

This course syllabus may be changed or modified by the instructor before and during the semester. Please use MyCourses to access the most recent document.

**POLI 347 - 001: Arab-Israel Conflict, Crisis, Peace**  
**McGill University, Winter 2024**

**Professor:**

Daniel Douek, PhD ([daniel.douek@mcgill.ca](mailto:daniel.douek@mcgill.ca))

Office Hours: Mondays and Wednesdays 2:30-3:30pm in Ferrier 460

**Lectures:** Mondays and Wednesdays 1:05-2:25PM

**Classroom:** Leacock 219

**Course Description:**

The outbreak of war in October 2023 has spotlighted the ongoing horror of the Israel-Palestine conflict, one of the most intractable and multifaceted conflicts in modern times. Along with the broader Arab-Israeli Conflict, its divisions have cut across international, domestic, communal, and religious levels, among others. Its key actors have often shifted: from pre-1948 violence between Jews and Arabs in British Mandatory Palestine, to the civil war that Israelis call the War of Independence and Palestinians call the Nakba (disaster). From 1948 until the end of the Cold War, the conflict played out primarily as a rivalry between Israel and the Arab states, including wars in 1948, 1956, 1967, 1973, and 1982. Since the First Intifada of 1987-93, the Palestinian struggle for independence from Israeli military rule in the West Bank and Gaza has re-emerged as the conflict's fulcrum, and non-state actors such as Hamas and Hezbollah have overshadowed the Arab States as the main combatants. Meanwhile, the rivalry between Israel and Iran – which is a Middle Eastern, but not an Arab country- has become one of the most dangerous contemporary global flashpoints. There have also been attempts to negotiate peace: successful ones, such as between Israel and Egypt, Israel and Jordan, and Israel and the United Arab Emirates and Bahrain; and failures, most notably between Israel and Palestinians. We will study all of this, exploring the conflict's many layers and relating it to broader International Relations and Comparative Politics concepts.

**Ground Rules for this Class:** This conflict resonates deeply with many people, who are often strongly aligned with one side or another in the conflict; in recent years this has caused friction at many universities, including at McGill and neighbouring Concordia. **The current war, and the global response to it, has threatened to overwhelm any nuanced discussion of the conflict.** If we let it do so, we cannot learn. This class can only function if we all commit to preserving the sanctity of our learning environment. Disagreements and debates about the conflict are a valuable part of learning, and are welcome, *so long as they are in good faith and expressed with civility*; however, personal attacks, doxing, bigotry, insults, intimidation, slurs, and glorification of violence are at all times and in all ways unacceptable and will not be tolerated.

It is important to be clear about the extreme ways in which this conflict now resonates: Since the outbreak of the current war on October 7, [hate speech](#) and violent incidents against Jews, Muslims, and Palestinians have spiked across North America, including on university campuses. This has included the [shooting and wounding](#) of three Palestinian men celebrating Thanksgiving in Vermont; the [stabbing death](#) of a Palestinian child in Chicago; the [death by involuntary homicide](#) of a Jewish protester in California; [death threats](#) against Jewish students at Cornell University; [bomb threats](#) against hundreds of synagogues across the US; and other incidents. In Montreal, incidents have included [shooting attacks](#) on Montreal Jewish school buildings, and a [violent altercation](#) at Concordia University.

**Social Media Policy:** We now understand that the [algorithms powering social media platforms](#) are [configured](#) to promote sensationalist, extreme, and divisive content, including deliberate misinformation. This has reached a [crescendo](#) during the [current war](#), especially in [university settings](#). At best, social media's ability to provide nuanced or comprehensive analysis of politics is inherently limited. Although no information source is perfect, by taking this course, you pledge to privilege information from peer-reviewed, scholarly sources and independent, verified journalism over information from social media or state-owned news outlets such as RT News or China Daily.

#### **Required Readings:**

- Caplan, Neil. 2020. *The Israel-Palestine Conflict: Contested Histories* (West Sussex: Wiley-Blackwell; 2<sup>nd</sup> Edition) \*also available from the bookstore as an e-book

Additional readings available on MyCourses, the library website, or via hyperlink. See also Indiana University Press's online database, [Negotiating Arab-Israeli Peace](#), for additional primary documents.

*Recommended readings are **not mandatory***; they are intended to give you further perspective, and to serve as suggested sources for your research essay.

#### **Course Delivery:**

**Lectures:** This course will be delivered in-person as a **series of lectures**. **All lectures will be recorded and made available through MyCourses.**

**Slides:** Lectures will be accompanied by PowerPoint presentations; the **slides will be made available** to students via MyCourses.

**Communication:** I can be reached via email and during electronic office hours, to be held via Zoom. I will endeavour to respond to emails within 48 hours during weekdays (I'm often offline on weekends). If you have a lengthy question, please ask during my office hours instead of emailing. Further details about remote office hours will be posted on MyCourses. The MyCourses discussion board will be used to address Frequently Asked Questions. **Also, please be sure to consult this [handy guide to emailing your professor](#).**

**Fair Warnings:** Please do not arrive to class late. You may take notes on a laptop computer, but be sure to **switch off your ringer** and put away all cell phones and other electronics before the start of class. **Texting and using social media in the classroom is incredibly disruptive** for student and teacher alike; I ask you to refrain from electronically distracting yourselves, and ***in return, I pledge to make our class as riveting as I possibly can.***

## **Assignments and Grading:**

### **1-Short Analysis Paper (10%): (posted 24 Jan., due 28 Jan.)**

-Approx. 1000 words in length

### **2- In-Class Midterm Exam (20%): (14 Feb.)**

- Will consist of short-answer- and/or essay questions

-Will test your knowledge and understanding of BOTH lectures and readings

### **3- Research Essay (35%): (posted 31 Jan., due 31 Mar.)**

-Suggested topics and writing guidelines will be posted on MyCourses

-You can also choose your own topic - in that case, you must get it approved by your TA

-10-12 pages, plus bibliography and citations (double-spaced, 12-point font)

### **4- Final Exam (35%): To be scheduled by the University during the exam period**

Format TBA

**PLEASE NOTE:** Late work submitted without a doctor's note will be accepted with a penalty of 10% per day late. Excuses without a doctor's note will not be accepted. **Make-up assignments will be offered only if a student misses an exam for a valid medical reason backed up by a doctor's note.** Otherwise, the privilege of additional work will not be granted.

**Keep up with the news:** You'll get more out of this class if you read the news regularly. Good news sources on the Middle East include Al-Jazeera, Haaretz, New York Times, BBC World, the Financial Times, The Guardian, Washington Post, the Economist, Foreign Policy, among others.

## **Course and University Policies:**

**Academic Integrity:** McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see [McGill's guide to academic honesty](#) for more information).

**Special Needs:** As the instructor of this course, I endeavor to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me and [Student Accessibility and Achievement](#) (SAA). **Students with disabilities** should register with the SAA and follow its procedures for obtaining assistance. If you need any assistance or modifications relating to disabilities, please come see me as early as possible in the semester and I will work with you and the SAA to accommodate your needs appropriately and fairly. Please remember that the SAA has no authority to approve changes to course assignment due dates or exam dates, to devise alternative assignments or waive course requirements. If you should have any reason to miss a substantial part of the course, or if you are unable to complete any course assignments or requirements for any reason, it is your responsibility to inform the Course Professor (and not just SAA or your TA) of your situation as soon as possible.

**Language of Submission:** In accord with McGill University's Charter of Students' Rights, students in this course have the right to submit in English or in French any written work that is to be graded. This does not apply to courses in which acquiring proficiency in a language is one of the objectives.

Conformément à la Charte des droits de l'étudiant de l'Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l'un des objets est la maîtrise d'une langue).

**Course Evaluations:** End-of-course evaluations are one of the ways that McGill works towards maintaining and improving the quality of courses and the student's learning experience. You will be notified by e-mail when the evaluations are available. Please note that a minimum number of responses must be received for results to be available to students.

**Copyright of Lectures:** All slides, video recordings, lecture notes, etc. remain the instructor's intellectual property. As such, you may use these only for your own learning (and research, with proper referencing/citation) ends. ***You are not permitted to disseminate or share these materials;*** doing so may violate the instructor's intellectual property rights and could be cause for disciplinary action.

**Content warning:** Please be aware that some of the course content, especially as it relates to various forms of **violence and discrimination, may be disturbing** for some students. This content has been included in the course because it directly relates to the learning outcomes. Please contact the instructor if you have specific concerns about this.

### **Equity, Diversity, and Inclusion Statement:**

Fostering an environment in which people feel welcome, safe, and included is an intrinsic value that is also essential for deep and positive learning. We should all commit to treating and addressing each other with respect and dignity. Disagreements and debates are a valuable part of learning, and are welcome, so long as they are in good faith and expressed with grace and care. I will endeavor to create a classroom environment that supports these goals.

*In the event of extraordinary circumstances beyond the University's control, the content and/or evaluation scheme in this course is subject to change.*

## **SCHEDULE OF LECTURES AND READINGS**

### **Week 1 (8 Jan): Introducing the Class**

**Lenchner, C., S. Abed, U. Weltmann, K. Abukhdeir, and Y. Berda. 2023.** "[After October 7<sup>th</sup>: A Conversation with Israeli and Palestinian Activists](#)" *The Point Magazine* (30 October)

### **(10 Jan.): The Gaza War**

**Douek, Daniel. 2023.** "[Israel's Domestic Turmoil Raises Serious Questions About its Long-Term Survival](#)" *The Conversation* (19 April)

**BBC World. 2023.** "[How Hamas Built a Force to Attack Israel on 7 October](#)" (27 November)  
**2023.** "[A Desperate Situation Getting More Desperate: An interview with Rashid Khalidi](#)" *The Drift* (24 October)

Adam Schatz. 2023. "[Vengeful Pathologies](#)" *London Review of Books* Vol.45, No.21 (2 November)

### **Week 2 (15 Jan.): Introducing the Conflict**

**Caplan, Ch. 1-2**, "Problems in Defining the Conflict," and "Defining the Conflict, Nevertheless," pp. 1-38.

#### **Recommended:**

Edward E. Azar, et. al, "Protracted Social Conflict; Theory and Practice in the Middle East," *Journal of Palestine Studies* 8, no. 1 (Autumn 1978): 41 - 60.

Kelman, Herbert C., "The Interdependence of Israeli and Palestinian National Identities: The Role of the Other in Existential Conflicts," *Journal of Social Issues* 55, no. 3 (1999): 581-600.

### **(17 Jan.): Conflict Origins & Background**

**Caplan, Ch. 3** "Background to 1917," pp. 41-55

**Rashid Khalidi**, *Palestinian Identity* (New York: Columbia University Press 1998) pp. 145-177.

**Walter Laqueur**, *A History of Zionism* (New York: MJF Books, 1972) pp. 589- 599.

**Primary documents** (Available here: [Negotiating Arab-Israeli Peace](#)): - Theodor Herzl, "Der Judenstaat" - The Basle Declaration "The McMahon Letter" (1915) "The Sykes-Picot Agreement" (1916) "The Balfour Declaration" (1917)

#### **Recommended:**

Khalidi, Rashid. 2020. *The Hundred Years' War on Palestine: A History of Settler Colonialism and Resistance, 1917-2017* (version First edition) First ed. New York: Metropolitan Books, Henry Holt and Company, Preface and Ch.1

Samih K. Farsoun, *Palestine and the Palestinians*. Boulder, 1997. - Edward W. Said, *The Question of Palestine*. London: Routledge and Kegan Paul, 1980. - Yael Zerubavel, *Recovered Roots: Collective Memory and the Making of Israeli National Tradition*. Chicago: University of Chicago Press, 1995.

### **Week 3: (22 & 24 Jan.): British Mandate to 1948**

**Caplan, Ch. 4**: "Arabs and Jews Under the British Mandate: Entrenching Positions 1917- 1928," pp. 56-78. **Caplan, Ch. 5**: "Collapse of the Mandate: Rebellion, Partition, White Paper, 1929-1939," pp. 79-100. **Caplan, Ch. 6**: "Shoah, Atzma'ut, Nakba: 1939-1949," pp. 101-130. - -

**Primary Documents** (links on MyCourses): UN Security Council Resolution 181, The Partition of Palestine (1947) UN General Assembly Resolution 194 (1948)

#### **Recommended:**

Herbert Sidebotham, "British interests in Palestine," in Walid Khalidi, *From Haven to Conquest*, 125-142

Shlomo Katz, "Understanding Jewish Resistance in Palestine: The Aims and Methods of the Hagana." *Commentary* (July 1946).

Mohammed Dajani Daoudi & Robert Satloff, "[Why Palestinians Should Learn About the Holocaust](#)," *New York Times* 29 March 2011.

\*\*\**Short Analysis Paper Posted 24 Jan., due 28 Jan.*\*\*\*

**Week 4: (29 & 31 Jan.): The 1956 and 1967 Wars**

**Caplan, Ch. 7.** "Israel and the Arab States, 1949-1973," pp. 131-159.

**R.B. Parker. 1993.** *The Politics of Miscalculation in the Middle East*, pp.3-58, available via the library website as an e-book

**Laura James,** "Nasser and his Enemies: Foreign Policy Decision Making in Egypt on the Eve of the Six Day War," MERIA 9, no. 2 (June 2005): 23-38.

**Primary Documents** (links via MyCourses): - UN Security Council Resolution 242

**Recommended:**

David Tal, "Israel's Road to the 1956 War," *International Journal of Middle East Studies* 28, no. 1 (February 1996): 59 - 81.

Michael Oren, "[Did Israel want the Six Day War?](#)" *The Jerusalem Post* 14/5/07

-Abba Eban, "[Speech at the Special Assembly of the United Nations](#) June 19, 1967

\*\*\**Research Essay Assignment Posted 31 Jan.*\*\*\*

**Week 5: (5 & 7 Feb.): Palestinian Militancy and the 1973 War**

**Caplan, Ch. 8,** "Back to the Core: Israel and the Palestinians," pp. 160-177

**Avi Shlaim,** "National Intelligence Failures: The Case of the Yom Kippur War," *World Politics* (April 1976)

**Bahgat Korany,** "The Glory That Was? The Pan-Arab, Pan-Islamic Alliance Decisions, October 1973," *International Political Science Review* 5, no. 1 (1984): 47 -74.

**Recommended:**

Shazly, Saad El-Din. 1980. *The Crossing of the Suez* (San Francisco, CA: American Mideast Research)

**Week 6 (12 Feb.): The 1977-79 Peace Negotiations**

**Stein, J.G. 1993.** "The Political Economy of Security Arrangements: The Linked Costs of Failure at Camp David" in Evens, Jacobson, and Putnam (eds.) *Double-Edged Diplomacy: International Bargaining and Domestic Politics* (Berkeley: University of California Press), pp.77-103

**Recommended:**

Gershon Shafir, "The Miscarriage of Peace: Israel, Egypt, the United States, and the 'Jarring Plan' in the Early 1970s," *Israel Studies Forum* 21, no. 1 (Summer 2006): 3-26.

**14 Feb.: In-Class Midterm Exam**

**Week 7: (19 & 21 Feb.): Nuclear Deterrence and Israel's 1982 Invasion of Lebanon**

**Beres, Louis René, and Zeev Maoz. 2004.** "Correspondence: Israel and the Bomb"



*International Security* Vol.29 No.1 (Summer): 175-80

**Avi Shlaim** “The Lebanese Quagmire: 1981-1984,” in *The Iron Wall: Israel and the Arab World*, WW. Norton and Co.: New York, 2000

**R. Khalidi**, “PLO Decisions: The Military Inputs” Ch.3 in *Under Siege: PLO Decisionmaking During the 1982 War* (New York: Columbia University Press, 1986) pp.67-98

Seth Anziska, “[A Preventable Massacre](#)” NYT, 16 Sept. 2012

**Recommended:**

James A. Reilly, “Israel in Lebanon, 1975-82,” MERIP Reports, no. 108/109 (September-October 1982): 14-20.

Kaminer, Reuven. “The Protest Movement in Israel,” in Lockman & Beinun, pp. 231-245.

Baruch Kimmerling, “Making Conflict a Routine: The Cumulative Effects of the Arab-Jewish Conflict Upon Israeli Society,” *Journal of Strategic Studies*, 6(3) 1983: 13-45

**Film: Waltz with Bashir**

**Week 8 (26 & 28 Feb.): Diplomacy and External Actors During the Cold War**

**R. Herrmann. 1987.** “Soviet Policy and the Arab-Israel-Conflict: Actions, Patterns, and Interpretations” *Political Science Quarterly*, 102 (Fall) pp.417-40

**P.C. Wood 1993.** “France and the Israeli-Palestinian Conflict: The Mitterrand Policies, 1981-1992” *Middle East Journal* 47 (1) (Winter) pp.21-40

**Recommended:**

Asseburg, M. 2003. “The EU and the Middle East Conflict” *Mediterranean Politics* 8 (2-3) 174-193 - Lars Faaborg-Andersen, “[Europe’s key message to Israel, the Palestinians: Make peace, we’ll support you](#),” Haaretz 6 July 2014. - Bruce Maddy-Weitzman, “[Arabs vs. the Abdullah Plan](#),” *Middle East Forum* XVII. 3 (Summer 2010), 3-12

-William B. Quandt, “Clinton and the Arab-Israeli Conflict: The Limits of Incrementalism,” *Journal of Palestine Studies* 30, no.2 (Winter 2001): 26 - 40. - Steven L. Spiegel, *The Other Arab-Israeli Conflict: Making America’s Middle East Policy, From Truman to Reagan* (Chicago: University of Chicago Press, 1985): pp. 1-15 (introduction) (available via Google Books) - Scott Wilson, “[Where Obama Failed on Forging Peace in the Middle East](#),” *Washington Post*, 15 July 2012, - Mark Gollom, “[Harper’s Support for Israel: Political, Philosophical, or Both?](#)” CBC 7 Dec 2012 - Nabeel Shaath, “[How Stephen Harper has weakened Canada’s status in Palestine](#),” *Globe & Mail*, 21 January 2014 - Elena Aoun, “European Foreign Policy and the Arab-Israeli Dispute: Much Ado About Nothing,” *European Foreign Affairs Review* 8 (2003): 289 - 312.

**\*\*\*\*\*STUDY BREAK (4-8 March) NO CLASS\*\*\*\*\***

Enjoy, relax.

**Week 9: (11 & 13 Mar.): Role of the US: The “Israel Lobby” Debate**

**First read:** Stephen Walt and John Mearsheimer, “[The Israel Lobby](#)” *London Review of Books* 23 March 2006.

**Then read:** Noam Chomsky, “[The Israel Lobby](#)” *ZNet Magazine*, March 2006.

**David Remnick** "[The Lobby](#)" *New Yorker* 3 September 2007.

**Christopher Hitchens**, "[Overstating Jewish Power](#)" *Slate Magazine*, March 2006.

**Paul D. Miller. 2014.** "Evangelicals, Israel, and US Foreign Policy" *Survival* Vol.26 No.1 pp.7-26

**Recommended:**

Mark Lander, "Potent Pro-Israel Group Finds Its Momentum Blunted," *New York Times*, 3 Feb 2014

Mitchell Bard, "The Arab Lobby: The American Component," *Middle East Quarterly* XVII: 4 (Fall 2010), pp. 3-15.

Ariel Ilan Roth, "Reassurance: A Strategic Basis of U.S. Support for Israel," *International Studies Perspectives*, Vol. 10, No. 4 (2009), pp. 378-393.

William B. Quandt, *Peace Process: American Diplomacy and the Arab-Israeli Conflict Since 1967* (Wash. D.C.: The Brookings Institution Press, 2005), pp.1-20 (access it via google books)

**Week 10: (18 & 20 Mar.): The First Intifada and the Oslo Peace Processes**

**Caplan, Ch. 10**, "From Boycott to Mutual Recognition"

**Salim Tamari**, "What the Uprising Means." in *Intifada: The Palestinian Uprising Against Israel*. Zachary Lockman and Joel Beinin (eds). Boston: South End Press, 1989. pp. 127-138 (Ch. 9).

**Ziad Abu-Amr**, "The Politics of the Intifada," in Michael C. Hudson, ed. *The Palestinians: New Directions*. Washington, DC: Center for Contemporary Arab Studies, Georgetown University, 1990, pp. 3-23

**Recommended:**

Avi Shlaim. "The Oslo Accord" *Journal of Palestine Studies* XXXIII (3) 1994, pp.24-40.

Johnson, Penny, Lee O'Brien, and Joost Hiltermann. "The West Bank Rises Up." *Intifada: The Palestinian Uprising Against Israel*. Zachary Lockman and Joel Beinin (eds). Boston: South End Press, 1989. Pp. 29-40. Anne Grace, "The Tax Resistance at Bayt Sahur," *Journal of Palestine Studies* 19.2 (Winter, 1990), pp. 99-107. - Mary King, *The Quiet Revolution* - Smith, "From Pariah to Partner: The PLO and the Quest for Peace in Global and Regional Contexts, 1984-1993" - R. Hinnebusch. "Does Syria Want Peace?" *Journal of Palestine Studies*. XXVI (1): 1996, pp.42-57

**Week 11: (25 & 27 Mar.): The Second Intifada and the Gaza Wars**

**Robert Malley and Hussein Agha**, "[Camp David: The tragedy of errors](#)", *The New York Review of Books*, August 9, 2001

**Dennis Ross, Gridi Gristein, Hussein Agha, Robert Malley**, "[Camp David: An exchange](#)". *The New York Review of Books*, September 20, 2001

**Jaeger, David. A., Esteban F. Klor, Sami H. Miaari, and M. Daniele Paserman. 2014.** "Can Militants Use Violence to Win Public Support? Evidence from the Second Intifada." *Journal of Conflict Resolution*

**Daniel Byman and Natan Sachs**, "The Rise of Settler Terrorism," *Foreign Affairs* 19.5 (Sep/Oct 2012): 73-86.



**Mouin Rabbani**, "[Israel Mows the Lawn](#)," London Review of Books 36.15 (July 2014)  
**Documentary Film: *The Gatekeepers* (2012)** – Interviews with five ex-chiefs of Israel's domestic security service, the Shin Bet, reveal that favour a negotiated solution with Palestinians. Watch [here](#) via the McGill Library (login required).

**Recommended:**

Y. Sayigh. "Arafat and the Anatomy of a Revolt" *Survival* Vol.43 No.3 (2001), pp.47-60  
Sara Roy, "Why Peace Failed: An Oslo Autopsy" pgs. 233-249 in *Failing Peace: Gaza and the Palestinian-Israeli Conflict*, Sara Roy, Pluto Press: London, 2007  
Charles Smith: "Israeli-Palestinian/Arab Negotiations and Agreements, 1993-1999," in *Palestine and the Arab-Israeli Conflict*  
Jerome Slater, "What Went Wrong? The Collapse of the Israeli-Palestinian Peace Process," *Political Science Quarterly*, vol.116 no. 2, 2001.  
Ross, *The Missing Peace*, pp. 256-349  
Robinson, Glenn. "[Being Yasir Arafat](#)" *Foreign Affairs* (November/December 2003).  
Graham Usher, *Dispatches from Palestine: The rise and fall of the Oslo peace process - Draft of the Road Map*, *Journal of Palestine Studies* 32, no. 2 (Winter 2003): 169 - 171.  
Assaf Moghadam, "Palestinian Suicide Terrorism in the Second Intifada: Motivations and Organizational Aspects." *Studies in Conflict & Terrorism* 26.6 (2003): 65-92.  
Ghassan Hage, "Comes a Time We Are All Enthusiasm": Understanding Palestinian Suicide Bombers in Times of Exigophobia," *Public Culture* 15.1 (Winter 2003), pp. 65-89 - Nathan Brown, "The Hamas-Fatah Conflict: Shallow but Wide," *The Fletcher Forum of World Affairs*, Vol. 34, No. 2 (Summer 2010), 35-49. Glenn Robinson, "Hamas as a Social Movement," in *Islamic activism: a social movement theory approach*, ed. Quintan Wiktorowicz - Sara Roy, Ch. 17 "Hamas and the Transformation(s) of Political Islam in Palestine" - Gerard DeGroot, "[The enemy below: Why Hamas tunnels scare Israel so much](#)," WP, 26 July 2014 - Rema Hammami and Salim Tamari, "The Second Uprising: End or New Beginning?" *Journal of Palestine Studies* XXX, no. 2 (Winter 2001): 5 - 25. - Maia Carter Hallward. "Uses and Abuses of International Law in Operation Cast Lead." *Nonviolent Resistance in the Second Intifada: Activism and Advocacy*. New York: Palgrave, 2011.  
**Stuart Cohen**, "[The Futility of Operation Cast Lead](#)." BESA Center Perspectives Papers No. 68, February 16, 2009  
Efraim Inbar, "[Hamas was Defeated, Until Next Time](#)," BESA Center Perspectives Paper No. 269, September 1, 2014.  
Efraim Inbar & Eitan Shamir (2014) 'Mowing the Grass': Israel's Strategy for Protracted Intractable Conflict, *Journal of Strategic Studies*, 37:1, 65-90

**Week 12 (1 & 3 Apr.): Israel, Iran and Hezbollah**

**Levitt, Matthew. 2015.** *Hezbollah: The Global Footprint of Lebanon's Party of God* (Georgetown University Press), Chapters 1 and 12

**Avi Issacharoff. 2018.** "[Iran vs. Israel: Is a Major War Ahead?](#)" *The Atlantic Monthly* (May 11)

**Daniel Douek. 2018.** "[What Will Be the Endgame Between Israel and Iran?](#)" *Globe and Mail* (May 11)

**Takeyh, Ray. 2020.** "[What's the Fallout from the Killing of a Top Iranian Nuclear Scientist?](#)" Council on Foreign Relations (30 November)

### **Recommended:**

- Norton, Augustus R. 2009. *Hezbollah: A Short History* (Princeton, NJ: Princeton University Press)
- Byman, Daniel, and Bilal Saab. 2015. "Hezbollah Hesitates?" *Foreign Affairs* 21 January
- Marc R. DeVore & Armin B. Stähli (2015) Explaining Hezbollah's Effectiveness: Internal and External Determinants of the Rise of Violent Non-State Actors, *Terrorism and Political Violence*, 27:2, 331-357
- Iver Gabrielsen (2014) The evolution of Hezbollah's strategy and military performance, 1982–2006, *Small Wars & Insurgencies*, 25:2, 257-283
- Dag Henriksen (2012) Deterrence by Default? Israel's Military Strategy in the 2006 War against Hizballah, *Journal of Strategic Studies*, 35:1, 95-12
- Amos Harel. 2018.** "[Why Iran Thinks It Has an 'Insurance Policy' Against an Israeli or U.S. Strike](#)" Ha'aretz (17 August)

### **Week 13 (8 & 10 Apr.): Palestine and Israel – Two States or One State?**

- Ghada Karmi**, "The One-State Solution: An Alternative Vision for Israeli-Palestinian Peace," *Journal of Palestine Studies* 40.2 (2011): 62-76.
- Marwan Muasher**, "[Palestinian-Israeli Direct Talks: The Case for a Regional Approach](#)," Carnegie Commentary (August 2010).
- "[Should Nations Recognize a Palestinian State?](#)" New York Times 17 Oct 2014
- WINEP, "Imaging the Border" - "[Is Peace Possible?](#)" Interactive Map.
- Documentary Film: Budrus (2009)** Examines a case of nonviolent resistance to the Israeli occupation and Separation Barrier. Watch [here](#) via the McGill Library (you will need to login)

### **Recommended:**

- Yuval Diskin, "[The changing face of the Middle East presents new opportunities for Israeli-Palestinian peace](#)," Ha'aretz 6 July 2014
- Ian Lustick, "[Two State Illusion](#)," New York Times 16 Sept 2013 (See also [responses](#))
- Oren Yiftachel, "Colonial Deadlock or Confederation for Israel/Palestine?" *Insight* 87, 2013
- Ari Shavit, "The old Mideast peace paradigm is dead; this is the new one," Haaretz 3 July 2014
- Naftali Bennett, "[For Israel, Two-State is No Solution](#)," New York Times 7 Nov 2014 - Ben Birnbaum & Amir Tibon, "[The Explosive, Inside Story of How John Kerry Built an Israel-Palestine Peace Plan—and Watched It Crumble](#)," New Republic 20 July 2014 died - Bernard Avishai, "[A Plan for Peace that Could Still Be](#)." NYT 7 Feb. 2011 - Yadin Kaufmann, "[The economic case for peace](#)," Haaretz 9 July 2014 Yonatan Touval, "What the Mideast peace process needs," *Washington Post*, 5 January 2014. (recognition of Israel as Jewish state)
- James Ron, "Palestine, the UN, and the One-State Solution," *Middle East Policy*, Vol. 18 Issue 4 (Winter 2011), pp. 59-67. - "[Two States in One Space](#)," IPCRI - Miriam Fendius Elman, Oded Haklai, and Hendrik Spruyt, *Democracy and Conflict Resolution The Dilemmas of Israel's Peacemaking*, Syracuse University Press, 2013. - "[Could Two Become One?](#)" *The Economist* 18 March 2013 - Carlo Strenger, "[Psychological obstacles to peace in Israel](#)," Haaretz 3 July 2014. - David Grossman, "[On hope and despair in the Middle East](#)," Haaretz July 8, 2014 - Paul L. Scham, "The Historical Narratives of Israelis and Palestinians and the Peacemaking Process,"

Israel Studies Forum 21, no. 2 (Winter 2006): 58-84. Barak Ravid, "[The secret fruits of the peace talks, a future point of departure?](#)" Haaretz 5 July 2014.

**Last Class: (11 April) – The Abraham Accords and the Palestine Impasse**

**Blum, Howard. 2017.** "[What Trump Really Told Kislyak After Comey Was Canned](#)" *Vanity Fair* (22 November)

**Daniel Douek. 2017.** "[Israeli-Palestinian peace deal: It's much harder than Trump thinks](#)" *Globe and Mail* (24 May)

"[Five Reasons Why Israel's Peace Deals with the UAE and Bahrain Matter](#)" *BBC News* (14 Sept. 2020)

**Varsha Koduvatur, David Daoud. 2020.** "[Welcome to a Brand-New Middle East](#)" *Foreign Policy* (30 September)

**Recommended:**

Zonszein, Meirav. 2018. "[Anti-Semitism doesn't bother Benjamin Netanyahu if it comes from his political allies](#)" *Washington Post* (13 July)

Entous, Adam. 2018. "[Israeli, Saudi, and Emirati Officials Privately Pushed for Trump to Strike a 'Grand Bargain' with Putin](#)" *New Yorker* (9 July)

**\*\*\*Final Exam to be scheduled by the University during the Final Exam Period\*\*\***

**Resources for Students:**

**Equity Advisors in the Department of Political Science**

In the context of ongoing efforts to promote **strong and sustainable departmental responses** to the issues of harassment and sexual misconduct, the Department of Political Science has appointed two professors to the position of **equity advisor**. The aim of this position is to work in cooperation with the chair and other members of the department to promote strengthened norms and practices in the department regarding **preventing and addressing harassment and sexual misconduct**. The equity advisors are available, individually or in tandem, to meet with colleagues and students to discuss questions relating to harassment, sexual misconduct, and related **equity concerns**, and will refer students and colleagues to the **relevant specialized services** and offices at McGill. They will promote awareness and application of policies and guidelines related to these issues in the department, including the Department of Political Science Guidelines on Relationships between Instructors and Students.

Our current equity officers are **Professor Kelly Gordon** (kelly.gordon2@mcgill.ca) and Professor **Will Roberts** (william.roberts3@mcgill.ca). Please feel free to reach out to either Professor Gordon or Professor Roberts with any concerns in relation to this issue.

**Political Science Students' Association (PSSA):**

The PSSA represents the students enrolled in major, minor, honours, and joint-honours undergraduate degrees in the department of political science at McGill University. They advocate for students' needs and concerns with the aim of **helping to promote students' experience and overall wellbeing**. The team offers many **involvement opportunities**,

coordinates **academic and social events and services**, provides advising and student support, and **enhances the relationship** between students, staff, and administration as student liaisons. Office: Leacock 420. Facebook page: <https://www.facebook.com/McGill.PSSA/>

Website: <https://www.mcgillpssa.ca>

[Assessment and Re-Read Policy Department of Political Science](#)

### **Liaison Librarian for Political Science**

Need help doing research for a paper? Our very own library liaison, Hye-jin Juhn, is dedicated to helping you find the sources you need as well as providing you access to software and resources to help organize and simplify the process. Hyejin.juhn@mcgill.ca 514-398-1087

McLennan Library Building Additional Support: AUS Essay Centre 2

### **Further Student Support Resources**

-The **Student Wellness Hub** offers activities and sessions remotely, available [here](#).

-Resources for **mental health support** during the campus closure can be found [here](#) (many are by phone or online and can be accessed from wherever you are).

-McGill **Student Services** are available to support you now. You can reach them [here](#).

[Sexual Assault Centre of the McGill Students' Society](#) (SACOMSS)

[Office for Sexual Violence Response, Support, and Education](#) (OSVRSE)

[Peer Support Centre SSMU Walksafe / Drivesafe](#)

[McGill Students' Nightline](#) On-Campus Resources / Off-Campus Resources - emotional support and psychological services - medical services - safety and security services (shelters)

**\*\*\*\*McGill University is situated on the traditional territory of the [Kanien'kehà:ka](#), a place which has long served as a site of meeting and exchange amongst nations. We recognize and respect the Kanien'kehà:ka as the traditional custodians of the lands and waters on which we meet today.**