



The Schar School of Policy and Government

Survey of Israeli & Palestinian History, Politics, Economics, Identity & Culture

GOVT 444-002

Days: Monday & Wednesday Time: Noon -1:15 pm Room: Robinson B 220

Syllabus for Spring Semester 2017

WELCOME!

Instructor: Professor Heba F. El-Shazli, Ph.D.

Email: helshazl@gmu.edu

Telephone: (703) 993-2476 or (202) 468-8409

Office: Robinson A242

Office Hours: *Tuesday/Thursday 12:00 pm-1:00 pm and Wednesdays: 1:30 pm – 2:30 pm*

I will also be in class 15 minutes early and after class to respond to any questions and comments. Other times – please contact me via email and we can arrange a convenient time.

Course Description:

This course explores the history, politics, economics, and cultural/societal aspects of the Israeli-Palestinian conflict. We will study the conflict's development from its origins until the present, as well as a range of perspectives on topics such as identity, US and European policies toward the conflict in addition to the internal politics for both the Israelis and Palestinians. The course is divided into the following sections: history, politics, economics, culture and identity; and society, literature and music. The final section, once we have discussed and understood the intricacies of all these topics, we will then be able to analyze the conflict and discuss future prospects, trends and even possible solutions.

Class Goal:

Our goal for this course is to understand the intricate and complex details of Israeli and Palestinian history, politics, economics, and culture & society in order to be able to clearly analyze the conflict.

Required Textbooks:

List of Textbooks for this course: **All available in the reserves section of the library**

- 1) *Palestinian Identity: The Construction of Modern National Consciousness* by Rashid Khalidi - Paperback: 352 pages Publisher: Columbia University Press (December 28, 2009) ISBN-13: 978-0231150750

- 2) *The Israel-Arab Reader: A Documentary History of the Middle East Conflict*, (7th Edition 7 Revised Updated Edition) Walter Laqueur (Editor), Dan Schueftan (Editor) Paperback: 608 pages Publisher: Penguin Books; 8th ed. edition (September 20, 2016) ISBN-13: 978-0143110057
- 3) *The Israel-Palestine Conflict: One Hundred Years of War* (3rd Edition) by James L. Gelvin Paperback: 321 pages Publisher: Cambridge University Press; 3rd edition (January 13, 2014) ISBN-13: 978-1107613546
- 4) *Narrative and the Politics of Identity: The Cultural Psychology of Israeli and Palestinian Youth* by Phillip L. Hammack Hardcover: 424 pages Publisher: Oxford University Press; 1 edition (December 28, 2010) ISBN-13: 978-0195394467
- 5) *Palestine's Children: Returning to Haifa & Other Stories* by Ghassan Kanafani Paperback: 199 pages Publisher: Lynne Rienner Publishers; First Edition (August 1, 2000) ISBN-13: 978-0894108907
- 6) *The Amos Oz Reader* 1st Edition by Amos Oz, Prof. Nitza Ben Dov (Editor), Robert Alter (Foreword) Paperback: 416 pages Publisher: Mariner Books; 1 edition (April 14, 2009) ISBN-13: 978-0156035668

Suggested Readings:

- *Righteous Victims: A History of the Zionist-Arab Conflict, 1881-2001* (1 Reprint Edition) by Benny Morris
 - Paperback: 800 pages
 - Publisher: Vintage; 1 Reprint edition (August 2001)
 - ISBN-13: 978-0679744757
- *The Yellow Wind: With a New Afterword by the Author* by David Grossman
 - Paperback: 232 pages Publisher: Picador; Reprint edition (September 7, 2002) ISBN-13: 978-0312420987

Course Grading and Assessment Details:

1. Class Attendance and In-class oral presentations of readings (30%)

This is a seminar course and, as such, depends critically upon students' active participation in class. Students must come to class prepared, having completed all the required readings, and be ready to discuss and debate the issues raised in the readings and lectures.

Students will also be required to do a minimum of 5 to 6 or more oral presentations of the day's readings during the semester. These presentations should, as with the response papers, not summarize the readings but critically assess them, and should serve as the departure point for class discussions.

Presentation Guidelines:

All class presentations should keep to the following guidelines:

- Limit presentations to 8-10 minutes
- Summarize the main **argument/thesis** of the article/chapter
- **Relate** the reading to other material in the course/discussions
- When applicable, relate the reading to current or past **events**
- Discuss the **questions/issues** that the article raises (what did the piece contribute?), and raise your own questions about it by way of **critique**.

Please Post your presentation summary/handout on **Blackboard's Discussion Board** under the appropriate class date/topic by no later than 11:00 am on class day a summary of the presentation (no less than 500 words) in essay form or a bullet point document. This will be distributed to everyone in class via Blackboard. This is part of your 30% participation grade so make it beautiful ☺ please. There will be a sign-up sheet one the first day of the semester.

2. Four Response Critique Papers (20%) Due dates are 1st February, 1st March, 29th March and 19th April

3. You are requested to critically comment on the readings (your choice of which reading(s) to critique) in 4 to 5 pages (12 font and 1.5 line-spacing). You should write these critiques/commentaries in a format that will be useful to you in your future writing. It is fully acceptable for you to use part or all of these critiques in your final paper, as appropriate. These essays/critiques are meant for you to clarify your thoughts on the reading, develop ideas for class discussion, and maintain a dialogue with the instructor. Critique papers are due on the date for which the reading is assigned. You need to complete 4 reading critiques i.e. on four (4) different readings; **the due dates are: 1st February, 1st March, 29th March and 19th April** and these dates will be listed on the syllabus and on Blackboard. **Please submit these reading critiques via Blackboard by 11:00 am.**

4. Mid-Term Academic Book Review (20%) Due on 8th March

A short book critique of 6-8 typed pages. This critique is intended to sharpen your critical faculties by thoroughly reviewing, criticizing, and discussing one of the books we are reading for this course. **Please see on Blackboard resources to help you write an academic book review.** Thank you.

5. Final Research Paper (30% = 20% actual paper and 10% all the preceding interim paper prep steps) Due on Monday, 15th May 2017

This paper will be 18-20 double-spaced pages (12-point font, double spaced, 1 inch margins). It is based on a topic of the student's choice and on research beyond the assigned readings. Papers must present a clear question, develop an original argument, engage with counter-arguments, and present supporting evidence.

Interim paper-preparation assignments: To aid the process of research, writing, and revision, students will turn in several items en route to the final paper. These assignments, as well as due dates for other written assignments, are detailed below.

ASSIGNMENT DEADLINES:

Description: A general description of the topic that you want to research (2-4 sentences) is due via Blackboard on **8th February**

Question: A statement of the question driving your final paper, with a few sentences describing how your paper will examine it (3-5 sentences) is due via Blackboard on **22nd February**.

Bibliography: A working bibliography (at least 7 sources) is due via Blackboard on **22nd March**.

Overview: An overview and outline of the paper (1-2 pages) is due via Blackboard on **5th April**. This document should consist of at least one full paragraph, followed by an outline/bullet points, in which you offer clear answers to these questions:

- What is the question driving this paper?
- What are ways that other people have answered that question?
- What is your original argument (proposed answer to this question)?
- What issues will you examine (and in what sequence) to demonstrate that argument?

The final research paper is due on Monday, 15th May 2017.

Grade Summary:

- Class Attendance and In-class oral presentations of readings (30%)
- Four Response Papers (20%)
- Mid-Term book review (20%)
- Final Research Paper (30% = 20% paper and 10% interim prep steps)

Grading Scale:

A+ = 97-100; A = 94-96; A- = 90-93; B+ = 87-89; B= 84-86; B- = 80-83; C+ = 77-79; C = 74-76; C- = 70-73; D+ = 67-69; F = 0-59

A few key policies to help make our lives easier, to enjoy the course, and to learn together about the Middle East:

Class Conduct:

In order to help create a beneficial active learning environment in class, I would appreciate that we are conscientious and respectful of the others in class. Class conduct guidelines include, but are not limited to, the following:

- **Please no cell phone use in class and Please laptop use in class is for taking notes only ☺**
- Class attendance, in-class presentations, and active participation to foster discussion are mandatory and will contribute greatly to your grade – it will be (as mentioned above) 30% of your grade. I am very interested in your opinions and especially after you have completed the readings.
- Please listen to each other as allies, attentively and without judgment to others' opinions in class.
- **I expect assignments to be turned in on time please.** An assignment that is turned in late will receive a deduction of a letter grade per day until it is turned in. An assignment that is more than three days late without an excuse from the Dean or the

student’s medical professional will receive a failing grade. **After seven days – the assignment will not be accepted.**

George Mason University Honor Code:

Plagiarism: It is assumed that all written work submitted is entirely your own. If you obtain ideas, data, phrases, etc. from elsewhere, you must cite the source.

I take the Honor Code and its enforcement very seriously with a zero tolerance policy. The Honor Code in its entirety can be found in your Student Handbook. All violations of the honor code will be reported to the Honor Committee.

<http://www.gmu.edu/academics/catalog/9798/honorcod.html>

***Academic Integrity:** It is expected that students adhere to the George Mason University Honor Code as it relates to integrity regarding coursework and grades. The Honor Code reads as follows: "To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the University Community have set forth this: Student members of the George Mason University community pledge not to cheat, plagiarize, steal and/or lie in matters related to academic work." More information about the Honor Code, including definitions of cheating, lying, and plagiarism, can be found at the Office of Academic Integrity website at <http://oai.gmu.edu>*

Students with Disabilities: Students who self-identify and provide sufficient documentation of a qualifying disability are entitled to receive reasonable accommodations, such as modifications of programs, academic adjustments, or auxiliary aides as a means to participate in programs and activities. If you need academic accommodations, please see me and contact the **Disability Resource Center (DRC)** at (703) 993-2474. All academic accommodations must be arranged through that office.

Problems that may arise – Please if you are experiencing any problems that are affecting your schoolwork and/or class attendance --- please feel free to meet with me and let us see what we can do to help. I will be glad to listen and assist to help you. There are many available resources. Please do not wait until the end of the semester to inform me that you are dealing with a problem(s) since the beginning of the semester. Let us talk and work on getting you the needed assistance early on in the semester so it does not affect your school work down the road. **I am here to help you succeed!**

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Class Schedule, Topics to be discussed and Reading Assignments

[Please note: this schedule is a guide and is subject to change/adjustment based on our discussion needs]

History:

From 23rd January until 8th February: please read and/or refer to the following books/articles – see details for each class session below:

1. *The Israel-Palestine Conflict: One Hundred Years of War* by James L. Gelvin
Paperback: 321 pages Publisher: Cambridge University Press; 3rd edition (January 13, 2014) ISBN-13: 978-1107613546
2. Selections from: *The Israel-Arab Reader: A Documentary History of the Middle East Conflict*, Walter Laqueur (Editor), Dan Schueftan (Editor) Paperback: 608 pages
Publisher: Penguin Books; 8th ed. edition (September 20, 2016) ISBN-13: 978-0143110057 – this is an excellent resource book for all the major documents – it is a standard text in order to familiarize oneself with the essential issues involved in this conflict
3. [Primer on Palestine, Israel and the Arab-Israeli Conflict](http://www.merip.org/primer-palestine-israel-arab-israeli-conflict-new) by Joel Beinin and Lisa Hajjar
<http://www.merip.org/primer-palestine-israel-arab-israeli-conflict-new>

Our Primer on Israel-Palestine by [The Editors](#) | published March 3, 2014 - 4:33pm
<http://www.merip.org/our-primer-israel-palestine>

Monday, 23rd January 2017

Welcome & introductions and review of syllabus and course assignments, etc.

Ethan Bronner, “The Bullets in My In-Box,” New York Times Week in Review, January 25, 2009
http://www.nytimes.com/2009/01/25/weekinreview/25bronner.html?_r=2&ref=weekinreview

Wednesday, 25th January 2017:

Readings:

The Israel-Palestine Conflict: One Hundred Years of War (3rd Edition) by James L. Gelvin
Chapters: 1, 2 & 3 pages 1-76

- The Land and its Lure
- Cultures of Nationalism
- Zionism and the Colonization of Palestine

The Israel-Arab Reader: A Documentary History of the Middle East Conflict: Part I pp. 3-17

Monday, 30th January & Wednesday, 1st February:

Readings:

The Israel-Palestine Conflict: One Hundred Years of War (3rd Edition) by James L. Gelvin
Chapters: 4, 5 & 6 pages 76-145

- World War I and the Palestine Mandate
- From Nationalism in Palestine to Palestinian Nationalism
- From the Great Revolt through the 1948 War

The Israel-Arab Reader: A Documentary History of the Middle East Conflict: pp. 17-86

First Critique Response Paper due on Wednesday, 1st February 2016

Monday, 6th February and Wednesday, 8th February:

Readings:

The Israel-Palestine Conflict: One Hundred Years of War (3rd Edition) by James L. Gelvin
Chapters: 8-10 pages 166-267

- The Arab-Israeli Conflict
- The Palestinian National Movement Comes of Age
- Coming Full Circle: Oslo and its Aftermath

The Israel-Arab Reader: A Documentary History of the Middle East Conflict: pp. 87-494
(selections and presented by different students)

Description part of final research paper due on Wednesday, 8th February 2017 via Blackboard

Politics: Monday, 13th February & Wednesday, 15th February 2017:

Dimensions of violence

- 1) Ian S. Lustick, "Changing Rationales for Political Violence in the Arab-Israeli Conflict" *Journal of Palestine Studies*, Vol. 20, No. 1 (Autumn 1990), pp. 54-79.
- 2) Lori Allen, "There are many reasons why: suicide bombers and martyrs in Palestine" *Middle East Report* 223 (Summer 2002), pp. 34-37.
- 3) Wendy Pearlman, "Precluding Nonviolence, Propelling Violence: The Effect of Internal Fragmentation on Movement Behavior" *Studies in Comparative International Development*, 2012, Vol. 47(1), pp.23-46
- 4) Yael Zerubavel, *Recovered Roots: Collective Memory and the Making of Israeli National Tradition* (Chicago: University of Chicago Press, 1995) pp. 60-76.
- 5) Nehemia Shtrasler, "Israel, an Army with a Country Attached," *Haaretz*, April 25, 2014 (On Blackboard) & summary of The Winograd Commission report (on Blackboard)
- 6) Selections from *The Israel-Arab Reader: A Documentary History of the Middle East Conflict: pp. 505-592*

Monday, 20th February & Wednesday, 22nd February:

1. Monday, 20th February: Israel and politics

- 1) "A Nation of Tribes," *The Economist*, April 23 1998.
- 2) David Newman, "From Hitnachelut to Hitnatkut: The Impact of Gush Emunim and the Settlement Movement on Israeli Politics and Society," *Israel Studies*, Vol. 10, No. 3 (Fall 2005), pp. 192-224.
- 3) Harriet Sherwood, "Israelis plan million-strong march as protesters call for social justice," *The Guardian*, August 7, 2011

Suggested readings/Optional:

- 4) Hendrik Spruyt, *Ending Empire: Contested Sovereignty and Territorial Partition* (Ithaca: Cornell University Press, 2005), pp. 234-263.
- 5) Alan Dowty, "Religion and Politics" in *The Jewish State: A Century Later* (Berkeley: University of California Press, 1998), pp. 159-183.

2. Wednesday, 22nd February: The Palestinians and politics

- 1) "The wandering Palestinian," *The Economist*, May 8, 2008.5
- 2) Ali Jarbawi and Wendy Pearlman, "Struggle in a Post-Charisma Transition: Rethinking Palestinian Politics after Arafat," *Journal of Palestine Studies*, Vol. 36, No. 4 (Summer 2007), pp. 6–21.
- 3) Yezid Sayigh, " Hamas Rule in Gaza: Three Years On," Brandeis University Crown Center Middle East Brief, March 2010.

Question section/part of the Final Research Paper due on 22nd February 2016 via Blackboard

Suggested readings/Optional:

- 1) Yoav Peled, "Restoring Ethnic Democracy: The Or Commission and Palestinian Citizenship in Israel," *Citizenship Studies*, Vol. 9, No. 1 (February 2005): 89-105
- 2) Laetitia Bucaille, *Growing Up Palestinian: Israeli Occupation and the Intifada Generation* (Princeton: Princeton University Press, 2004), pp. 30-55.

Monday, 27th February & Wednesday, 1st March:

The role of the United States

- 1) John Mearsheimer and Stephen Walt, "The Israel Lobby," *London Review of Books*, Vol. 28, No. 6 (March 23, 2006): 3-12.
- 2) Ariel Ilan Roth, "Reassurance: A Strategic Basis of U.S. Support for Israel," *International Studies Perspectives*, Vol. 10, No. 4 (2009), pp. 378-393.
- 3) Melani McAlister, "The Good Fight: Israel after Vietnam, 1972-1980," in *Epic Encounters: Culture, Media, U.S. Interests in the Middle East since 1945* (Berkeley: University of California Press, 2005), 155-197.
- 4) Mouin Rabbani and Chris Toensing, "The Continuity of Obama's Change," *Middle East Report Online*, January 27, 2009

Second Critique Response Paper due on Wednesday, 1st March 2016.

Economics: Monday, 6th March & Wednesday, 8th March

- 1) **Boosting the West Bank's economy; Israel and Palestine**
<http://www.economist.com/printedition/2013-06-01>
Jun 1st 2013 | AMMAN AND JERUSALEM | From the print edition

- 2) What Do We Talk About When We Talk About Political Economy? September 29 2015 by Kareem Rabie, <http://www.jadaliyya.com/pages/index/22790/what-do-we-talk-about-when-we-talk-about-political>
- 3) How does Palestine's economy work? Its legal status is contested, its land is divided and thousands of its citizens emigrate every year - so how does Palestine's economy function? by Mona Chalabi, Monday 14 October 2013 12.39 EDT, The Guardian Newspaper
- 4) It's Not (Just) the Culture, Stupid: 4 Reasons Why Israel's Economy Is So Strong by Jordan Weissmann, August 2nd, 2012, **The Atlantic** magazine

Optional/Suggested: "Envisioning a Peaceful Israel, Scientifically" By Bernard Avishai, November 5, 2013, The New Yorker Magazine (available on Blackboard)

Academic Book Review due on Wednesday, 8th March 2017 via Blackboard

Spring Break: 13th March – 19th March Happy Holiday ☺

Culture and Identity: Monday, 20th March & Wednesday, 22nd March

Narrative and the Politics of Identity: The Cultural Psychology of Israeli and Palestinian Youth by Phillip L. Hammack; Part 1. Orientations pages 3-50

Palestinian Identity: The Construction of Modern National Consciousness by Rashid Khalidi (Author, Introduction, chapters 1, 2 and 3) pp. 1-62

Gelvin, Chapter 7: Zionism and Palestinian Nationalism – A closer look, pages 145-166

Bibliography section of the Final Research Paper is due on Wednesday, 22nd March via Blackboard

Monday, 27th March & Wednesday, 29th March

Palestinian Identity: The Construction of Modern National Consciousness by Rashid Khalidi (chapters 7 & 8) pp. 145-209

Narrative and the Politics of Identity: The Cultural Psychology of Israeli and Palestinian Youth by Phillip L. Hammack, Part II Stories: pages 115-241

Third Critique Response Paper due on Wednesday, 29th March 2016

Society, Literature & Music

Monday, 3rd April & Wednesday, 5th April

- 1) Amal Jamal (2002) Beyond "Ethnic Democracy": State Structure, Multicultural Conflict and Differentiated Citizenship in Israel, *New Political Science*, 24:3, 411-431
- 2) Menachem Mautner, **Law and the culture of Israel: Introduction**, *Int J Constitutional Law* (2013) 11 (4): 1108-1110

- 3) Moshe Halbertal, **Israel's Supreme Court and the transformation of Israeli society**, Int J Constitutional Law (2013) 11 (4): 1111-1113
- 4) Ruth Gavison, **Culture, society, law and adjudication**, Int J Constitutional Law (2013) 11 (4): 1114-1119
- 5) Menachem Mautner, **Law and the culture of Israel: A reply to Ruth Gavison and Moshe Halbertal**, Int J Constitutional Law (2013) 11 (4): 1120-1122
- 6) Stanley Waterman, "The Israeli Music Scene: An Essay in Secular Culture", Contemporary Jewry ISSN: 0147-1694 Date: 06/01/2010 Volume: 30 Issue: 1, Page: 105-118
- 7) **Book review of *My voice is my weapon: music, nationalism, and the poetics of Palestinian resistance* by LISA URKEVICH** at American University of Kuwait (available on Blackboard)
- 8) **Optional review/reading:** McDonald, David A. *My voice is my weapon: music, nationalism, and the poetics of Palestinian resistance*. Durham: Duke University Press, 2013. Print. (E-book available on Blackboard)

Optional reading: "Ethnic Democracy Revisited On the State of Democracy in the Jewish State" by Yoav Peled and Doron Navot, *Israel Studies Forum*, Vol. 20, No. 1 (Summer 2005), pp. 3-27

Overview section of the Final Research Paper due on Wednesday, 5th April

Monday, 10th April & Wednesday, 12th April:

Please read the whole book for our discussion in class: *Palestine's Children: Returning to Haifa & Other Stories* by Ghassan Kanafani

Monday, 17th April & Wednesday, 19th April:

Please read the selections from the book for our discussion in class: *The Amos Oz Reader* by Amos Oz – [*The Kibbutz* pp. 1-102; *Jerusalem* pp. 103-197; *In the Promised Land* pp. 233-355; and *in an Autobiographical Vein* pp. 355-387]

Fourth Critique Response Paper due on Wednesday, 19th April 2016

Future Prospects - Strategies and Solutions:

Monday, 24th April & Wednesday, 26th April

All the following journal articles are available via Blackboard.

- 1) Jeff Halper, "The 94 Percent Solution: A Matrix of Control" Middle East Report, No. 216 (Fall 2000), pp. 14-19.
- 2) Barry Rubin, "Israel's New Strategy." Foreign Affairs, Vol. 85, Issue 4 (July/August 2006), pp. 111-125.
- 3) Yossi Beilin, Richard N. Haass, Daoud Kuttab, and Uzi Landau, "The Debate on a Palestinian State," Time Magazine, October 3, 2011, pp. 30-33.

- 4) James Ron, "Palestine, the UN, and the One-State Solution," Middle East Policy, Vol. 18 Issue 4 (Winter 2011), pp. 59-67.

Monday, 1st May and Wednesday, 3rd May [Snow Days Make-up]

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Student Support Resources: We have a number of academic support and other resources to facilitate student success. Please be sure to include links to relevant student support resources (e.g., Counseling and Psychological Services, Learning Services, University Career Services, the Writing Center, etc.).

Sexual Misconduct and Interpersonal Violence

George Mason University is committed to providing a safe learning, living and working environment free from discrimination. The University's environment is meant to be experienced as vibrant and dynamic, and one that includes ample opportunities for exploration of self, identity and independence. Sexual misconduct and incidents of interpersonal violence deeply interrupt that experience, and **George Mason University is committed to a campus that is free of these types of incidents in order to promote community well-being and student success.** *George Mason University encourages individuals who believe that they have been sexually harassed, assaulted or subjected to sexual misconduct to seek assistance and support.*

Confidential resources are available on campus at Counseling and Psychological Services (caps.gmu.edu), Student Health Services (shs.gmu.edu), the University Ombudsperson (ombudsman.gmu.edu), and Wellness, Alcohol and Violence Education and Services (waves.gmu.edu). All other members of the University community (except those noted above) are not considered confidential resources and are required to report incidents of sexual misconduct to the University IX Coordinator. For a full list of resources, support opportunities, and reporting options, contact the University Title IX Coordinator at integrity.gmu.edu and/or at 703-993-8730. Our goal is to create awareness of the range of options available to you and provide access to resources.

Please stay current with the news so check out these sources:

New York Times, www.nytimes.com

Washington Post, www.washingtonpost.com

BBC, www.bbc.co.uk

Financial Times, www.ft.com

The Times, www.timesonline.co.uk

The Economist, www.economist.com

Haaretz (Israel, newspaper), www.haaretzdaily.com

Y-Net -- Yediot Ahranot (Israel, newspaper), (<http://www.ynetnews.com/home/0,7340,L-3083,00.html>)

The Jerusalem Post (Israel, newspaper), www.jpost.com

The Forward (Jewish daily newspaper), www.forward.com

Electronic Intifada (U.S.-based) www.electronicintifada.net

The Israel Policy Forum (U.S.-based), www.israelpolicyforum.org

The Alternative Information Center (Israeli-Palestinian news site) www.alternativenews.org

Jerusalem Media and Communication Centre (Palestinian research institute), www.jmcc.org

Palestinian Center for Policy and Survey Research (Palestinian research institute),
www.pcpsr.org

+972 Independent reporting and commentary from Israel and Palestine (ezine),
<http://972mag.com/>

Middle East Research and Information Project, <http://www.merip.org/>

Foreign Policy Magazine's Middle East Channel, <http://mideast.foreignpolicy.com/>

Jadaliyya (ezine), <http://www.jadaliyya.com/>

Al-Jazeera (Arab world, news site), <http://english.aljazeera.net>

al-Ahram Weekly (Egypt, newspaper), <http://weekly.ahram.org.eg/index.htm>

Jordan Times (Jordan, newspaper), <http://www.jordantimes.com/>

Daily Star (Lebanon, newspaper), www.dailystar.com.lb

Now Lebanon (Lebanon, news site), <http://www.nowlebanon.com/Default.aspx>

Middle East Times (Egypt, newspaper), www.metimes.com