What can we learn from a comparative perspective to conflicts? What factors shape the trajectory and solution of the various conflicts? What can comparative perspectives teach us about colonialism, particularly settler-colonialism? Relying on interdisciplinary approaches, this course will comparatively examine four formative conflicts in the twentieth century: Israel/Palestine, North Ireland, Algeria and South Africa. These conflicts are often mentioned together, and they involve similar issues of colonialism, decolonization and the post-colonial experience, including civil conflicts. Focusing on the case of Palestine/Israel and utilizing a variety of sources, we will elaborate on the history, society and political economy in these conflicts, analyze their differences and similarities in order to understand the dynamics of these conflicts. We will also explore important aspects of societies in conflict, including asymmetry of power and its role in conflict analysis, competing historical narratives, collective memory and political denial.

Course requirements and Grades:

- Participation (30%): attendance in mandatory. Unexcused absence for more than two classes could lead to failing the course. You are expected to do all assigned readings carefully, thoroughly and critically and actively participate in all class meetings;
- Introducing the Readings and paper (30%). Each student has to provide a 10-15 minute introduction to the readings and will then help to guide discussion. Presenters should begin by briefly summarizing the readings but then quickly move on to an analysis of their arguments and interventions. The function of the presentation is to jumpstart discussion, not to offer the final word on any one issue. They will submit an in-depth engagement (3 pages) with the readings of the week. You can sign-up for the class of your choice starting next week.
- Final paper (15 pages) (40%): first in draft form to be discussed by the class and then in final revised form.

You should plan to begin to formulate and research your paper early in the semester, in consultation with me. **You are required to submit a paper topic and tentative bibliography on March 23.** A complete draft of your paper, including notes and bibliography, must be completed and circulated by email to everyone in the class no later than **6 p.m. on May 7th,** so it can be discussed in class at one of our last three meetings. I must receive a revised final draft of your paper by **May 16th.**

**Books for the class:**
The following books are required and are available for purchase at the Oberlin Book Store:
University Press, 2004), 1-182.

• All other readings will be accessible online or posted on Blackboard.

**Additional Ground Rules:**

1) Due dates and page-limit requirements are to be taken most seriously. I am not in the business of persecuting students if a genuine problem exists, but in principle I strongly dislike giving extensions. Normally, I take off 1/3 of a letter grade for every 24 hours a paper is overdue.

2) Three excuses for requesting extensions will *never* be acceptable: 1) a self-defined character flaw of procrastination; 2) extracurricular activities, including political activism; 3) work in other classes.

3) Papers must be double-spaced and have 1-inch margins. They must also be typed or word-processed (Times New Roman or similar, 12 point) with near letter quality resolution. I will return unread any illegible paper. No written work may be submitted electronically.

4) All written work at Oberlin College is covered by the **Honor Code**. Students are expected to familiarize themselves with its provisions.

5) All written work for the course must be completed in order to pass it.

6) Computers should be used in class only in matters pertaining to the class. Students are also advised not to engage in any activities in class not related to the class. This includes text messaging.

7) No permission is granted to upload ANY materials from this course on to a third party website. Such materials are for the use of students in this class only.

8) Students with learning or other *disabilities* are advised to make proper arrangements with the Office of Disability Services (Jane Boomer in Peters Hall Rm. G-27/28) at the beginning of the term.

**Syllabus**

**February 9: Introduction**
• *George Orwell, "Shooting an Elephant"

**February 16: Comparative History**
February 23: Perspectives on Colonialism


March 1: Palestine/Israel

March 8: Algeria
- In Class: Film: The Battle of Algiers (1966)

March 15: South Africa
- In Class: Film: Cry Freedom (1987)

March 22: Ireland
- In Class: Film: In the Name of the Father (1993)/Hunger (2008)

March 29: Spring Recess

April 5: Settler Colonialism
  http://ezproxy.library.nyu.edu:34960/pc/doifinder/10.1057/9780230299191

April 12: Framing identities: Race and Class
• Simona Sharoni, Gender and the Israeli-Palestinian Conflict (Syracuse: Syracuse University Press, 1995), ch. 3, 31-55.

April 19: Framing identities: Gender
• George Bornstein, The Colors of Zion: Black, Jewish, and Irish Nationalisms At the Turn of the Century, Modernism/Modernity; Sep 2005; 12, 3, pp. 369-384.
• *Joe Cleary, Literature, Partition and the Nation-state: Culture and Conflict in Ireland, Israel and Palestine, (Cambridge University Press. 2002), Ch. 5, pp. 186-225.
May 3: Colonial legacies and post-colonialism

- Bahir Abu-Manneh, “Palestinian Self-determination and the Israeli Occupation,” and “A Colonial Disengagement” at:  
  and http://zcommunications.org/a-colonial-disengagement-by-bashir-abu-manneh

May 10: Conclusions and Paper Presentations