



DEPARTMENT OF SOCIOLOGY
SOCI-3110-WDE
Palestine & International Relations
Fall Term 2026

Sociology web-page address: <http://sociology.lakeheadu.ca>

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Course Focus

In this course, we will study the connection between the political economy of Palestine and international relations currently and historically in relation to human rights and justice, as well as the United Nations charter and international law.

Required and Recommended Readings - Texts are available at Lakehead University Bookstore:

- 1) Bennis, Phyllis. 2025. *Understanding Palestine & Israel*. Massachusetts: Olive Branch Press. (LU bookstore price: \$27.00, plus tax – no e-version).
- 2) Stern-Weiner, Jamie. 2024. *Deluge: Gaza and Israel from Crisis to Cataclysm*. London/New York: OR Books. (LU bookstore price: \$33.95 including tax for print – no e-version).
- 3) Bhutto, Fatima and Sonia Faleiro. 2025. *Gaza: The Story of a Genocide*. London/New York: Verso. (LU bookstore price: \$25.95, plus tax for print – no e-version)
- 4) Required (and recommended) additional readings—available on the D2L (see for further details pp: 4-5).

Learning Outcomes

By the end of this course, students will be able to:

1. Assess the ongoing effects of settler colonial and neocolonial systems, along with capitalist structures, on the Palestinian people, and examine the strategies they employ to resist oppression and reclaim self-determination;
2. Critically analyze how both overtly colonial and diplomatically framed agreements—such as Sykes-Picot, Balfour, and Oslo—have served to legitimize and deepen the fragmentation, occupation, and external domination of Palestine;
3. Critically assess how Israel's formation and the occupation of Palestine function as central mechanisms of violence, upheld by entrenched settler colonial practices, structural injustice, and the erasure of Palestinian presence;

4. Explore how Israel tests occupation technologies in Palestine and exports them globally for military and surveillance use;
5. Investigate the dynamics of Palestinian resistance movements and assess the influence of both regional and global actors in supporting, opposing, or mediating these efforts;
6. Evaluate the role of the Boycott, Divestment, and Sanctions (BDS) movement as part of transnational efforts advocating for Palestinian self-determination, human rights, and resistance to occupation;
7. Assess the ongoing military assaults and sieges of Gaza as deliberate violations of Palestinian human rights under Israeli occupation, amounting to breaches of international human rights standards and humanitarian law by the Israeli regimes;
8. Examine the genocide in Gaza as part of a broader colonial project, shaped by historical dispossession, structural oppression, and narratives that dehumanize and criminalize Palestinians;
9. Investigate the systematic violence against Gaza's civilians and infrastructure by Israel, assess the complicity or inaction of Western countries and international organizations like the United Nations Security Council.

Date	Course Topics	Required & Recommended* Readings * The recommended readings are useful for assignments and further interest
Week 1, Sept 8	1) Intro, & Historical Background The Land & the People Arab-Jewish Relations in History The Sykes-Picot Agreement The Balfour Declaration	Masalha , pp: 22-34 (Recommended: Masalha , pp: 1-22); Hadawi , Intro, Part I & Part II, pp:1-28; Bhutto , chapter 4.
Week 2 Sept 14	2) The Military Occupation of Palestine & Its Creation, Protraction & Impact Palestinian Resistance & the Role of the Various Actors, Regionally & Internationally	Bennis , Part I, pp: 2-81 - keep track of the main points & themes
Week3 Sept 21	3) Theorizing & Analyses: Edward Said & the Poetry of Decolonization Edward Said's Holistic Approach	Ramazani in Iskandar & Rustom (eds.), (Chapter 9 (pp:160-169); Bayoumi , chapter 17 - "An Interview w/Edward Said" (pp: 419-444) / D2L ; Bhutto , chap.1
Week 4 Sept 28 Week 5 Oct. 5	4+5) The Role of the US, the Arab States & Europe The Root Cause of Violence The Prospect of Comprehensive Peace, & the Issue of Security	Bennis , Part II keep track of the main points & themes Bennis , Part III - main points & themes Pappe , 2017 - pp: 141-148/ D2L
Oct.12-16	Oct.12-16 - Fall Study Break	
Week 6 Oct. 19	6) The Siege & Invasions of Gaza Israeli Violations of Human Rights & the Role of the UN The BDS & the Global Struggle for Palestinian Rights	Bennis , Part IV Barghouti , Intro, pp:1-34/ D2L . Recommended: Bhutto , chapter 18.
Week 7 Oct 26	7) The Ethnic Cleansing of Palestine Myths about Israel The Palestine Lab for Weapons & Israeli Exports of the Tech of Occupation around the World	Pappe , 2007 - Preface & Chapter1, pp: XI-XVIII; 1-9/ D2L ; Pappe , 2017 – Preface, pp: IX-XIII/ D2L ; Loewenstein , Preface, pp: IX-XIV; Intro, pp: 1-16; & pp:206-214/ D2L
Week 8 Nov 2	8) Law & Justice & the Question of Palestine Life under the Israeli/Apartheid Occupation	Erakat , pp: 211-241 Cook , Chapter 6—pp: 167-190; Bhutto , Chapter 5. Recommended , Maya Wind , pp: 89-111.

Week 9 Nov 9	9) Settler Colonialism & Resistance, 1917–2017 & The Hundred Years' War on Palestine Canada as a Settler Colony on the Question of Palestine	Khalidi , pp: 237-255/ D2L ; Bhutto , chap2 Wildeman & Ayyash , Chapter 2, pp: 17 - 39/ D2L
Week 10 Nov 16	10) The Genocide on Gaza by Israel: The Socio-Economic, Political & Historical Contexts, Including the Dehumanization & Demonization of Palestinians	Stern-Weiner , Part I , Chapters 1,2, &4; Bhutto , Chapter 6
Week 11 Nov 23	11) The Targeted Killing of Civilians in Gaza by Isarel & the Destruction of Infrastructure & the Role of the West & the Region & the UNs	Stern-Weiner : Part II, Chapters, 5, 9, 10 (recommended: Stern-Weiner : chapter 6); Bhutto , Chapters 7-9. Recommended , Bhutto , Chapters:10-16
Week 12 Nov 30 & Dec 7	12) Palestine Solidarity & the Unjust Hegemonic Order	Stern-Weiner , Part III, Chapters 11-12 , pp:185-225. (Recommended, Bhutto , Chapters 19-20 & pp:271-274)

Course Requirements

There are **three (3) requirements** for this course.

1. *One Response Paper. Due date: Nov. 23rd*30%

The response paper answers a specific question (or questions) in relation to the reading material and my notes...for a specific date. The response paper will be evaluated in relation to its clarity, depth of understanding of the content, the analyses, and the theorizing, as well as the ability to critically reflect on the complex reality of the Israeli military occupation of Palestine. More **detail** is given on the **Instruction page (D2L)**.

2. *Two Tests: Oct. 19th & Nov. 30th* (2 @ 15%).....30%

The tests may include short answer/short essay questions and multiple-choice questions. The tests cover all class work and reading material to date.

It is not the instructor's aim to reproduce the same material that is covered in the assigned readings. More detail is given prior the tests on the **D2L**.

3. Posts, Critical Reflection and Discussions

2 Posts. Due dates: Sept. 28th, & Nov. 2nd

(2 @ 15% each)30%

2 Comments (on Posts 1 & 2) Due dates: Sept 29th and Nov 3rd

(2 @ 5% each) ... 10%

More **detail** is given on the **Instruction page (D2L)**.

ASSIGNMENT POLICIES:

- The posts and response paper must be formatted according to the **ASA** (American Sociological Association) Style Guide for referencing and citations. See the following links: <<https://www.utm.utoronto.ca/rgasc/media/2800/download?inline>>
- <https://www.lakeheadu.ca/sites/default/files/uploads/92/ASA_Style_4th_ed_0.pdf>

- There is a **penalty** for the posts and the response paper handed in late (for the latter, **5%** per day).
- **Plagiarism** will not be tolerated and will be dealt with according to the University regulations. For more information, see **Lakehead University Regulations**.
- Also look closely at LU **GenAI Use**, Student **responsibilities**, and **Code of Conduct** – Academic Integrity: <https://www.lakeheadu.ca/students/student-life/student-conduct/academic-integrity/chatgpt-ai-tools>
- There is **no need**, however, to use **GenAI** for anything, due to the way I designed this fall course and course requirements – with short tests, posts and one response paper, with specific questions and – a host of course materials.
- **Please Note:** The **material** in this course is meant for personal use only; my lecture notes and prof. notes **are my intellectual property** and **cannot** be used **online or fed to an AI**.

Further, the student will be given additional information concerning course topics, course requirements, evaluation procedures and other relevant material on **Sept 8th**.

Required (and recommended) Readings—available on the D2L

Albanese, Francesca. 2025. UNs Report of the Special Rapporteur on the situation of human rights in the Palestinian territories occupied since 1967 (A/80/492).

<https://www.un.org/unispal/document/special-rapporteur-report-gaza-genocide-a-collective-crime-20oct25/>

Barghouti, Omar. 2011. *Boycott, Divestment, Sanctions: The Global Struggle for Palestinian Rights*. Chicago: Haymarket Books. Intro, pp:1-34, & Notes:263-272.

Bayoumi, Moustafa & Andrew Rubin (eds.) 2000. *The Edward Said Reader*. New York: Vintage – Chapter 17 – “An Interview with Edward Said” (pp: 419-444).

Cook, Jonathan. 2008. *Disappearing Palestine: Israel's Experiments in Human Despair*. London/New York: Zed Books. Chapter 6—“Life under Occupation” pp: 167-190.

Erakat, Noura. 2019/2020. *Justice for Some: Law and the Question of Palestine*. Stanford: Stanford University Press. Conclusion, pp: 211-241, & Notes, pp: 301-312.

Hadawi, Sami. 1979 *Bitter Harvest: Palestine 1914-1979*. New York: The Caravan Books. Parts: 1 & 2, pp: 1-28.

Khalidi, Rashid. 2020/21. *The Hundred Years' War on Palestine: A History of Settler Colonialism and Resistance, 1917–2017*. New York: Metropolitan Books. Conclusion, pp: 237-255; & Notes, pp: 301 302.

Loewenstein, Antony. 2024. *The Palestine Laboratory: How Israel Exports the Technology of Occupation Around the World*. London/New York: Verso. Preface, pp: IX-XIV; Intro, pp: 1-16; Notes, pp: 221-222; Conclusion, pp:206-214; & Notes, pp:252-253.

Masalha, Nur. 2021/2024. *Palestine: A Four Thousand Year History*. London/New York: I.B. Tauris. Intro, pp: 1-34.

Pappe, Ilan. 2017. *Ten Myths About Israel*. London/New York: Verso. Preface, pp: IX-XIII; Chapter 10 – “The Two-States Solution...” & Conclusion, pp:141-148; Notes, p:166.

Pappe, Ilan. 2007. *The Ethnic Cleansing of Palestine*. Oxford: One World Oxford. Preface & Chapter 1—“An alleged Ethnic Cleansing?” Pp: XI-XVIII; 1-9, & Notes, pp:262-264.

Ramazani, Jahan. 2000. “Edward Said and the Poetry of Decolonization” (Chapter 9—pp:160-169), in Adel Iskandar & Hakem Rustom (eds.), *Edward Said: A Legacy of Emancipation and Representation*. California: University of California Press.

Wildeman, Jeremy & M. Muhannad Ayyash (eds.) 2023. *Canada as a Settler Colony on the Question of Palestine*. Edmonton: University of Alberta Press. Chapter 2, pp: 17 - 39; notes: pp:39 – 53.

Wind, Maya. 2024. *Towers of Ivory & Steel: How Israeli Universities Deny Palestinian Freedom*. London/New York: Verso. “The Scholarly Security State” (pp: 89-111), & “Epilogue” (pp:193-196).

University Policies

- Students in this course are expected to conform to the [Code of Student Behaviour](#). Please read the [Code of Student Behaviour](#)¹.
- **Accommodations:** Lakehead University is committed to achieving full accessibility for persons with disabilities. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you think you may need accommodations, you are strongly encouraged to contact [Student Accessibility Services \(SAS\)](#)² and register as early as possible.
- Accommodations are in accordance with the terms of the [Ontario Human Rights Code](#)³. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the course.

¹ <https://www.lakeheadu.ca/academics/academic-support/skills-for-success/responsibilities>

² <http://studentaccessibility.lakeheadu.ca>

³ <http://www.ohrc.on.ca/en/ontario-human-rights-code>