

I have made several attempts to make the faculty members and the dean of students aware of my concern about the blatant, biased, misleading and inaccurate teaching in a number of courses with regards to the portrayal of Israel, Zionism and the Israeli-Palestinian conflict. Unfortunately I was unable to penetrate the academic bureaucracy to express my grievances. My numerous attempts to work through the system have been ignored.

My aim is to understand the policy of the university with regards to the teaching of world conflicts and global security issues and most particularly the Israeli Palestinian conflict. In our meeting I will share with you ample and specific documented proof of my concerns regarding the deliberate demonization of Zionism in general and of the state of Israel in particular.

Resolution 242

By way of introduction and in order to avoid any confusion, I am an Israeli born expatriate now living in Canada for forty years. While I would consider myself a moderate and a firm believer in the “Two State Solution” to the Israeli Palestinian conflict I am also entirely uncompromising with regards to the legitimacy of the State of Israel and its right to exist as a Jewish State within redrawn but secure borders.

The purpose of this letter is to alert York University and specifically the Political Science Faculty to my concerns regarding the content and method of delivery of the course titled “War and Peace in the Middle East” (APOLS3260) directed by Prof. Saeed Rehnema. Having completed this course with distinction (A) as a regular undergraduate student, I believe that I have the right if not the obligation but definitely the credibility to request that the course, its material and its method of delivery be examined and upgraded if it were to be included in future curricula .

This is achieved both directly and indirectly through a combination of one-sided selective reading material, the Professor’s personal opinions and public domain articles (note 1). However my complaint goes much further than that in asserting and substantiating through documented case studies that the Professor is utilizing a publically funded institution platform to influence rather than to educate the (mostly pre-disposed) students. This is accomplished through such tactics as blatant distortions by commission, or by selective omission of undisputed historical facts as illustrated below through carefully documented examples.

**Address to Ariel Conference on Law and Mass Media, 30 December 2010**

Melanie Phillips

**The west is experiencing a total inversion of truth evidence and reason. A society’s thinking class has overwhelmingly subscribed to an immoral, patently false and in many cases demonstrably absurd account of the Middle East, past and present, which it has uncritically absorbed and assumes to be true.**

In routine, everyday discourse history is turned on its head; logic is suspended; and an entirely false narrative of the conflict is now widely accepted as unchallengeable fact, from which fundamental error has been spun a global web of potentially catastrophic false conclusions.

# What Needs/Could To Be Done?

- Damn The Torpedoes?
- Take The High Road?
- Blame on Anti-Semitism?
- Discredit The Message?
- Discredit The Messenger?
- Counter Attack?
- Evangelize The Truth?
- Capitulate to Pressure?