Faculty of Education and Arts
School of Humanities & Social Science
http://www.newcastle.edu.au/school/hss/

Newcastle Campus
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Callaghan 2308
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Office hours: 9:00am – 5:00pm
Fax: +61 2 4921 6933
Email: Humanities-SocialScience@newcastle.edu.au
Web: http://www.newcastle.edu.au/school/hss/

Course Co-ordinator: Dr Roger Markwick
Room: MCLG34a
Ph: 4921 7122
Fax: 4921 6933
Email: roger.markwick@newcastle.edu.au
Consultation hours:

Course Overview

HIST3672 - Israel and the Middle East: roots of the current conflict

Course Outline

Course Coordinator: Dr Roger Markwick
Semester: Semester 1 - 2009
Unit Weighting: 20
Teaching Methods:
Lecture
Tutorial

Brief Course Description
Examines the historical origins of the current conflict in the Middle East with particular reference to Israel and the Arabs. Topics: Colonialism and Zionism; Arab nationalism and the demise of the Ottoman Empire; the British Mandate in Palestine; the Holocaust and the Middle East; the UN and the establishment of Israel; Nasserism, Suez crisis and Six Day War; rise of the PLO; Cold War and the Middle East; Camp David, Oslo Accords and the Road Map to peace.

Contact Hours
Lecture for 2 Hours per Week for the Full Term
Tutorial for 2 Hours per Week for the Full Term
4 contact hours per week:
2 hours lectures, which may include a video for full term.
2 hours tutorials or seminars for 12 weeks.
Tutorials will commence in week 2.

Learning Materials/Texts
Course Objectives
1. Introduce students to major themes and issues pertaining to the origins of the conflict between Israel, the Palestinians and the Arabs as a whole.

2. Introduce students to historiographical issues pertaining to the Middle East conflict.

3. Enhance students' skills in the areas of research, analysis, and the presentation of arguments both written and verbal.

Course Content
Course content will be drawn from the following range of topics:
1. Colonialism and Zionism
2. Arab nationalism
3. demise of the Ottoman Empire
4. the British Mandate in Palestine
5. the Holocaust, Palestine and Israel
6. the UN and the establishment of Israel
7. Nasserism, Suez crisis and Six Day War
8. rise of the PLO
9. Cold War and the Middle East
10. Camp David, Oslo Accords and the Road Map to peace.

Assessment Items

<table>
<thead>
<tr>
<th>Examination:</th>
<th>class test 15%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essays / Written Assignments</td>
<td>Tutorial paper - 2000 words 20%</td>
</tr>
<tr>
<td></td>
<td>Library assignment - 500 words 5%</td>
</tr>
<tr>
<td></td>
<td>Essay plan - 500 words 5%</td>
</tr>
<tr>
<td></td>
<td>Essay - 4000 words 40%</td>
</tr>
<tr>
<td>Group/tutorial participation and</td>
<td>Tutorial participation (in class and online through BlackBoard) 15%</td>
</tr>
<tr>
<td>contribution</td>
<td></td>
</tr>
</tbody>
</table>

Assumed Knowledge
20 units in History at 1000 level or equivalent

Callaghan Campus Timetable
HIST3672
ISRAEL AND THE MIDDLE EAST
Enquiries: School of Humanities and Social Science
Semester 1 - 2009

<table>
<thead>
<tr>
<th>Lecture and Tutorial</th>
<th>Monday 15:00 - 17:00</th>
<th>[SRLT3]</th>
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</thead>
<tbody>
<tr>
<td>or</td>
<td>Tuesday 9:00 - 11:00</td>
<td>[GP130]</td>
</tr>
<tr>
<td>or</td>
<td>Tuesday 11:00 - 13:00</td>
<td>[MCLG44]</td>
</tr>
<tr>
<td>or</td>
<td>Tuesday 15:00 - 17:00</td>
<td>[MCG25]</td>
</tr>
<tr>
<td>Commencing Wk 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Plagiarism
University policy prohibits students plagiarising any material under any circumstances. A student plagiarises if he or she presents the thoughts or works of another as one's own. Without limiting the generality of this definition, it may include:

- copying or paraphrasing material from any source without due acknowledgment;
- using another's ideas without due acknowledgment;
- working with others without permission and presenting the resulting work as though it was completed independently.
Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs.

Aiding another student to plagiarise is also a violation of the Student Academic Integrity Policy and may invoke a penalty.

For further information on the University policy on plagiarism, please refer to the Policy on Student Academic Integrity at the following link -


The University uses an electronic text matching system called Turnitin. When you submit assessment items please be aware that for the purpose of assessing any assessment item the University may -

- Reproduce this assessment item and provide a copy to another member of the University; and/or
- Communicate a copy of this assessment item to a text matching service (which may then retain a copy of the item on its database for the purpose of future checking).
- Submit the assessment item to other forms of plagiarism checking

Written Assessment Items

Students may be required to provide written assessment items in electronic form as well as hard copy.

Marks and Grades Released During Term

All marks and grades released during the term, are indicative only until formally approved by the Head of School on the recommendation of the School Assessment body.

Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations

Students are required to submit assessment items by the due date, as advised in the Course Outline, unless the Course Coordinator approves an extension of time for submission of the item. University policy is that an assessment item submitted after the due date, without an approved extension, will be penalised.

Any student:

1. who is applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or

2. whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment;

must report the circumstances, with supporting documentation, to the appropriate officer following the instructions provided in the Special Circumstances Affecting Assessment Procedure - Policy 000641.

Note: different procedures apply for minor and major assessment tasks.

Please go to the Policy at http://www.newcastle.edu.au/policylibrary/000641.html for further information, particularly for information on the options available to you.

Students should be aware of the following important deadlines:

- Requests for Special Consideration must be lodged no later than 3 working days after the due date of submission or examination.

- Requests for Extensions of Time on Assessment Items must be lodged no later than the due date of the item.

- Requests for Rescheduling Exams must be received no later than ten working days prior the first date of the examination period

Your application may not be accepted if it is received after the deadline. In the first instance, students who
are unable to meet the above deadlines due to extenuating circumstances should speak to their Program Officer.

Changing your Enrolment

If students are enrolled after the census dates listed below they are liable for the full cost of their student contribution or fees for that term.

For semester 1 courses: 31 March 2009

Block Census Dates

Block 1: 16 January 2009

Students may withdraw from a course without academic penalty on or before the last day of term. Any withdrawal from a course after the last day of term will result in a fail grade.

Students cannot enrol in a new course after the second week of term, except under exceptional circumstances. Any application to add a course after the second week of term must be on the appropriate form, and should be discussed with staff in the Student Hubs.

To check or change your enrolment online, please refer to myHub - Self Service for Students

https://myhub.newcastle.edu.au

Faculty Information

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students studying in Australia.

The four Student Hubs are located at:

Callaghan Campus
- Shortland Hub: Level 3, Shortland Building
- Hunter Hub: Level 2, Student Services Centre

City Precinct
- City Hub and Information Common: Ground Floor, University House

Faculty websites

Faculty of Education and Arts

http://www.newcastle.edu.au/faculty/education-arts/

Contact details

Callaghan, City and Port Macquarie

Phone: 02 4921 5000

Email: EnquiryCentre@newcastle.edu.au

The Dean of Students
Resolution Precinct
Phone: 02 4921 5806
Fax: 02 4921 7151
Email: resolutionprecinct@newcastle.edu.au

Various services are offered by the University Student Support Unit:
Alteration of this Course Outline

No change to this course outline will be permitted after the end of the second week of the term except in exceptional circumstances and with Head of School approval. Students will be notified in advance of any approved changes to this outline.

Web Address for Rules Governing Undergraduate Academic Awards

STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

The University is committed to providing a range of support services for students with a disability or chronic illness.

If you have a disability or chronic illness which you feel may impact on your studies, please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register please contact the Disability Liaison Officer on 02 4921 5766, or via email at: student-disability@newcastle.edu.au

As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester.

For more information related to confidentiality and documentation please visit the Student Support Service (Disability) website at: www.newcastle.edu.au/services/disability

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End of CTS Entry---------------------------------------------------

Online Tutorial Registration:

Students are required to enrol in the Lecture and a specific Tutorial time for this course via the Online Registration system. Refer - http://studinfo1.newcastle.edu.au/rego/stud_choose_login.cfm

NB: Registrations close at the end of week 2 of semester.

Studentmail and Blackboard: Refer - www.blackboard.newcastle.edu.au/

This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

Important Additional Information

Details about the following topics are available on your course Blackboard site (where relevant). Refer - www.blackboard.newcastle.edu.au/

- Written Assignment Presentation and Submission Details
- Online copy submission to Turnitin
- Penalties for Late Assignments
- Special Circumstances
- Assignment Re-submission
- Re-marks & Moderations
- Return of Assignments
- Preferred Referencing Style
- Student Representatives
- Student Communication
- Essential Online Information for Students
HIST 3672
Israel and the Middle East:

Roots of the current conflict
Semester I, 2009
20 Units

Course coordinator: Dr. Roger Markwick
Introduction
This course surveys the origins of one of the most contentious issues in modern history: the conflict between Israel, the Palestinians and the Arabs. Even before the establishment of Israel in 1948 unleashed seemingly endless conflict, the Zionist aspiration for a separate Jewish state was accompanied by growing conflict, not only between Jewish settlers and native Palestinians but between the Arab peoples generally and their colonial overlords, particularly Britain.

This course explores the roots of the Israeli-Arab conflict in the context of 19th and 20th century colonialism and imperialism and the reactions to them. Among the topics the course looks at are

- Zionism and European colonialism
- The rise Arab nationalism and the demise of the Ottoman Empire
- The British Mandate in Palestine
- The Jewish Holocaust in Europe and its implications for the Middle East
- The role of the United Nations in the establishment of Israel
- The rise of Nasserism, Suez crisis and the 1967 ‘Six Day War’
- Yasser Arafat and the emergence of the Palestinian Liberation Organisation
- The impact of the Cold War and the Middle East
- The Camp David and Oslo Accords and the ‘Road Map’ to peace.

Among the pivotal questions we consider are:

- Who were the Zionists and why did they want to establish a Jewish homeland in Palestine?
- What was the nature and status of Arab society under Turkish Ottoman rule?
- What was the significance of the British Balfour declaration in 1917?
- To what extent did the Holocaust contribute to the establishment of Israel?
- Why have the Arabs in general and the Palestinians in particular been so hostile to Israel?
- What links are there between the Israeli-Palestinian conflict and international politics?

In looking at these and other questions, we will consider the economic, social, political and religious forces that have shaped the Arab world and gave rise to Zionism and ultimately, Israel. In this context, we will consider the degree to which the conflict has been driven by religious differences, a question that has come to the fore in recent times. We will also look at differing historical interpretations of the conflict and its representation by historians themselves.

This course assumes that history is an ‘argument without end’ about the past. Historians argue not only about historical ‘facts’ but also the way in which they are interpreted. The Israeli-Palestinian has polarised public opinion probably more than any contemporary issue. Historians, however much they espouse ‘objectivity’, have not been immune from public debates, for instance, about the rights and wrongs of the establishment of Israel. The lectures and tutorials will tackle these and other issues using a variety of primary and secondary sources, including some film.

The tutorials in particular require students to analyse primary sources as the basis for informed discussion. As historians, this course entails reflecting on the nature of the past and the process of writing about. An appreciation of different approaches to the study of the Israeli-Arab conflict is therefore an integral objective of this course. At the end of it, students should know the key events of the conflict and show familiarity with the key debates about it. Students should also, of course, have developed and enhanced their skills in research, in analysis of sources, and in writing and oral presentation.

Course textbook
There is a textbook for this course:
Ian J. Bickerson & Carla L. Klausner, *A History of the Arab-Israeli Conflict*, 5th edn. (New Jersey: Prentice Hall 2007), available for purchase at the Campus Bookshop. Purchase is highly recommended, as its documentary sources will be the basis of our tutorial discussions.

Useful introductions include:


Among the numerous sites devoted to Arab-Israeli conflict are:

[http://www.jewishvirtuallibrary.org/jsource/myths/mftoc.html](http://www.jewishvirtuallibrary.org/jsource/myths/mftoc.html)

NB: Caution should be exercised in relying on internet sites alone for this course.
# HIST 3672: Israel and the Middle East

## Lecture & Tutorial Programme, Semester I 2009

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>LECT/VIDEO</th>
<th>TUTORIAL</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>2 March</td>
<td>Contentious History: Israel &amp; the Middle East</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>9 March</td>
<td>The Ottoman Empire &amp; Arab nationalism</td>
<td>Introduction &amp; organisation</td>
</tr>
<tr>
<td>3</td>
<td>16 March</td>
<td>Colonialism and Zionism</td>
<td>Palestine and the rise of Arab nationalism</td>
</tr>
<tr>
<td>4</td>
<td>Library assignment due Tue 24 March</td>
<td>23 March</td>
<td>World War I and the Middle East</td>
</tr>
<tr>
<td>5</td>
<td>30 March</td>
<td>The British Mandate in Palestine</td>
<td>Sykes-Picot to Balfour</td>
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<tr>
<td>6</td>
<td>Essay plan due Tue 7 April</td>
<td>6 April</td>
<td>The ‘Holocaust’, Palestine and Israel</td>
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<td></td>
<td>mid-Semester recess</td>
<td>10-17 April</td>
<td>mid-semester recess</td>
</tr>
<tr>
<td>7</td>
<td>Essay plan return: times to be set</td>
<td>20 April</td>
<td>The UN &amp; the establishment of Israel</td>
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<tr>
<td>8</td>
<td>27 April</td>
<td>1967 ‘Six Day’ War &amp; Rise of the PLO</td>
<td>1967 ‘Six Day’ War</td>
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<tr>
<td>9</td>
<td>4 May</td>
<td>Cold War and the Middle East</td>
<td>Rise of the PLO</td>
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<tr>
<td>10</td>
<td>Essay due 5pm Frid 8 May</td>
<td>11 May</td>
<td>Camp David Accords (1978)</td>
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<tr>
<td>11</td>
<td>18 May</td>
<td>The Lebanon War &amp; Intifada I</td>
<td>The First Intifada</td>
</tr>
<tr>
<td>12</td>
<td>25 May</td>
<td>Israeli-PLO Accord to ‘Road Map’ to peace</td>
<td>Peace of the brave? Israeli-PLO Accord</td>
</tr>
<tr>
<td>13</td>
<td>1 June</td>
<td>Class Test</td>
<td></td>
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</table>
HIST 3672: Israel and the Middle East
COURSE DETAILS

Lecturer
Dr Roger Markwick

Room
MCLG34a

e-mail
goerge.markwick@newcastle.edu.au

phone
4921 7122

Consultation
Monday: 2-3
Tuesday: 2-3
Other times by appointment

Contact hours
1 x 2hr lectures per week (second hour may be video)
1 x 2 hour tutorial per week

Timetable
Lectures: Monday: 3-5pm: SRLT3

Tutorials: Tuesday: 9-11 am: GP130

Tuesday: 11-1 pm: MCLG44

Tuesday: 3-5pm: MCG25

Assessment

<table>
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<tr>
<th>Task</th>
<th>Value</th>
<th>Due Date</th>
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<tr>
<td>tutorial paper – 2,000 words</td>
<td>20%</td>
<td>1 week following presentation</td>
</tr>
<tr>
<td>Library assignment – 500 words</td>
<td>5%</td>
<td>In class Tuesday 24 March</td>
</tr>
<tr>
<td>Essay plan – 500 words</td>
<td>5%</td>
<td>In class Tuesday 7 April</td>
</tr>
<tr>
<td>Essay – 4,000 words</td>
<td>40%</td>
<td>5pm Friday 8 May</td>
</tr>
<tr>
<td>Tutorial participation</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>Class Test</td>
<td>15%</td>
<td>Tuesday 6 June</td>
</tr>
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Participation and assessment
The more you put into this course the more you will get out of it. You should attend the lectures (which will occasionally involve film) because they provide the framework for the course and the issues addressed in it, which will be examined in the final class test. Please note that 35% of your assessment is derived from the tutorials (20% from written papers + 15% participation).

Tutorials and your participation in them are the backbone of this course. You are expected to attend. A record of tutorial attendance will be kept.

Tutorial format
Document discussion, mainly drawn from the textbook, Bickerson & Klausner, A Concise History of the Arab Israeli Conflict, will kick off the tutorials.
Document discussion will be followed by a formal student presentation.

You are required to present your response to the principal question for one tutorial of your choice. Ideally, this should be about 10 minutes duration, based on brief notes.

You should be prepared to discuss the documents provided in Bickerson & Klausner and the items designated ‘Essential Reading’ (listed in the Course guide) and the perspectives of other historians listed under ‘Recommended Reading’. You are not expected to have all the answers, rather to raise the issues the tutorials should be discussing.
On the basis of discussion, you must submit a written version of your response in the form of a 2,000 word tutorial paper at the following tutorial or through Turn it in. The tutorial paper requires a Bibliography and references.

There should be a minimum of 5 additional readings beyond the Textbook.

Students will select their topics for presentation at the first tutorial meeting.

Tutorial participation marks will be allocated as follows:

10-9 Always appears to have read widely; always makes stimulating contributions to group discussion
8 Usually appears to have read widely; usually makes stimulating contributions to discussion
7 Usually appears to have read; usually makes worthwhile contributions to discussion
6 Sometimes appears to have read; usually makes a contribution to discussion
5 Sometimes appears to have read; sometimes makes a contribution to discussion
4-0 Little or no reading; few or no contributions to discussion

It is not enough to attend tutorials. No marks will be given for simply sitting in class.

Library assignment - 500 words: due Tuesday 24 March
Find the meaning of the following terms, using a dictionary or encyclopaedia of historical or political terms (do NOT use an ordinary dictionary of the English language nor a website):
• Colonialism
• caliphate
• nationalism
• imperialism
• mandate
• racism
• Holocaust
• Islam
• Judaism
• Zionism

For each answer
• provide the source exactly as you would reference an essay according to the University of Chicago system (author, title, place, publisher, date, page etc.).
• If you repeat a source, give an abbreviated reference in the correct form.
• Give the call number for the item.

Essay plan - 500 words. Due in class Tuesday 7 April
Essay writing is an acquired art. It takes planning and skill. This exercise is preparation for your major essay. Once you have chosen your essay topic you should write a 250-word (approximately 1 page) outline as follows:
• An introductory paragraph in which you analyse the question, indicate how you will the question and foreshadow your conclusion.
• 4-5 main points that will be included in the essay
• A short concluding paragraph.
• A brief (no more than 5 items at this stage) Bibliography, divided into Primary & Secondary sources.

You don’t have to have all the answers at this stage. The task is to outline a possible answer to the essay question you have chosen. Your plan will be assessed & returned to you to help you write your essay. For advice on essay writing see the School of Humanities and Social Science:
Essays are due by 5pm Friday 8 May. No essay will be accepted after Friday 29 May unless there has been a written, documented request for an extension in advance.

No extensions will be given without a medical certificate or other formal documentation. Requests for extensions should be submitted in writing.

Late essays and assignments will be penalised: 10% of the value of the assignment per week or part thereof.
- Do not hand essays to me or put them under my office door. They should be submitted through the School, with the appropriate cover sheet.
- No plastic covers please. Word-processed essays are preferred, but legible handwriting is acceptable. Illegible essays will be returned for rewriting.
- Students must take care to observe the History discipline’s requirements in terms of referencing, the ‘Chicago system’.

You may choose to write an essay based on a seminar question but the essay topic you choose must be quite distinct from your seminar paper.

Students may also choose to develop their own question, but only with my agreement. You will need to provide a bibliography to show that the sources are available. You are welcome to discuss your essay. You are expected to develop an argument based on your own evaluation of the sources, both primary and secondary. Assessment will be based on your research, your analysis and the development of your argument, including clarity of expression. Please consult the School of School of Humanities and Social Science ‘Essay Writing Guide’ for more details on the writing, format and submitting of essays.


Class Test. A 1 ½ -hour class test will be held on Tuesday 1 June. Attendance at the test is compulsory. Only documented medical conditions or personal circumstances will be accepted as reasons for absence.

The test will require you to answer questions that will address issues raised in the lectures and tutorials. More details will be given later in the course.

Completion of assignments

The completion of all major assignments and tests is a threshold requirement for passing any course in History. Any student who does not make a reasonable attempt at passing all pieces of assessment worth twenty percent of their mark or more will not be passed, regardless of how well the student scores on other assessment tasks.

Students should thus note that attendance at class tests and exams is compulsory. Under exceptional circumstances, such as illness, bereavement, the marriage of a close relative, commitment to sporting or cultural events of national significance, or religious observance, alternative arrangements for sitting the test or exam may be negotiated with the subject co-ordinator. In such instances the student should notify the subject co-ordinator well in advance.
Holiday plans, part-time employment, visiting family and friends and sporting or cultural events of local significance only are not recognised as valid reasons for making alternative arrangements.

**Plagiarism warning.** The School of Humanities and Social Science does not tolerate plagiarism. Students who reproduce other scholar's material will incur the penalty outlined in the Faculty of Education and Arts plagiarism policy, a copy of which is included with this guide. Check the statement on plagiarism included in this guide to ensure you understand what plagiarism is and how to avoid it. Note that copying published work is plagiarism, even if the source is acknowledged in a footnote. Note that copying published work is plagiarism, even if the source is acknowledged in a footnote. **You are required to submit your tutorial paper and your long essay through the plagiarism detection site, Turnitin.com.**
TUTORIAL TOPICS

Week 1

No tutorials this week

Books and articles:
* denotes Short loan
# denotes 3-day loan.
[EAI] denotes: accessible through The Electronic Library, Auchmuty Library;
[JSTOR] denotes: accessible through The Electronic Library
[on line]

Week 2

Introduction

This will be primarily an organisational meeting. It will also be an opportunity to discuss the approach and objectives of the course.

Week 3

Palestine and the rise of Arab nationalism

This tutorial will consider social and political developments in Palestine in the late nineteenth and early–twentieth centuries. At that time Palestine was dominated by the Turkish Ottoman Empire, but its authority was being challenged from without by European powers such as Britain and France and from within by Arab nationalism. We will consider the structure of Palestinian society, its political and religious makeup, the impact of colonialism and the emergence of Arab nationalism

Documents


Document questions

1. What was ‘liberal about the Arab League’s program’?
2. How was the role of the religious caliphate envisaged in the Arab League’s program’?
3. Against whom was the 1914 manifesto of the Arab nationalists directed and why?
4. What stance did the 1914 manifesto take towards the role of religion in their struggle?

Tutorial Question:

What factors gave rise to Arab nationalism in the decades before the First World War?

Essential Reading:

Bickerson & Klausner, A History of the Arab Israeli Conflict, Ch 1.

Recommended Reading:


*Pappe, Ilan, A history of modern Palestine: one land, two peoples (New York; Port Melbourne: Cambridge University Press, 2004), Ch. 1-2. 956.9405 PAPP
WEEK 4
Zionism

‘Zionism’ is the most contentious issue in the history of Palestinian – Israeli relations. This tutorial will consider the origins, meaning and impact of Zionism in the Middle East prior the First World War.

Documents

Document questions
1. What was ‘the Jewish question’ for Herzl?
2. What was the objective of Herzl’s ‘Plan’?
3. What role did labour play in Herzl’s ‘Plan’?
4. What were the Basel’s Declaration’s aims and means to achieve them?

Tutorial Question:
What was Zionism before the First World War?

Essential Reading:
Bickerson & Klausner, A History, Ch 1, pp 20-34.

Recommended Reading:

#Cohen, Michael J., The origins and evolution of the Arab-Zionist conflict (Berkeley: University of California Press, 1987). 956.03 COHE & 956.03/22


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Essay plan – 500 words. Due Tues 7 April
WEEK 5
Sykes-Picot to Balfour

This tutorial looks at the complex rivalries between the European colonial powers in the Middle East, principally Britain and France, and how they shaped the developments in the region.

**Documents**

1. Bickerson & Klausner: Doc. 2-1 to 2-3: Hussein-McMahon Correspondence (1915).

**Document questions**

1. What were the stated objectives of Sherif Hussein?
   What were the stated objectives of Sir Henry McMahon?
   How did Hussein and McMahon qualify their objectives?
2. Under Sykes-Picot Agreement, how did Britain and France divide the Middle East?
3. What did Balfour offer the Zionists and how was it qualified?
4. On what grounds did Edwin Montague object to Palestine being declared a Jewish ‘national home’?

**Tutorial Question:**
What role did Britain play in the Middle East, 1915-17?

**Essential Reading:**
Bickerson & Klausner, *A History*, Ch 2, pp. 36-47.
*Pappe, Ilan, *A history of modern Palestine: one land, two peoples* (New York; Port Melbourne: Cambridge University Press, 2004), Ch. 2. *956.9405 PAPP*

**Recommended Reading:**
#Cohen, Michael J., *The origins and evolution of the Arab-Zionist conflict* (Berkeley: University of California Press, 1987). *956.03 COHE & 956.03/22*
*Fromkin, David, *A peace to end all peace: creating the modern Middle East, 1914-1922* (New York: H. Holt, 1989) 327.41056


*Pappe, Ilan, A history of modern Palestine: one land, two peoples* (New York; Port Melbourne: Cambridge University Press, 2004), Ch. 2. 956.9405 PAPP


*Segev, Tom, One Palestine, complete: Jews and Arabs under the British mandate* (London: Abacus, 2001) 956.9404 SEGE 2001

WEEK 6
Land, Immigration & White papers

After World War I the League of Nations entrusted the Middle East to the two major colonial powers, Britain and France. This tutorial looks at the way this mandate facilitated Zionist aspirations at the expense of the Arabs. At issue were immigration and land. The documents primarily follow the twists and turns of British mandate policy in relation to Jewish immigration and Arab resistance.

Documents
1. Bickerson & Klausner: Doc. 2-8 ‘Recommendations of the King-Crane Commission’ (28 August 1919).

Document questions
1. How did the American King-Crane Commission view the Zionists programme for Palestine?
2. What attitude did the Churchill White Paper take to the creation of a Jewish national home?
3. On what grounds did the Peel Commission advocate partition of Palestine?
4. Why did the 1939 White Paper propose an end to Jewish immigration?

Tutorial Question:
Outline and explain the shifts of British policy in relation to Palestine between 1919 and 1939.

Essential Reading:
Bickerson & Klausner, A History, Ch 2, pp. 47-64.
*Morris, Benny, Righteous Victims: A History of the Zionist-Arab Conflict, 1881-2001 (New York, Vintage 2001), Ch. 4. 956.03 MORR

Recommended Reading:
#Cohen, Michael J., The origins and evolution of the Arab-Zionist conflict (Berkeley: University of California Press, 1987). 956.03 COHE & 956.03/22
Mayer, Arno Ploughshares into Swords (Verso, 2008) 956.9405/MAYE
Miller, Rory, ‘Sir Ronald Storrs and Zion: The Dream that Turned into a Nightmare’, Middle Eastern Studies, July 2000 v. 36 (3) pp. 114-45. [EAI: Text & PDF]
Pappe, Ilan, A history of modern Palestine: one land, two peoples (New York; Port Melbourne: Cambridge University Press, 2004), Ch. 3. 956.9405/PAPP
Segev, Tom, One Palestine, complete: Jews and Arabs under the British mandate (London: Abacus, 2001) 956.9404 SEGE 2001
Weizmann, Chaim, Trial and Error: The Autobiography of Chaim Weizmann (Greenwood; reprint, 1972, first published 1949) 956.94/W
WEEK 7
Partition of Palestine: ‘al-Nakba’

World War II was a turning point in 20th century world affairs, not least in the Middle East. Nazism’s genocidal Holocaust against European Jewry added impetus for the establishment of a Jewish state in the Middle East. The collapse of British power in the region opened the way to its realisation in 1948, with the endorsement of the United Nations. But the partition of Palestine and the establishment of Israel came at terrible price: the first Arab-Israeli war and the Palestinian Diaspora – ‘al-Nakba’ (‘the catastrophe’) as the Palestinians call it.

Documents


Document questions

1. What reasons did the Zionist Biltmore conference give for founding a ‘Jewish Commonwealth’ in Palestine?
2. According to Gold Meir, what were the two principal aims of Zionism?
3. What three claims of ‘World Jewry’ did the Arab Higher Committee dispute?
4. On what grounds did UNSCOP propose partition of Palestine?

Tutorial Question:
What role did the Holocaust play in the establishment of Israel?

Essential Reading:
Bickerson & Klausner, A History, Ch 3 and 4.
*Zertal, Idith, Israel's Holocaust and the Politics of Nationhood (Cambridge University Press: 2005), Introduction & Ch.3. 940.5318 ZERT 2005

Recommended Reading:
Amin Morsy, Laila, ‘Indicative cases of Britain’s wartime policy in Egypt, 1942-44’, Middle Eastern Studies, Jan 1994 v. 30 n.1, pp.91-323 [EAI]
Arieh, Kochavi, ‘Indirect pressure: Moscow and the end of the British mandate in Palestine’, Israel Affairs, Oct 2004 v.10 (1) pp. 60-77. [on line]

#Bauer, Yehuda, A history of the Holocaust (New York: F. Watts, 1982), 940.5318 BAUE-1
#Cohen, Michael J., The origins and evolution of the Arab-Zionist conflict (Berkeley: University of California Press, 1987). 956.03 COHE & 956.03/22
*Khalidi, Walid, ‘Revisiting the UNGA partition resolution’, *Journal of Palestine Studies*, Autumn 1997 v. 27 n.1, pp. 5-22. [JSTOR]

*Neville, Peter, The Holocaust* (Cambridge: Cambridge University Press, 1999). 940.5318 NEVI

*Novick, Peter, The Holocaust and collective memory: the American experience, (London : Bloomsbury, 2001), Ch. 4. 940.5318 NOVI
Ofer, Dalia ‘Linguistic conceptualization of the Holocaust in Palestine and Israel, 1942-53’, *Journal of Contemporary History*, July 1996 v. 31 n. 3 pp. 567-596. [JSTOR]
*Pappe, Ilan, A history of modern Palestine: one land, two peoples* (New York; Port Melbourne: Cambridge University Press, 2004), Ch. 4. 956.9405 PAPP
Piterburg, Gabriel, The Returns of Zionism (Verso, 2008)
#Rubin, Barry, The great powers in the Middle East 1941-1947: the road to the Cold War (London: Cass, 1980) 327.56/7
Weitz,Yechiam, ‘Jewish refugees and Zionist policy during the Holocaust’, *Middle Eastern Studies*, April 1994 v. 30 n. 2, pp. 351-69. [EAI].
WEEK 8
1967 ‘Six Day’ War

After the 1956 Suez-Sinai war, the Middle East became increasingly entangled with the Cold War. Israel and the more conservative Arab states, such as the monarchies of Jordan and Saudi Arabia, were increasingly allied with and armed by the USA. Likewise, the nationalistic, anti-colonial Arab states, chiefly Nasser’s Egypt, Syria and Iraq, after the overthrow of the monarchy in 1958, increasingly allied themselves with the Soviet Union, which armed them. In this decade Israel consolidated itself as a power in the Middle East while the Palestinians, dispersed in refugee camps, established their own Palestine Liberation Organisation (PLO) in May 1964. Meanwhile, tensions remained high between the ‘radical’ Arab states and Israel, erupting in war in June 1967.

Documents

   Doc. 6-5: ‘Resolutions of the Khartoum Conference’(1 September 1967).

Document questions

1. What justifications did President Nasser give for confronting Israel and its Western supporters?
2. What justifications did Israeli Foreign Minister Eban give for Israel’s need to go to war?
3. What were the basic principles and demands expressed in UN Security Council Resolution 242 (22 November, 1967)?
4. What were the basic foreign policy principles enunciated by Israel and the Arabs in the aftermath of the so-called ‘Six day’ war?

Tutorial Question:
To what extent, if at all, did Nasser provoke war in June 1967?

Essential Reading:
Bickerson & Klausner, A History, Ch 6.

Recommended Reading:
*Bowen, Jeremy, Six Days: How the 1967 War Shaped the Middle East. (St. Martin's: Thomas Dunne Bks, 2005)
Cohen, Avner, ‘Cairo, Dimona, and the June 1967 war’, The Middle East Journal, Spring 1996 v.50 n.2 pp.190-211. [on line]
Dawisha, Aadeed, ‘Requiem for Arab nationalism’, Middle East Quarterly, Wntr 2003 v.10 i1 pp. 25-41. [EAI]

(editorial), ‘The six-day war and Jewish power’, *The New Republic*, June 8, 1987, v. 196, pp. 7-10. [EAI]

Glassman, Jon D., *Arms for the Arabs: the Soviet Union and war in the Middle East* (Baltimore : Johns Hopkins University Press, 1975) 327.47056/12


Defeat in the June 1967 War was a terrible blow to Arab self-esteem. Most Arab governments, and certainly most Arab peoples, refused to reconcile themselves with defeat or the existence of the Israeli state. But it was increasingly apparent to the Palestinians, not least their leader Yasser Arafat, that they would have to rely on their own strength to redress their grievances. Israeli occupation of the West Bank, the Gaza strip and Jerusalem, bringing some 1.3 million Palestinians directly under Israeli rule, strengthened Palestinian nationalism and resistance. The PLO, originally initiated by the Arab League as a means of containing the Palestinians, became the principal voice for Palestinian aspirations. Armed guerrilla warfare became their principal tactic for achieving them.

**Documents**


**Document questions**

1. What were the objectives of the Palestinian National Covenant and how did it aim to achieve them?
2. What stance did the Rabat Conference take towards the Palestinians?
3. How did Israeli PM Rabin view the Rabat resolutions (5 November 1974)?

**Tutorial Question:**
Why was the PLO strengthened by the Arab defeat in the June 1967 War?

**Essential Reading:**

**Recommended Reading:**
Bar-Illan, David, ‘If this be peace.... (Israel and the Palestinians)’, *Commentary*, Feb 1995 v.99 n. 2 pp.30-6 [EAI]
*Hussain, Mehmood, The Palestine liberation organisation: a study in ideology, strategy and tactics* (Delhi: University Pub., 1975) 956.940571
Maksoud, Clovis’, ‘From June 1967 to June 1997: learning from our mistakes’, Arab Studies Quarterly (ASQ), Summer 1997 v.19 n.3 pp. 98-112. [EAI]
*‘The October War and its Aftermath’, Journal of Palestine Studies (Institute of Palestine Studies Beruit and Kuwait University), Vol III, no. 2, 1974. [JSTOR]
#Rabinovich, Abraham, The Yom Kippur War: The Epic Encounter that Transformed the Middle East (N. Y: Schocken, ).
Although Egypt had acquitted itself well in the October 1973 war, shaking Israeli confidence in its military superiority, Anwar Sadat was anxious to shake off the economic burden of continual military tension and Egyptian reliance on Soviet support. He sought a separate peace treaty with Israel which would return the occupied territories. Sadat abandoned the ‘liberation’ of Palestine as an Arab objective. US Secretary of State Henry Kissinger supported this ‘peace process’, taking advantage of US hegemony in the region as Soviet influence waned. The result was the bilateral peace accord between President Sadat, subsequently assassinated, and Prime Minister Menachem Begin signed at Camp David, USA September 1978, formalised as a peace treaty signed in Washington, March 1979.

Documents

Document questions
1. What Palestinian ‘rights’ were recognised by the UN General Assembly?
2. How did Arafat explain the roots of the conflict with Israel and what kind of Palestinian state did he envisage?
3. On what bases was the Framework for Peace established and what provisions were made to resolve the ‘Palestinian problem’?
4. What differences were there between the Likud and Arab League responses to the Israel-Egypt Peace Treaty (31 March 1979)?

Tutorial Question:
What were the Camp David Accords and why did Sadat and Begin sign them?

Essential Reading:
Bickerson & Klausner, A History, Ch 8.

Recommended Reading:


#Sadat, Anwar el-, *In search of identity: an autobiography* (Sydney: Collins, 1978) 962.05/28


WEEK 11

The first ‘Intifada’

The Egypt-Israel peace treaty certainly eased relations between them, but it did not contribute to peace overall in the Middle East. The Palestinians, far from benefiting from Israeli recognition of ‘the legitimate rights of the Palestinian people’ and Palestinian autonomy on the West Bank as an interim measure towards their realisation, were being denied their claims to sovereignty by the expansion of Jewish settlements. Meanwhile, peace on its southern border enabled Israel to turn its attention to Lebanon, where the PLO had established new bases for attacks on Israel. The stage was set for civil war in Lebanon, Israeli invasion, and Palestinian uprising in the occupied territories: the Intifada (‘uprising’).

Documents


Document questions

1. What reasons did King Hussein give for renouncing Jordan’s claim on the West Bank and what limitations did he set?
2. How did the PLO justify its declaration of a State of Palestine?
3. On what UN resolutions and their underlying principles did Arafat justify PLO recognition of Israel?
4. What were the essential points in Shamir’s ‘Four-Point Plan’?

Tutorial Question:
What impact did the first Palestinian Intifada have on the political landscape in the Middle East?

Essential Reading:
Bickerson & Klausner, A History, Ch 9.

Recommended Reading:
Frisch, Hillel, ‘The Palestinian movement in the territories: the middle command. (Israeli-occupied territories)’, Middle Eastern Studies, April 1993 v. 29 n. 2 pp. 254-75. [EAI]
#Haley, P. Edward and Lewis W. Snider (eds), Lebanon in crisis: participants and issues (N.Y.: Syracuse University Press, 1979). 956.92044/1
(Special Document), Journal of Palestine Studies, Summer 2002 v. 31 (4), pp. 99-102. [JSTOR]
*Jean-Klein, Iris, ‘Into committees, out of the house? Familiar forms in the organization of Palestinian committee activism during the first Intifada’, American Ethnologist, Nov 2003 v.30 (4), pp. 556-78. S301.05 51


#Mackey, Sandra, Lebanon: death of a nation (New York: Congdon & Weed, 1989) 956.9204/4


*Odeh, B.J., Lebanon, dynamics of conflict: a modern political history (London: Zed Books). 956.92043/1

#Picard, Elizabeth, Lebanon, a shattered country: myths and realities of the wars in Lebanon (New York, N.Y.: Holmes & Meier, 1996), 956.92 PICA


Urban, J. Kristen, ‘Blueprint for a democratic Palestinian state: UNLU communiques and the codification of political values for the first two years of the Intifada. (United National Leadership of the Uprising)’, Arab Studies Quarterly, Summer 1994, v. 16 n. 3, pp. 67-78. [EAI]

*Winslow, Charles, Lebanon: war and politics in a fragmented society (London; New York: Routledge, 1996), Ch. 8. 956.92043 WINS
WEEK 12

Peace of the brave? Israeli-PLO Accord

The seemingly insurmountable divide between Israel and the Palestinians finally cracked in the early-1990s, in the wake of the first Persian Gulf War (1991). A series of negotiations, some open (Madrid, Washington), some secret (Oslo) zigzagged around the issues of Israel’s refusal to negotiate with the PLO or countenance a Palestinian state. The election of a Labour Israeli government opened the way to a series of direct, secret negotiations in late 1992, bypassing the Washington talks, culminating in the 13 September 1993 Israeli-PLO accord, signed on the White house lawn and publicly confirmed by a handshake between Israeli prime minister Rabin, subsequently assassinated, and PLO chairman Arafat. ‘Peace of the brave’, so it seemed, was in reach …

Documents

1. Bickerson & Klausner: Doc. 10-3: ‘Arafat to Rabin Recognizing Israel’s Right to Exist’ (9 September 1993);
   Doc. 10-4: ‘Rabin to Arafat recognising the PLO (9 September 1993)’

Document questions

1. On what bases did the PLO and Israel agree to enter into the Middle East ‘peace process’?
2. According to US president Clinton, what were the principal milestones on the road to the Accord?
3. What specific issues did Arafat state would be addressed by the Accord?
4. What specific issues did Rabin state would be addressed by the Accord?

Tutorial Question:

What factors led to the signing of the ‘Israeli-PLO Declaration of Principles’ in September 1993?

Essential Reading:

Bickerson & Klausner, A History, Ch 10.


Recommended Reading:

Album, Andrew, ‘Barak the peacemaker?’, The Middle East, July-August 1999, issue 292, pp. 5-9. [EAI]


Bookmiller, Robert J., ‘Likud's Jordan policy,’ Middle East Policy, Sept 1997 v. 5 n. 3, pp. 90-104. [EAI]


Rene Beres, Louis, ‘Israel, the “peace process,” and nuclear terrorism: recognizing the linkage’, *Studies in Conflict and Terrorism*, Jan-March 1998 v. 21 n. 1 pp. 59-87. [on line]


Shlomo, Shpiro, ‘The CIA as Middle East Peace Broker?’, *Survival*, June 1, 2003, v. 45 (2), pp. 91-113. [on line]

*Socialism and Democracy*, series of articles [on line] in:


‘Normand, Roger, ‘Israel's Economic War in Context’, *Socialism and Democracy*, Summer-Fall 2002 v. 16 (2), pp. 26-32


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**Class Test: Monday 1 June**
Essays

Remember, you may choose to write an essay based on a tutorial question but the essay topic you choose must be quite distinct from your tutorial paper.

Essays are due 5pm Friday 8 May

1. To what extent was 19th century Arab nationalism fuelled by the dominance of foreign empires?
2. What impact did Zionism and Jewish settlement in Palestine before World War I have on Arab nationalism?
3. What connection, if any, was there between late –19th century Zionism and European colonialism?
4. To what extent was pre-World War I Zionism fuelled by the history of the Jews in Europe?
5. Why was land such an important issue in tensions between Arabs and Jewish settlers before World War I?
6. Why was the Balfour declaration of 1917 so important for political and social developments in Palestine?
7. Was British policy in the Middle East between the two world wars a crisis of their own making?
8. What role did the UN play in the establishment of Israel?
9. Why did so many Palestinians become refugees with the founding of Israel?
10. What was Nasserism?
11. Describe and explain the rise of the PLO.
12. To what extent was the emergence of the PLO as a ‘state within a state’ a cause of its confrontation with King Hussein of Jordan in September 1970?
13. Israeli Prime Minister Golda Meir remarked in the 1960s that the Palestinians were not a distinct national group within the Arab nation. To what extent was Palestinian nationalism a product of their resistance to the Israelis?
14. In signing the Camp David Accords with Israel in 1979, did Sadat betray the Palestinians?
15. Why did Israel invade Lebanon in 1982?
16. Why did civil war break out in Lebanon in 1975?
17. Why did the PLO finally agree in 1993 to recognise Israel's right to exist?
18. Is Israel merely an agent of the USA?
19. What role has the United States played in the Middle East? (Answer in relation to one or two key events, eg. the establishment of Israel, the 1973 Arab-Israeli War, The Camp David Accords, etc.).
20. What role did the Soviet Union play in the Middle East? (Answer in relation to one or two key events, eg. the establishment of Israel, the 1973 Arab-Israeli War etc.).
21. How can the emergence of radical Islamic movements such as Hizbullah & Hamas be explained?
22. Compare and contrast the first and second intifadas.
23. How was the so-called ‘road map to peace’ created?
24. What were the primary causes and consequences of the 1956 Suez crisis?
**Documents**

1. Bickerson & Klausner: Doc. 5-1: ‘Speech by President Nasser justifying Nationalization of the Suez Canal’ (28 July 1956).

**Essential Reading:**
Bickerson & Klausner, A History, Ch 5.

**Recommended Reading:**


#Braddon, Russell, Suez--splitting of a nation (London, Collins, 1973) 962.05/19


Podeh, Elie ‘The struggle over Arab hegemony after the Suez Crisis’, Middle Eastern Studies, Jan 1993 v. 29 n. 1, pp. 91-112. [EAI]

25.

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