Bashir and Dalia’s vision of Israel’s future?*

**Students MUST schedule a meeting with professor between 6 November and 17 November!**

**November 7 (Tu) Only Group 1 Meets-Peer Review**

**November 9 (Th) Only Group 2 Meets-Peer Review**

**November 14 (Tu) Only Group 3 Meets-Peer Review**

**November 16 (Th) Only Group 4 Meets-Peer Review**

**November 21 (Tu) Day Off! Thanksgiving Break**

**November 23 (Th) Day Off! Thanksgiving Break**

**Appointments Available Monday, Tuesday, Wednesday to Discuss Your Paper**

**November 28 (Tu) No Class**

**November 30 (Th) No Class**

Class Preparations

**\*\*\*10-15-page paper due via email (sholden@purdue.edu) by 3 pm on 30 November\*\*\***

**December 5 (Tu) No Class--Drafts Returned by This Date via Email**

**December 7 (Th) \*\*\*Class Scheduled, Final Discussion**

**\*\*\*Final Papers Are Due on 11 December via Email (sholden@purdue.edu) by 12 noon\*\*\***