

criminal network. Abbas' conclusion summarizes the challenges of tackling Islamist militancy head-on and analyzes legitimate, sustainable avenues for political, economic, and social restoration. ✂

DOI:[10.1017/rms.2017.11](https://doi.org/10.1017/rms.2017.11)

Timothy Mack  
Virginia Tech

**NURIT PELED-ELHANAN.** *Palestine in Israeli School Books: Ideology and Propaganda in Education.* New York: I.B. Tauris, 2012. x + 268 pages, notes, references, index. Paper US\$29.00 ISBN 978-1-78076-505-1.

In *Palestine in Israeli School Books*, Nurit Peled-Elhanan analyzes the portrayal of Palestinians in Israeli schoolbooks. Elhanan argues that these texts, primarily history or social studies schoolbooks, contain anti-Palestinian ideologies and propaganda, in both explicit and implicit forms. For example, many schoolbooks often rationalize the ethnic cleansing of Palestinians by Israel as necessary because of “security reasons.” The textbooks she studies are mostly read by students aged 13 and up. Elhanan divides her analysis into four sections: the representation of Palestinians in Israeli schoolbooks, the geography of hostility and exclusion in a multimodal analysis, book layout as a carrier of meaning, and processes of legitimation in reports about massacres. Elhanan uses many charts, excerpts, maps, and diagrams from actual Israeli textbooks as examples. Along with her claim that Israeli schoolbooks contain anti-Palestinian biases, Elhanan strongly emphasizes the fact that all of the Israeli children reading these books will one day join the Israeli army, as service in the Israeli Defense Force is mandatory for all Jewish citizens. Elhanan asserts that these schoolbooks predispose Israeli children to respond with force when they encounter Palestinians as part of their work in the IDF. ✂

DOI:[10.1017/rms.2017.17](https://doi.org/10.1017/rms.2017.17)

Tariq Farah  
Virginia Tech