

## Term Information

Effective Term Spring 2024

## General Information

Course Bulletin Listing/Subject Area History  
Fiscal Unit/Academic Org History - D0557  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 3480  
Course Title Israel/Palestine: History of the Present  
Transcript Abbreviation IsraelPalestinHist  
Course Description The course will enable students to reflect on the ways in which the past informs interpretations of the present and the ways in which the present informs interpretations of the past. The course will adopt a broad definition of the "present," investigating the Israeli-Palestinian conflict primarily against the background of the collapse of the Oslo peace process in the early 2000s.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week  
Flexibly Scheduled Course Never  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Never  
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark, Wooster

## Prerequisites and Exclusions

Prerequisites/Corequisites Prereq or concur: English 1110.xx, or completion of GE Foundation Writing and Information Literacy Course, or permission of instructor.  
Exclusions Not open to students with credit for Jewish Studies 3480  
Electronically Enforced Yes

## Cross-Listings

Cross-Listings Cross-listed with Jewish Studies

## Subject/CIP Code

Subject/CIP Code 54.0101  
Subsidy Level Baccalaureate Course  
Intended Rank Freshman, Sophomore, Junior, Senior

## Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

## Course Details

### **Course goals or learning objectives/outcomes**

- Students to reflect on the ways in which the past informs interpretations of the present and the ways in which the present informs interpretations of the past.
- Students will investigate the Israeli-Palestinian conflict primarily against the background of the collapse of the Oslo peace process in the early 2000s.
- Students will begin the course with theoretical discussion of approaches to history, followed by several weeks dedicated to a historical overview of the conflict since its inception in the late 19th century until today.
- Students will discuss topics at the heart of the conflict such as the struggle for Jerusalem, Palestinian refugees and the right of return, Israeli settlements, and the status of the Occupied Territories.
- Students will consider the role of the United States, the experience of Palestinian citizens of Israel, religious extremism, memory, and other subjects.
- Students will explore the ways in which citizenship in different contexts, as well as the lack of citizenship status, have shaped the experiences of Jews and Palestinians and the relationship between the two groups.

### **Content Topic List**

- Israel
  - Palestine
  - Zionism
  - Jerusalem
  - refugees
  - citizenship
- No

### **Sought Concurrence**

## Attachments

- History 3480 Syllabus (Yehudai new course).docx: Syllabus  
*(Syllabus. Owner: Getson, Jennifer L.)*
- Curriculum Map Master (6.28.2023).doc: Curriculum Map  
*(Other Supporting Documentation. Owner: Getson, Jennifer L.)*

## Comments

- Jen, I hope this works and that you are able to attach the missing documents. *(by Soland, Birgitte on 06/26/2023 10:38 PM)*
- We will be submitting this course for the Citizenship theme after it has gotten approved as a new course. *(by Getson, Jennifer L. on 06/22/2023 02:33 PM)*

**COURSE REQUEST**  
3480 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
08/21/2023

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Getson, Jennifer L.	06/23/2023 02:41 PM	Submitted for Approval
Revision Requested	Soland, Birgitte	06/26/2023 10:38 PM	Unit Approval
Submitted	Getson, Jennifer L.	06/28/2023 10:35 AM	Submitted for Approval
Approved	Soland, Birgitte	06/28/2023 12:08 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	08/21/2023 01:25 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	08/21/2023 01:25 PM	ASCCAO Approval

## Syllabus

HIST 3480

### **Israel/Palestine: History of the Present**

Location and time: TBD (two weekly meetings of 80 minutes each)

Lecture class, 3 credit hours

Instructor: Ori Yehudai

Email: [yehudai.3@osu.edu](mailto:yehudai.3@osu.edu)

Phone: (614) 292-2224

Office Hours: TBD, 165 Dulles Hall

### Course Description

The results of the 2022 elections in Israel generated a discussion about the connection between current events and history. Some observers see the rise of the far right in the elections as an inevitable outgrowth of the very nature of the Zionist movement, drawing a direct line from Zionist policies and goals in the early 20<sup>th</sup> century and the popularity of right-wing views in contemporary Israel. Others reject this approach as deterministic and unhistorical, arguing that it reads history backwards and ignores the contingent and dynamic nature of historical processes. The debate in Israel is part of a larger conversation. In fall 2022, a controversy over the practice history erupted within the American Historical Association following an essay by the association's president criticizing what he saw as the tendency of many historians to analyze the past through the lens of the present. Those debates are just two recent examples of the pedagogical potential of questions pertaining to the relationship between history and the present.

This course explores this theme in the context of Israeli-Palestinian relations. The course will enable students to reflect on the ways in which the past informs interpretations of the present and the ways in which the present informs interpretations of the past. The course will adopt a broad definition of the "present," investigating the Israeli-Palestinian conflict primarily against the background of the collapse of the Oslo peace process in the early 2000s. We will start with a theoretical discussion of approaches to history, followed by several weeks dedicated to a historical overview of the conflict since its inception in the late 19<sup>th</sup> century until today. After establishing the necessary theoretical and historical background, the course will turn to a detailed examination of the main period under consideration. It will discuss topics at the heart of the conflict such as the struggle for Jerusalem, Palestinian refugees and the right of return, Israeli settlements, and the status of the Occupied Territories. We will also consider the role of the United States, the experience of Palestinian citizens of Israel, religious extremism, memory, and other subjects.

An additional central theme of the course is the concept of citizenship. Through readings, class discussions and written assignments, students will explore the ways in which citizenship in different contexts, as well as the lack of citizenship status, have shaped the experiences of Jews and Palestinians and the relationship between the two groups. Questions relating to citizenship arise, for example, in discussions of the legal and political status of Jews in late 19<sup>th</sup> and early 20<sup>th</sup> century Europe, and of Jews and Arabs under Ottoman, British and Israeli rule in Palestine/Israel.

Course materials include secondary historical sources, a variety of primary documents, films and TV episodes. These materials, combined with lectures and class discussions, will provide

students with an in-depth understanding of the history of Israeli-Palestinian relations, while also engaging with concepts of historical thinking and citizenship.

Required Book (available at the university bookstore and on library reserve):

Charles D. Smith, *Palestine and the Arab Israeli Conflict* (9th edition, 2017)

Additional readings will be available online: some items can be accessed as e-books through the library website and others will be available on the course website. Links to watch the films online will be provided.

### Assignments and Grading Scheme

Attendance and participation: 5%

Book review: *Citizen Strangers* by Shira Robinson (3-4 pp.): 15%

Analytical paper I: the 1948 war: partition and citizenship (4-5 pp.): 20%

Analytical paper II: the future of Palestine/Israel and citizenship (4-5 pp.): 20%

Primary document analysis: Basic Law: Israel - Nation State of the Jewish People (2018) (3-4 pp.): 20%

Current events paper (5-6 pp.): 20%

### *Attendance and Participation*

Participation: Classes will consist of a combination of lectures and discussions. The discussions will focus on lecture materials and assigned readings and will be an important part of this course. Students must come to class having completed the assigned readings and prepared to discuss the material. Read thoughtfully and carefully, reflecting on ideas, insights, and problems arising from the texts that you would like to bring up in class. Specifically, students will be asked to bring to class questions that they want the class to discuss.

The participation grade will be based on the quantity and quality of your contribution to class discussions. Students can improve their participation grade by attending office hours and discussing with me issues related to the course. Please come prepared to the meeting with specific questions or topics you wish to discuss. Students are generally encouraged to come to office hours.

Attendance: Attendance will be taken at the beginning of every class. If you must be absent, please email me beforehand. Medical or family emergencies and religious observance are generally understood to be grounds for excused absence. Students may miss two classes without explanation. Beyond that, missed classes will result in grade adjustment. Students who miss more than 10 classes will not receive a passing grade.

**Electronic devices:** Students may of course use laptops and tablets to take notes. But I strongly discourage the use of phones and other electronic devices for texting, social media or other purposes unrelated to the class.

### *Book Review*

While most of the secondary readings for this course are either journal articles or excerpts from books, this assignment gives students an opportunity to deal with a full-length monograph. The review should be 3-4 pages (double spaced, 12 pt. font, Times New Roman), in which students will provide a critical assessment of the book *Citizen Strangers: Palestinians and the Birth of Israel's Liberal Settler State* by Shira Robinson.

Reviewing the book will help students engage in critical and logical thinking about the idea of citizenship through the particular case of Palestinian citizens of Israel. After the creation of the state, Palestinians in Israel were offered suffrage and rights but suffered various forms of discrimination. The book will thus help students analyze different perspectives on what constitutes citizenship and how it differs across political, cultural, and national groups.

Beyond the topic of citizenship, the review essay may consider the following questions: What question/s does the book seek to answer? What is the main argument/s of the book? Is it convincing? What is the author's methodology? Does the author use a particular theoretical approach? What sources does the author use? What are the strengths and weaknesses of the book? In addition to those questions, make sure that your review engages directly with the content of the book, paying close attention to specific historical events and developments discussed throughout the book's chapters. No further research is required for this assignment. However, if you read other reviews of the book, you may include a critical discussion of those reviews as well, explaining why you agree or disagree with their interpretation. If you use other reviews, or additional sources, you should acknowledge them in footnotes or endnotes and in a list of sources at the end of your paper. When quoting directly from the book under review, cite page numbers in parentheses in the body of the text.

For examples of book reviews, consult the Reviews section of H-Judaic:

<https://networks.h-net.org/node/28655/reviews>

#### *Analytical Paper I: The 1948 War: Partition and Citizenship*

Write an essay analyzing the idea of the partition of Palestine around the 1948 war from the perspective of citizenship. The essay may relate to questions such as: what was the role of the concept of citizenship in the UN decision to partition the land? What was the role of the concept of citizenship in the Zionist and Palestinian positions on partition? What was the impact of the war on the legal status of Palestinians and Jews? Your essay should be based on three different chapters from the book *Partitions: A Transnational History of Twentieth-Century Territorial Separatism*, edited by Arie Dubnov and Laura Robson (Stanford: Stanford University Press, 2019). Select the three articles that you think are the most useful for your essay.

#### *Analytical paper II: the future of Palestine/Israel and citizenship*

Write an essay assessing alternative solutions to the Israeli-Palestinian conflict from the perspective of citizenship. Your essay should be based on three different chapters from the book *Israel and Palestine: Alternative Perspectives on Statehood*, edited by John Ehrenberg and Yoav Peled (New York: Rowman & Littlefield, 2016). Select the three articles that you think are the most useful for your essay and analyze how the authors integrate questions of citizenship and legal status into their discussion of alternative solutions to the conflict.

Further guidelines for analytical papers:

Both analytical papers should develop a historical argument based on information and insights found in the sources. You should not try to summarize the sources or include every piece of information they present, but rather to synthesize the most useful and relevant parts and form a coherent narrative and argument of your own. The essay should be five to six pages. List the sources you have used at the end of your essay and include correct and accurate citations in footnotes or endnotes.

### *Primary Document Analysis*

Write a four-to-five-page essay discussing the Basic Law: Israel - Nation State of the Jewish People (2018) from a historical perspective. The paper should explain how the law influences the citizenship status of non-Jews in Israel. The paper should also compare the law to the Israeli Declaration of Independence (1948), focusing on how the two documents engage with the idea of citizenship. This essay does not require additional research in secondary sources. Support your analysis of the documents with reading assignments and class lectures of this course. Like in the analytical essays, list the sources you have used at the end of your essay and include correct and accurate citations in footnotes or endnotes.

### *Current Events Paper*

This assignment gives students an opportunity to connect history with the present. Select an online newspaper/media source from the list below and follow its coverage of a specific topic related to the Israeli-Palestinian conflict during the past few weeks or months. At the end of the semester, submit a five-to-six-page paper examining the source's treatment of the topic. Pay particular attention to how your source integrates historical arguments and perspectives into news reporting and commentary. Students should confirm their topic and media source with me by the third week of the semester.

### News sources:

*New York Times*

*Ha'aretz*

*Wafa*

*Al Jazeera*

*Ynet*

*Jerusalem Post*

*Electronic Intifada*

*Jewish Daily Forward*

*+972 Magazine*

*Arutz Sheva/Israel National News*

- **Additional notes on written assignments and class discussions:**

The topics discussed in this course are controversial and may arouse strong sentiments. The arguments you present in your written assignments and in class discussions, must, therefore, be thoroughly based on historical evidence rather than speculation, and adhere to academic standards regarding style and language. You may, of course, disagree and debate with one another, but **be**

**respectful:** this course should provide a safe environment where everyone feels comfortable to express their views.

Your written work will be evaluated mainly on historical accuracy, thoughtfulness, depth of analysis and clarity of expression. **Read your essay before submitting it to ensure there are no errors, typos, or unclear expressions.** Please submit your assignments via Carmen. Papers should be double spaced, 12 pt. font, Times New Roman, normal margins.

### Grading Scale

Letter	Percentage
A	93-100
A-	90-92.9
B+	87-89.9
B	83-86.9
B-	80-82.9
C+	77-79.9
C	73-76.9
C-	70-72.9
D+	67-69.9
D	60-66.9
E	0-59

### Class policies

#### *Late Penalties:*

Late papers will be accepted only in cases of medical or family emergencies, and only with appropriate documentation. In all other cases late work will be subject to a 3% per calendar day lateness penalty. **Do not leave your work for the last minute. Protect yourself by managing your time and backing up your work. If you expect trouble meeting a deadline, contact me as soon as possible rather than immediately before, or after, the deadline.**

#### *Academic Misconduct*

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

#### *Disability Services*

The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or



temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.

### *Mental Health*

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting [ccs.osu.edu](http://ccs.osu.edu) or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614--292--5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1--800--273-TALK or at [suicidepreventionlifeline.org](http://suicidepreventionlifeline.org).

### *Enrollment*

All students must be officially enrolled in the course by the end of the second full week of the semester. No requests to add the course will be approved by the Chair after that time. Enrolling officially and on time is solely the responsibility of the student.

### *Grade Grievances and Other Academic Complaints*

Students with complaints about courses, grades, and related matters should first bring the matter to the instructor. If the student and the instructor cannot arrive at a mutually agreeable settlement, the student may take the complaint to the vice chair of the department, David Brakke (.2), who will investigate the matter fully and attempt to resolve it. If the vice chair is involved, the student should contact the department chair, Scott Levi (.18). The student may appeal further to the College of Arts and Sciences. Any student with a grievance may seek advice from the department's grievance resource officer, Birgitte Soland (.1). For additional information see the Office of Undergraduate Education (<https://ugeducation.osu.edu/complaint-grievance-and-appeal-procedures/>) and the Office of Student Life: Student Advocacy Center (<https://advocacy.osu.edu/academic-enrollment/grade-grievance/>).

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## Lecture and Reading Schedule

### *Part 1: Introductions*

#### **August 20: Introduction to the Course**

No readings assigned

**August 22: Historical Thinking**

John Lewis Gaddis, *The Landscape of History: How Historians Map the Past*, chs. 1, 2 (1-34)

**August 27: Historical Comparisons**

Peter E. Gordon, “Why Historical Analogy Matters,” *New York Review of Books*, January 7, 2020

Samuel Moyn, “The Trouble with Comparisons,” *New York Review of Books*, May 19, 2020.

**August 29: History and the Present**

David Armitage, “In Defense of Presentism,” in *History and Human Flourishing*, ed. Darrin M. McMahon (Oxford: Oxford University Press), pp. 44-69

**September 3: Defining the Israel-Palestinian Conflict: Between Past and Present**

Neil Caplan, *The Israel-Palestine Conflict: Contested Histories* (West Sussex, England: Wiley-Blackwell, 2010), pp. 3-14 (chapter 1) [**library e-book**]

*Part 2: Historical Overview*

**September 5: The Origins of Zionism**

Anita Shapira, *Israel: A History* (Brandeis University Press, 2012), chapter 1: “Emergence of the Zionist Movement,” pp. 3-26 [**library e-book**]

Primary Source

Smith, document 1.2 - Theodore Herzl, “The Jewish State” (1896), pp. 46-47

**September 10: Late Ottoman Palestine**

Smith, pp. 12-25

Primary Source

Document in Smith: 1.1 – The Islahat Fermani (1856), pp. 43-45

**September 12: World War I and the Emergence of Palestinian Arab Nationalism**

Ian J. Bickerton, Carla L. Klausner, *A History of the Arab-Israeli Conflict*, pp. 42-54 [**course website**]

Primary Sources

Document in Smith: 2.1 – Husayn-McMahon Correspondence (1915-16), pp. 87-92

**September 17: The British Mandate, 1920-1936**

Smith, 102-128

Primary Sources

Document in Smith: 2.6 – The Mandate for Palestine (1922), pp. 99-101; 3.1 - The Churchill White Paper (1922), 152-154

**September 19: The British Mandate, 1936-1945**

Smith, pp. 128-146; 162-176

### Primary Sources

David Ben-Gurion, “On the Arab Question” (1937) [course website]

Arab Higher Committee, memorandum (1937) [course website]

### **September 24: The End of the Mandate, Independence and Nakba, 1945-1948**

Abdel Moneh Said Ali, Shai Feldman, Khalil Shikaki, *Arabs and Israelis: Conflict and Peace Making in the Middle East*, pp. 46-62 [course website]

Watch: *Al-Nakba: The Palestinian Catastrophe* (1997) (58 minutes): available at: <https://vimeo.com/3714871>

### **September 26 The 1967 War**

Michael Oren, “The Six-Day War,” pp. 133-146 [course website]

### Primary Source

Documents in Smith: 6.2 - Gamal Abd al-Nasser speech (1967), pp. 296-297; 6.3 - Abba Eben speech (1967), 298-299

### **October 1: The 1973 War and Israeli-Egyptian Peace**

Smith, pp. 300-306; 309-312; 316-324; 344-345; 348-354

### **October 3: The Lebanon War, 1982-1985**

Smith, pp. 344-349; 363-375

Watch: *Waltz with Bashir* (2008) (90 minutes)

### **October 8: The First Intifada and the Oslo Peace Process**

Smith, pp. 435-465

Michael Feige, “Yigal Amir: The Making of a Political Assassin,” chapter 22 in Gershon Shafir and Mark LeVine, eds., *Struggle and Survival in Palestine* (Berkeley: University of California Press, 2012) [library e-book]

### **October 10: Fall Break**

*Part 3: Israel/Palestine in the Post-Oslo Era*

### **October 15: The Collapse of Oslo and the Second Intifada**

Smith, pp. 482-499

Bader Araj, “From Religion to Revenge: Becoming a Hamas Suicide Bomber,” chapter 21 in Gershon Shafir and Mark LeVine, eds., *Struggle and Survival in Palestine* (Berkeley: University of California Press, 2012) [library e-book]

## **October 17: Palestinians and Israelis since the Early 2000s**

Smith, pp. 502-526

### Primary Sources

Documents in Smith: 11.1 – interview with Marwan Barghouti (2001), pp. 538-539; 11.2 – interview with Ami Ayalon (2001), pp. 540-542

## **October 22: Jerusalem**

Lior Lehrs, “Jerusalem on the Negotiating Table: Analyzing the Israeli-Palestinian Peace Talks on Jerusalem (1993–2015),” *Israel Studies*, Vol. 21, No. 3 (Fall 2016), pp. 179-205

## **October 24: Palestinian Refugees and the Right of Return**

Megan Bradley, *Refugee Repatriation: Justice, Responsibility and Redress* (Cambridge: Cambridge University Press, 2013), pp. 207-238

## **October 29: The Occupied Territories: Legal and Political Aspects**

Dov Waxman, *The Israeli-Palestinian Conflict*, pp. 155-184 [course website]

Watch: *The Law in These Parts* (2012), 1hr 45min. **Available for online streaming through the library website.**

## **October 31: The Gaza Wars**

Dov Waxman, *The Israeli-Palestinian Conflict*, pp. 185-211 [course website]

Watch episodes from the TV series “Fauda”

## **November 5: Religious Fundamentalism**

Motti Inbari, “Fundamentalism in Crisis: The Response of the Gush Emunim Rabbinical Authorities to the Theological Dilemmas Raised by Israel’s Disengagement Plan,” *Journal of Church and State*, 49:4 (2007), pp. 697-717

Menachem Klein, “ Hamas in Power,” *Middle East Journal* 61, 3 (2007), pp. 442-459

## **November 7: Palestinian Citizens of Israel**

As’ad Ghanem, The Political Institutions of the Palestinian Minority in Israel, in Reuven Y. Hazan et al., eds., *The Oxford Handbook of Israeli Politics and Society* (Oxford: Oxford University Press, 2018), pp. 395–409

The Future Vision of the Palestinian Arabs in Israel, The National Committee for the Heads of the Arab Local Authorities in Israel, 2006 (excerpts):

<http://www.adalah.org/newsletter/eng/dec06/tasawor-mostaqbali.pdf>

Watch episodes from the TV series “Arab Labor”

### **November 12: The Role of the United States**

Rashid Khalidi, “The United States and the Palestinians, 1977–2012,” *Journal of Palestine Studies* Vol. 42, No. 4 (Summer 2013), pp. 61-72

Kenneth W. Stein, “US–Israeli Relationship,” in Reuven Y. Hazan et al., eds., *The Oxford Handbook of Israeli Politics and Society* (Oxford: Oxford University Press, 2018), pp. 484-495

### **November 14: The Settler Colonialism Debate**

Derek Penslar, *Zionism: An Emotional State* (New Brunswick: Rutgers University Press, 2023), pp. 67-96

### **November 19: Boycott, Anti-Zionism and Antisemitism**

Noura Erakat, “The Case for BDS and the Path to Co-Resistance,” in Kareem Estefan et al., eds., *Assuming Boycott Resistance, Agency, and Cultural Production* (New York: OR Books 2018), pp. 91-100

Martha Nussbaum, “Against Academic Boycotts,” in Cary Nelson and Gabriel Noah Brahm, eds., *The Case Against Academic Boycotts of Israel* (Detroit: Wayne State University Press, 2014), pp. 39-48

The IHRA definition of antisemitism:

<https://www.holocaustremembrance.com/resources/working-definitions-charters/working-definition-antisemitism>

The Jerusalem Declaration on Antisemitism: <https://jerusalemdeclaration.org/>

### **November 21: Memory**

Watch: *Tantura* (2022), 1h 34m

### **November 26: The Future: Two States, One State, Confederation?**

Dov Waxman, *The Israeli-Palestinian Conflict*, Conclusion (pp. 212-236) [course website]

### **November 28: Thanksgiving**

### **December 3: Concluding Discussion**

No readings assigned