ISRAEL: HISTORY, POLITICS & SOCIETY
(formerly Israel & the Arabs)

Blackboard Website: Israel: History, Politics & Society (Bb)
including: Syllabus, Guidelines, Assignments, Documents, Review Questions, etc.)

Required Texts:
Itamar Rabinovich & Jehuda Reinharz, eds., *Israel in the Middle East, 2nd ed.* (IME)

Recommended Texts
Esther Fuchs, ed., *Israeli Women’s Studies, A Reader* (Rutgers UP, 2005)
Additional articles on Blackboard/Bb as listed on syllabus

Course Requirements:
All documents and required readings listed in syllabus.
Class attendance, active participation, and role modeling as “key player.”
Reports and annotated bibliographies on a) a “Key Player,” explaining the role of an
Israeli leader (due September 18) and b) a “Key Group,” presenting an ethnic or
religious group in Israel (due October 30) (Guidelines under Assignments on Bb )
Research paper analyzing a “Key Event,” “Key Player” or “Key Group” from a variety of
perspectives (roughly 8-10 typed pages long); Guidelines on Bb; Proposal,
bibliography and outline due: November 6; Final draft due: December 2
Examinations: Mid-term (10/23/06) and Final Examination (12/18/06, 11:30-1:30)

Grading policy:
- Class participation - 10%
- Oral reports and role modeling - 15%
- Reports & bibliographies on “Key Player” and “Key Group” – 10%
- Paper - 20%
- Mid-term - 20%
- Final - 25%

Instructor: Dr. Harriet Freidenreich, Professor of History
Office: Widener Faculty Offices 224
Office hours: Tu/Th 9:15-10:00 & 1:30-2:30 & by appointment
Telephone: 267 468-8224 or 468-8217 (office) & (215) 736-2893 (home)
E-mail: hfreiden@temple.edu
Web page: http://www.temple.edu/history/freidenreich.html
ISRAEL: HISTORY, POLITICS & SOCIETY

Course Description:

This course will trace the political and social history of modern Israel/Palestine since the late 19th century. We will examine the evolution of Zionism, the relationship between Jews and Muslims; the conflict between Zionists and Arabs; the development of the Jewish settlement in Palestine; and the creation of the State of Israel. We will explore Israeli politics, society and identity, especially the role of immigration, ethnicity and religion. We will also discuss the wars and tensions between Israel and neighboring Arab states; the status of the Arab/Palestinian minority in Israel; and the growth of Palestinian nationalism, the PLO and Hamas. Through studying Israeli history, politics and society we will try to gain an understanding of the ongoing conflict in the Middle East.

Course Goals in Developing Student Skills and Competencies:

- Students will learn how to read and analyze both primary and secondary historical sources.
- Students will gain an understanding of different historical, political and sociological approaches to the study of modern Israel, and develop an awareness of historical biases, national identities, gender issues, religious pluralism, ethnic diversity, and prejudice against minorities.
- Student will develop their ability to evaluate, compare and critique different viewpoints and differing interpretations of Israeli/Palestinian history
- Students will improve their oral communication skills by participating in class discussions, presenting oral reports, and playing the role of a “key player” in Israeli/Palestinian history.
- Students will gain experience in employing analytical concepts and constructing historical arguments effectively both verbally and on paper.
- Students will improve their writing, as well as sharpen their library and research skills.
- Students will gain experience in organizing and expressing their ideas on paper by writing summaries, book reviews and research papers.

Course Rules:

- Come to class on time and hand in your assignments on time.
- Only three (3) unexcused absences will be permitted without penalty.
- Late reports and papers will be penalized.
- University rules regarding plagiarism will be enforced.
- If you have any special problems that might affect your performance in this class, please let the instructor know as soon as possible. The instructor will be happy to work out arrangements with Disability Services, if necessary.

Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has adopted a policy on Student and Faculty Academic Rights and Responsibilities (Policy # 03.70.02) which can be accessed through the following link: [http://policies.temple.edu/getdoc.asp?policy_no=03.70.02](http://policies.temple.edu/getdoc.asp?policy_no=03.70.02).
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Syllabus

1. Introduction: The Land and its Peoples, Past and Present
   **Readings:** Alan Dowty, *Israel/Palestine*, 1-20
   Donna Rosenthal, *The Israelis*, 1-22
   **Recommended:** Alan Dowty, *The Jewish State*, 3-19

2. Evolution of Zionism
   **Documents:** Auto-Emancipation; Bilu Manifesto; A Solution of the Jewish Question; The Basle Program; The First Zionist Congress in Israel in the Middle East/IME, Docs. 1-5, pp.10-24
   **Readings:** Dowty, *Israel/Palestine*, 21-44
   Ahron Bregman, *A History of Israel*, 1-10
   **Recommended:** Dowty, *The Jewish State*, 34-46
   **Key Players:** Leon Pinsker, Theodor Herzl and Ahad Ha’Am
   **Key Events:** 1st Aliya; 1st Zionist Congress/Creation of WZO

3. Under the Ottoman Empire: Jewish-Muslim & Arab-Zionist Relations to 1917
   **Documents:** In the Beginning - The Collective; The Balfour Declaration; Zionist Manifesto, IME, Docs.6-8, pp.25-31
   **Readings:** Dowty, *Israel/Palestine*, 45-68
   Bregman, *A History of Israel*, 10-18
   **Recommended:** Dowty, *The Jewish State*, 46-50
   **Key Players:** Manya Shochat, Chaim Weizmann
   **Key Events:** 2nd Aliya; World War I; Balfour Declaration

4. The Yishuv and the British Mandate (to 1939)
   **Documents:** Churchill White Paper; Mandate for Palestine; Peel Commission Report; 1939 White Paper, IME, Docs.9-14, pp.32-53,
   **Readings:** Dowty, *Israel/Palestine*, 69-80; Bregman, *A History of Israel*, 18-33
   **Recommended:** Dowty, *The Jewish State*, 51-60
   **Key Players:** Chaim Weizmann; David Ben Gurion; Berl Katznelson; Rabbi Abraham Isaac Kook, Vladimir Jabotinsky, Haj Amin al-Husseini; Musa Alami
   **Key Events:** Arab Riots of 1929; Arab Revolt, 1936-39
5. The Holocaust and the Creation of the Jewish State

Documents: Biltmore Program; UN Resolution 181; Resolution 194; Proclamation of the State of Israel,IME, Docs. 15, 19, 20, 21, pp.54-73

Readings: Dowty, Israel/Palestine, 80-96

Bregman, A History of Israel, 33-69

The First Arab-Israeli War,IME, Docs. 22, pp.74-83


Efraim Karsh, "Were the Palestinians Expelled?" Commentary, (July/August 2000), 29-34 (Bb)

Key Players: David Ben Gurion, Golda Meir, Moshe Dayan, Menachem Begin, Yitzchak Rabin, Geula Cohen, Yitzchak Shamir

Key Events: World War II; Creation of Israel; 1948 War


Documents: Status Quo Agreements; First Ordinance of the State of Israel; Jewish Religion and Israeli Democracy; Debate on a Constitution; Law of ReturnIME, Docs. 18, 24, 27-29, pp.58-59, 85-86, 92-102

Readings: Bregman, A History of Israel, 70-103

Dowty, Israel/Palestine, 96-104

Recommended: Dowty, The Jewish State, pp.61-84

“Elections & Voting Patterns,” Jews in Israel, pp.174-194

Key Players: David Ben Gurion; Moshe Dayan, Golda Meir; Abba Eban, Menachem Begin

Film: T’kumah (Part 1)


Documents: Absorption of Immigrants; Development Town; Social and Ethnic Tensions,IME, Docs.30, 44, 45, pp.103-113, 158-166

Readings: Rosenthal, The Israelis, 23-46, 97-120

Recommended: “Women in Israeli Society,” Jews in Israel, pp.195-220

Henriette Dahan-Kalev, “You’re So Pretty—You Don’t Look Moroccan” (Bb)

Alex Weingrod, “Styles of Ethnic Adaptation” (Bb)

Film: Sallah Shabbati (excerpts)

8. Wars & Society (to 1973)

Documents: Formation of the IDF; Transformation of the Israeli Army (rec.); Challenge of the Fedayeen (rec.); Background to the Sinai Campaign; Khartoum
Resolutions; Summer 1967; Resolution 242; Yom Kippur War; Agranat Commission Report (rec.) (*IME*, Docs. 25, 32, 36, 40, 65-67, 75) (Bb)

**Readings:** Bregman, *A History of Israel*, 104-167  
Dowty, *Israel/Palestine*, 105-126  
Rosenthal, *The Israelis*, 47-74

**Recommended:** Dowty, *The Jewish State*, pp.85-136  
“Civil-Military Relations in Israel,” *Jews in Israel*, pp.331-344  
“Homefront & Battlefront,” *Israeli Women’s Studies*, 208-276  

**Key Players:** David Ben Gurion; Moshe Dayan, Golda Meir; Abba Eban, Ariel Sharon

**Key Events:** 1956 War; 1967 War; War of Attrition; 1973 War; 1982 War  
**Film:** *Company Jasmine*

**Documents:** Administering the West Bank; The Conflict; The Israeli Left; Protest Movements; Gush Emunim; West Bank and Gaza; Peace Now Platform; Elections 1981; Egyptian-Israeli Negotiations-Camp David (*IME*, Docs. 60-62, 76, 79, 82-84; 93) (Bb)

**Readings:** Bregman, *A History of Israel*, 168-235  
Dowty, *Israel/Palestine*, 126-36

**Recommended:** Arye Naor, “The Security Argument,” *Israel Studies*, IV, No. 2 (Bb)

**Key Events:** Settlement Growth; 1977 Elections; Camp David Accords, Peace Agreement with Egypt; Lebanon War; 1st Intifada, Madrid Conference

**Key Players:** Moshe Dayan, Golda Meir, Menachem Begin, Anwar al-Sadat, Yitzchak Shamir, Shimon Peres, Ariel Sharon

**Key Groups:** Likud, Gush Emunim, Peace Now

10. Ethnicity and Israeli Identity: Sephardim, Ashkenazim, Russians and Ethiopians  
**Documents:** The Black Panthers; Soviet Jewish Intellectual; Quandaries of an Israeli Minister of Absorption; Ethiopian Emigration; The Gold Fish and the Jewish State; Arye Deri’s Speech (*IME*, Docs. 63, 80, 103, 104, 112, 115) (Bb)

**Readings:** Rosenthal, *The Israelis*, 120-169

**Recommended:** *The Jewish State*, 143-158  
“Jewish Ethnicity in Israel: Symbolic or Real,” “The Soviet Immigrant Community in Israel,” “Ethiopian Jews in Israel,” *Jews in Israel*, 47-148

**Key Players:** Natan Sharansky, David Levi, Arye Deri  
**Film:** Kazablan (excerpts)

11. Religion, Politics and Society: Secular, Traditional, Orthodox and Ultra-Orthodox  
**Documents:** Jewish Religion and Israeli Nationality; Ideology of the NRP; History of Meimad; Conversion Law (*IME*, Docs. 50, 78, 108, 110) (Bb)


**Recommended:** *The Jewish State*, pp.159-183  
Manifestations of Jewish Identity, *Jews in Israel*, pp.221-328
12. The Arab Minority

**Documents:** The Arab Awakening; From “Israeli Arabs” to “Israel’s Palestinian Citizens”; National Committee for the Defense of Arab Lands; Arab Citizens of Israel; Palestinian People’s Appeal (*IME*, Docs. 13, 49, 81, 111, 129)

**Readings:** Rosenthal, *The Israelis*, 247-323

**Recommended:** Dowty, *The Jewish State*, pp.184-215

“Growing Up Female & Palestinian in Israel,” *Israeli Women’s Studies*, 181-189

“The Cleavage between Jewish and Arab Israeli Citizens,” *Jews in Israel*, 345-70


13. Palestinian Nationalism, the PLO & Hamas: Palestinian State or Islamic State?

**Documents:** Palestinian National Charter; PLO Political Programs; Resolutions at Rabat; Anti-Zionist Resolution at UN; Hamas Opposition (*IME*, Docs. 68, 71, 87, 88, 91, 91, 120); *The Hamas Charter, 1988* (Bb)

**Readings:** Dowty, *Israel/Palestine*, 137-203

**Recommended:** Dowty, *The Jewish State*, 216-255


**Key Events:** 1st and 2nd Intifada (Bb)

**Key Players:** Yassir Arafat, Ariel Sharon, Yitzchak Rabin, Shimon Peres

14. Perspectives after Oslo: Jewish State and/or Democratic State?

**Documents:** Rabin’s Speech at the Knesset; Yitzhak Rabin’s Assassination; 1996 and 1999 Elections; Oslo II Agreement (*IME*, Docs. 107, 109, 114, 123) (Bb)

**Readings:** Bregman, *A History of Israel*, 236-86 Dowty, *Israel/Palestine*, 204-16

**Recommended:** Rosenthal, *The Israelis*, 75-94, 385-394

**Readings:** Rosenthal, *The Jewish State*, 3-18, 249-255


As’ad Ghanem, Nadim Rouhana and Yiftachel, Oren, "Questioning “Ethnic Democracy”" *Israel Studies* 3:2 (Fall, 1998) (Bb)

Sammy Smooha, "Ethnic Democracy: Israel as an Archetype", *Israel Studies* 2:2 (Fall 1997) (Bb)

**Key Players:** Yitzchak Rabin, Binyamin Netanyahu, Shimon Peres, Yasir Arafat, Hanan al-Ashrawi, Ehud Barak, Ariel Sharon

**Film:** T’kumah (Part 2)
Read and follow these instructions carefully!

Identify ten (10) of the “key players” in Column A and explain what ideology they represent and their role in relationship to one or more of the events or groups in Column B and/or documents/issues in Column C. You may substitute a key event or group from Column B for a “key player” in Column A, but you will not get credit for repeating the same answer twice. Be sure to explain who, what, where, when, and why each of these individuals, events or groups was important in the history of Palestine/Israel before 1967. Each answer should be as specific as possible and should be two paragraphs in length. Use complete sentences to demonstrate that you understand the material and are not just connecting names. Since each answer is worth 10% of your grade and partial credit will be given, be sure to answer ten (no more, no less) questions.

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<tr>
<th>Column A</th>
<th>Column B</th>
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<td>Yitzchak Rabin</td>
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REVIEW QUESTIONS FOR FINAL EXAM

1. Account for the development of Zionism before 1948. When, where, and why did the Zionist movement arise and what forms did it take? What were the pros and cons of choosing Palestine as the site for a Jewish homeland?

2. Pretend that you are the representative of the Jewish Agency at the United Nations in November, 1947 and you rise to speak to the motion of partitioning Palestine into an Arab and a Jewish State. What arguments would you present? How might a representative of Egypt respond to these arguments in a UN debate?

3. What does it mean that Israel was created as a Jewish state? What is the status of its Palestinian citizens? Is it possible for Israel to be both a Jewish state and a democratic state? Why or why not?

4. In what ways did the June 1967 War change Israel internally and affect its relations with its neighbors and the rest of the world? Did the Israeli victory help to increase Israel's long-term security or not? Explain, giving examples.

5. Both Jews and Palestinians have spent periods of time in what they regard as exile from their native land. In what respects are the diaspora experiences of the two peoples similar and in what respects are they different?

6. Discuss the role of the PLO in defending the rights of the Palestinians and evaluate its tactics and effectiveness in achieving its goals prior to the historic "handshake" in Washington in September 1993.

7. What role does immigration and ethnicity play in Israeli politics and society? How has the Israeli government dealt with various waves of immigrants from different parts of the world, e.g Holocaust survivors, Iraqis, Yemenites, Moroccans, Russians, Ethiopians, since the creation of the State of Israel? What kinds of problems have arisen as a result?

8. What role does religion play in Israeli politics and society? Is Israel a secular or a theocratic state? To what extent do religious parties play an influential role within the Israeli government and why? Is there religious freedom for Jews, Christians and Muslims in Israel? How does the role of Judaism in Israel compare with the role of Islam in Islamic states?

9. Assess the importance of security and military service in Israeli society. How does serving (or not serving) in the IDF affect the status of women, Palestinians, Orthodox Jews, and immigrants in Israel?

10. Labor and Likud have alternated as the dominant forces in Israeli politics since 1977. Explain the differences between these two parties and their leaders and compare their positions with respect to the territories occupied in the 1967 war and the settlers who live in the West Bank and Gaza. Under what circumstances is/was either party willing to give up land for peace and why?

11. What role did your "key player," or the "key event" you wrote your paper on, play in the history of Palestine/Israel in the 20th century? How did the research you did on your "key player" or "key event" help you to understand the development of the State of Israel or the conflict
between Israelis and Palestinians? How can this person or event be evaluated from different points of view?

12. We have discussed numerous conflicts or cleavages in this course on Israel and the Arabs, e.g. Jews/Arabs, left/right, hawk/dove, pro-Zionist/pro-Palestinian, Ashkenazi/Sephardi, religious/secular, religious nationalist/ultra-Orthodox, Gush Emunim/Peace Now; Palestinian citizens/Palestinian refugees, PLO/Hamas. Analyze both sides of one or more of these pairs with respect to a major turning-point or issue in the history of Israel since 1948.
ISRAEL: HISTORY, POLITICS, SOCIETY

FINAL EXAM

ANSWER FOUR (4) OF THE FOLLOWING QUESTIONS AS FULLY AS POSSIBLE, USING EXAMPLES FROM THE READINGS TO SUPPORT YOUR ARGUMENTS:

1. Account for the development of Zionism before 1948. When, where, and why did the Zionist movement arise and what forms did it take? What were the pros and cons of choosing Palestine as the site for a Jewish homeland?

2. What does it mean that Israel was created as a Jewish state? What is the status of its Palestinian citizens? Is it possible for Israel to be both a Jewish state and a democratic state? Why or why not?

3. In what ways did the June 1967 War change Israel internally and affect its relations with its neighbors and the rest of the world? Did the Israeli victory help to increase Israel's long-term security or not? Explain, giving examples.

4. How and why does the PLO differ from Hamas in its goals and tactics? Discuss the role of the PLO in defending the rights of the Palestinians and evaluate its tactics and effectiveness in achieving its goals prior to the historic "handshake" in Washington in September 1993. What is the role that Hamas is playing today, as compared to the Palestinian authority?

5. What role does religion play in Israeli politics and society? Is Israel a secular or a theocratic state? To what extent do religious parties play an influential role within the Israeli government and why? Is there religious freedom for Jews, Christians and Muslims in Israel? How does the role of Judaism in Israel compare with the role of Islam in Islamic states?

6. Assess the importance of security and military service in Israeli society. How does serving (or not serving) in the IDF affect the status of women, Palestinians, Druze, Orthodox Jews, and immigrants in Israel?

7. Labor and Likud have alternated as the dominant forces in Israeli politics from 1977 to 2005. Explain the differences between these two parties and their leaders and compare their positions with respect to the territories occupied in the 1967 war and the settlers who live in the West Bank and Gaza. Under what circumstances is/was either party willing to give up land for peace and why?

GOOD LUCK!
ENJOY YOUR WINTER BREAK!