

**NYU Tel Aviv**  
**MEIS-UA 9751, HBRJD-UA 9948, HIST-UA 9553**  
**The Israeli-Palestinian Conflict**

**Instructor Information**

- Dr. Ahmad Amara
- Dr. Lior Lehrs
- Office Hours: by appointment

**Course Information**

- MEIS-UA 9751, HBRJD-UA 9948, HIST-UA 9553
- The Israeli-Palestinian Conflict
- In this course, we will study the main political junctions in the Palestinian-Israeli conflict and will connect them to their reincarnations in contemporary times in Israel and the West Bank and Gaza (the Occupied Palestinian Territories). This will include analysis and study of the theoretical frameworks and approaches to the study of the conflict, the history of Ottoman and Mandate Palestine, Zionism, the politics, popular culture and daily life of Israelis and Palestinians. Among the themes that will be studied are the history of Zionism and its various streams, Arab and Palestinian nationalism, the Arab-Jewish identity, the Nakba and the founding of the State of Israel, Israel and the memory of the Holocaust, the Arab-Israeli wars, the Israeli political and legal systems, the Oslo accords and peace negotiations, and contemporary political developments. The course highlights the way current political and cultural elements in the life of Israelis and Palestinians are offshoots of previous processes that shaped the Palestinian and Israeli identity, the sense of belonging, the collective memory and horizons of expectations. Thus, we will focus on past political events in Palestine through its influence on present socio-political realities of Israeli and Palestinian societies. We will strive to uncover the roots of the contemporary political 'axioms' and the perception of the 'Other'.
- Prerequisites: None
- Mondays, 1:15-4:15pm
- NYUTA Academic Center, 17 Brandeis Street, Room 104

**Course Overview and Goals**

**Upon Completion of this Course, students will be able to:**

- Understand the geo-political transformations of Palestine/Eretz Israel across time.

- Analyze the leading Israeli and Palestinian political streams, and connect them to their historical origins.
- Critically study current modes in Israeli and Palestinian cultures, including: the role of the military and security; fear and hatred towards the 'other'; sentiments of localness, indigenouness, and foreignness in Israel/Palestine; separation; and more.
- To develop an understanding of the mutual relations between political realities and cultural products, as well as the different solutions for the Israeli-Palestinian conflict, and the way they ignore or correspond with the needs of each of the communities.

## **Course Requirements**

### **Class Participation**

Students are expected to attend class regularly and arrive on time. Students must complete all assigned readings before the class meeting and be prepared to participate actively in discussions of the readings and current events.

### **Weekly Study Questions**

Each week, a set of study questions pertaining to that week's readings are posed. These questions are designed to assist students with the weekly reading assignments. Students are required to submit short answers to these questions 8-10 times throughout the semester.

### **Four Critical Response Papers**

During the course the students are required to submit 4 critical papers. In each paper the students are supposed to choose one or more of the weekly reading items, and write a short critical analysis of the contents, arguments, and weaknesses of the reading/s. It is ideal to choose more than one item and bring both into debate with each other and express your own views and thoughts. Each paper should be no more than 2 pages (double-space), and each student should be able to present his critical paper in class if needed.

### **Final Paper**

In the final paper the students are required to write an original research paper on a question that is related to the course main theme, the Israeli-Palestinians conflict. The students may choose one of the topics and questions that were covered during the course or new ones. The students should demonstrate their ability to analyze an original research question, utilize academic sources (including media, surveys and any other primary and secondary materials) to substantiate their arguments and findings. Students should use extra readings in addition to those in the syllabus. It is important that students make critical discussion and bring their own voices and conclusions to their paper. Students should coordinate and discuss their research subjects with Amara and Lehrs and can ask for their advice at any point during the course.

Length: 8 double-spaced pages (including footnotes); times new roman; font 12.

## Grading of Assignments

The grade for this course will be determined according to the following formula:

<b>Assignments/Activities</b>	<b>% of Final Grade</b>
Class Participation	10%
Weekly Study Questions	20%
Four Critical Response Papers	20%
Final Paper	50%

Failure to submit or fulfill any one of the required course component results in failure of the class.

## Letter Grades

Letter grades for the entire course will be assigned as follows:

<b>Letter Grade</b>	<b>Percent</b>
<b>A</b>	94-100%
<b>A-</b>	90-93%
<b>B+</b>	87-89%
<b>B</b>	84-86%
<b>B-</b>	80-83%
<b>C+</b>	77-79%
<b>C</b>	74-76%
<b>C-</b>	70-73%
<b>D+</b>	67-69%

D	65-66%
F	below 65%

## Course Schedule

### Topics and Assignments

Session/Date	Topic	Description and Reading	Assignment Due
I	History of the Land	<p>This class covers the history of Modern Palestine, of the Southern Levant, consisting today of the State of Israel, the West Bank and the Gaza Strip. The region was among the earliest in the world to see human habitation, agricultural communities and civilization, and has been aptly populated and ruled by diverse groups through history: the Canaanites, Persians, Israelites, Byzantines, Muslims, Crusaders, and the British. This class will focus on the geo-political transformations and shifts of power until the eighteenth century under the Ottoman Empire – and the fragility of this hold. It will include also discussion on various theoretical concepts, such as “intractable conflicts” and historical narratives in conflicts.</p> <p>Rouhana, Nadim N., and Daniel Bar-Tal. "Psychological dynamics of intractable ethnonational conflicts: The Israeli–Palestinian case." <i>American psychologist</i> 53.7 (1998): 761.</p>	-
II	Emergence of Nationalist Movements	<p>At a time where national movements were spawned globally, Zionism and Arabism emerged as beliefs around the same period. This seminar aims not only to determine the founding, motivations, religiosity and early initiatives of such movements, but will also encompass broad discussion on why nationalist movements were so popular in the political and socioeconomic contexts of the nineteenth century.</p> <p>Hobsbawm, Eric. <i>Nations and Nationalism Since 1780: Programme, Myth, Reality</i>. Cambridge University Press, 2012. 1-13.</p>	<p>Study Questions: What are the main sources and reasons for the rise of the national phenomenon?</p>

		<p>Khalidi, Rashid. <i>Palestinian Identity: The Construction of Modern National Consciousness</i>. Columbia University Press, 2010.1-34, 35-62.</p> <p>Maor, Moshe. "The History of Zionism." Bard, Mitchell G. and David Nachmias, eds. <i>Israel Studies: An Anthology</i>, 2009. E-Book available at: <a href="http://www.jewishvirtuallibrary.org/jsource/isdf/text/anthologytoc.html">http://www.jewishvirtuallibrary.org/jsource/isdf/text/anthologytoc.html</a>.</p> <p><b>Recommended reading:</b></p> <p>Hasan Kayali, <i>Ottomanism, Arabism, and Islamism in the Ottoman Empire, 1908-1918</i>, Introduction 1-16.</p> <p>Shlomo Avineri, <i>The Making of Modern Zionism: intellectual origins of the Jewish state</i> (New York: Basic Books, 1981, 2017): 3-13 (Introduction)</p>	<p>In what ways nationalism is an imagined phenomenon and how can you explain it as primordial?</p> <p>What are the four main streams of early Zionism?</p> <p>How can you explain the rise of Arab nationalism?</p>
III	The Balfour Declaration and the British Mandate	<p>Exploring the communities of Palestine through the First World War, focusing on interrelations, as a parallel to the macro scale discussions that emerge through the 1917 Balfour Declaration, the McMahon—Hussein Correspondence, other British commitments and the short term reactions and long term legacies of this document. We will address the relations between the two communities under the British Mandate during the 1920s, with special attention to 1929 riots.</p> <p>Benny Morris, <i>Righteous Victims: A History of the Zionist-Arab Conflict, 1881-1999</i> (London: John Murray, 2000), Chapter 3: World War 1, the Balfour Declaration, and the British Mandate, pp. 121-160.</p> <p>Hillel Cohen, "Year Zero of the Arab-Israeli Conflict, 1929", chapter 2.</p> <p>Roberts, Nicholas. "Re-remembering the Mandate: Historiographical debates and</p>	<p>Critical Paper One Due</p> <p>Study questions:</p> <p>What were the British interests with respect to the Balfour declaration?</p> <p>What are the main points that we can read in the Balfour</p>

		<p>Revisionist History in the Study of British Palestine.” <i>History Compass</i> 9.3 (2011): 215-230.</p> <p>The Balfour Declaration, November 2<sup>nd</sup>, 1917  <a href="http://www.jewishvirtuallibrary.org/jsource/History/balfour.html">http://www.jewishvirtuallibrary.org/jsource/History/balfour.html</a></p> <p><b>Recommended readings:</b></p> <p>Charbit, Denis. <i>The Balfour Declaration and its Implications</i>. Princeton University Press, 2013. 320-328.</p> <p>Friedman, Isaiah. “British Pan-Arab Policy 1915-1922.” <i>Israel Studies</i> 17.1 (2012): 180-183.</p> <p>Lustick, Ian. The Balfour Declaration a Century Later: Accidentally Relevant. <i>Middle East Policy</i>, Vol. XXIV, No. 4, Winter 2017, 66-76</p>	<p>declaration ?</p> <p>In what ways the Balfour declaration shaped the conflict?</p>
IV	<p>Palestine’s Partition: From the 1936 Arab Revolt to the UN 1947 Partition Plan</p>	<p>The buildup to World War II marked clear shifts in the intercommunal relations in Palestine, and its overall governance, as well as the leadership of the relevant communities. This led as well to changes in the British attitude and decision as to the Mandate and future possible solutions for the “Palestine Problem.” The UN Partition Plan for Palestine recommended the creation of independent Arab and Jewish States. Students will analyze the strengths, weaknesses and strategies of each actor in the context of the time. States and a Special International Regime for the city of Jerusalem, yet it was never implemented.</p> <p>Matthew Kraig Kelly, The Revolt of 1936: A Revision, <i>Journal of Palestine Studies</i> Vol. XLIV, No. 2 (Winter 2015).</p> <p>Charters, David A. "Palestine: The Politics of Partition, 1937-1947." <i>UNBLJ</i> 43 (1994)?</p> <p>Galnoor, Itzhak. "The Zionist Debates on Partition (1919-1947)." <i>Israel Studies</i>?</p> <p><b>Recommended reading:</b></p> <p>The Peel Commission- Report Conclusions, July 7<sup>th</sup>, 1937.  <a href="http://www.jewishvirtuallibrary.org/jsource/History/peel1.html">http://www.jewishvirtuallibrary.org/jsource/History/peel1.html</a></p>	<p>Study Questions:</p> <p>What were the reasons and the consequences of the great Arab revolt?</p> <p>What was the British response to the revolt towards the Palestinians and the Yishuv and how can you explain it?</p> <p>What were the British hopes and interests in the</p>

		<p>United Nations General Assembly, Resolution 181, November 29<sup>th</sup>, 1947.</p> <p><a href="http://www.cfr.org/international-organizations-and-alliances/un-general-assembly-resolution-181-ii-palestine/p11191">http://www.cfr.org/international-organizations-and-alliances/un-general-assembly-resolution-181-ii-palestine/p11191</a></p> <p>Chamberlain, Neville. <i>White Paper of 1939</i>. British Government: Statement of Policy, 1939.</p>	<p>partition, and what role does the partition concept continue to play in Israeli-Palestinian politics?</p>
V	<p>The 1948 War, Nakba and the Creation of Israel</p>	<p>This class will explore why, and the resulting Civil War and declaration of independence from Israel in 1948. The broad consequences of this will be highlighted, focusing on the Palestinian Nakba, the following Jewish exodus from Arab countries and their immigration to Israel, and the international reactions.</p> <p>Rashid Khalidi, "The Palestinians and 1948: the underlying causes of failure", Avi Shlaim and Eugene Rogan (eds.), <i>The war for Palestine: rewriting the history of 1948</i> (Cambridge: Cambridge University Press, 2001), pp. 12-36.</p> <p>Sadi &amp; Abu Kughod, <i>Nakba: Palestine, 1948, and the Claims of Memory</i>, Introduction.</p> <p>Avi Shlaim, "The Debate About 1948," <i>International Journal of Middle East Studies</i>, 27(3) (1995), 287-304.</p> <p>Morris, Benny. <i>The Birth of the Palestinian Refugee Problem Revisited</i>. Cambridge University Press, 2014, 1-39; 549-602.</p> <p>UN Resolution 194, available at, <a href="https://unispal.un.org/DPA/DPR/unispal.nsf/0/C758572B78D1CD0085256BCF0077E51A">https://unispal.un.org/DPA/DPR/unispal.nsf/0/C758572B78D1CD0085256BCF0077E51A</a></p> <p><b>Recommended Reading:</b></p> <p>Zaki, Shalom. "Strategy in debate: Arab infiltration and Israeli retaliation policy in the early 1950s." <i>Israel Affairs</i> 8.3 (2002): 104-117.</p>	<p>Study Questions:</p> <p>How can you define the two conflicting narratives of the 48' war?</p> <p>Please describe the debate between Ben Gurion and Sharret with respect to the "infiltration"</p> <p>What was the Arab perspective about the "infiltration" ?</p>

VI	<p>First Decade of Israeli Statehood and the Foundation of Israeli Policies and Politics: Palestinian Refugees, Holocaust, and the Mizrahi Jews</p>	<p>In this class we will discuss the first decade of Israeli statehood, domestic and foreign political developments that informed the Israeli policies that continue to have a lasting impact and presence in today's affairs of Israel and the Middle East.</p> <p>Bashir Bashir and Amos Goldberg, eds. <i>The Holocaust and the Nakba: A New Grammar of Trauma and History</i>, Introduction.</p> <p>Idith Zertal, <i>Israel's Holocaust and the Politics of Nationhood</i>, Introduction pp.1-9.</p> <p>Zargari, Joseph. "The forgotten story of the Mizrahi Jews." <i>Public Interest Law Journal</i> 23.1 (2005): 157.</p> <p><b>Recommended Reading:</b></p> <p>Lustick, Ian. "Negotiating Truth: The Holocaust, Lehavdil, and al-Nakba," <i>Journal of International Affairs</i>, Vol. 60, no. 1 (Fall/Winter 2006) pp. 51-77.</p> <p>Lustick, Ian. "The Holocaust in Israeli Political Culture: Four Constructions and Their Consequences," <i>Contemporary Jewry</i>. (2017) 37:125–170</p>	<p>Critical Paper Two Due</p> <p>Study questions:</p> <p>What is the place of the Holocaust in Israeli society and politics?</p> <p>What is Lustick's suggestion with regards to the trauma of the Nakba and the Holocaust?</p> <p>What are the differences between the case of the Mizrahi Jews and that of the Palestinian refugees?</p>
VII	<p>Statehood: The Jewish State and Democracy</p>	<p>This class will focus on another area over which peace talks frequently collapse: the dichotomy, or otherwise, of the Jewish State and the Democratic State. Students will analyze this under the lens of a potential one-state solution, demographic transition models and the realities of governance and the rule of law in Israel.</p> <p>Husni Abu Hussein and Fiona Husni abu Hussein and Fiona McKay, <i>Access Denied: Palestinian Land Rights in Israel</i>, <i>Introduction</i>.</p>	<p>According to Smooha, why should we define Israel as ethnic democracy? In what way Israel is different from liberal</p>

		<p>Nadim Rouhana and Sabbagh-Khoury, Settler-colonial citizenship: conceptualizing the relationship between Israel and its Palestinian citizens.</p> <p>Gabriel Sheffer and Oren Barak eds., Militarism and Israeli Society, <a href="#">Indiana University Press</a> 2010, 1-12 (introduction)</p> <p><b>Recommended Readings:</b></p> <p>Smootha, Sammy. "The Model of Ethnic Democracy: Israel as a Jewish and Democratic State." Nations and Nationalism 8.4 (2002): 475-503.</p> <p>Shamir, Michal. "Political Intolerance among Masses and Elites in Israel: a Reevaluation of the Elitist Theory of Democracy." The Journal of Politics 53.4 (1991): 1018-1043.</p>	<p>democracy ?</p> <p>What is the role of the military in Israeli society, and what impact does it have on the peace process?</p> <p>What makes the Zionist project a settler colonial, if at all?</p>
VIII	The Six Day War and Yom Kippur	<p>The failure to normalize relations post-1948 conflict resulted in increasingly heightened tensions across the region, leading to a series of conflicts that involved surrounding nation-states and frequently changing ownership of land – much of which remains contested to this day. This seminar will examine the tactics, domestic and international responses, and actions under the international rules of engagement as well as the legacy of such conflict even so far as in terms of low intensity suspicion to this day.</p> <p>Louis and Shlaim, eds.: The 1967 Arab-Israeli War: Origins &amp; Consequences (Chapter 1 by Avi Shlaim, pp. 22-55).</p> <p>Oren, Michael. Six Days of War: June 1967 and the Making of the Modern Middle East. Rosetta Books, 2004. 287-306.</p> <p>Rabinovitch, Abraham (2005). The Yom Kippur War: The Epic Encounter that Transformed the Middle East. New York: Schocken Books. 5-36; 557-575</p> <p><b>Recommended Reading:</b></p>	<p>Study Questions:</p> <p>1. Was the 1967 war an Israel aggression or a self defense?</p> <p>2. What was the impact of the war on Israel's international status?</p>

		<p>Morris, Benny. <i>Righteous Victims: a History of the Zionist-Arab Conflict, 1881-1999</i>. John Murray, 2000. 387-443.</p> <p>Shapira, Anita. <i>Israel: A history</i>. Weidenfeld and Nicolson, 2014. 307-324.</p>	
IX	The Occupied Palestinian Territories (OPT) of the West Bank and the Gaza Strip	<p>After the 1967 ceasefire, the entire area of Mandate Palestine came under the control of Israel. The West Bank and the Gaza Strip came under Israeli military administration and became known as the OPT. Few months after the occupation, Israel allowed citizens to move there freely. The legality of this will be discussed, and debated, in class. The formalization of these settlements through established towns began in the 1970s and has grown exponentially. This class will discuss the Israeli occupation, Palestinian responses, Israeli settlements, the 1987 Intifada and the related legalities.</p> <p>Muhammad Muslih, "Towards Coexistence: An Analysis of the Resolutions of the Palestine National Council," <i>Journal of Palestine Studies</i>, 19:4 (1990), 3-29;</p> <p>Avraham Sela, "The PLO at Fifty: A Historical Perspective," <i>Contemporary Review of the Middle East</i>, 1, 3 (2014), 305-309.</p> <p>Zertal, Idith and Akiva Eldar. <i>Lords of the Land: The War for Israel's Settlements in the Occupied Territories 1967-2007</i>. Nation Books, 2007.</p> <p>Lorenzo Veracini, The Other Shift: Settler Colonialism, Israel, and the Occupation, <i>Journal of Palestine Studies</i>, 42:2, Winter 2013; (pp.2-26)</p> <p><b>Recommended Reading:</b></p> <p>Cobban, Helena. "The PLO and the 'Intifada'." <i>Middle East Journal</i> 44.2 (1990): 207-233.</p> <p>Tessler, Mark. "The Intifada and Political Discourse in Israel." <i>Journal of Palestine Stud.</i> 19.2 (1990): 43-61.</p>	<p>Study Questions:</p> <p>1. What is the political and legal status of the OPT?</p> <p>2. What is the difference between pre-1948, 1948-1967, and post-1967 Jewish settlements in Palestine?</p> <p>How do you explain the changes in the PLO's political vision and strategy over the years and how the 1987 Intifada affected it?</p>
X	The Oslo Peace Process and the	The Oslo Accords marked the first time that the State of Israel and the Palestine Liberation Organization (PLO) formally recognized one another, and publicly	Study Questions:

	<p>Palestinian Authority</p>	<p>committed to negotiate a solution to their decades-long conflict based on territorial compromise. Established in 1994 as a result of the Oslo Accords, the Palestinian Authority (PA) is internationally recognized as governing Area A and most aspects of Area B in the West bank. This class will explore what was laid out, and the degree to which this may be deemed a successful process. We will also discuss the PA's governance, their politics and whether it is fair to define the lands under their authority a 'state.' We will examine the Oslo process, from its beginning in 1993 Oslo Agreement until the collapse of the Final Status negotiations in 1999-2001, including the analysis of Camp Davis summit (July 2000), Clinton Parameters (Dec 2000) and Taba talks (Jan 2001).</p> <p>Roy, Sara. "Why Peace Failed: An Oslo Autopsy." <i>Current History</i> (101.1) (2002): 8-16.</p> <p>Rynhold, Jonathan. "Making Sense of Tragedy: Barak, the Israeli Left and the Oslo Peace Process." <i>Israeli Studies Forum</i> 19.1 (2003): 9-33.</p> <p>Michael, Kobi. "The Palestinian Authority: A State Failure?" <i>Strategic Assessment</i> 19.1 (2016): 87-100</p> <p>Edward Said on Oslo  <a href="https://www.thenation.com/article/end-oslo/">https://www.thenation.com/article/end-oslo/</a>  The Clinton Parameters, 23 December 2000</p> <p><b><u>Recommended readings:</u></b></p> <p>Kacowicz, Arie M. "Rashomon in the Middle East: Clashing narratives, images, and frames in the Israeli-Palestinian Conflict." <i>Cooperation and Conflict</i> 40.3 (2005): 343-360.</p> <p>Zreik, Raef. "Palestine, Apartheid, and the Rights Discourse." <i>Journal of Palestine Studies</i>, vol. 34, no. 1, 2004, pp. 68–80. ,</p>	<p>1. Was Oslo a peace process? What were the main reasons and factors for the failure of the Oslo process?</p> <p>2. In retrospect, what could have been done differently in Oslo?</p>
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XI	Gaza, Disengagement and Hamas	<p>The 2005 Gaza Disengagement removed twenty-one settlements from the Gaza Strip, and four settlements from the West Bank. The seminar will explore how this came to be politically viable, how it was executed, the aftermath, the Gaza Blockade – and evaluate the extent to which it may be argued Gaza was truly disengaged, and whether this has set a precedent for successful disengagement. The class will also form a profile of Hamas, its social and military wings.</p> <p>Helga Tawil-Souri and Dina Matar, eds., <i>Gaza as Metaphor</i>, introduction.</p> <p>Blumenthal, Max. <i>The 51-Day War: Ruin and Resistance in Gaza</i>. Verso, 2015.</p> <p>Perugini, Nicola. "The Moral Economy of Settler Colonialism: Israel and the 'Evacuation Trauma'." <i>History of the Present</i> 4.1 (2014): 49-74.</p> <p>Hroub, Khaled. <i>Hamas: Ideology, Strategy and Objectives</i>. Pluto Press, 2010. 15-33</p> <p>Kuperwasser, Yossi. "The Arab Attitude toward Israel's 2005 Unilateral Disengagement: A First Hand Account from an Israeli Insider." <i>Jewish Political Studies Review</i> 27.1 (2015): 7-14.</p>	Critical Paper Three Due
XII	Intractable Conflict: Jerusalem and Borders	<p>This class will focus on two areas over which peace talks frequently collapse: the division of Jerusalem and the issue of borders. The control of Jerusalem is a particularly delicate issue, and the class will explore each claim, the status quo and discuss possible</p>	<p>Study Questions:</p> <p>1. How and why is Jerusalem treated</p>

		<p>solutions. The determination of an exact border is also a complex issue that will be discussed, both in terms of land and the ‘security fence.’</p> <p>Michael Dumper, <i>The Politics of Jerusalem since 1967</i> (Columbia University Press, 1997), chapter 2.</p> <p>Ron E. Hassner, "To Halve and to Hold": Conflicts over Sacred Space and the Problem of Indivisibility," <i>Security Studies</i> 12:4 (2003), 1-33.</p> <p>Lior Lehrs, "Jerusalem on the Negotiating Table: Analyzing the Israeli-Palestinian Peace Talks on Jerusalem (1993–2015)," <i>Israel Studies</i>, 21:3 (2016), 179-205;</p> <p><b>Recommended reading:</b></p> <p>Ian S. Lustick, "Has Israel Annexed East Jerusalem?" <i>Middle East Policy</i> 5 (1997), 34-45.</p> <p>Cohen, Hillel. "The Temple Mount/al-Aqsa in Zionist and Palestinian National Consciousness: A Comparative View." <i>Israel Studies Review</i> 32.1 (2017): 1-19.</p> <p>Brooks, Robert. "Jerusalem Wall: A Decade of Division and Urban Incarceration, a survey on the Impact of the Separation Wall on Jerusalem." <i>IPCC</i> (2009): 7-37.</p> <p>Menachem Klein "Jerusalem as an Israeli Problem—A Review of Forty Years of Israeli Rule over Arab Jerusalem." <i>Israel Studies</i> 13:2 (2008), 54-72.</p> <p>Rema Hammami and Salim Tamari, "The Battle for Jerusalem." <i>Jerusalem Quarterly</i> File 10 (2000)..</p>	<p>differently in the conflict dynamics?</p> <p>2. Is there a right solution for Jerusalem in the conflict?</p>
XIII	Israel and the US: The Making of a Special Relationship	<p>The U.S. foreign policy concerning Israel and the Middle East went through different phases, leading to a special relationship and strong alliance that continues until the present. The alliance with the United States, which is instrumental to understanding the peace process, will be analyzed at this session, while addressing questions of the U.S.’s involvement in the conflict, and the debates around the conflict in the U.S.</p>	<p>Study Questions:</p> <p>1. How can we explain the special U.S.-Israeli relationship ?</p>

		<p>Douglas Little, "The Making of a Special Relationship: The United States and Israel, 1957-68," <i>International Journal of Middle East Studies</i>, Vol. 25, No. 4 (November 1993), pp. 563-585.</p> <p>John Mearsheimer and Stephen Walt, <i>The Israel Lobby and U.S. Foreign Policy</i>, (Farrar, Straus and Giroux, 2008), Introduction.</p> <p>Rashid Khalidi, <i>Brokers of Deceit: How the U.S. Has Undermined Peace in the Middle East</i> Paperback, Beacon Press 2014.</p> <p><b><u>Recommended reading:</u></b></p> <p>Quandt, William B. <i>Peace process: American diplomacy and the Arab-Israeli conflict since 1967</i>. Brookings Institution Press, 2010, Introduction.</p> <p>Kurtzer, Daniel, Scott B. Lasensky, and Scott Lasensky. <i>Negotiating Arab-Israeli Peace: American Leadership in the Middle East</i>, 25-73.</p> <p>Pressman, J. (2014). American engagement and the pathways to Arab–Israeli peace. <i>Cooperation and Conflict</i>, 49(4), 536-553.</p> <p>Joel S. Migdal, <i>Searching for a Partner - The United States in the Middle East</i>, Colombia University Press, 2011, pp 1 -26.</p> <p>Kurtzer, D. C., Lasensky, S. B., Quandt, W. B., Spiegel, S. L., &amp; Telhami, S. (2012). <i>The Peace Puzzle: America's Quest for Arab-Israeli Peace</i>. Cornell University Press, Introduction.</p>	<p>2. Is the U.S. a party or mediator in the conflict?</p>
XIV	Looking to the Future	<p>This final class is devoted to considering the future of the Israeli-Palestinian conflict, being realistic, both at the international level and the domestic level. How important is this issue? Are parties viably seeking peace? Is the two-state solution dead?</p> <p>Sadot, Uri. "The Politics of Demography and Partition in Israel and Palestine." <i>Georgetown Journal of International Affairs</i> (2016).</p>	<p>Study Questions:</p> <p>1. Can Israel be a Jewish and democratic state?</p> <p>2. When does a settler</p>

		<p>Zreik, Raef. "When Does a Settler Become a Native? (With Apologies to Mamdani)." <i>Constellations</i> 23.3 (2016): 351-364.</p> <p>Bashir, Bashir. "The Strengths and Weaknesses of Integrative Solutions for the Israeli-Palestinian Conflict." <i>The Middle East Jo.</i> 70.4 (2016): 560-578.</p> <p><b>Recommended reading:</b></p> <p>Thrall, Nathan. <i>The only language they understand: Forcing compromise in Israel and Palestine.</i> Metropolitan Books, 2017.</p> <p>Dudai, Ron. "A model for dealing with the past in the Israeli–Palestinian context." <i>The international journal of transitional justice</i> 1.2 (2007): 249-267.</p>	<p>become native?</p>
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## Course Materials

### Required Textbooks & Materials

All readings are available on NYU Classes

### Optional Textbooks & Materials

N/A

## Resources

- **Access your course materials:** [NYU Classes](https://nyu.edu/its/classes)(nyu.edu/its/classes)
- **Databases, journal articles, and more:** [Bobst Library](https://library.nyu.edu) (library.nyu.edu)
- **Assistance with strengthening your writing:** [NYU Writing Center](https://nyu.mywconline.com) (nyu.mywconline.com)
- **Obtain 24/7 technology assistance:**[IT Help Desk](https://nyu.edu/it/servicedesk) (nyu.edu/it/servicedesk)

## Course Policies

### Attendance and Tardiness

Study abroad at Global Academic Centers is an academically intensive and immersive experience, in which students from a wide range of backgrounds exchange ideas in discussion-based seminars. Learning in such an environment depends on the active participation of all students. And since classes typically meet once or twice a week, even a single absence can cause a student to miss a significant portion of a course. To ensure the integrity of this academic experience, class attendance at the centers is mandatory, and **unexcused absences will be penalized with a two percent deduction from the student's final course grade.** Students are responsible for

making up any work missed due to absence. Repeated absences in a course may result in failure.

All medical-based absence requests MUST be presented to the Manager of Student Life and Housing (MSLH). In the case of illness, contact the MSLH within seven (7) days of the absence or as soon as practicable and provide medical documentation.

Non-medical requests should be made to the Assistant Director for Academics (AD/Academics) and in advance of the intended absence. Your instructors will be informed of any excused absence; they are not authorized to approve your absence, and they are required to report any absences to the AD/Academics.

### **NYU Policy on Religious Holidays**

- Students who anticipate being absent because of any religious observance should, whenever possible, notify faculty and the AD/Academics in advance of such anticipated absence.
- Whenever feasible, examinations and assignment deadlines should not be scheduled on religious holidays. Any student absent from class because of his/her religious beliefs shall not be penalized for any class, examination, or assignment deadline missed on that day or days. In the event that examinations or assignment deadlines are scheduled on a religious holiday, any student who is unable to attend class shall be permitted the opportunity to make up any examination or to extend any assignment deadline missed on that day or days.
- No adverse or prejudicial effects shall result to any student who avails him/herself of the provisions of the resolution.
- A violation of these policies and principles shall permit any aggrieved student to bring forward a grievance, provided under the University Grievance Procedure.

### **Late Assignments**

All works must be submitted on time unless you have received an explicit extension. Any late submission may result in grade deduction at the sole discretion of the instructor.

### **Academic Honesty/Plagiarism**

Plagiarism is the presentation of another person's words, ideas, judgment, images or data as though they were your own, whether intentionally or unintentionally. Plagiarism constitutes an academic offence for which you can be disciplined. Punishment may include a failing grade, suspension or expulsion. In all confirmed cases, a report will be sent to the student's Dean at NYU or, in the case of a non-NYU student, to the home institution.

### **Disability Disclosure Statement**

Academic accommodations are available for students with disabilities. Please contact the Moses Center for Students with Disabilities (212-998-4980 or [mosescsd@nyu.edu](mailto:mosescsd@nyu.edu)) for further information. Students who are requesting academic accommodations are

advised to reach out to the Moses Center as early as possible in the semester for assistance.

### **Instructor Bio**

Dr. Ahmad Amara is a graduate of the joint PhD program in History and Hebrew and Judaic studies at New York University. Amara's research focuses on questions of law, history, and geography, including the changing property relations under the Ottoman land reform in the Beersheba sub-district, waqf and endowed properties in Jerusalem. Dr. Amara is also a human rights advocate and holds an LLB and LLM from Tel-Aviv University and a second master's degree in international human rights law from Essex University in the United Kingdom. He has a number of articles, a book and an edited volume, most recent *Emptied Lands: A Legal Geography of Bedouin Rights in the Negev*, published by Stanford University Press (co-authored with Sandy Kedar and Oren Yiftachel).

Dr. Lior Lehrs is a Postdoctoral Fellow at Leonard Davis Institute for International Relations at the Hebrew University of Jerusalem. His research topics include history and theory of conflicts, negotiation, mediation and unofficial diplomacy and he deals with various conflict areas. He was a Postdoctoral Fellow and a lecturer at New York University (2016-2018) and a Visiting Scholar at The Johns Hopkins University's Paul H. Nitze School of Advanced International Studies. Dr. Lehrs wrote his doctoral dissertation, "Private Peace Entrepreneurs in Conflict Resolution Processes," in the department of International Relations at the Hebrew University of Jerusalem. He is a Fellow at Mitvim - The Israeli Institute for Regional Foreign Policies, and he was a researcher at the Jerusalem Institute for Policy Research.