
US Campaign to End the Israeli Occupation Anti-Apartheid Framework Training Curriculum

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US Campaign to End the Israeli Occupation

Anti-Apartheid Framework Training Curriculum

INTRODUCTION

During the 5th Annual National Organizers' Conference of the US Campaign, member groups adopted an Anti-Apartheid Framework. In response to this vote, the US Campaign's staff, Steering Committee, and Advisory Board have developed educational and advocacy materials. This training curriculum has been developed to empower US Campaign member groups to use the Anti-Apartheid framework.

Generally, this curriculum is targeted at Palestine solidarity activists who already have a working understanding of the Israel-Palestinian struggle. Participants in the training need to be familiar with the history of Palestine and Israel and its associated political development. (Balfour Declaration, Establishment of the State of Israel, Six-Day war, 1987 Uprising, Oslo Accords, Camp David, Al-Aqsa Uprising, Apartheid Wall, Gaza Disengagement, and the right of return for Palestinian refugees) Based on this understanding, participants in this training will be introduced to apartheid as a framework through which to analyze the conflict. The participants will gain working definitions of apartheid, examine parallels between Palestine/Israel and South Africa, consider the relationship between military occupation and apartheid, and be introduced to boycott, divestment, and sanctions (BDS) as a strategy to target Israeli apartheid.

If a group would like to receive this training but does NOT have a working understanding of the conflict they should be sent a reader at least three weeks prior to the training. The reader includes:

- ◆ A timeline of the conflict
- ◆ A brief primer on the conflict
- ◆ Maps of Palestine/Israel through the present
- ◆ Selections from the media on the applicability of "apartheid" to Israeli policies

Preparation for your Training

Below you will find a few suggestions to facilitate your training with greater efficiency.

Above all, know your audience, and determine ahead of time approximately how long you want the training to last. Some participants will want a full day of training whereas others may want only a few hours. Read the curriculum ahead of time and make sure you have all the materials prepared so that you can transition easily from one exercise to the next.

We have listed some suggestions below with regards to time and material preparation.

Suggested Time Allowance:

You can conduct this training in one day or break it up into several sessions over a few days or a few weeks. If you decide to conduct the entire training in one day, we recommend hosting the first two sessions in the morning, followed by lunch and an energizer before concluding with the final two sessions.

Part I: Defining Apartheid – approximately 1-1.5 hours

Break: 15 minutes for restrooms, coffee, snack, etc

Part II: Using an Apartheid Framework to describe the Palestinian-Israeli Conflict – approximately 1-1.5 hours

Lunch/Energizer: 1 hour – encourage participants to discuss topics covered so far, but in more casual manner

Part III: Parallels between Apartheid South Africa and Israel/Palestine – approximately 1-1.5 hours

Break: 15 minutes for restrooms, coffee, snack, etc

Part IV: Boycott, Divestment and Sanctions Campaigns – approximately 1 hour

Materials to prepare for each session BEFORE the training:

Please make sure you have markers, butcher paper, tape for each session.

Part I

- 1 poster-size blank paper for participant's definitions of apartheid
- 6 previously prepared posters with the various definitions of apartheid listed separately on each one
- 6 previously prepared posters with the heading 'Scope of Application' at the top to be placed next to the apartheid definitions posters

Part II

- Create a chart like the one shown on page 8 of the curriculum, (labeled **C.1**). Add a column to this chart and label it "How is it apartheid?"
- Make copies of this chart to hand out to training participants.

Part III

- 1 poster, 2 columns. Label one "Palestine-Israel" and label the other "Apartheid South Africa"
- 1 poster with chart: 3 columns and 13 rows, label the columns "**Tactic**," "**South Africa**," and "**Palestine-Israel**"
 - Label rows 1-9 under the **Tactic** column respectively according to the example table labeled **C.2 Parallels** on page 13 of the curriculum
- Rows 10-13 will be filled out in the session
- 1 poster of the chart labeled **C.3 Connections** as shown on page 14 of the curriculum

Part IV:

- Download the BDS 101 power point presentation onto your computer.
- Bring the computer with you to the training.
- Have a projector and screen available to you.

Part I: Defining Apartheid

Goals:

- ✓ Have a working grasp of several definitions of apartheid
- ✓ Explore the different definitions of apartheid and their implications on our movement

Materials:

- Butcher paper
- Markers
- Butcher paper that already includes each of the following definitions

Definitions:

- **Afrikaans:** The word "apartheid" is the Afrikaans word for "apartness" or "separate."
- **South African context:** System of segregation institutionalized to maintain the supremacy of white South Africans over non-whites.
- **Jimmy Carter:** "Forced separation of two peoples in the same territory with one of the groups dominating or controlling the other."
- **International Convention on the Suppression and Punishment of the Crime of Apartheid:** Apartheid is a crime against humanity and is defined by "inhuman acts" designed to impose racial segregation and discrimination on a targeted group. The acts specified include denying life and liberty; inflicting physical or mental harm; torture or cruel, inhuman or degrading punishment; illegal arrest and imprisonment; denying participation in political, social, economic and cultural life of the country; denying basic human rights of education, nationality; freedom of movement and residence; freedom of speech and assembly; rights to work, form trade unions, to leave and return to their country
- **John Dugard, South African human rights lawyer and UN Special Rapporteur to the Occupied Palestinian Territories:** "Apartheid was all about land. Apartheid was about keeping the best parts of the country for the whites and sending the blacks to the least habitable, least desirable parts of the country."
- **Jim Crow:** An informal term widely utilized throughout the U.S. which describes any law, custom or practice that intentionally separates whites from racial minorities.

Engagement:

Step 1: Ask the group to go around and provide one definition for apartheid. Write these definitions onto a white board or large sheets of paper.

Step 2: Reveal the definitions listed above. Each definition should be hung in various areas of the room.

Step 3: Place a blank sheet of butcher paper with the heading, “Scope of Application” next to each definition on the wall.

Step 4: Spend 5 minutes on each definition to discuss both the application of each definition as well as its non-applicability. For example, the Afrikaans definition can be applied to ghettos, zoning, racial separation, housing laws, separate but unequal, etc. It cannot necessarily apply to institutionalized discrimination where there is integration and lack of separateness—Jim Crow may more accurately describe this situation.

Step 5: After going through the five definitions above, facilitate a discussion about the choice of definitions and how each definition evokes a different set of images. Explore how those images frame your discussion on apartheid.

Step 6: Introduce the definition of Jim Crow and distinguish it from apartheid. Ask the participants to identify the major similarities and differences between Jim Crow and apartheid. Facilitate a discussion about how the choice of a racially discriminatory system affects the possibilities for social justice methods and victories.

Exercise:

Break the participants into five groups if possible. Assign each group a definition of apartheid. Each group must find a layman’s method of explaining the definition to the rest of their peers and then provide a historical example of its existence. (Historical includes the present tense)

Part II: Using an Apartheid Framework to describe the Palestinian-Israel Conflict

Goals:

- ✓ Examine the relationship of the occupation and anti-apartheid frameworks. Preface the discussion with an acknowledgement that using an apartheid framework does not make occupation irrelevant. Rather, occupation is one symptom of apartheid – not the sole problem.
- ✓ Identify the pros and cons of both approaches exclusively.
- ✓ Address the socio-political factors that necessitate a broadening of the analysis beyond the military occupation in the West Bank, Gaza, and East Jerusalem.

Materials:

- Definition of military occupation according to the Oxford Manual
- US Campaign Fact Sheet: *Why "Apartheid" Applies to Israeli Policies*
- US Campaign FAQ: *Taking a Closer Look at Israeli Apartheid (FAQ1)*
- US Campaign FAQ: *Answers to Some Commonly Asked Questions by US Campaign Member Groups (FAQ2)*
- Edward Said's Op-ed "How do you spell Apartheid? O-s-l-o"
- Copies of Chart C.1 with additional column to be handed out

Engagement:

ILLUSTRATE THE OCCUPATION

Step 1: Define Military Occupation according to the Institute of International Law. Part II, A, Article 41 of the Laws of War on Land (1880), also known as the Oxford Manual in International Humanitarian Law reads,

Territory is regarded as occupied when, as the consequence of invasion by hostile forces, the State to which it belongs has ceased, in fact, to exercise its ordinary authority therein, and the invading State is alone in a position to maintain order there. The limits within which this state of affairs exists determine the extent and duration of the occupation.

Step 2: Facilitate an informal discussion on the apparatus of occupation i.e., settlements, land confiscation, bypass roads, home demolitions, administrative detention, checkpoints, identification cards, water distribution, and control over air space, water ports, and borders. *Refer to the US Campaign Fact sheet, Why "Apartheid" Applies to Israeli Policies to illustrate these points.* As of February 2007, the following also applies:

C.1

Occupation instrument	Implications
Settlements	Number in West Bank and East Jerusalem: ~200 & 130 outposts Gaza Strip: None as of August 2005 Number of settlers: Total ~400,000
Land Confiscation	Means by which land is confiscated: Military orders to build Home demolitions
Water distribution	Israelis v. Palestinians 330 cubic meters v. 22 cubic meters/year
Criminalization and detention	Percentage of Palestinian population held: 9,103 Number in Detention (without charge or trial): 800
Checkpoints	Number of checkpoints: 54 internal checkpoints, 160 "flying" checkpoints, and 29 checkpoints on Green Line Rationale for checkpoints: Ensure Israeli security and control "wanted" persons
Bypass roads	Number of Israeli only roads: 41 sections totaling 700 km. Rational for roads: ensure the security of Israeli settlers
Control over airspace, water ports, and borders	Control of entry and exit points, control of movement between the West Bank and Gaza, control over the flow of imports and exports

Step 3: Discuss the differing explanations of the goals of military occupation according to 1) Israeli mainstream sources (security) and 2) Palestinian sources (desire to own the land without its inhabitants). Explain what an end to the occupation would look like i.e, the removal of settlements, the withdrawal of settlers, the equal distribution of water. Discuss the possible approaches to ending the occupation—namely bilateral negotiations facilitated by the United States.

Step 4: Facilitate a discussion on how the issue of Palestinian refugees fits within the occupation framework. The purpose of this exercise is to illustrate the possible shortcomings of an occupation framework that does not address Israeli policies towards Palestinians in general and not just Palestinians living in the Occupied Palestinian Territories. Possible probing questions include:

- ◆ How does the denial of the right of return increase Israel's security?
- ◆ How does the proliferation of settlements impact the status of refugees?

- ◆ How would an end to the occupation address the right of return for refugees?

ILLUSTRATE RECENT POLITICAL DEVELOPMENTS THAT RENDER THE OSLO ACCORDS IRRELEVANT

Step 1: Discuss the basic agreements that were made at Oslo:

- ◆ They agreed to agree
- ◆ 5-year interim plan
- ◆ Final status issues, Jerusalem, water, settlements, refugees, to be discussed at a later time
- ◆ Refer to Edward Said's "How do you spell Apartheid? O-s-l-o"

Step 2: Discuss the developments on the ground in the course of seven years between Oslo and Camp David:

- ◆ Settlements doubled
- ◆ The West Bank settler population grew by 39% and only 16% of this figure was due to natural population growth. In East Jerusalem, the Jewish settler population grew from 22,000 to 170,000 and the Israeli government built 10,000 new subsidized housing units.
- ◆ The dissection of Areas A, B, and C (refer to the FAQ *Taking a closer look at Israeli Apartheid, Question: Wasn't the Oslo Peace Process designed to end the occupation, and maybe end what you call apartheid?*)

Step 3: Discuss the developments between 2000 and 2007 and how those developments demonstrate Israel's impunity afforded to it by US Middle East policy:

- ◆ The building of the **Annexation Wall**, its condemnation by the International Court of Justice, the inability of the international community to put its construction to an end, and U.S. congressional bill 713 which condemned the decision and deplored the "misuse" of the ICJ for the "narrow political purpose of advancing the Palestinian position."
- ◆ The April 2002 re-invasion of the West Bank that included the massacre in Jenin wherein at least 42-52 civilians were killed, civilians were used as human shields, and 878 homes were demolished. In its aftermath a UN fact-finding mission was denied entry and Palestinian civilians were not afforded any sort of international protection.
- ◆ Gaza Disengagement and Israeli unilateralism: Israel unilaterally decided that it would withdraw from Gaza on its own terms. Although it withdrew 8,000 settlers, Israel continues to control the entry/exit points from Gaza, its air space, and its sea ports.
- ◆ The Expansion of settlements around Jerusalem. The E-1 plan consolidates the settlement blocs around East Jerusalem by way of building the Annexation Wall, coupled with settlement expansion. Although the Bush Administration requested a freeze on E-1 expansion

in mid-2005, Israel continued with its plan and faced no consequences from the U.S.

- ◆ De facto annexation of the Jordan Valley. The Jordan Valley which constitutes 30% of the West Bank is home to an abundance of fruits, flowers, and vegetables due to its fertility. This area has been annexed by Israel in practice but not in official policy. By means of forcing Palestinians to show their identification upon entry and exit, by military regulations concerning labor in the West Bank, and by official proclamations that the Jordan Valley will constitute Israel's eastern border with the Arab World (Ehud Olmert, BBC online March 2002), the Jordan Valley is already controlled by Israel rather than Palestinians.
- ◆ The political and economic siege of Palestine in that aftermath of Hamas's electoral victory that included sanctions imposed on the Occupied Palestinian Territories, a withholding of aid from the European Union and the US, and a withholding of tax dollars from the Palestinian Authority.

DISCUSS THE APPLICATION OF THE APARTHEID FRAMEWORK

Step 1: Make copies of the chart above and add a column labeled "How is it Apartheid?" Pass out these sheets and have participants jot down notes of how each element of military occupation can be ascribed to one of the definitions of apartheid. Spend a few minutes sharing answers.

Step 2: Address the most difficult counter-arguments to the description of Israeli policies as apartheid that stem from its democratic character. (See both FAQs)

1) Israel is trying to protect itself from Palestinians and NOT discriminate against them. See answers to:

FAQ 1: Doesn't Israel have the right to defend itself against Palestinians trying to destroy it? How is that apartheid?

FAQ2: But can't the case be made that Israel is not deliberately creating Bantustans, but is forced by Palestinian violence to use walls and checkpoints to protect its own citizens?

2) Israel touts itself as a democracy and treats its citizens equally—how can that be called apartheid? See answers to:

FAQ 1: Are Israel's Apartheid Policies limited to the Occupied Palestinian Territories?

FAQ 2: But won't the apartheid analogy be easy to discredit since Israel – unlike apartheid South Africa - has the trappings of being a democratic country?

3) Palestinian-Israeli citizens have the right to vote, how can that be apartheid? See answers to

FAQ 1: If Palestinian-Israelis ARE CITIZENS, AND can vote in Israel, doesn't that make them equal?

FAQ 2: But won't the apartheid analogy be easy to discredit since Israel – unlike apartheid South Africa - has the trappings of being a democratic country?

Exercise

Break out into groups. Each group is given a scenario within the Occupied Territories and/or Israel Proper and must use an apartheid paradigm to explain that situation to their peers. Possible scenarios:

- ◆ Palestinian farmer from Nablus is effectively separated from his land where he grows oranges because the route of the Annexation Wall comes between him and his land.
- ◆ Palestinian woman from Haifa with Israeli citizenship marries a Palestinian man from Jenin but they cannot live with one another in Israel.
- ◆ Palestinian woman who is originally from Tiberias but has been a refugee in Lebanon since 1948 has a dying wish to visit Tiberias one last time but is denied entry.
- ◆ Palestinian man with a Jerusalemite residency is undergoing major surgery in the Makassed Hospital located in Jerusalem. His brother-in-law in Hebron wants to be with him during the surgery but is denied entry into Jerusalem.
- ◆ Palestinian family from Abu-Dis wants to go on a day trip to Bethlehem. Their car has a green license plate and they cannot travel on the bypass road between Abu-Dis and Bethlehem and instead must take a precarious route known as Wadi al-nar.

Part III: Parallels Between South Africa and Israel/Palestine

Goals:

- ✓ Identify the parallels between apartheid in South Africa and Israel/Palestine
- ✓ Identify the differences between the two case studies
- ✓ Address the relationship between Israel and Apartheid South Africa.

Materials:

- 2 charts that you've already prepared: *Connections* and *Parallels*
- Markers
- Excerpt from "Israel: An Apartheid State?"

Engagement:

WARM-UP: BRAINSTORM SESSION

Step 1: Hang up two pieces of butcher paper. Label one of them "Palestine-Israel" and the other "Apartheid South Africa"

Step 2: Ask the participants to brainstorm all of the images and words that come to mind when they think of Palestine-Israel.

Step 3: Ask the participants to brainstorm all of the images and words that come to mind when they think of Apartheid South Africa.

Step 4: Highlight the differences and similarities evidenced by the lists.

EXPLORING MAJOR PARALLELS

Step 1: Before the training, draw a chart with 3 columns, and 13 rows. Label the columns, "Tactic," "South Africa" and "Palestine-Israel." List the tactics of oppression in the "tactics" column. Tactics to include are: control of movement, land expropriation, racial/ethnic differentiation, labor, criminalization, terror, torture, mixed families, socio-economic privilege.

Step 2: As a group exercise fill out the chart listing how the tactic played itself out in South Africa and how it continues to play itself out in Palestine-Israel.

Step 3: At the conclusion of the exercise, add rows of tactics that are exclusively characteristic of one of the case-studies. These will include "No Vote-South Africa," "No Citizenship-South Africa," "Economic and Political Siege-Occupied Palestinian Territories," and "Military Operations-Occupied Palestinian Territories." Add more as they arise in the discussion.

C.2 Parallels

Tactic	South Africa	Palestine-Israel
Control of movement	Pass system, black homelands	Checkpoints, differentiated license plates, Areas A, B, and C
Land expropriation	Forced resettlement to 'Group Areas' and 'homelands'	Home demolitions, absentee property law
Racial/ethnic differentiation	White/non-White	Jew/non-Jew, identification cards
Labor	Relocation of employment for non-whites to homeland areas	Immediate arrest of Palestinian workers in Israel without permits; permits rarely granted; crippled economy in West Bank and Gaza prevent employment opportunity
Criminalization	Arrests of non-Whites without proper passes; indefinite detention without trial	Administrative detention-indefinite detention without trial
Torture	Major records of torture in prisons; used to break resistance	Major records of torture in prisons; used to break resistance
Mixed families	Prohibition of Mixed Marriages Act prohibited marriages between people of different races	Ban on Family unification
Demographic politics	Establishment of Bantustans to maintain white majority in government and demography	"demographic threat" "transfer" incentives for Jewish families to procreate
*NO VOTE	Non-whites prevented from voting rights – Separate Representation of Voters Act, 1956	Both Palestinian-Israelis and Palestinians in the OPTs can vote, however the democratic will of the latter is not necessarily honored.
*NO CITIZENSHIP	Black Homeland Citizenship Act of 1970 – residents of black homelands no longer citizens of South Africa	Only in OPTs but not within Israel
*ECONOMIC & POLITICAL SIEGE		Following the election of Hamas, the EU and U.S. cut aid to the Palestinian Authority and Israel withheld the taxes owed to the PA
*MILITARY OPERATIONS		Unlike Apartheid South Africa, Palestinians living in the OPTs are daily subject to military air strikes, targeted assassinations, and ground troop operations.

ISRAEL and SOUTH AFRICA

Of the entire training this may be the one section where a lecture is needed. To lead this lecture, please see the document attached, *Connections between Israel and Apartheid South Africa*.

Step 1: To begin your discussion, explore the *evolving alliance* between Israel and South Africa—one that was forged because of a common outlook towards communism in the 1950s and 1960s. Make sure to point out that the Apartheid South African regime supported Nazi Germany and so any alliance is surely curious were it not for common political interests based on a common colonial experience. That said, make sure not to draw any conclusions but to ask enough questions that participants would want to explore the topic further and not simply accept all your information as indisputable. Share this quote with the participants:

In his 1987 book, *The Israeli Connection: Who Israel Arms and Why*, Israeli professor Benjamin Beit-Hallahmi described the intimate collaboration between Israel and apartheid South Africa as "a unique alliance...the most comprehensive and the most serious Israeli involvement anywhere in the world. Many countries conduct business with South Africa, and many countries support the survival of apartheid in various ways, but only Israel's support is so direct and unreserved. Only in Israel are the red carpets rolled out for the visits of South African leaders." Only Israel offered South Africa assistance "with everything from public relations to military and counterinsurgency measures."

Step 2: Before the training, make a chart with four columns: *Personal*, *Nuclear*, *Military*, and *Economic*, and title it *Connections*. Include in the chart the short hand notes of topics you will discuss at length by referring to the document, *Connections*. Hang this chart up now.

C.3 Connections

Personal	Military	Economic	Nuclear
<i>Consistent and rising tourism</i>	<i>Provision of technology and arms from Israel to South Africa</i>	<i>Israel-South Africa Friendship League</i>	<i>Uranium from South Africa to Israel</i>
<i>Sister cities</i>	<i>Israeli contravention of UN arms embargo against South Africa (1977)</i>	<i>South African investment in Israeli economy</i>	<i>Joint nuclear programs</i>
<i>Emigration from Israel to South Africa</i>	<i>Israeli training provided to South Africa</i>		<i>Joint test of a long-range nuclear tipped missile</i>

Exercise:

Break out into groups. Each group will be asked to be for or against using the apartheid paradigm in Israel/Palestine using the following topics. Groups will be paired off and will debate for or against their topic for three minutes: 1 minute intro, 1 minute rebuttal, 1 minute closing.

- ◆ Israel cannot be an apartheid state because it is a democracy
- ◆ Israel treats its citizens equally and is forced to occupy the West Bank and the Gaza Strip
- ◆ All citizens in Palestine co-exist and therefore the term apartheid, or “apartness” does not apply
- ◆ In South Africa, Whites exploited Black labor; in Israel, Palestinian labor is neither necessary nor exploited
- ◆ Israel is protecting itself from suicide attacks which are perpetrated by Palestinians - it is not discriminating against Palestinians because of their ethnicity.

Part IV: Boycott, Divestment and Sanctions Campaigns

Goals:

- ✓ Define Boycott, Divestment and Sanctions
- ✓ Identify movements globally that have adopted a BDS campaign
- ✓ Explore the pros and cons of adopting a BDS campaign
- ✓ Offer a basic framework for how to launch such a campaign

Materials:

- A computer with a projector and screen
- BDS 101 power point presentation

Engagement:

Step 1: Introduce the notion of BDS Campaigns by referring to the anti-apartheid movement that sought to isolate Apartheid South Africa. Explain that this was accomplished by boycotting South African products, ending sports, academic, and cultural contacts, ending bank loans, cutting off military and economic ties, and divesting from South African companies and companies that have investments in South Africa.

Step 2: Run through the BDS 101 power point presentation

Exercise:

Break up into three groups. Each group will be asked to propose a launch for a boycott, divestment, or a sanctions campaign, and suggest how to do it.

Each group must identify:

- ◆ The type of campaign they will wage: boycott, divestment, or sanctions
- ◆ Their target: in the case of divestment this means an institutional target (university, church, union, City council) as well as a corporation target (military weapons, corporations built on Jewish settlements, all corporations doing business in Israel). In the case of boycott, the group must identify a consumer product and how this product resonates with a national movement. In the case of sanctions, the group must identify which government body it will target and who within that body to target.
- ◆ Resources that will be produced: web site, FAQs, fact sheets.
- ◆ Media: how they will prepare for the media in both proactive and reactive ways
- ◆ Alliances: what alliances they will build
- ◆ Methods of applying pressure
- ◆ A year timeline of actions broken down into 3 month increments.

Closing: Present USC anti-apartheid framework organizing packet and explain how they could use it in their education and advocacy efforts today.

APPENDIX: REFERENCE MATERIALS

INTRODUCTION

A timeline of the conflict

<http://qumsiyeh.org/palestinetimeline/>

A brief primer on the conflict

http://www.merip.org/palestine-israel_primer/toc-pal-isr-primer.html

Maps of Palestine/Israel through the present

<http://www.thewall.org.uk/images/content/landloss-full.jpg>

Selections from the media on the applicability of “apartheid” to Israeli policies:

Against Israeli Apartheid, Desmond Tutu & Ian Urbina

<http://www.thenation.com/doc/20020715/tutu>

How I see Palestine, Jimmy Carter

http://www.cartercenter.org/news/editorials_speeches/latimes_palestine_081206.html

Yes, there is Apartheid In Israel, Shulamit Aloni

<http://www.thenation.com/doc/20020715/tutu>

Part II: Using an Apartheid Framework to describe the Palestinian-Israel Conflict

US Campaign Fact Sheet: *Why “Apartheid” Applies to Israeli Policies*

<http://www.endtheoccupation.org/downloads/AAF%20Fact%20Sheet%20.pdf>

US Campaign FAQ: *Taking a Closer Look at Israeli Apartheid*

<http://www.endtheoccupation.org/downloads/AAF%20Comprehensive%20FAQs.pdf>

US Campaign FAQ: *Answers to Some Commonly Asked Questions by US Campaign Member Groups*

<http://www.endtheoccupation.org/downloads/AAF%20Member%20FAQs.pdf>

Edward Said’s Op-ed “How do you spell Apartheid? O-s-l-o”

<http://www.library.cornell.edu/collddev/mideast/oslo.htm>

Part III: Parallels Between South Africa and Israel/Palestine

Excerpt: “Israel: An Apartheid State?”

<http://www.endtheoccupation.org/downloads/AAFcurriculumconnections%20.pdf>

Part IV: Boycott, Divestment and Sanctions Campaigns

BDS 101 Power point presentation

<http://www.endtheoccupation.org/downloads/BDS%20Power%20Point%20Presentation.pdf>