

Anthropology Boycott of Israeli Academic Institutions:

*Everything You Need to Run a Teach-In
September 2015*



Palestinian children stand by a damaged wall of a house in Rafah in the southern Gaza Strip after an overnight Israeli missile strike in the summer of 2014. AP/Lefteris Pitarakis

From Vietnam to Occupy, teach-ins have been held to challenge and correct slanted coverage of pressing social issues. State Times/Whitney Bashaw



Have you signed on to the boycott of Israeli academic institutions and want to encourage your colleagues to do the same?

This packet provides all of the resources you need to start the discussion in your department. You do not have to be an “expert” on the topic. We are here to help you run an informative teach-in. Please reach out to us so we can work together in planning and running your teach-in. Contact us at anthroboycott@gmail.com.

This teach-in resource packet was put together by of a [group of anthropologists](#) who oppose the ongoing Israeli violations of Palestinian rights, including the Israeli military occupation of the Gaza Strip, West Bank, and East Jerusalem. It is part of a campaign by anthropologists to convince the American Anthropological Association to boycott Israeli academic institutions that are complicit in these violations.

The campaign began in October 2014 with the circulation of a [pledge](#) not to collaborate on projects and events involving Israeli academic institutions, not to teach at or to attend conferences and other events at such institutions, and not to publish in academic journals based in Israel. Over [1,1000 anthropologists have signed](#) the pledge to maintain this boycott until these institutions end their complicity in violating Palestinian rights as stipulated in international law, and respect the full rights of Palestinians.



In December 2014 about 700 anthropologists voted to defeat a resolution opposing the academic boycott of Israel, choosing to keep the conversation open. Michal Ran-Rubin

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I. Goals

Holding a teach-in on Academic Boycott in your Anthropology department can be an easy, tremendously effective way to encourage scholars to take a stance and support the boycott individually, and to advocate for the AAA to adopt the boycott. With the suggestions and informational resources provided in this teach-in packet, you can:

- inform students and faculty about Palestine and the importance of responding to the call issued by the Palestinian Campaign for the Academic and Cultural Boycott of Israel (PACBI) as a way of pressuring for change in Israel
- help your colleagues and students understand the AAA's long history of support for other rights struggles and make supporting Palestinians' call for academic boycott easier for those who may still have reservations
- bring knowledgeable speakers with first-hand research experience in Palestine to your campus who can challenge one-sided narratives that may predominate.

Most importantly, you can promote greater involvement in advocating for Palestinian rights.

This packet includes suggestions for discussion topics, possible speakers, FAQs, and addresses many myths about the academic boycott. It also includes some practical suggestions about how to run such an event and possible scenarios to plan for. Attached is an appendix of a range of materials providing background information on key topics.

A teach-in can involve several speakers talking on a range of issues, or just one. Ideally you'll include an anthropologist to speak directly to the issue of why the AAA should support the boycott of Israeli academic institutions as an association. This anthropologist can be you, or someone from the list of suggested speakers below, or others you may know. The key thing is to advertise widely, attract attention and audience, and be prepared.

II. Discussion Topic Suggestions

The History and Current Political Conditions

Why is boycott necessary at this point in the Israeli-Palestinian conflict?

Many students and faculty may not understand the basics about Israel/Palestine and the occupation, or have many incorrect, preconceived notions. It's important to start a teach-in with a clear explication of the context of long-term occupation and settler-colonialism. There are good [primers](#) for obtaining this background efficiently, and many of the speakers listed below can provide a clear, concise explanation.

Once you've conveyed key aspects of this broader context, you can situate the Palestinian Campaign for the Academic and Cultural Boycott of Israel (PACBI) within it. The [PACBI website](#) offers a clear statement of the need for boycott as well as boycott goals and guidelines. It is important to communicate to the teach-in audience that the Anthropology boycott is a response to the PACBI call and is organized in solidarity with it.

Anthropology/Academia and the boycott

Why should anthropologists take a public, collective stand in support of an academic boycott?

A teach-in in a department of Anthropology would do well to focus explicitly on the relevance of anthropology to an academic boycott, and vice-versa.

- the relevance of the academic boycott to anthropology
- the relevance of anthropology to the academic boycott
- why boycotting universities rather than just corporations and states?
- balancing academic, teaching, and political commitments - the role of public intellectuals

To convey the relevance of an academic boycott to anthropology, you could circulate a copy of [the AAA's official statement](#) on the foundational principles of anthropology as a discipline alongside this [position paper of the Anthropology for the Boycott of Israeli Academic Institutions](#), and discuss how the AAA's commitment to supporting justice and progressive social change efforts makes it incumbent for us to take a stand on the boycott. As a reference, you can also use [this clear and concise essay](#) by Ilana Feldman and Lisa Rofel on why anthropologists should boycott Israeli academia.

To convey the relevance of anthropology to the boycott, you could discuss the complicity of Israeli archaeology in the occupation that is addressed in [these three essays](#) and [film](#). You could also circulate and discuss [this statement](#) by Israeli anthropologists who reject the anti-boycott position and argue that a boycott is necessary to hold Israeli academia accountable.

Many anthropologists are comfortable boycotting corporations and states but not universities. These [two documents](#) on the most common concerns and reservations raised by anthropologists will help you address this question of the legitimacy of targeting universities. [This speech](#) in favor of BDS given by Hilla Dayan at Tel Aviv University is also a powerful statement about the impossibility of separating state and university when it comes to the Israeli occupation.

Some anthropologists may argue that an academic boycott by anthropologists is an empty gesture that will not be effective. You can refute this argument by using [this essay](#) on the proven impact of BDS on Israeli state and society.

Finally, it may be helpful to point to the number of prominent anthropologists who are signatories to the boycott and have written [these essays](#) about why they signed. What they address are fundamental questions for all academics about how we balance our academic, teaching, and political commitments, and what is the role of the public intellectual.

Academic Freedom

How does the boycott support academic freedom?

One of the criticisms of the boycott is that it undermines academic freedom. The fact is, the boycott seeks to create conditions in which true academic freedom is enjoyed by all scholars equally.

You can start the discussion by using [this essay](#) on the current status quo: the systematic denial of Palestinian academic freedom. As the essay argues, the Israeli state and its universities violate academic freedom through military assaults on Palestinian institutions of higher learning, discrimination against Palestinian students in both university systems, and censorship on Israeli campuses. BDS demands that Israel respect the rights of all people who seek to learn. Continuing to collaborate with Israeli institutions, which systematically discriminate against Palestinians, is what undermines academic freedom.

You could also point out that the curtailing of academic freedom is similarly evident in the United States. The [case of Steven Salaita's rescinded job offer](#) from the University of Illinois due to his views on Palestine was one high profile instance of academic freedom denied. Unfortunately, this was one of many as shown in [this piece](#) on the climate of repression in the U.S.

You could end by arguing that the right to support BDS is itself an issue of academic freedom. [This essay](#) even argues that NOT speaking out against the injustices in Israel/Palestine is to give up one's academic freedom.

Settler Colonialism

How is Israel's relationship to Palestine an instance of settler colonialism?

The study of settler colonialism is an important area of contemporary anthropological study. Zionist settler colonialism has produced a system of spatial enclosures, partially through the apartheid wall, partially through a system of Israeli-Jewish only roads, checkpoints, Jewish-only settlements, and other infrastructural means. It could be productive to discuss how anthropology has critically investigated settler-colonialism in other contexts (e.g., the U.S., South Africa, Australia) and what settler-colonialism as a framework allows in terms of historical and political connections, solidarities, and struggles.

- Why is it important to think about Israel in terms of settler-colonialism in distinction to other forms of colonialism and domination?
- How does it elicit connections with other military occupations?
- How does settler colonialism allow us to think about slower, less spectacular iterations of violence?
- How do we think about solidarity, alliances for decolonization?
- What does decolonization actually entail?

Roundtable - Continuing and moving forward

What are the next steps?

You might wish to conclude the teach-in with a roundtable discussion of how to practically move the campaign for the academic boycott forward on your campus and within the AAA. Make sure that all your colleagues attending the AAA in Denver vote for the boycott at the [Business Meeting](#). Invite people to sign the [Petition](#) in support of the boycott.

III. Possible Speakers by Region

Note that some of these speakers may be willing to skype into your teach-in if they are based too far from your campus.

EAST COAST

Amahl Bishara, Tufts University, amahl.bishara@gmail.com

Amahl Bishara is an anthropologist who has written about media bias, [Palestinian journalists](#), and Palestinian citizens of Israel. She has extensive fieldwork experience throughout the West Bank, especially among refugees, and is a passionate speaker. Topics she could speak on include: problems of freedom of expression under Israeli rule, comparative situation of Palestinian citizens of Israel and Palestinians in the West Bank, the boycott movement more broadly

Ilana Feldman, George Washington University, ilanakfeldman@gmail.com

Ilana Feldman is a historical anthropologist whose work focuses on Palestinian life under humanitarian regimes, and the history of the [Gaza Strip](#). She spent a great deal of time in Gaza, and her research has taken her to refugee camps throughout the Arab world. Topics she could speak on include: history of the conflict, humanitarianism, Gaza, BDS generally. In addition to speaking on her areas of expertise, Ilana is an excellent, unflappable speaker to invite to provide historical and political context and clear explanations of the conflict.

*Prof. Feldman can accept invitations for speaking at locations near Princeton.

Sa'ed Atshan, Swarthmore, satshan1@swarthmore.edu

Sa'ed Atshan's research addresses humanitarian politics and aid intervention in Palestine. He has also conducted research into nonviolent Israeli and Palestinian social movements. He is an excellent speaker for providing background on Palestine and the importance of BDS. He can also address Israel's practice of "pinkwashing."

Sherine Hamdy, Brown University, sherine_hamdy@brown.edu

Sherine's anthropological research focuses on medicine, ethics, Islam, and STS, especially in Egypt. She can speak about the politics and ethics of BDS, and can make a strong case for the importance of anthropologists taking a stand on this issue.

Rebecca Stein, Duke University, rlstein@duke.edu

Rebecca Stein studies linkages between cultural and political processes in Israel in relation to its military occupation and the history of Palestinian dispossession. Her latest book focuses on the use of media in Israel's occupation. Rebecca can speak about the Israeli occupation and the cultural terms of Israeli colonialism.

Shira Robinson, George Washington University, snrobins@gwu.edu

Shira Robinson is a historian who has written an [award-winning book](#) about the political conditions of Palestinian citizens of Israel. She conducted extensive field

research among Palestinian citizens of Israel. Prof. Robinson is an eloquent speaker and an award-winning teacher who can explain the history of the conflict.

Eve Spangler, Boston College, eve.spangler@bc.edu

Eve Spangler is a sociologist whose expertise is on topics of race, class, and gender, as well as Israel/Palestine. She is also a daughter of Holocaust survivors, and has written an engaging, well researched, and [provocative primer](#) on Israel/Palestine. Her book cuts “through the dangerous myths about Jewish safety and the equally damaging assumptions about the nature of Jewish identity that have driven attitudes and policies on Israel.” As a speaker on she can address the myth that BDS is anti-semitic.

Eve draws on her experience in the 1964 NYC public school boycott called by Rev. Milton Galamison to bring the NYC Board. of Ed to the table to desegregate public schools.

Todd Shepard, Johns Hopkins University, tshep75@jhu.edu (*out of the country this year*)

Todd Shepard is a historian of decolonization who has worked on France’s relationship to Algeria and to Muslim “Arabs” more broadly. He is particularly interested in how imperialism shapes national identity, state institutions and race, and the resonances between state practices and rights struggles in different imperial and post-imperial contexts. He can speak in comparative perspective about what makes Israel a colonial state.

Steven Salaita, (to be contacted via [facebook message](#))

Steven Salaita is a scholar of American Indian Studies and comparative settler colonialism. He is currently fighting to be reinstated to a tenured position at UIUC which was rescinded because of tweets critical of Israel during the 2014 attack on Gaza. Salaita could speak both to the nature of Israel as a settler colonial state and to the corrosive effects of Zionism on academic free speech and faculty governance in the United States.

Bruce Robbins, Columbia University, bwr2001@columbia.edu

Bruce Robbins is a literary scholar who works on literary and cultural theory and postcolonial studies. He is also a filmmaker who recently completed a film, *Some of My Best Friends are Zionists*, where he interviews Jewish American youth, artists, and intellectuals about what led them to change their minds about Israel. He can speak about the changing relationship of Jewish Americans to Zionism and the development of their views on Israel/Palestine.

Noura Erakat, Georgetown University, nourae@mac.com

Noura is a human rights lawyer and activist. She is a forceful and truly impressive speaker who can speak about how Israel violates international law and Palestinian human rights. She can address the criticism that the boycott and the UN unfairly single out Israel for extra scrutiny.

Rebecca Vilkomerson, Jewish Voice for Peace, rebecca@jewishvoiceforpeace.org

Rebecca is Executive Director of Jewish Voice for Peace. She lived with her family in Israel from 2006-2009. In 2010 she was named one of the 50 most influential Jewish American leaders by the Forward, and was named one of “14 Women to Watch” in 2014. Rebecca can speak about the charge of anti-Semitism that is often leveled at BDS, and about the question of boycott v. divestment, academic freedom, and the responsibility of Jews towards Palestine.

MID-WEST

Jessica Winegar, Northwestern University, winegar7@gmail.com

Jessica Winegar is an anthropologist whose focus has been on Egypt and the politics of anthropology as a discipline. . She has been deeply involved in the BDS movement advocating for the AAA to support the academic boycott. She is a clear and personable speaker who can speak about the basic principles of boycott. Based on her recent research, she can also talk about the biased politics of the American Anthropological Association when it comes to the Middle East.

Sandra Tamari (Southern Illinois, Carbondale/St Louis), sandratamari@gmail.com

Sandra Tamari is a Palestinian-American member of the St. Louis Religious Society of Friends. She holds a Master’s degree in Arab Studies from Georgetown University and is an organizer with the [St. Louis Palestine Solidarity Committee](#) and a member of the [U.S. Campaign to End the Israeli Occupation](#) Steering Committee. In May 2012, she was jailed and denied entry into Palestine by Israel because of her work to encourage U.S. churches to divest from the occupation.

Nadine Naber, University of Illinois at Chicago, naber@uic.edu (can only do events in Chicago)

Nadine Naber is an anthropologist who works on gender, race, and activist politics in Arab America. She has been actively involved in public dialogue around gender violence within Arab American communities and the racialization of Arab Americans after 9/11. She was also selected as an International Fellow with the Open Society Foundation’s Academic Fellowship Program to work with the Institute of Women’s Studies at Birzeit University in Palestine. She can speak about the constraints faced by Palestinian universities and academics as a result of the Israeli occupation and the efforts of U.S.-based scholars to collaborate with their Palestinian counterparts.

Steve Tamari (SIU/Carbondale/St Louis) steve.tamari@gmail.com

Steve Tamari is a Palestinian-American historian who works on Islam and the Middle East. He has advocated for BDS in a number of venues and can speak about the importance of academics taking a stand on this issue. Steve also writes a blog on the Middle East: <https://insidethemiddle.wordpress.com/>

Anna Baltzer anna.baltzer@gmail.com

Anna Baltzer is an award-winning speaker and National Campaigns Coordinator for the BDS campaign and part of the US Campaign to End the Occupation. She could speak about all aspects of BDS. [emailed]

Dima Khalidi (Palestine Legal, Chicago) - info@palestinelegal.org

Dima Khalidi is an attorney and director of Palestine Legal, an independent organization dedicated to protecting the civil and constitutional rights of people in the US who speak out for Palestinian freedom. Dima can speak about the [efforts to threaten, harass and legally bully activists](#) into silence and inaction and quash BDS work. <http://palestinelegal.org/about/>

Leila Abdelrazaq, leila.abdelrazaq@gmail.com

Leila Abdelrazaq is a young Palestinian who just published *Baddawi*, a graphic novel about her father's life in a Palestinian camp in Lebanon. Leila could address the experience of Palestinian exile and political organizing from an artistic and activist perspective.

Ali Abunimah (Chicago) -- aliabunimah@mac.com

Ali Abunimah is a journalist and co-founder of The Electronic Intifada. He could speak about political events in Israel/Palestine, its historical and political background. He can talk about the growing support for BDS, and address the myth that the BDS movement supports a one-state solution (which is not, in fact, a BDS principle).

Uri Horesh -- urihoresh@gmail.com (*will be in the Middle East for much of the year*)

Uri Horesh is a linguist who works on Arabic-Hebrew contact. He can speak about conditions in Israel.

WEST COAST

Lara Deeb, Scripps College, laradeeb@gmail.com

Lara Deeb is an anthropologist whose research has focused on gender, Islam, and Lebanon, as well as the politics of anthropology as a discipline when it comes to the Middle East. She has been deeply involved in organizing for the AAA's academic boycott. She can speak about the reasons for boycotting, how it works and how it could be implemented.

*Southern California area only.

Lisa Rofel, University of California, Santa Cruz, lrofel@ucsc.edu

Lisa Rofel works on China and feminist anthropology. She has been deeply involved in advocating for BDS, and can speak about the importance of anthropologists taking a stand on this issue.

David Palumbo-Liu, Stanford University, palboliu@stanford.edu

David Palumbo-Liu has written extensively about BDS. He can address issues of academic freedom, counter charges of anti-semitism, and describe what [led him to change his mind](#) and come to support BDS.

Nada Elia, Antioch University, nadaelia@gmail.com

Nada teaches Global and Gender Studies. She is a member of the Organizing Committee of the [US Campaign for the Academic and Cultural Boycott of Israel](#), and

has spoken around the country about academic boycott as a means to achieve academic freedom in the US, Israel, and Palestine.

Additional speaker ideas include members of PACBI
<http://www.pacbi.org/etemplate.php?id=1800>.

IV. Materials

- 1) Primers on Israel/Palestine: <http://www.merip.org/primer-palestine-israel-arab-israeli-conflict-new>
<http://www.springer.com/us/book/9789463000888>

Israel/Palestine 101 Video: <https://jewishvoiceforpeace.org/israeli-palestinian-conflict-101/>
- 2) Palestinian Campaign for the Academic and Cultural Boycott of Israel, PACBI Guidelines for the International Cultural Boycott of Israel, and Campaign Resources
<http://www.pacbi.org/> <http://www.pacbi.org/etemplate.php?id=1108>
<http://pacbi.org/einside.php?id=59>
- 3) Myths and Rebuttals: This document lists a number of common misunderstandings about the academic boycott, with responses that clarify what it is and how it works.
“[Boycotting Israeli Academic Institutions: 5 Reasons and 5 Myths](#)”
- 4) Anthropologists for the Boycott website - especially the “yes-but” section for fence-sitters: This page lists a number of concerns that some anthropologists have about academic boycotts, and addresses those reservations
<https://anthroboycott.wordpress.com/yes-but/>
- 5) “Why I Signed” - Essays by anthropologists explaining why they signed the petition for an academic boycott. Authors include Partha Chatterjee, Amahl Bishara, Ann Stoler, Mick Taussig, Rhoda Kenaaneh, Talal Asad, and others - <https://anthroboycott.wordpress.com/tag/why-i-signed/>
- 6) “Why Anthropologists Should Boycott Israeli Academic Institutions” -- Essay by Ilana Feldman and Lisa Rofel
- 7) The Anthropology Boycott committee’s submission to the AAA Task Force on Israel/Palestine: “[The Relevance of Anthropology for the Boycott of Israeli Academic Institutions](#)”
- 8) Statement submitted by 30 Israeli anthropologists to the AAA supporting an open debate on the boycott: “[Dissenting Israeli Anthropologists Reject Anti-Boycott Resolution](#)”
- 9) [An Educator’s Perspective on the Boycott of Israeli Academic Institutions](#) -- by Lara Deeb, helpful for discussing the challenges in teaching about Israel/Palestine
- 10) Useful graphics from Visualizing Palestine
<http://visualizingpalestine.org/#visuals>

11) BDS Movement website explains in detail what BDS is, and offers news and analysis of the movement: <http://www.bdsmovement.net/>

12) Human Rights and News sites with up to date statistics and information about current conditions in Palestine/Israel:

- [Adalah](#)- seeks to achieve equal individual and collective rights for Palestinian Arab citizens of Israel and to defend against gross human rights violations against Palestinian residents of the OPT.
- [Al-Haq](#) - Palestinian human rights NGO in the West Bank
- [Badil](#) - Palestinian NGO for refugee rights
- [B'Tselem](#) - The Israeli Information Center for Human Rights in the Occupied Territories
- [+972](#) -online magazine covering a wide range of human rights and social justice issues in Israel/Palestine
- For additional discussion of media resources, knowing your legal options and managing difficult dialogues about the Middle East, please see [Academic Freedom and Professional Responsibility: A Handbook for Scholars and Teachers of the Middle East](#).

13) Ethnographies on Palestine

Anthropological studies of the experience of Palestinian dispossession:

- Diana Allan, *Refugees of the Revolution: Experiences of Palestinian Exile* (Stanford University Press, 2013)
- Rochelle Davis, *Palestinian Village Histories: Geographies of the Displaced* (Stanford University Press, 2010)
- Juliane Hammer, *Palestinians Born in Exile: Diaspora and the Search for a Homeland* (University of Texas Press, 2005)
- Rhoda Kanaaneh, *Birthing the Nation: Strategies of Palestinian Women in Israel* (University of California Press, 2002)
- Rosemary Sayigh, *The Palestinians: From Peasants to Revolutionaries* (Zed Books, 1979).

Ethnographies of life under occupation in the West Bank and Gaza Strip:

- Lori Allen, *The Rise and Fall of Human Rights: Cynicism and Politics in Occupied Palestine* (Stanford University Press, 2013)
- Amahl Bishara, *Back Stories: U.S. News Production & Palestinian Politics* (Stanford University Press, 2012)
- Ilana Feldman, *Governing Gaza: Bureaucracy, Authority, and the Work of Rule, 1917-1967* (Duke University Press, 2008)
- Tobias Kelly, *Law, Violence, and Sovereignty Among West Bank Palestinians* (Cambridge University Press, 2006)
- Avram Bornstein, *Crossing the Green Line Between the West Bank and Israel* (University of Pennsylvania Press, 2002).

V. Planning Checklist

- *Publicize*: create advertising, social media and flyers/ posters (volunteer designer: Ethan Heitner, a New York-based cartoonist)
- IF YOU ARE DOING A TEACH-IN, PLEASE LET US KNOW!!!
- *Bios*: get Bios from speakers ahead of time
- *Topics*: provide speakers with specific topics you would like them to address well ahead of time
- *Maps*: provide speakers with directions to campus & maps, information about reimbursements, and contact details for organizers
- *Audio-Visual*: reserve space with A/V. We strongly recommend that you record all events to protect yourselves and your speakers. Have it on hand in case of false accusations.
- *Food*: order refreshments (food, breaks, collective meal, etc)
- *Guidelines*: provide moderators with instructions (see Section VII for moderator guidelines)

Safety and security

- Use a distinct email address rather than school/work email and anonymize organizers and participants in lead-up to the event.
- Make sure University administration and campus security are aware of the event.

VI. How to Deal with Push-back

How to address questions about

- the ethics of boycotting universities
 - see <https://anthroboycott.wordpress.com/yes-but/>
- the boycott scapegoating individual Israelis
 - see <https://anthroboycott.wordpress.com/yes-but/>
- keeping dialogue going
 - see the section “Israeli Voices” at <https://anthroboycott.wordpress.com/resources/>
- Hamas rockets
 - When people try to rebut arguments for BDS or discredit BDS by pointing to bad things that Palestinians do, or by claiming that Israel is vulnerable and needs to protect itself (from, e.g., Hamas rockets), it is an attempt to distract from the core issues, and an attempt to attract sympathy for Israelis. Call out the attempt at muddying the issues, and redirect conversation to the goal of BDS, which is to pressure citizens and governments to pressure Israel to end its discriminatory treatment of Palestinians.
- anti-semitism in the BDS movement
 - The claim that the boycott is a “cover” for anti-Semitic prejudice is a tactic used to silence critics, discredit boycott supporters, and deflect attention from criticism of institutions complicit with Israeli state violations of Palestinians’ human rights. Anti-Semitism is discrimination against a people based on their religion and/or heritage. The boycott is a political tactic aimed at the Israeli state and at Israeli institutions that are directly complicit in the systematic discrimination against and violence towards Palestinians. It is not directed at Jews or Judaism. Criticism of Israel is not anti-Semitic. Israel does not speak for or represent all Jewish people, and no government is beyond criticism. In fact, the boycott counts some Israeli and many Jewish scholars among its most active supporters, including members of the AAA. See, for example: <https://jewishvoiceforpeace.org/content/our-guidelines>).
 - While there may be individuals who support BDS for anti-semitic reasons, the movement rejects anti-semitism and racism of any kind publicly and vocally. See: <http://mondoweiss.net/2015/06/washington-explaining-semitic>

What to expect and what to do

Israel/Palestine is a sensitive subject and can elicit strident reactions. Such reactions can be unsettling and are intended to intimidate people from speaking out about the need for justice. *Remember that this makes your teach-in that much more necessary.* Remember also that you can always turn to us for any help you need in navigating problems. Below is a list of possible reactions and suggestions for how to handle them:

1. Faculty, students/student groups, donors may object to the event
2. University administration may object or demand “balance” or refuse to provide financial support
3. Opposing groups may spread misinformation, present counter events or demonstrations
4. Opposing groups may verbally, by phone, or electronically harass organizers/participants
 - Keep a time-date record of all messages and encounters, and keep originals of any electronic or written messages
 - Keep a list of any eye-witnesses to incidents
 - Photograph/record incidents as they unfold in real time
 - Know what your school’s harassment policy is and who to go to if harassment occurs. Have a copy of the harassment policy to present to any harassers at the event.
 - Contact police if there is any violence or serious threat of violence.
 - Contact [Palestine Legal](#) if necessary for advice.

VII. Tips for Moderating

- ***Introduce panel with a few sentences.***
 - State a simple background of the academic boycott movement: “This panel came together partly in response to Palestinian civil society’s call for the academic and cultural boycott of institutions complicit in Israel’s violations of international law and Palestinian human rights, and especially in response to a call from the Palestinian Federation of Unions of University Professors and Employees. The horrific events in Gaza this summer confirm the urgency of the task at hand – to end Israel’s occupation and systemic violation of Palestinian rights. This panel and the boycott of Israeli institutions contributes to a growing, broad international effort to end Israel’s impunity, which this summer allowed Israel to deliberately target Palestinian civilians and civilian infrastructure. Israel killed more than 2,000 people, the vast majority of civilians-- because it could.” People need to pressure Israel and the US to stop this.

- ***Offer a summary of the principles and goals of the boycott.***

In 2004 and 2005, Palestinian civil society called for an academic and cultural boycott of Israeli institutions. This call came from a broad swath of Palestinian civil society, including the largest Palestinian teachers and professors unions the largest teachers and professors unions. The Palestinian call appeals to the international academic community to “refrain from participation in any form of academic and cultural cooperation, collaboration or joint projects with *Israeli institutions.*” The Boycott Divestment and Sanctions (or, BDS) campaign is based on the principles of human rights, justice, freedom and equality. The BDS movement adopts a nonviolent strategy to hold Israel accountable to the same human rights standards as other nations. It is asking the international academic community to heed the boycott call, as it did in the struggle against South African apartheid, until “Israel withdraws from all the lands occupied in 1967, including East Jerusalem; removes all its colonies in those lands; agrees to United Nations resolutions relevant to the restitution of Palestinian refugees rights; and dismantles its system of apartheid.

- ***State what the Anthropology Boycott is doing.***
 - Educating the AAA membership about key issues related to Israel/Palestine and the responsibilities of anthropologists.
 - Opening the conversation about academic boycott.
 - Gathering signatures for an anthropologist petition in support of academic boycott, that currently has over 1000 signatures. Online petition at: www.anthroboycott.wordpress.com.
 - Moving towards a boycott vote in the AAA.

- ***Introduce panelists very briefly.***

- ***Keep an eye on time; too many moderators let panelists ramble on.***
- ***After the panel is over and before Q&A, explain guidelines.***
 - Tell audience to keep comments to a minimum and questions short. Warn: Will cut you off after you speak for a minute. Emphasize that this is to ensure the widest and most varied conversation among all audience and panel members (i.e., it is not censorship or “bias”.)
 - You may wish to say a couple of words about maintaining an open and unintimidating conversation.
 - Keep your remarks brief
- ***Things to watch out for during Q&A:***
 - *Repeat the question from the audience*, so everyone can hear and so it will be clear on any recordings that may be happening
 - Watch out for filibuster. Require that questions actually be questions or specific requests for comment, rather than speeches from the audience. Do not hesitate to interrupt anyone giving a speech and say, “Please ask a question or we are moving on to the next person with a question.” You may have to increase your volume.
 - Watch out for “do you consider Hamas a terrorist organization” type questions — moderator should reject questions that are unrelated.
 - Do not allow back and forth with panelists. Feel comfortable to cut someone off if they try to debate a panelist. Ensuring wide variety of exchange is your goal.
- ***Closing the panel***
 - End the panel on time
 - TELL PEOPLE TO VOTE for the boycott at the AAA
 - Remind them to follow the boycott campaign on [Facebook](#) and [Twitter](#)
 - Let the audience know that if they would like to learn more, they can contact Anthropology Boycott at anthroboycott@gmail.com

VIII. Further Information

Please reach out to us so we can work together and help you with whatever you need in planning and running your teach-in. For any further suggestions or advice contact anthroboycott@gmail.com.