CONTENT:

This junior/senior colloquium will review the thirty-year history prior to the creation of Israel in 1948. Using primary and secondary sources, the seminar will focus on the variety of social, economic, and political issues which influenced the Arab-Jewish struggle in Palestine. Students will concentrate on understanding the methods and policies of the Arab, British, and Zionist communities, and how these three political groups interacted. Students will use a variety of sources, including primary archival material, relevant unpublished dissertations, period newspapers, memoirs, secondary sources, biographies, and novels of the era.

TEXTS:

Hurewitz, J.C., The Struggle for Palestine, (New York: Schoken Books, 1950). (Students will purchase this book from the professor at the beginning of the semester.)

Marlowe, John, The Seat of Pilate, (London: Cresset, 1961). (OPTIONAL - This is another broad overview of the Palestine Mandate period. It is somewhat similar in style and content to Crossroads to Israel.)


Sykes, Christopher, Crossroads to Israel, (Bloomington, Indiana: Indiana University Press, 1973). (Students will purchase this book from the professor at the beginning of the semester.)

Students, please note that the Hurewitz and Sykes books are out of print. During the last three months, I purchased used copies of these books for you over the Internet. The cost for both is $55. Please make check payable to the Middle East Research Program.

A core of required articles and books are on reserve at Woodruff; some may be obtained online via <emory.edu>.

GENERAL PARTICULARS:

Each student will write two papers and be responsible for two oral presentations. Students may attempt to satisfy all college and history writing requirements. The ten-page short paper (30%) will be written about a personality or institution of the period. Secondary source materials will be used. For the research paper (50%), which will be 20-30 pages (40 pages for graduate students), everyone is expected to use primary source materials including the Colonial Office 733 Series in the Woodruff...
Library Microfilm area. Finally, each student will make two oral presentations (10% each).

GENERAL FORMAT RULES ABOUT BOTH PAPERS:

Students are expected to submit a bibliography and use endnotes. Students may not use and abbreviated or scientific notation format for citations in either of the submitted papers. For an indication on how to organize your bibliography or endnotes, use for guidance my book, The Land Question in Palestine, 1917-1939. This is a modified form presented in the Chicago Manual of Style. The manual is a standard for professional/scholarly writing. All papers must be typed and double-spaced, with no more than 250 words per page.

SHORT PAPER: 30%

The short paper will be written about a personality of the period. The paper should be no longer than 10 pages in length, including endnotes. For this short paper, each student should read a memoir and/or biography and short articles of one actor who influenced the history of Zionism, the Arab community in Palestine, or the evolution of the Palestine Mandate. You are expected to use secondary source materials, such as scholarly articles from journals and periodicals, to supplement the biographies and/or memoirs you read. These short papers are due in class on Thursday, March 2, 2000.

RESEARCH PAPER: 50%

The research paper will be a topic of the student's choosing in consultation with the professor. For undergraduates, the paper must be no less than 20 pages, but no more than 30 pages, including endnotes and bibliography; length for graduate student research papers will be between 30 and 40 pages total. Each student will be expected to use primary source research material, including the Colonial Office 733 Series which is on microfilm in Woodruff Library. You are also expected to use secondary source materials, such as scholarly articles from journals, periodicals, and contemporaneous newspapers to supplement the primary source material which you use. A list of possible research paper topics appears at the end of the syllabus. The research paper will be due the last day of class at 6pm on Thursday, April 27, 2000.

ORAL PRESENTATIONS: 20%

There will be two OR three oral presentations, each not to exceed 15 minutes in length. The date of the presentation will vary according to topic/article assigned. The presentations will be made in the context of the topics in the syllabus. One presentation will be a summary of your research paper and its findings. For the presentation of your research paper summary, you must prepare a one-page synopsis of your findings to be distributed to your peers the day of the presentation.

REQUIRED READINGS:

Articles are held on reserve under this course number at the Woodruff Library or may be found on the Internet via <emory.edu>.

JANUARY 20:
INTRODUCTION TO THE COURSE, DISTRIBUTION OF SYLLABUS AND SELECTION OF TOPICS; "THE LATE OTTOMAN PERIOD AND WWI: THE SOCIAL, ECONOMIC, AND POLITICAL LEGACY OF OTTOMAN PALESTINE" (STEIN LECTURE)

1979, pp. 133-144.


JANUARY 27:
WWI AND ITS AFTERMATH: ZIONISM AND ARAB NATIONALISM AFTER WWI; PROMISES, DIPLOMACY, AND THE MANDATE; WHY THE BRITISH ISSUED THE BALFOUR DECLARATION; ZIONISM, NON-ZIONISM, AND ANTI-ZIONISM-- AMERICA, EUROPE, AND PALESTINE

Sykes, pp. 15-57 HC; pp. 3-55 PB


FEBRUARY 3:
HERBERT SAMUEL'S TENURE AND LEGACY AS HIGH COMMISSIONER; THE MANDATE AND ITS ADMINISTRATION-- WHAT WAS THE DUAL OBLIGATION? HOW WAS IT UNEQUAL?

Sykes, pp. 58-125 HC; 56-98 PB.


FEBRUARY 10:
ECONOMIC AND SOCIAL ISSUES: THE LAND ISSUE (STEIN LECTURE)


FEBRUARY 17:
THE ARAB AND JEWISH COMMUNITIES: ORGANIZATIONS, INSTITUTIONS, AND
LEADERSHIP

Hurewitz, pp. 17-80


FEBRUARY 24:
THE TENURE OF HIGH COMMISSIONER CHANCELLOR TO THE ARAB REVOLT, 1928-1936

Sykes, pp. 126-187 HC; pp. 99-152 PB


MARCH 2:

SHORT PAPERS ARE DUE AT THE END OF CLASS TODAY

Hurewitz, pp. 67-111

Sykes, pp. 188-241 HC; pp. 153-200 PB


Cohen, Michael J., "Appeasement in the Middle East: The British White Paper on Palestine, May
MARCH 9:
INDIVIDUAL DISCUSSION FOR RESEARCH PAPER TOPICS AND THEIR BIBLIOGRAPHIES

MARCH 16:
SPRING BREAK- NO CLASS

MARCH 23:
1940-1947: PALESTINE DURING THE WAR, DISINTEGRATION AND REVITALIZATION OF THE ARAB COMMUNITY AND POST-WAR DIPLOMACY

Hurewitz, pp. 112-273.


Sykes, pp. 245-371 HC; pp. 203-311 PB


MARCH 30:
ISRAEL'S WAR OF INDEPENDENCE, THE ARAB WORLD, AND THE PALESTINIAN REFUGEES

Hurewitz, pp. 274-331.


Sykes, pp. 375-450 HC; 315-380 PB

Alami, Musa, "The Lesson of Palestine," Middle East Journal, Vol. 3, No. 4, October 1949, pp. 373-
405.


APRIL 6:
SUMMARY DISCUSSION OF RESEARCH PAPERS (4 STUDENTS)

APRIL 13:
SUMMARY DISCUSSION OF RESEARCH PAPERS (4 STUDENTS)

APRIL 20:
PASSOVER- NO CLASS
SESSION MAY HAVE TO BE MADE UP DEPENDING COURSE PROGRESS

APRIL 27:
SUMMARY DISCUSSION OF RESEARCH PAPERS (4 STUDENTS)

RESEARCH PAPERS ARE DUE AT THE END OF CLASS TODAY.

SUGGESTED TOPICS (PERSONALITIES) FOR SHORT PAPER DUE MARCH 2, 2000:

Musa Alami
David Ben-Gurion to 1936
Count Bernadotte
Norman Bentwich
John Chancellor
Lloyd George
Hajj Amin al-Husseini
Berl Kaznelson
Golda Meir
Herbert Samuel
Harry Truman
Chaim Weizmann 1930-1951
Menachem Begin
David Ben-Gurion, 1936-1951
Ernest Bevin
Ralph Bunche
Winston Churchill
Abdullah ibn-Hussein
Vladimir Jabotinsky
Fredrick Kisch
Arthur Ruppin
Ronald Storrs
Chaim Weizmann to 1929
Stephen S. Wise
Please use the information and questions below for your paper. In some cases, these questions and criteria will not apply. You may have more criteria or more important things to say about that person than what I have suggested here. Please remember that the paper should be in prose, not outline fashion, with endnotes, and no longer than ten pages total in length.

We are interested in knowing what made this person a leader, how they emerged as a leader, and what characteristics they portrayed as a leader. How did each understand or manage the difference between short-term tactics and long-term strategies? How was this person driven or directed by ideology? Did their ideology change as they became older and more familiar with what they were accomplishing?

Each paper should provide a biographical sketch in order to place the person in a historical context. How did this person get along with peers and rivals? Give examples of adaptability to crises or to local, regional, or international changes in the political environment that required shifts one way or another. What obstacles were in the way of accomplishing particular goals? How were those obstacles overcome? How did this person win or obtain respectability from peers and followers? How did they manage the difference between process and substance? What means did they use to convince peers, competitors, or enemies of the righteousness or correctness of their cause? How well or poorly did your personality delegate authority? Why? Why not? Remember this is only a guideline to define leadership.

**SUGGESTED TOPICS FOR THE RESEARCH PAPER DUE APRIL 27, 2000**

- The Economy or Economies of Palestine, 1921-1949
- British Rule in Palestine: The Impact of Changing Objectives for Arabs and Jews, 1921-1947
- Organization and Development of the Jewish Community
- Arab and Jewish Education During the Mandate: A Comparison in National Development
- The Land Question in Palestine’s Politics, 1918-1945
- Changing British Attitudes and Zionist Responses Toward Jewish Immigration to Palestine, 1921-1945
- The Arab Revolt, 1936-1939: Cause and Effects
- The Partition Controversy, 1937-1939
- The 1940 Land Transfer Regulations: Motives and Effectiveness
- Changing Objectives: The British and the Palestinian Arab Community, 1921-1947
- The Last Years of the Mandate, 1945-1948: Arab, Jewish, and British Policies in Palestine
- The Politics of the Palestinian Arab Refugees: Who, Why, and When?
- Illegal Jewish Immigration to Palestine, 1936-1949
- Evolution of Zionist Ideology and Politics in Palestine, 1921-1945


The Palestine Question at the United Nations, 1945-1949

The "New" Israeli Historians: Do They Have a Case for Zionist/Israeli Complicity?