

## AS.100.409 **Israel and Palestine from 1967 to the Present: A Current and Entangled History**

Through intensive and extensive reading, we will explore contemporary Israeli society, politics, and culture; contemporary Palestinian society, politics, and culture under occupation; and the historical processes that have shaped both societies/communities and their ongoing entanglement.

Professor: Kenneth Moss

**Office Hours: TBA**

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**Course Requirements:** This seminar stands or falls based on your reading, preparation, discussion and participation. I appreciate that each of you may have a distinctive approach to voicing views and analyses in class, but in order to make sure that everyone has a chance to fully participate, I will regularly and systematically call on students during class discussion. You must complete the reading assignments listed below a given session must be completed by the date under which they appear.

The final decision on any grade derives from my global assessment of your work and cannot be quantified exactly. Roughly speaking, however, the breakdown is as follows:

Participation in discussion (and mini-presentations): 25%

3 formal presentations of scholarly articles, submitted as 2-page papers: 15% each for 45%

8-page final paper: 30%

No extensions will be granted without my *prior* permission, and late papers will be graded lower at the rate of one grade-step per day (A to A-, A- to B+, etc). Needless to say, complete honesty and probity in your work is a must. For information, see <http://ethics.jhu.edu>

**Textbooks** (books we will be reading all or most of and which it will make sense to acquire for yourself):

Yael Berda, *Living Emergency*

Etgar Keret, *The Seven Good Years*

Gershon Gorenberg, *The Unmaking of Israel*

Ian Black, *Enemies and Neighbors*

Dov Waxman, *The Israeli-Palestinian Conflict: What Everyone Needs to Know*

Sari Nusseibeh, *What is a Palestinian State Worth* (Harvard)

\* = other readings not in the above books which have been scanned and are available on library e-Reserves

### **Accommodations and Wellness:**

Any student with a disability who may need accommodations in this class must obtain an accommodation letter from Student Disability Services, (410) 516-4720, [studentdisabilityservices@jhu.edu](mailto:studentdisabilityservices@jhu.edu)

These are difficult times to be a student. If you are struggling with anxiety, stress, depression or other mental health related concerns, please consider using the JHU mental and emotional health resources. The resources are described and can be accessed at <https://wellness.jhu.edu/resources/mental/>

**Ethics Policy:** Needless to say, complete honesty and probity in your work is a must. The strength of the university depends on academic and personal integrity. In this course, you must be honest and truthful. Ethical violations include cheating on exams, plagiarism, reuse of assignments, improper use of the Internet and electronic devices, unauthorized collaboration, alteration of graded assignments, forgery and falsification, lying, facilitating academic dishonesty, and unfair competition. Report any violations you witness to the instructor. You may consult the

associate dean of student conduct (or designee) by calling the Office of the Dean of Students at 410-516-8208 or via email at [integrity@jhu.edu](mailto:integrity@jhu.edu). For more information, see the Homewood Student Affairs site on academic ethics.

**Family accommodation policy:** You are welcome to bring a dependent family member to class on occasional days when your responsibilities require it (for example, if emergency child care is unavailable, or for health needs of a relative). In fact, you may see my children in class on days when their school is closed. Please be sensitive to the classroom environment, and if your family member becomes uncomfortably disruptive, you may leave the classroom and return as needed.

**Classroom climate:** We are committed to creating a classroom environment that values the diversity of experiences and perspectives that all students bring. Everyone here has the right to be treated with dignity and respect. I believe fostering an inclusive climate is important because research and my experience show that students who interact with peers who are different from themselves learn new things and experience tangible educational outcomes. Please join me in creating a welcoming and vibrant classroom climate. Note that you should expect to be challenged intellectually by me, the TAs, and your peers, and at times this may feel uncomfortable. Indeed, it can be helpful to be pushed sometimes in order to learn and grow. But at no time in this learning process should someone be singled out or treated unequally on the basis of any seen or unseen part of their identity. If you ever have concerns in this course about harassment, discrimination, or any unequal treatment, or if you seek accommodations or resources, I invite you to share directly with me or the TAs. I promise that we will take your communication seriously and to seek mutually acceptable resolutions and accommodations. Reporting will never impact your course grade. You may also share concerns with the department chair (Prof. Peter Jelavich, [jelavich@jhu.edu](mailto:jelavich@jhu.edu)) the Director of Undergraduate Studies (Prof. Erin Rowe, [erowe1@jhu.edu](mailto:erowe1@jhu.edu)) the Assistant Dean for Diversity and Inclusion (Darlene Saporu, [dsaporu@jhu.edu](mailto:dsaporu@jhu.edu)), or the Office of Institutional Equity ([oiie@jhu.edu](mailto:oiie@jhu.edu)). In handling reports, people will protect your privacy as much as possible, but faculty and staff are required to officially report information for some cases (e.g. sexual harassment).

**Religious holidays:** Religious holidays are valid reasons to be excused from class. Students who must miss a class or an examination because of a religious holiday must inform the instructor as early in the semester as possible in order to be excused from class or to make up any work that is missed. If possible, try to avoid scheduling exams for major holidays. More information may be found at the Religious and Spiritual Life website (<https://studentaffairs.jhu.edu/religious-spiritual-life/religious-holy-days/>).

Jan 25: Introduction

Jan 27: Points of Departure 1

Watch Any one of these four films: “The Gatekeepers,” “Channels of Rage,” (dir. Halachmi), “In Search of Israeli Cuisine” and “Five Broken Cameras”

Read:

Etgar Keret, *Seven Good Years*, 21-95

\*Malek and Hoke, eds., *Palestine Speaks*, 19-40, 63-72

Poke around: here: [https://en.wikipedia.org/wiki/Index\\_of\\_Israel-related\\_articles](https://en.wikipedia.org/wiki/Index_of_Israel-related_articles) and here: <https://en.wikipedia.org/wiki/Palestinians>. **Caveat emptor**, but see what you find; consider looking at a few entries or parts of entries that you don’t really know anything about.

Feb 1: Points of Departure 2

Watch Two of the remaining films

Read: Dov Waxman, *The Israeli-Palestinian Conflict*, ch 1, 5, 4, conclusion  
Nusseibeh, *What is a Palestinian State Worth* ch. 1

Feb 3: Points of Departure 3

Watch remaining film

Read rest of Dov Waxman, *The Israeli-Palestinian Conflict*

**First presentation:** 5 minute description of what kind of useful information about contemporary Israel, Palestine, and Israel-Palestine-related matters can be found on one of a list of websites I will distribute.

Feb 8: Approaching Contemporary Israeli Society

Gorenberg, *Unmaking of Israel* ch. 1-3, 6, 7

<https://www.pewforum.org/2016/03/08/israels-religiously-divided-society/>

\*Horowitz, *Mediterranean Israeli Music and the Politics of the Aesthetic*, ch 3

\*Beinin and Stein, *The Struggle for Sovereignty*, ch 14

Feb 10: Further perspectives

\*Leah Aini, "Rest," in *Dreaming the Actual*, ed. Miriyam Glazer

Nusseibeh, *What is a Palestinian State Worth* ch. 3

\*Shimon Adaf, "My Father's Kingdom" in *Tel Aviv Noir*

Feb 15: Approaching Palestinian Society, the Occupation, and the Conflict

\*Rashid Khalidi, *Palestinian Identity* (2010): Ch. 8 and "Introduction to the 2010 Reissue"

Gorenberg, *Unmaking of Israel* ch. 4-5

\*Malek and Hoke, eds., *Palestine Speaks*, 43-60, 75-124

Feb 17: Further perspectives

\*Salim Tamari, "Normalcy and Violence: The Yearning for the Ordinary in Discourse of the Palestinian-Israeli Conflict" *Journal of Palestine Studies* (2013)

\*Makhoul and Hon, *The Origins of Palestinian Art*, 188-251

\*Aran, "Contemporary Jewish Mysticism and Palestinian Suicide Bombing" in Huss et al, *Kabbalah and Modernity*

Feb 22: 1967-1977

\*Shapira, *Israel: A History*, ch 14, 16

Black, *Enemies and Neighbors*, 179-240

\*Primary sources in Rabinovich and Reinhartz, eds. *Israel in the Middle East*, 234, 238-246, 253-257, 337-339, 342-45, 349-56

\*Primary sources in *Posen Library of Jewish Culture and Civilization*, v. 9: *Catastrophe and Rebirth 1939-1973*, 265-70, 272-74, 295-99, 390-402

\*Primary sources in *Posen Library of Jewish Culture and Civilization*, v. 10: *1973-2005*: 246-255, 327-29, 365-67, 608-611

\*Raja Shehadeh, *Where the Line is Drawn*, ch. 5

Feb 24: Further on 1967-77 and Presentations

\*Baruch Kimmerling, *Clash of Identities*, ch 8

\*Ben-Ari and Bilu, *Grasping Land*, essay 3

**Article Presentations**

March 1: 1977-1988

Black, *Enemies and Neighbors*, 241-292

\*Shapira, *Israel: A History*, ch 17

\*Neve Gordon, *Israel's Occupation*, ch 5

\*Primary sources in Deborah Dash Moore and Nurit Gertz, *Posen Library of Jewish Culture and Civilization*, v. 10: 1973-2005: 259-60, 262-63, 265-68, 375-76, 388-392, 416-19, 723-24, 761-63

Primary sources in Rabinovich and Reinhartz, eds. *Israel in the Middle East*, 278-307, 311-314, 376-382, 402-409

\*Raja Shehadeh, *Where the Line is Drawn*, ch. 6

March 3: Further on 1977-1988 and Presentations

\*Baruch Kimmerling, *Clash of Identities*, ch 7

\*Tamar El-Or in Fuchs, ed., *Israeli Women's Studies*

### **Presentations**

March 8: 1988-1995

Black, *Enemies and Neighbors*, 293-336

\*Shapira, *Israel: A History*, ch 18 and pp 422-436

\*Beinin and Stein, *The Struggle for Sovereignty*, ch 3

\*Primary sources in Rabinovich and Reinhartz, eds. *Israel in the Middle East*, 421-458, 490-496, 500-506

\*Primary sources in Deborah Dash Moore and Nurit Gertz, *Posen Library of Jewish Culture and Civilization*, v. 10: 1973-2005: 272-74, 277-79, 634-36, 849-51, 859-61, 865-869

\*Lila Abu-Lughod, "Pushing at the Door" in *Seeing Palestine*

March 10: Further on 1988-1995 and Presentations

\*Beinin and Stein, *The Struggle for Sovereignty*, ch 6, 7, 11

\*Ben-Ari *Grasping Land*, essay 7

### **Presentations**

March 15: 1995-2000

Black, *Enemies and Neighbors*, 337-376

\*Shapira, *Israel: A History*, rest of ch. 19

\*Primary sources in Deborah Dash Moore and Nurit Gertz, *Posen Library of Jewish Culture and Civilization*, v. 10: 1973-2005: 283-86, 288-91, 648-50, 915-20, 922-25

Primary sources in Rabinovich and Reinhartz, eds. *Israel in the Middle East*, 459-467, 477-83, 506-516

March 17: Further on 1995-2000 and Presentations

\*Peleg, *Israeli Culture Between the Two Intifadas*, ch 2

\*Sered in Fuchs, ed., *Israeli Women's Studies*

### **Presentations**

March 22: **Spring break day**

March 24: 2000-2009

Black, *Enemies and Neighbors*, 377-428

\*Beinin and Stein, *The Struggle for Sovereignty*, ch 15, 28, 30-31  
\*Neve Gordon, *Israel's Occupation*, preface and ch 8  
\*Primary sources in Deborah Dash Moore and Nurit Gertz, *Posen Library of Jewish Culture and Civilization*, v. 10: 1973-2005: 293-94, 662-66, 676-80, 931-33, 935-39, 959-61, 965-66, 968-70  
\*Primary sources in Rabinovich and Reinhartz, eds. *Israel in the Middle East*, 532-33, 536-40, 543-546, 551-555, 560-565

March 29      2009-present  
Black, *Enemies and Neighbors*, 429-484  
\*Klein, *Lives in Common*, ch 6  
\*Atef Abu Saif, *The Drone Eats with Me*, 85-104

March 31      Further on 2000-present and Presentations  
\*Rabinowitz and Abu-Baker, *Coffins on our Shoulders*, ch 4  
\*Barbara Mann, *A Place in History*, ch 6  
**Presentations**

April 5      Looking for Peace/Resolution  
Selections from *Best of Bitterlemons*, tba  
<http://www.bitterlemons.org/books/books/bitterlemons.pdf>  
\*Ian Lustick, *Paradigm Lost*, ch 5

April 7      Religion in Israeli and Palestinian (Political) Culture  
Peled and Peled, *The Religionization of Israeli Society*, ch 5, 6, 9  
Hirschhorn, *City on a Hilltop*, ch. 4  
**Presentations on religious dimension**

April 12      How the Occupation Works  
Yael Berda, *Living Emergency* (Stanford)  
Weizman, *Hollow Land* (2017 ed.), ch 4, 7, 9

April 14: **Spring break day**

April 21      Palestinian Society and Thought Today  
Nusseibeh, *What is a Palestinian State Worth*, rest  
\*Rashid Khalidi, *The Hundred Years' War on Palestine*, ch 6  
**Presentations**

April 23      Israeli Society, Culture, and Thought Today  
\*Stein and Kuntsman, *Digital Militarism*, ch 5 and Afterword  
\*Kaplan, "'Cyclic Interruptions': Popular Music on Israeli Radio in Times of Emergency" in Harris and Omer-Sherman, *Narratives of Dissent*  
**Popular music: lyrics/research**

April 26      Prospects for the Future

\*Essays by Ghanim, Sharon, Khamaisi, and Yiftachel in Ehrenberg and Peled, eds. *Israel and Palestine*

\*Seth Siegel, *Let There Be Water*, ch 5, 6, 9

April 28      Prospects for the Future

Gorenberg, *The Unmaking of Israel*, last chapter