

JUS 452
JUSTICE ISSUES IN ISRAEL/PALESTINE:
THE POLITICAL IS PERSONAL
Fall 2006

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Class time & location: Thursdays, 5:40-8:30pm, Payne 212
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COURSE OVERVIEW

This course aims to challenge your assumptions and build your critical and interdisciplinary knowledge about justice issues related to the symbolic, historical, geographic, political, economic, religious, social and cultural meanings of Israel/Palestine. The most fundamental meaning is to be found in the phrase itself, "Israel/Palestine," whose hyphenated nature represents competing and complementary national movements. The Jewish people or nation established the State of Israel; the Palestinian people or nation is establishing a Palestinian state. Both peoples, however, claim sovereignty over the same piece of land. Thus, any study of justice issues in Israel/Palestine must be situated within contested visions and realities of nationhood and statehood. These contested visions and realities will serve as an overarching theme.

Within this theme, we will focus on how and why the "political" is felt so very personally in everyday life in Israel/Palestine. The "political" is a socially constructed notion that generally refers to the national collective, state government, economic market, and public streets. The "personal," also socially constructed, refers to the individual self, gender and sexuality, informal norms, and the private home and family. Critics suggest that the political is valued over the personal, that the distinction between the political and the personal is actually a false one, and that the personal should be considered a political arena as well. Hence the popular feminist slogan: "the personal is political." We will turn this slogan on its head and ask how and why the political should be considered quite personal. Said another way, we will observe how what is considered to be "political" informs what is considered to be "personal." We will examine whether it is possible to distinguish between the political and the personal, how such distinctions have been crafted in Israel/Palestine, and how they have been contested. To do so, we will analyze a number of political and personal sites, ranging from origin myths to death and memory. Rather than rely solely on abstract concepts we will discuss everyday experiences of the political and personal.

OBJECTIVES: Upon completion of this course, students may be able to:

1. Question assumptions and develop accurate knowledge about Israel/Palestine.
2. Enhance vocabulary and understanding of key concepts related to Israel/Palestine.
3. Situate the dynamics found in Israel/Palestine within local and global contexts.
4. Place contemporary debates about Israel/Palestine within historical frameworks.
5. Identify and analyze scholarly & creative, and primary & secondary resources on Israel/Palestine.
6. Integrate personal experience with course content.
7. Learn to live with ambiguity rather than oversimplification when addressing complex questions.
8. Be open-minded and skeptically critical at all times.
9. Develop creative and critical thought through sustained inquiry.
10. Get things done on your own and work effectively with others.

COURSE MATERIALS

Alan Dowty. 2005. *Israel/Palestine*. Cambridge: Polity Press.

The Course Reader will be available in EARLY SEPTEMBER for purchase at the Alternative Copy Shop, 715 S. Forest Avenue, Tempe, AZ 85281 (behind Chuck Box), 480/829-7992.

Additional course materials will be posted on Blackboard.

Please note: Material is to be prepared for the class day on which it is assigned. Not everything contained in the readings will be discussed explicitly in class; class discussions will include materials not covered in readings. Students are responsible for both.

COURSE OUTLINE

DATE	TOPIC	PREP FOR CLASS	IN-CLASS
Aug 24	Course Overview		Activity: Map View: <i>Yossi and Jagger</i>
Aug 31	Longitudinal perspectives I		View: <i>The Fifty Years War: Volume 1</i>
Sept 7	Longitudinal perspectives II	Israel/Palestine, pp. ix-136 Response Essay I	View: <i>The Fifty Years War: Volume 1</i>
Sept 14	Cross-sectional snapshots I	Team Research Project #1 Snapshots #1-5	Team research presentations
Sept 21	Cross-sectional snapshots II	Team Research Project #1 Snapshots #6-10	Team research presentations
Sept 28	Borders of identity	Course Reader Response Essay II	Stanford encyclopedia of philosophy: Nationalism http://plato.stanford.edu/entries/nationalism/ Primary documents: Declaration of Israel's Independence, May 14, 1948 UN General Assembly Resolution 194, December 11, 1948 Palestinian National Charter, July 1-17, 1968 Palestinian Declaration of Independence, November 15, 1988 Motti Regev and Edwin Seroussi. 2004. <i>Popular music & national culture in Israel</i> . Berkeley: University of California Press. (A short introduction to Israeli culture, pp. 15-25).
Oct 5	Militarized rites of passage	Course Reader Response Essay III	Sara Helman. Militarism and the construction of the life-world of Israeli males: The case of the reserve system. In <i>The military and militarism in Israeli society</i> , Edna Lomsky-Feder and Eyal Ben-Ari (Eds.). Albany: SUNY. pp. 191-221. Malka Shabtay. 1993. "Absorption of Ethiopians through the Israeli Defense Forces" <i>Practicing Anthropology</i> 15(2):16-17. Margo Lipshitz Sugerman. 1996 (October). Rifles into laptops <i>The Jerusalem Report</i> online Amalia Sa'ar. 2004. "Many ways of becoming a woman: The case of

			<p>unmarried Israeli-Palestinian 'girls'" <i>Ethnology</i> 43(1):1-18.</p> <p>Tayla Halkin. 2006(June 23-29) "Straddling freedom and tradition" <i>International Jerusalem Post</i>, pp. 16-19.</p>
Oct 12	Religion, state and democracy	Course Reader Response Essay IV	<p>Pnina Motzafi-Haller. 1998. "A Mizrahi call for a more democratic Israel" <i>Tikkun</i> 13(2):50-52.</p> <p>Aviezer Ravitsky. A Jewish and democratic state: A normative perspective. In <i>The State of Israel: Between Judaism and Democracy</i>, Joseph E. David, ed. (Jerusalem: Israel Democracy Institute, 2003), pp. 263-280.</p> <p>Sammy Smootha</p> <p>View: Women of the Wall</p>
Oct 19	Politics of sex and marriage	Course Reader Response Essay V	<p>Rhoda Ann Kanaaneh. 2002. <i>Birthing the nation: Strategies of Palestinian women in Israel</i> (Fertile differences pp. 104-166). Berkeley: University of California Press.</p> <p>Susan Kahn. 2000. Reproducing Jews: A cultural account of assisted conception in Israel (Not Mamzers: The legislation of reproduction and the "issue" of unmarried women, pp. 64-86. Durham, NC: Duke University Press.</p> <p>Madelaine Adelman. 2000. "No way out: Divorce-related domestic violence in Israel" <i>Violence Against Women</i></p> <p>Madelaine Adelman. 2003. Militarization of domestic violence <i>Violence Against Women</i></p> <p>Aswat: Palestinian Gay Women http://www.aswatgroup.org/english/</p>
Oct 26	Labor & leisure	Course Reader Response Essay VI	<p>Avram Bornstein. 2002. <i>Crossing the Green Line between the West Bank and Israel</i>. Philadelphia: University of Pennsylvania Press. (Work & entrepreneurs in the West Bank, pp. 69-93).</p> <p>Yael Yishai. 1997. <i>Between the flag and the banner: Women in Israeli politics</i>. Albany; SUNY Press. Labor policy: The problem of economic equity, pp. 147-176.</p> <p>Tania Forte. 2002. "Shopping in Jenin: Women, homes and political persons in Galilee" <i>City & Society</i> 13(2):211-243.</p> <p>Haim Kaufman. 2005. Jewish sports in the Diaspora, Yishuv and Israel: Between nationalism and politics <i>Israel Studies</i> 10(2): 147-167.</p> <p>Adinah Greene. 2006 (June 23-29). Praying for victory <i>International Jerusalem Post</i>, p. 28.</p> <p>Dorian Lynskey. 2006. Two sworn enemies and a microphone: In Israeli hip-hop, it's all political <i>Guilt & Pleasure</i> 2: 16-22.</p>
Nov 2	Social movements	Course Reader Response Essay VII	<p>Ian Lustick. 1988. <i>For the land and the lord: Jewish Fundamentalism in Israel</i>. The evolution of Gush Emunim (pp. 44-71). Council of Foreign Relations: New York.</p> <p>Sherna Berger Gluck. 1997. Shifting sands: The feminist-nationalist connection in the Palestinian Movement. In <i>Feminist nationalism</i>, Lois West, ed. Routledge: New York. pp. 101-129.</p>

			<p>Tamar El-Or and Gideon Aran. 1997. Giving birth to a settlement: Maternal thinking and political action of Jewish women on the West Bank. In <i>Mixed blessings: Gender and religious fundamentalism cross culturally</i>, Judy Brink and Joan Mencher (Eds.). pp. 159-178. Routledge: New York.</p> <p>Nadia Matar. September 29, 2004. "J'accuse: The background of the accusations against me" Israel Insider http://web.israelinsider.com/Views/4186.htm</p> <p>http://www.womeningreen.org/</p> <p>"Interview with Hannah Safran" http://coalitionofwomen.org/home/english/articles/hannah_safran_Interview/</p> <p>Coalition of Women for Peace: Women in Black http://coalitionofwomen.org/home/english/organizations/women_in_black</p> <p>Yoav Peled. 1998. "Towards a redefinition of Jewish nationalism in Israel? The enigma of Shas" <i>Ethnic and Racial Studies</i> 21(4):703-727.</p> <p>Aiad Abu-Amr. 1993. Hamas: A historical and political background" <i>Journal of Palestine Studies</i> 22(4):5-19.</p> <p>The Covenant of the Islamic Resistance Movement (Hamas), August 18, 1988</p>
Nov 9	Death & memory	Course Reader Response Essay VIII	<p>Don Handelman and Lea Shamgar Handelman. 1997. The presence of absence: The memorialization of national death in Israel. In <i>Grasping land: Space and place in contemporary Israeli discourse and experience</i>, Eyal Ben-Ari and Yoram Bilu, (Eds.). Albany: SUNY Press. pp. 85-128.</p> <p>Ahmad H. Sa'di. Catastrophe, memory and identity: Al-Nakbah as a component of Palestinian identity <i>Israel Studies</i> 7(2):175-198.</p> <p>Dina Kraft. 2006 (May 23). In Israel, new reflections on the Holocaust. <i>The New York Times</i>, p. A8.</p> <p>Abu Salma: My country on Partition Day; We shall return; I love you more Mahmoud Darwish: From: Poem of the land.</p> <p>Linda-Renee Bloch. 2000. Rhetoric on the roads of Israel: The assassination and political bumper stickers. In <i>The assassination of Yithak Rabin</i>, Yoram Peri (ed.). Stanford: Stanford University Press. Pp. 257-279.</p> <p>Samuel Freedman. 2004 (August 16). "Honk if you love to sing bumper stickers" <i>The New York Times</i>.</p> <p>Shirat Hasticker-The Sticker Song, Lyrics by David Grossman, Translated by Gabe Salgado.</p>
Nov 16	Team Research Project	Work in teams	
Nov 30		Team Research Project #2 Presentations	

COURSE EXPECTATIONS & OUTCOMES

ASU's College of Liberal Arts and Sciences lists the following skills as necessary for you to acquire in your college career. I have placed a check mark next to those skills that will be emphasized in this course.

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|--|--|
| √ oral communication | √ flexibility and adaptability |
| √ written communication | √ ability to meet multiple goals on deadline |
| √ analytical and critical thinking | knowledge of statistics |
| √ multi-cultural and diversity awareness | computer literacy |
| knowledge of a second language | √ interpersonal skills |
| √ organization skills | √ global perspective |
| √ research skills | |

Student responsibilities:

1. Come to class prepared to actively participate and connect ideas to life outside the classroom.
2. Monitor the quantity & quality of your contribution, regardless of your learning style or comfort level.
3. Confirm registration for course on Blackboard and check often.
4. Be aware of deadlines and any modifications to course syllabus.
5. Identify and obtain necessary resources (e.g. Disability Resources; SJSI Writing Mentor Program).
6. Carefully proofread and keep a copy of your work.
7. Submit assignments at the beginning of class and know that late assignments will be penalized.
8. Appeal grade via request and original assignment submitted within one week.
9. Be familiar with relevant ASU policies, including the ASU Academic Integrity Policy
http://www.asu.edu/studentaffairs/studentlife/judicial/academic_integrity.htm

Student activities/assignments:

Seven quizzes (5 points each, total of 35 points)

Seven response essays (10 points each, total of 70 points)

Two team projects (September 14/21, 75 points & end-of-semester, 100 points, total of 175 points)

Student grades: Determined according to the framework below:

90-100% A: Outstanding. Thorough knowledge of concepts and frameworks and exceptional skill in the application and articulation of those concepts and frameworks in satisfying course requirements. Demonstrates the ability to analyze and synthesize materials from both inside and outside the classroom. Written work is carefully edited. Participates thoughtfully in class discussions and group exercises. Is not late for or absent from class.

80-89% B: Good. Above average, level of knowledge of concepts and frameworks together with considerable skill in using them to satisfy course requirements. Ability to write college level prose with few minor flaws. Participates regularly in class discussions and group exercises. Is rarely late for or absent from class.

70-79% C: Fairly Competent. Basic, acceptable level of knowledge of concepts and frameworks together with some skill in using them to satisfy course requirements. Follows assignment directions and meets deadlines. Ability to write college level prose with (limited) grammar, mechanical or organizational problems. Participates irregularly in class discussions and group exercises. Is not late for or absent from class more than three times.

60-69% D: Below Expectations. Minimal knowledge of concepts and frameworks and below average ability to use them to satisfy course requirements. Communication skills below what is expected of advanced college student. Written work demonstrate major grammar, mechanical and/or organizational problems. Fails to attend regularly and to participate appropriately in class discussions and groups exercises.

59% and below E: Well Below Expectations. Written work below college level, even when revised. Fails to seek out assistance from appropriate resources for improvement. Consistently late in meeting course requirements and/or absent from class. Shows little or no understanding of concepts; unable to relate materials from inside and outside the classroom. Fails to participate appropriately in classroom discussion and group exercises.

WEEKLY RESPONSE ESSAY GUIDELINES

**Submit 7 essays out of 8 possible:
September 7, 28; October 5, 12, 19, 26; November 2, 9**

The weekly response assignment is intended to help you make sense of the week's readings; connect personally to the readings; draw parallels to or identify contrasts with previous readings, exercises or discussions; and, pose questions about the readings. Each response essay is to be typed, double-spaced, and 4-5 paragraphs long (about 2 pages). Your work will be evaluated on a scale of 1-10 according to substance (accuracy, critical thinking, analysis, etc...) and presentation (spelling, grammar, style, etc...).

At the beginning of class, submit a response essay which includes the following components:

1. In one paragraph, summarize the primary theme or argument found in the week's readings.

Think broadly: this is not necessarily the main idea of one particular article or chapter, although identifying the main idea of each could help you prepare to summarize the overall theme or argument. Rather, it is the overarching point or link within a reading or among the readings. What common ideas, debates, themes or tensions did you notice?

2. In one paragraph, state what most surprised you about the readings.

Think emotionally: this is the place for you to reflect on how you felt when you were reading. What frustrated you the most about the readings? Did anything you read make you upset or angry? What inspired or energized you? [Note: this is not the place to lament the length of the readings, the size of the font, or to share how tired you were when you did the readings.]

3. In one paragraph, explain what you learned from the readings.

Think analytically: this is the time for you to make a link between the knowledge and experience you brought to class and the knowledge and experience you are building in class. How did the readings confirm or challenge what you thought you knew about Israel/Palestine? How did this week's readings differ from or seem similar to last week's or last month's? What did you get out of this reading assignment? Why did I assign this/these readings?

4. In one paragraph, identify questions and raise comments about the readings.

Think curiously: this is how to stretch your mind beyond the obvious. What do you need to clarify or have clarified? What would you want to ask the authors of the readings? What was missing from the readings? Is there something you would like to see change as a result of what you learned from the readings? What else would you need to know to pursue such change? What might you do differently as a result of what you learned in the readings?

Team Project #1: Cross-sectional Snapshots

Introducing Israel/Palestine

1. GEOGRAPHY

Israel/Palestine refers to which piece(s) of land? What names are used to refer to this geographic region? How many square miles? What is the climate like? What are major environmental features? What is this locale's geopolitical significance? Where are current political boundaries? According to whom?

2. POPULATION/DEMOGRAPHICS

How many people live in Israel/Palestine? Who are they (age, national identity, religion, ethnic groups, respective sub-groups, etc...), where are they from, where do they live (urban, rural, development towns, refugee camps, collective settlements, etc...), when/how did they get to where they live today?

3. RELIGION

Which religions are represented and/or recognized in Israel/Palestine? What differences exist within each religion? How many people identify with each religion? What role does religion play in Israel/Palestine? Why? What is the level of religiosity?

4. POLITICS/GOVERNANCE

How is political system organized (e.g. executive, legislative, judicial, local and extra-governmental authorities)? What is the capital? How is citizenship determined? How do elections occur? What are the major political parties and/or factions and what values/goals do they represent?

5. SYMBOLS

What key symbols can be found in/of Israel/Palestine (colors and emblems of political movements, state/national flags, anthem, national holidays and festivals, clothing/dress, food, calendar, money, etc...)? What do they signify?

6. ECONOMY

What type of economy? What is the relationship between the political system and the economy? Natural resources? Key business/markets? GDP? Unemployment? Wages? Social welfare or National Insurance? Definition of poverty? What are typical labor patterns for men and women? Palestinian and Jewish?

7. KINSHIP/FAMILY LIFE

What are the primary forms of kinship and family structure in Israel/Palestine? How are houses or households organized? Fertility rates? Infant mortality rates? Age of marriage? Divorce rates? How are marriage, divorce, inheritance, and child custody regulated? Who can marry whom?

8. EDUCATION

How is the education system organized (pre-primary, primary, secondary, post-secondary, etc...)? Ages/level of mandatory education? Literacy rates? Matriculation certificate rates? Who attends which universities? How do political strikes and/or military action affect schooling?

9. MILITARY

How is the military organized? Who is subject to compulsory conscription? Length of military service? Who is exempt from military service? Why? What percentage of the national budget is dedicated to the military?

10. AESTHETICS

How do people share their stories or cultural heritage? What common themes are found in the most significant music, dance, films, poetry, literature? Examples? What do people do for fun/leisure/entertainment/sport? What major architectural and fashion styles are found in Israel/Palestine? What languages are spoken?

**Team Research Project #1:
Cross-sectional Snapshots Introducing Israel/Palestine**

Guidelines

1. Rationale of assignment
 - a. Students vary as to their understanding and experience of justice issues in Israel/Palestine.
 - b. Shared pool of introductory knowledge will form a foundation for our later in-depth conversations.
 - c. Collaborative peer-learning is an effective pedagogical form.
 - d. Students have opportunity to be flexible and creative in their presentation of new material.
2. Teams
 - a. Each team will have 2-3 members.
 - b. Conduct self-assessment and team interview; Member select role(s) based on strengths and interests:
 - i. Gatekeeper/facilitator – thanks for your input, another opinion?; everyone contributed?
 - ii. Recorder – we need more detail here; let me read back to you
 - iii. Taskmaster – let's get back to the main point; pick up the pace
 - iv. Conflict manager – where do we all agree and where do we not
 - v. Encourager – great answer; we can do this
 - vi. Each member takes responsibility to ensure respectful treatment.
 - c. Determine work schedule and method (face-to-face; email, Blackboard group, etc..)
3. Resources
 - a. Reserve at Hayden Library: (*Culture & Customs of Israel, Culture & Customs of the Palestinians*).
 - b. Websites: list included in syllabus (also posted on Blackboard) and others you locate.
 - c. Library: (social research journals, books; primary documents inc. reports, newspapers).
4. Research
 - a. Review *The Miniature Guide to Critical Thinking: Concepts & Tools* (particularly pp. 3-6, 9-10).
 - i. What challenges are involved in learning about Israel/Palestine?
 - ii. What does it mean to learn about Israel/Palestine from a critical perspective?
 - iii. How do you learn about Israel/Palestine from a critical perspective?
 - b. Discuss selected topic to determine breadth and depth of required research.
 - i. Additional questions in order to be comprehensively informed about topic?
 - ii. Do questions ask for descriptive information? Analytical? Historical? Contemporary?
 - c. Conduct research, compose report and/or web page and practice presentation.
5. Oral Presentation
 - a. **Snapshots #1-5 will present on Sept 14; Snapshots #6-10 will present on Sept 21.**
 - b. Twenty (20) minutes & five (5) minutes for Q/A per presentation.
 - c. Select format (role playing, panel, commercial, game, small group activity, handouts, etc...).
 - d. All team members participate in presentation.
 - e. Less is more. A simple illustration can be more effective than a powerpoint with sound effects.
6. Written Report/Web Page
 - a. Six (6) – eight (8) pages, double-spaced or equivalent quantity/quality of content on website.
 - b. **Submit draft of written report or web page to me via e-mail no later than 5pm on Sept 11.**
 - c. **Single copy of report and/or web page due at beginning of class, Sept 14 (Snapshots #1-10).**
 - d. Track sources for in-text citations & reference page: we want to know how you know what you know.
 - e. Quote directly from source when possible or necessary; when in doubt, use a footnote.
 - f. Revise report based on in-class questions and feedback.
 - g. **Resubmit no later than Sept 21 (Snapshots #1-5) or Sept 28 (Snapshots #6-10).**
 - i. Include in revision a memo outlining changes between draft and final report.
 - ii. Final reports will be posted on Blackboard.
7. Evaluation
 - a. Team members assess presentation/report using plus/delta system & confidential rating sheet for team.
 - b. Class members will assess presentation using plus/delta system.
 - c. I assess presentations & reports and use combo of plus/delta system reports, rating sheets, and student-audience input to assign grade (75 points).

Israel/Palestine 101

Maps	http://www.mideastweb.org/misrael.htm & /mpalestine.htm http://www.jewishvirtuallibrary.org/jsource/History/maptoc.html
Israel Government Gateway	www.israel.gov.il
Israeli Knesset	www.knesset.gov.il/index.html
Israel Judicial Authority	http://elyon1.court.gov.il/eng/home/index.html
Israel Central Bureau of Statistics	www.cbs.gov.il
Israel Defense Forces	http://www1.idf.il/DOVER/site/
Jewish Agency for Israel	http://www.jewishagency.org/JewishAgency/English/Home/
Ha'aretz [daily news, Israel]	www.haaretz.com
Israel Democracy Institute	http://www.idi.org.il/english/
ADVA: Info on equality & social justice in Israel	www.adva.org
Sikkuy: Association for Advancement of Civic Equality in Israel	www.sikkuy.org.il
Israel Women's Network	http://www.iwn.org.il/iwn.asp
Ittijah: Union of Arab Community-Based Orgs.	http://www.ittijah.org/
Arab Association for Human Rights	http://arabhra.org/
Adalah: Legal Center for Arab Minority Rights in Israel	http://www.adalah.org/eng/index.php
Palestinian Legislative Council [Arabic]	http://www.pal-plc.org/
Palestinian National Authority Int'l Press Ctr	http://www.ipc.gov.ps/
Palestinian Central Bureau of Statistics	http://www.pcbs.gov.ps/
Palestinian Center for Policy & Survey Research	http://www.pcpsr.org/./index.html
PASSIA Palestinian Academic Society for the Study of International Affairs	http://www.passia.org/index.htm
Palestinian NGO Network	http://www.pngo.net/
Israel-Palestine Center for Research & Info	http://www.ipcri.org/
Middle East Media Research Institute	http://www.memri.org/
Today in Palestine!	http://www.theheadlines.org/06/23-08-06.shtml