SAMPLE COURSE SCRIPT FOR SLIDES

***Why Palestine Matters,***

***The Struggle to End Colonialism***

**Weekly Assignments**

\*PLEASE READ ASSIGNMENTS PRIOR TO CLASS\*

Assignments will be discussed on the date the material is listed.

## SESSION 1

An intersectional approach to justice\*

Chapter 2

Pages 20 – 29

\*If you do not have the book before classes begin, please read this after the first session.

## SESSION 2

Palestine thru lens of settler colonialism and intersectionality:

Rethinking Narratives, A Palestinian Perspective

Read the Introduction, and Chapter 1

Pages 9 - 19

## SESSION 3

Contemporary Realities:

Racism, Rebranding a Country, Normalization, Cultural Appropriation

Chapters 4 and 5:

pp. 46-58; pp. 59-67

## SESSION 4

Resistance, Liberation Theology, BDS

Read Chapter 4 for background

Pages 46 -58

Read Chapter 7

Pages 78 - 93

## SESSION 5

International Law, a way forward

Read the foreword by Richard Falk

Pages 5- 8

Read the epilogue by Jonathan Kuttab

Pages 94- 97

# 

**SET-UP before each session**

Registration, books, folders, nametags(?), room set-up, AV

Hang four intersectionality banners or posters around the room if you have them.

# Why Palestine Matters - Session 1

**An intersectional approach to justice\***

Chapter 2

Read Pages 20 – 29

\*If you do not have the book before classes begin, please read this after the first session.

**SLIDE 1**

**Welcome**

Welcome by IPMN member. Invite people into the space.

* Briefly explain context for this course and transition from *Steadfast Hope* to *Why Palestine Matters*

**SLIDE 2**

**Introduction**

Personal introduction and welcome

To contextualize framework for WPM

EXAMPLE: Highlight personal connection to the issue and the work for justice in Palestine

* Today’s intersectional moment demands a fresh approach.
* Stepping beyond a single-issue model and the confines of identity politics
  + Standing in solidarity with other struggles
  + Building a viable global movement for justice

**SLIDE 3**

**Antisemitism**

Education and activism on the issue of justice in Israel-Palestine requires that we begin with a clear statement about antisemitism:

1. **Clarify important distinctions:**
   1. JUDAISM is a religion that values justice for all people.
   2. ZIONISM is a *political* ideology that advocates a Jewish national homeland in historic Palestine.
      * Not all Jews are Zionists
      * Anti-Zionism is not antisemitism.
2. **Criticism of Israel is not inherently antisemitism.**
   1. Just as criticism of Trump’s policies is not un-American
   2. A Jewish state under the Israeli 2018 Jewish Nation State Law is an apartheid state.
      * Criticism of discriminatory policies and practices of the state of Israel is not inherently antisemitic.
      * Advocating equality and human rights for Palestinians is not in itself antisemitic.
3. **Conflating Judaism with Zionism is inaccurate and extremely problematic.**
   1. Israel does not represent or speak for all Jews
   2. To consider Jews as better than or worse than other people is a form of antisemitism.
   3. Israel must be held to the same standards as other countries. It must be accountable for its actions under international human rights laws.
   4. To hold Israel to a different standard, or to give it a free pass, exceptionalizes Israel and is actually antisemitic.
4. **Understanding and Contextualizing Antisemitism**
   1. Today’s challenge is to create a multicultural democratic society in which all people have equal rights.
      * America has its roots in white supremacy and settler colonialism.
      * Israel is a settler colonial apartheid state.

The best way to fight antisemitism is to stand in solidarity with all struggles for justice against all racism, discrimination, and oppression.

**SLIDE 4**

(\*refer to handouts available for download)

**Grounding Principles for Course**

1. All people have a right to basic human rights, dignity, and self-determination.
2. Grounded in a politic of settler-colonialism, oppressor and oppressed with Israel as oppressor. Israel is a settler colonial project.
3. Israeli violations of Palestinian human rights are intentional, and a direct consequence of ideological, political, legal, economic, military systems designed to promote Israel as a Jewish nation state.
4. All struggles for justice are tied to political, social, and economic structures that define who profits and who is vulnerable; who is on the right or wrong side of the race, gender, religion, class, ethnicity, nationality line.
5. To dismantle systemic injustice and re-imagine a world where everyone is treated with dignity, requires we call out all oppression and connect the dots among all justice struggles.
6. All liberation struggles, including anti-racism, anti-Zionism, Islamophobia, and sex and gender discrimination, etc. are rooted in and must address sytemic economic and other structural inequities.

**[\*CHECK-IN\*]**

**Ground rules for course …**

1. Model of Collaborative learning; my role as facilitator; we are all “experts.”
2. Encourage respectful engagement with each other - that this be a safe space to express ideas, feelings, diverse opinions.
3. **Maximize participation. Take space, make space.**
4. Confidentiality re: attribution
5. Rather than focusing on covering all the material, class will be structured to **allow time to process info and responses**.
6. Bring books to each class. Assigned reading is the basis for class discussion. AFTER TODAY, **If you haven’t done the reading, please refrain from participating in the discussion.**

**Slides for course**

**SLIDE 5**

**MLK Reflection** (silent)

Martin Luther King quote - All of us are affected. This course is about Palestine, about all systems of oppression, and each of us in this room.

**SLIDE 6**

**On oppression/social justice**

anti-war, anti-apartheid, health care access, child welfare, gun control, minimum wage,food justice, political prisoners, death penalty, nuclear power, environment, immigration reform, education reform, animal rights, GMOs, electoral reform, free speech, criminal justice, fracking, labor rights, LGBTQ issues, disability rights, gentrification, student loans, profiling and targeting of minority groups, prison reform, social safety net, senior citizens, Anti-consumerism, militarism, women's rights, religious freedom, water rights, returning citizens, mental health, substance abuse issues

**SLIDE 7**

**OVERVIEW**

* Invite you to bring your whole self into the space.
* This course is about Palestine, AND about who WE are.
  + Our lived experiences, our religion, ethnicity, place of birth, nationality, race, sexuality, class are variables in how we see and experience the world
  + Determinant in our access to power, vulnerability

**SLIDE 8**

**CONTEXT**

1. Injustice is tied to political, social, and economic structures
2. That define who is on the right or wrong side of the race, gender, religion, class, ethnicity, nationality line.
3. Some people profit; others are on the margins, excluded, vulnerable.
4. To address injustice and re-imagine a world where everyone is treated with dignity, requires identifying the connections and building alliances

**Let’s consider this unprecedented political moment globally, nationally, and locally.**

* What is the impact on you and people you know re: Resources and risks/access and vulnerabilities?
  + Health care, financial stability and resources, crime,
* We need new ways of thinking and responding.
  + This curriculum opens a space for us to explore what they are.
  + Cross-movement organizing offers new relationships, communities, alliances

**SLIDE 9**

**Our Focus:**

Palestine, Settler Colonialism, intersectionality and cross-movement organizing.

**SLIDE 10**

**Our work**

**SLIDE 11**

**Reflection: If You Have Come To Help Me**

**SLIDE 12**

**Who’s in the Room?**

**Introductions** ·

Making connections

* To stand in solidarity is to build a relationship, based on our own life experience and identities.
* To think deeply about the lives of oppressed persons
  + **What we do flows from who we are.**
* **Name, Group Affiliation**, social justice ISSUES YOU are involved in/ care about

**SLIDE 13**

**Video**

*From Black Lives Matter to Palestinian Rights*

***\*\*\*Transition\*\*\****

* **By linking Palestine to all struggles for justice, we make clear that the project for human liberation is about justice for all people everywhere.**
* As we move through this material, think about how “the system” works for you, as well as how you are vulnerable.
* Solidarity is to stand with. From here, we make connections, build relationships, friendships, build alliances with others.

**SLIDE 14**

**Demystifying Intersectionality**

Intersections are the places where the building blocks of identity meet to explore common ground upon which to form coalitions for resistance, empowerment and change.

**SLIDES 15 to 21**

**Intersectionality**

Familiarity with the word - What does it mean?

**SLIDES 22 & 23**

**Intersectionality Tour & Discussion**

Small or whole group discussion - touring banners or posters around the room or Chapter 2 picture spreads in book...

* How does who you are inform your understanding of BLM, immigration, native Americans?
* Where did you feel connections?

Teaching points:

* Intersectionality as standing up to all systems of oppression. Fight against colonialism is linked to fight against racism, classism, ableism, anti-LGBTQ, religious intolerance, etc. We fight for social justice and human rights for all.
* Issues, social identities, power dynamics, legal and political systems, diffuse structures

**SLIDE 24**

**Video**

When I See Them I See Us

**SLIDE 25**

**Closing, if time:**

**To “de-exceptionalize” - to not make an exception for something**

* To “de-exceptionalize” Palestine/Israel is to embed Palestinian rights into existing progressive discourse, policy and practice.
  + **De-exceptionalizing** Palestine/Israel represents a commitment to joint struggle, intersectional analysis, personal and political accountability, and the principled pursuit of collective liberation.
  + This is a theory of change that stands apart from a tendency to separate the Palestinian struggle from other movements for justice, or to characterize Israel as a wholly unique historical and legal regime.

# Why Palestine Matters - Session 2

**Palestine thru lens of settler colonialism and intersectionality:**

Rethinking Narratives, A Palestinian Perspective

Read the Introduction, and Chapter 1

Pages 9 - 19

**SLIDE 1**

**Title Slide**

**SLIDE 2**

Thoughts from last week

**Rethinking narratives**

**SLIDE 3**

* Read pp.10-11 (top)
  + Read silently
  + In small groups, discuss the reading, and comment on Jonathan Ofir, p. 10 in grey box
* Share as whole group

**SLIDE 4**

**Settler Colonialism**

* The task of confronting injustice requires we understand historical precedents for how we got to where we are. We will explore this concept in conjunction with our own history and Israel’s current politics.
* Definition: for the purpose of land acquisition and/or resource extraction. It is a structure of domination by colonizers over the colonized.

**The History**

* Let’s unpack the Who, what, where, when, why?
* **Doctrine of Discovery**

**SLIDE 5**

**Doctrine Of Discovery**

* We may not have heard of the Doctrine of Discovery, but we continue to live this theology of entitlement, preserved and enshrined through international law.
* It is the root of the system we recognize today as white supremacy.
* This is the logic of fifteenth-century Christendom that endowed European conquerors with self-assumed divine title over all ‘discovered’ land and peoples”.
* Land and people were subjugated, and their resources served the Church and crown.
* This meant destruction for indigenous peoples as the Christian gospel was distorted to underwrite conquest.

**How many here have heard of it?**

* In 2016, the 222nd General Assembly of the PC(USA) adopted recommendations for action on the Doctrine of Discovery, calling the church to “confess its complicity and repudiate the Doctrine of Discovery.”
* In 2018, the 223rd GA repudiated it in an extensive report with specific recommendations.
* Share Handout in downloads.

**Israeli historian Ilan Pappe** **discusses settler colonialism**

Israeli historian Ilan Pappe teaches the realities of Israeli settler colonialism. This is an 11-minute excerpt of a one-hour lecture that is available online. This clip is on our book’s website.

**SLIDE 6**

**Video**

Ilan Pappe: Settler Colonialism

After video, Discuss: new, surprising, cognitive dissonance??

**SLIDE 7**

**Wolfe on settler colonialism**

Read slowly for participants to read/discuss

* Patrick Wolfe was an Australian anthropologist and ethnographer whose work sparked a surge in studies of settler colonial societies.
* He used theories of colonialism and indigenous resistance to generate new and different ways of viewing Australia’s history that challenged the standard triumphal narrative of civilizing the frontier through pioneering individualism.
* Patrick Wolfe distilled his decades of work into talking not about something that happened but about putting in place an enduring infrastructure that destroyed indigenous culture and replaced it with that of the dominant culture.

**SLIDE 8**

**Wolfe on settler colonialism**

* Settler Colonialism is a form of colonialism that is exclusive. It’s a ‘winner take all’, a zero-sum game, whereby outsiders come to a country, and seek to take it away from the people who already live there, remove them, replace them, and displace them, and take over the country, and make it their own.”
* Settler colonialism replaces the indigenous population by confiscation of land and water, systemic erasure of their culture.

**SLIDE 9**

**A Palestinian Perspective**

GJ Tarazi is a Palestinian Christian who spent 37 years in public education in the US and retired as a college professor. He is a founding board member of the Palestinian Christian Alliance for Peace.

* “In an uneven power structure, **racism** feeds the **exceptionalism** of the powerful and the **dehumanization** of the powerless.
  + Domination of one group of people by another
  + For the purpose of forceful land acquisition and/or resource extraction of colonized by colonizers.

Let’s look next at Tarazi’s analysis of Exceptionalism & Dehumanization...

**SLIDE 10**

**Tools of Colonialism**

It is Tarazi’s contention that settler colonialism uses methods that are intentional, purposeful, destructive, and long lasting.

Consider how & why…

**To Name, Examine, Repair**

Tarazi’s Tools of Domination in Colonialism:

* Methods to gain power
* Retain dominance
* Interaction with indigenous population
* Exceptionalism
* Dehumanization
* Exploitation of natural resources

**SLIDE 11**

**Consider: Zionism is an example of modern settler colonialism**

Discuss: How is this or is this not true in light of Pappe, Wolfe, and Tarazi?

* Israel is a settler colonial project. Israeli violations of Palestinian human rights are intentional, and a direct consequence of ideological, political, legal, economic, and military systems designed to promote Israel as a Jewish nation state.
* Domination of one group of people by another for the purpose of land acquisition and/or resource extraction of colonized by colonizers

**Naming the Parallels- in Groups**

**SLIDE 12**

**Small Group Discussion**

What are the elements of the structure of settler colonial experience of:

* + Palestinians
  + African American experience in the US
  + Native Americans in settler-colonial US
* Whole group de-brief
  + How the other looked, spoke, living practices, religion, ethnocentric practices,
  + Land taken by force
  + Relocation and displacement of people
  + “Catastrophe”, Superiority, supremacy, slavery
  + Bible as a weapon
  + Racism, apartheid
  + Water (Flint, Gaza); siege
  + Mass incarceration, detention, legal discrimination, abuse of children
  + State violence, police brutality

**SLIDE 13**

**Music Video** *(play some or all)*

Reflection: Buffy Sainte-Marie (born February 20, 1941 at Piapot Reserve in Saskatchewan, Canada) is a Cree singer-songwriter, musician, composer, visual artist, pacifist, educator, social activist, and philanthropist.

**SLIDE 14**

*(optional)*

**Can joint solidarity struggles lead to policy changes?**

Discussion: Awareness and action

* Identify issues that have emerged.
* What groups or organizations focus on these issues?
* What action steps can you take/recommend?

# Why Palestine Matters - Session 3

**Contemporary Realities:**

Racism, Rebranding a Country, Normalization, Cultural Appropriation

Chapters 4 and 5

Read pp. 46-58; pp. 59-67

**SLIDE 1**

**OPENING**

* **Questions or comments from last week**
* **Optional: Michelle Alexander article**
  + OP-ED, New York Times, “Time to Break the Silence about Palestine.”
  + Read it! It emphasizes the dignity of Palestinians. Black-Palestinian solidarity is central. Alexander makes connection between the racist policies of Israel and the discriminatory regimes of Apartheid South Africa and the Jim Crow American South.
  + The author of “The New Jim Crow” is a regular columnist, stating that progressives have been silent about Palestine partly because of fear for their careers, but the time has come to end that silence.
  + The 51-year-old legal scholar and civil rights advocate begins by quoting Martin Luther King’s courageous coming out against the Vietnam War in 1967, when it could do him no good. Just as speaking up for Palestinians can only hurt our careers today thanks to the “well-documented power” of the Israel lobby. .

**AGENDA**

**SLIDE 2**

We will begin with review of settler colonialism and how it sets up the contemporary realities of Israel as a nation state, and we’ll close with how Israel rebrands itself and normalizes the dehumanization of Palestinians.

**SLIDES 3, 4, 5**

**Contextualize plight of Bedouin in this settler colonial context**

**Prelude to the nation state law**

**SLIDE 6**

**From settler colonialism to nation-state**

Legal measures are used to disconnect Palestinians from their land and ensure Jewish demographic and spatial dominance.

With Judaization as a national value, the Israeli government could justify the forcible transfer of populations, and with discrimination enshrined, non-Jewish people have limited ways of challenging unequal access to land, housing, or state resources.

**SLIDE 7**

**Carlos Latuff cartoon**

Latuff is a Brazilian political cartoonist of Lebanese ancestry

**SLIDE 8**

**Excerpts from Israel's Declaration of Independence**

* The Land of Israel *(Eretz Israel)* was the birthplace of the Jewish people. Here their spiritual religious and political identity was shaped... and gave to the world the eternal Book of Books.
* The State of Israel will be open for Jewish immigration and for the ingathering of the Exiles; it will foster the development of the country for all its inhabitants; it will ensure complete equality of social and political rights to all its inhabitants irrespective of religion, race or sex.

**SLIDE 9**

* it will guarantee freedom of religion, conscience, language, education and culture; it will safeguard the Holy Places of all religions and it will be faithful to the principles of the Charter of the United Nations. …..
* We appeal – in the very midst of the onslaught launched against us now for months – to the Arab inhabitants of the State of Israel to preserve peace and participate in the upbuilding of the State on the basis of full and equal citizenship and due representation in all its provisional and permanent institutions…
* Placing our trust in the “Rock of Israel” we affix our signatures…

**SLIDE 10**

**Israel’s Nation State Law**

* State founded on privilege refuses to confront the demand for equality.
* With Judaization as a national value, the Israeli government could justify the forcible transfer of populations, and with discrimination enshrined, non-Jewish people have limited ways of challenging unequal access to land, housing, or state resources.
* Jim Crow, supremacy; only certain people have rights
* Basic Law introduced by 13 Palestinians in the Knesset.
  + Weren’t allowed to discuss it
  + Talking Points for reference re Nation-State Law:
    - The new law violates the [International Conventon on the Elimination of All Forms of Racial Discrimination](https://www.ohchr.org/en/professionalinterest/pages/cerd.aspx); the [International Convention on the Suppression and Punishment of the Crime of Apartheid](http://www.un.org/en/genocideprevention/documents/atrocity-crimes/Doc.10_International%20Convention%20on%20the%20Suppression%20and%20Punishment%20of%20the%20Crime%20of%20Apartheid.pdf); the [United Nations Charter](http://www.un.org/en/sections/un-charter/un-charter-full-text/); the [International Covenant on Civil and Political Rights](https://www.ohchr.org/Documents/ProfessionalInterest/ccpr.pdf); the [Fourth Geneva Convention](https://ihl-databases.icrc.org/ihl/WebART/380-600056); and the [Rome Statute](http://legal.un.org/icc/statute/99_corr/cstatute.htm) for the International Criminal Court.
    - Only Jews in Israel have the right to self-determination under the new law. That runs afoul of the [UN Charter](http://www.un.org/en/sections/un-charter/un-charter-full-text/) and the [International Covenant on Civil and Political Rights](https://www.ohchr.org/Documents/ProfessionalInterest/ccpr.pdf), both of which Israel has ratified. They guarantee all peoples the right to self-determination.
    - Absent is any guarantee of self-determination for the 1.8 million Arabs who comprise 20 percent of Israel’s population.

**SLIDE 11**

**Video on Racism**

**David Sheen/Blumenthal on racism**

Sheen is a Canadian independent journalist and filmmaker, reporting from Israel-Palestine

Blumenthal is an American journalist, author, blogger

Reactions- whole group

* What stands out?
* Why is this video important?
  + The rising tide of white nationalism, racism and hatred directed at Jewish people and other vulnerable minorities in our country. And we must call for an end to the extreme rhetoric, laced with bigotry and racism, that is dominating our national discourse and breeding violence. Caravans, HIAS

Talking Points:

Consider:

Advocacy Group “Love knows no borders” – Clergy to the border:

* End militarism of border communities
* Respect
* End ICE

**SLIDE 12**

**Rebranding a Country**

*Opening:*

*We’re going look at the issue of normalization and cultural appropriation.*

*We’ll start with this exercise****:***

**SLIDE 13**

**Appropriation Exercise**

* Raise your hand if you own a kufiya.
* Raise both hands if you own more than one.
* Keep your hand up if you wear it from time to time.

Elicit a few quick responses to the following:

* Where or on what occasion might you wear it?
* What does it mean to you to wear it?
* What do you think when you see someone else wearing it?

**SLIDE 14**

**Whose Kufiya is it**

**Video - play x 2 -** Remi Kanazi *“Normalize This”*

We’re going to watch a video. Actually, we’re going to watch it twice. Everything you need to know about normalization is in this video clip by Palestinian poet Remi Kanazi. The first time just listen. The second time, please jot down some of the ways he describes normalization that stand out for you.

**Play/repeat**

* First time listen.
* Second time - take notes/journal on what you hear as Remi Kanazi’s examples of normalization/oppression

**SLIDE 15**

**Rethinking Normalization**

**Group discuss** meaning of normalization

* What stands out?
* Anything surprising?
* How is normalization an example of colonialism?

DISCUSSION: In light of this information, what events, groups, books, movies, and other initiatives that you are now rethinking, based on what you are learning, as examples of normalization?

**SLIDE 16**

**Pinkwashing Video**

If time, watch Pinkwashing video. If not, skip to last slide.

**SLIDE 17**

**Closing Video: How to make Israeli Hummus**

# Why Palestine Matters - Session 4

**Resistance, Liberation Theology, BDS**

Read Chapter 4 for background

Pages 46 -58

Read Chapter 7

Pages 78 - 93

**SLIDE 1**

Check-in

**SLIDE 2**

**RESISTANCE**

*Assignment, Chapter 7*

**SLIDE 3**

**Outline**

**SLIDE 4**

**What does resistance look like?**

* Gaza and West Bank- people staying
* South and Central Americans - people leaving
* Standing Rock -Native Americans and allies protest pipeline
* US – Black Lives Matter, Me too,
* POWER bus loads trips to Harrisburg to advocate fully funding education
* Protests at ICE
* Lobbying
* Building schools in Palestine

**Slide 5**

**Liberation Theology**

**Note:** If it is an option, invite someone knowledgeable on this subject to present on this topic.

Based on Christison’s “Liberation Theology as Resistance,” on page 83, the following points are important:

* Roots of liberation theology come from Latin America in the 50’s and 60’s as empowerment for the poor and oppressed.
* The Old Testament claim of God’s covenant with the Jews granting Jews exclusive right to the land of historic Palestine must be rejected if God is just.
* The theology of resistance to Zionism for Palestinians speaks to Muslims and Christians.
* Episcopal priest Naim Ateek promoted a specifically Palestinian liberation theology through the Sabeel Ecumenical Liberation Theology Center in Jerusalem.
* In 2009, Palestinian church leaders gathered to call on churches worldwide to stand in solidarity and action with the plight of Palestinian Christians. Based on a similar document in South Africa in 1985, this is known a Kairos Palestine.

If no speaker on this, another option is to play the short FOSNA video (in Ch. 7) about Naeem Ateek, Palestinian Liberation Theologian.

**SLIDE 6**

**BDS Review - Basics & Blowback**

**SLIDES 7 to 11**

* Review the definition of BDS and the 3 demands of the movement on page 86 of *Why Palestine Matters* 
  + BDS activists want companies to stop doing business in Israel, consumers to stop buying Israeli products, and academics and cultural figures to stop collaborating with Israeli colleagues.
* **HISTORY**
  + ACLU: “Political boycotts, including boycotts of foreign countries, have played a pivotal role in this nation’s history –
    - from the boycotts of British goods during the American Revolution
    - to the Montgomery Bus Boycott
    - to the campaign to divest from apartheid South Africa."
    - the Delano Grape Strike in California in the 1960s”.

**SLIDE 6 o 12**

**Anti-Boycott Legislation**

**Note:** When presenting this section, and to update the material, get an overview of anti-boycott legislation around the U.S., visit [righttoboycott.org](http://www.righttoboycott.org/).

* 26 states, from New York to Texas to Rhode Island to South Carolina, have regulations on the books to block BDS. Another 13 states have bills pending.
* Two federal courts have declared them to be unconstitutional violations of the First Amendment speech rights of American citizens.
* These anti-boycott bills/laws are unconstitutional and will fail.
* Look for action alerts to oppose [legislation in your state and in the U.S. Congress](https://palestinelegal.org/righttoboycott), or contact your legislators and let them know what you think about these bills.
* Stand up for your right to boycott by writing to local and national media.
* Join or start a local coalition to oppose anti-boycott legislation or to start your own boycott campaign and show that such legislation will not scare you away from exercising your right to boycott!
* The American taxpayer has been financing these Israeli abuses for decades. Not only does the United States give Israel $3.8 billion a year to buy weapons through the Foreign Military Financing program (of which Israel is the single largest recipient), but Israel is also the only country whose domestic arms industry is directly financed through this program. At the same time, our government shields Israel from accountability internationally with vetoes and intimidation at the United Nations.

**Discussion**

**SLIDE 13**

**Sanctuary as Resistance**

**Immigration, as an Intersecting Struggle**

1. Hospitality as resistance is what sanctuary is all about.

* Long lines of people fleeing
* People fleeing for their lives and we are closing the door on them.

**SLIDE 14**

Discussion of situations for families in sanctuary.

US policies in the countries that the refugees represent - Honduras, (Jamaica), El Salvador, Nicaragua

* US cuts off aid resulting in families who suffer, resulting in trekking to the US sanctuary to apply for refugee status
* What’s causing them to want to leave?

**SLIDE 15**

**Towards a more just world**

**SLIDE 16**

**The discourse on Palestine is shifting:**

Congresswoman Betty McCollum (D-MN)

Displaying a new discourse, Congress has been discussing a bill on protecting the rights of children in Palestine. The Bill has had growing support.

**More examples of changing discourse**

**SLIDE 17**

Marc Lamont Hill

**SLIDE 18**

Angela Davis

**SLIDE 19**

**Punishing Supporters of Palestine**

**SLIDE 20**

Michelle Alexander

**SLIDE 21**

JVP on Zionism

**SLIDE 22**

**Wrap-up**

**An Emerging Theory of Change**

Our Struggles are interconnected

* This theory of change stands apart from a tendency to separate the Palestinian struggle from other movements for justice, or to characterize Israel as a wholly unique historical and legal regime.
  + Struggles for equality justice, end to discrimination and racism
  + Values: Equality, justice, freedom

**SLIDE 23**

De-exceptionalize Palestine

* To “de-exceptionalize” is to hold it to the same standard
* Palestine/Israel is to embed Palestinian rights into existing progressive discourse, policy and practice.
* De-exceptionalizing Palestine/Israel represents a commitment to joint struggle, intersectional analysis, personal and political accountability, and the principled pursuit of collective liberation.

**SLIDE 24**

**Video**

**Vic Mensa music video**

**SLIDE 25 - OPTIONAL**

The Danger of Neutrality, Anna Baltzer on BDS, CH 7

This video can be viewed at home \*before\* the class or shown to people who want to come to class early.

# Why Palestine Matters - Session 5

**International Law, a way forward**

Read the foreword by Richard Falk

Pages 5- 8

Read the epilogue by Jonathan Kuttab

Pages 94- 97

**SLIDE 1**

**Title**

**SLIDE 2**

**Debrief from last week**

**SLIDE 3**

**OUTLINE**

**SLIDE 4**

**MILESTONES**

Review Of Foreword And Epilogue

Format: Slides —>Small group —> whole group

**SLIDE 5**

**Review and discuss in small groups** then as a class: Milestones since 2017, Falk, International Law, Policies to restoring justice

**SLIDE 6**

**Falk On International Law**

**SLIDE 7**

**Policies / Actions to Restore Justice**

**SLIDE 8**

**Question to the group**

Discuss how to proceed and consider Falk’s piece in light of the new Nation-State Law

Talking Points for reference re Nation-State Law:

* The new law violates the [International Convention on the Elimination of All Forms of Racial Discrimination](https://www.ohchr.org/en/professionalinterest/pages/cerd.aspx); the [International Convention on the Suppression and Punishment of the Crime of Apartheid](http://www.un.org/en/genocideprevention/documents/atrocity-crimes/Doc.10_International%20Convention%20on%20the%20Suppression%20and%20Punishment%20of%20the%20Crime%20of%20Apartheid.pdf); the [United Nations Charter](http://www.un.org/en/sections/un-charter/un-charter-full-text/); the [International Covenant on Civil and Political Rights](https://www.ohchr.org/Documents/ProfessionalInterest/ccpr.pdf); the [Fourth Geneva Convention](https://ihl-databases.icrc.org/ihl/WebART/380-600056); and the [Rome Statute](http://legal.un.org/icc/statute/99_corr/cstatute.htm) for the International Criminal Court.
* Only Jews in Israel have the right to self-determination under the new law. That runs afoul of the [UN Charter](http://www.un.org/en/sections/un-charter/un-charter-full-text/) and the [International Covenant on Civil and Political Rights](https://www.ohchr.org/Documents/ProfessionalInterest/ccpr.pdf), both of which Israel has ratified. They guarantee all peoples the right to self-determination.
* Absent is any guarantee of self-determination for the 1.8 million Arabs who comprise 20 percent of Israel’s population.

**Kuttab proposals**

**SLIDE 9**

**Proposed Options**

**SLIDE 10**

**Israel should immediately...**

**SLIDE 11**

**Responding to Kuttab**

DISCUSS in small group, then as a class:

How to expand the conversation to include settler colonialism, oppression, and cross-movement organizing

**SLIDE 12**

**Angela Davis/Intro quote**

Discuss with a partner

**CLOSING REFLECTIONS**

**SLIDE 13, 14**

**Reflection #1**

Michelle Alexander

**SLIDE 15**

**Reflection #2**

Consider:

* Impact of the class
* Intersections of which I have become aware
* Palestine matters to me because...
* How I need to change myself to change the world
* Solidarity & Support

**SLIDE 16**

**PLAY musical video “FLY LOVE” by Rim Banna**

**SLIDE 17**

**Personal Commitment**

Participants check-out by sharing commitment with whole group

**SLIDE 18**

**EVALUATIONS**

**THANK YOU!**

**SLIDE18**

**Play music video, “We are the World”**