ASH 3931: Israel-Palestine: History and Culture

Dr. Michelle Campos
University of Florida
Office: 234 Keene-Flint
Office Hours: Wed. 9:30-11:30
E-mail: mcampos@ufl.edu

Fall 2018
T Periods 5-6 (11:45-1:40)
Th Period 6 (12:50-1:40)
Keene-Flint 105

COURSE DESCRIPTION:
This course surveys the history of Palestine in the 19th and 20th centuries, the emergence of the state of Israel in 1948, and the ongoing Israeli-Palestinian struggle over this territory. The course covers such themes as: society and economy; political, religious, and local identities; the birth of the Zionist movement as well as of a local Palestinian-Arab movement; state building; the 1948 war and the creation of the Palestinian refugee problem; Palestinian citizens in Israeli society; the Palestinian Intifada(s); and memory, gender, militarism, and religious nationalism in comparative perspective. We will analyze an extensive and diverse corpus of primary and secondary sources, including scholarly research, memoirs, and film.

COURSE AIMS:

1) To introduce students to the major historical components of the Israeli-Palestinian conflict. Clearly we cannot—nor will we attempt to—cover all aspects of the conflict fully; instead, this survey will introduce you to major themes, actors, and problems.

2) To promote historical thinking—the ability to analyze texts as well as conceptual and thematic issues critically, not simply to memorize and regurgitate historical “facts.” We will concern ourselves with asking: a) how historical actors interpreted the world they lived in as well as the changes they lived through and to an extent took part in affecting; b) why and how certain historical developments occurred; c) how and why individuals, social groups, and states construct particular narratives of the past; and d) how professional historians interpret, analyze, and craft histories of the region.

EXPECTATIONS:

1) Attendance and active participation** in all course sessions is mandatory. It is your responsibility to sign in on a daily basis—retroactive attendance will not be credited. Cumulative absences beyond two “free passes” for reasons other than legitimate, documented illness or emergency will be penalized. Requirements for class attendance and make-up exams, assignments, and
other work in this course are consistent with university policies that can be found in the online catalog at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

** See “Assignments” section below for an explanation of what I mean by “active participation.”

The attached Schedule lists the daily topics and reading assignments. Please make sure you are prepared for each day’s discussion by having read the reading assignments closely and critically before each session, since I may call on students at random.

For any given set of readings, consider the following questions as a starting point from which to develop your own thoughts: What kind of text are we reading (newspaper article, eyewitness account, political tract, biography, short story, memoir, scholarly analysis, etc.)? Who wrote it and who was their intended audience? You should identify and evaluate its historical context, the central narrative or argument, the kinds of evidence the author marshals to support it, and the political or cultural stakes at hand.

2) Website: https://elearning.ufl.edu/

Students are expected to use the course website regularly to download course materials (syllabus, assignments, weekly discussion questions, occasional texts), upload assignments, and to keep up with any course announcements and calendar changes. By virtue of being registered in the class, you are already registered on the course’s e-learning roster.

*If you have any technical questions or difficulties, please see the e-learning FAQ (https://kb.helpdesk.ufl.edu/FAQs/E-Learning) or consult with the folks at Academic Computing!*

3) Office Hours & Email: Please come see me in my office when you have questions or concerns about course topics, assignments, and grades, or if you are interested in discussing other Middle East-related news. You may also contact me via email for factual questions or clarifications (but consult the syllabus first to make sure the information is not already listed here), and I will respond as soon as I can between 9-5 Monday through Friday. Please note: Email is *not* the best forum for discussing assignments, grades, or problems, and I will simply redirect you to my office hours. I also do not regularly check or respond to email in the evenings or on weekends, so plan accordingly.
4) **Classroom Electronics Policy:** Laptop/Tablet/Smartphone devices are allowed during class-time on a provisional basis; if you are found to be using your device for non-course-related matters, you will not be allowed to use it further. Although you can work off of a PDF of assigned readings, you are encouraged to bring a hard copy of all readings to class and to take notes on the margins of the actual paper or in an old-fashioned spiral notebook. Taking good notes on the readings will work to your advantage since quizzes are open-book.

5) **Extra Credit Opportunities:** I will inform the class of any related talks or events taking place on campus; however, given that this is a large campus and many student organizations invite speakers, please let me know if you hear of an event I haven’t mentioned! Students who attend a relevant talk and submit a 1-2 page analysis (*not summary*) are eligible to earn one extra credit point per talk. Extra credit points factor into the final participation grade. Extra credit talks are important because not only will they possibly make a difference in your grade, but you also will feel more engaged in the intellectual life of the UF community.

**COURSE ASSIGNMENTS:**

1) **Personal Photo:** Please make sure that your elearning profile has a photo of you, with your face clearly visible. This helps me and your fellow classmates learn your name relatively quickly.

2) **Daily active participation: (20%)**
   Your participation grade will be a function of the quantity *and* quality of your classroom engagement. Just showing up is not enough—doing the readings on a regular basis and participating thoughtfully in class discussions is considered “active participation.”

3) **Reading Posts/Digital Assignments (5): (50%)**
   Approximately every three weeks, we will have a short online assignments ranging from a blogpost responding to a discussion question, to creating an online timeline and map, to an op-ed piece. #1 due 8/31; #2 due 9/14; #3 due 10/12; #4 due 11/2; #5 due 11/16. Details to follow on the course websites under “Assignments”.

4) **Primary Source Analysis: (15%) (750-1000 words; 3-4 pages)**
   You will choose one primary source that has to do with some aspect of the course subject. Your paper should offer a brief summary of the source, but the main focus should be on contextualization and analysis. Due by December 7.
5) Film Analysis: (15%) (750-1000 words; 3-4 pages)
You will choose one film (documentary or feature) that has to do with some aspect of the course subject. Your paper should offer a brief summary of the film, but the main focus should be on contextualization and analysis. Due by December 7.

ASSIGNMENT POLICIES:
a. Students who need an extension on an assignment must consult the professor prior to the deadline. An extension will be granted only in cases of genuine emergency, so plan accordingly. Turning in an assignment late without an official, documented extension will result in a deduction of 1/3 grade per day (i.e., if your essay is inexplicably 3 days late, your “A” paper will automatically become a “B”, your “B” paper a “C”, and so on).

GRADES:
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital Assignments</td>
<td>50%</td>
</tr>
<tr>
<td>Primary Source Analysis</td>
<td>15%</td>
</tr>
<tr>
<td>Film Analysis</td>
<td>15%</td>
</tr>
<tr>
<td>Participation</td>
<td>20%</td>
</tr>
</tbody>
</table>

NOTE ON GRADES:
Your final grade is directly correlated to the effort you make in the class. Other than in cases of genuine error/miscalculation, I will not consider requests to curve, “forgive,” or otherwise alter the grade you earn. If you need a certain grade to graduate with honors, meet major requirements, get into law school, or make your parents happy, make sure you do the appropriate level of work throughout the semester. If you are concerned about your grade, by all means, come talk to me early on so that we can jointly address ways you might improve your course performance.

Please note the UF grading scale:
https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

In my course, note the following numeric grading scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>86-84</td>
</tr>
<tr>
<td>B-</td>
<td>83-80</td>
</tr>
<tr>
<td>C</td>
<td>79-74</td>
</tr>
<tr>
<td>C-</td>
<td>73-70</td>
</tr>
<tr>
<td>D</td>
<td>69-64</td>
</tr>
<tr>
<td>D-</td>
<td>63-60</td>
</tr>
<tr>
<td>E</td>
<td>below 60</td>
</tr>
</tbody>
</table>

4
E1 = 0.0 Stopped attending or participating prior to end of class
I (incomplete) = 0.0

UNIVERSITY POLICIES:

- **PLAGIARISM**: In writing papers, be certain to give proper credit whenever you use words, phrases, ideas, arguments, and conclusions drawn from someone else’s work. Failure to give appropriate credit by quoting and/or footnoting is PLAGIARISM. For more information about the university academic honesty and integrity policy, see [https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/](https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/)
  - All uploaded assignments will first be run through the Turnitin database to check for originality.
  - All cases of suspected plagiarism will be reported to the appropriate university authorities. **NO EXCEPTIONS.**

- **SPECIAL NEEDS**: Should you have special medical needs, please discuss this with the course instructor at the beginning of the semester. Students requesting classroom accommodation must first register with the Dean of Students Office ([www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

- **CONFIDENTIALITY**: Student records are confidential. UF views each student, not their parent(s), as the primary contact for all communication. For more information, see: [www.registrar.ufl.edu/ferpa.html](http://www.registrar.ufl.edu/ferpa.html)

- **COURSE EVALUATIONS**: Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at [https://evaluations.ufl.edu](https://evaluations.ufl.edu). Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at [https://evaluations.ufl.edu](https://evaluations.ufl.edu).

- **HELP**: Should you need special assistance during the semester, please contact:
  - University counseling services and mental health services: 352-392-1575, [http://www.counseling.ufl.edu/cwc/Default.aspx](http://www.counseling.ufl.edu/cwc/Default.aspx)
  - University Police Department: 392-1111 or 9-1-1 for emergencies.

REQUIRED READINGS: The following books are available for purchase at local bookstores or online vendors; the books are also on reserve in Library West, but plan ahead if you intend to rely on the library copies to ensure availability. *(Please note...*
that books must be physically checked out of the library at the Circulation Desk, and are available in 2-hour blocks only. “I couldn’t find the book” and “It was checked out all day” are *NOT* valid excuses for not having read the assigned reading on a regular basis.)

Ghassan Kanafani, Palestine’s Children
S. Yizhar, Khirbet Khizh

The rest of your weekly readings will be available as electronic copies on course reserves. You may download the PDFs onto your own computer.

Week 1
8/23 (Th) Beginnings

Week 2
8/28 (Tu) Absences and Erasures

Discussion:
In-Class Film & Discussion: “1913: Seeds of Conflict” (2014, Dir. Ben Loeterman)

8/30 (Th) Fin de-siècle Palestine

Discussion:

Week 3 Early Encounters
9/4 (Tu)   The Zionist Idea

Discussion:

Suppl. Doc.
In-Class Film and discussion: “Life of the Jews of Palestine: 1913” (1913, Dir. Noah Sokolowsky)

9/6 (Th)   Early Palestinian Responses to Zionism

Discussion:

Suppl. Doc. Translations of voices in the Arabic press against Zionism [PDF]

---

Week 4   The Last Ottoman Decade

9/11 (Tu)   Urban Life

Discussion:

9/13 (Th)   Political Changes

Discussion:

Digital Assignment #2 DUE 9/14

Week 5 WWI and the Palestine Mandate

9/18 (Tu) Living through War

Discussion:

9/20 (Th) The Aftermath of War

Discussion:

Suppl. Doc.
- Draft and Final Text of the Balfour Declaration (July-Oct. 1917) in Smith, Palestine and the Arab-Israeli Conflict, 92-93.

Week 6 Urban Life

9/25 (Tu)

Discussion:
Mark LeVine, “Crossing the Border: Intercommunal Relations in the Jaffa-Tel Aviv Region during the Mandate Period,” *Overthrowing Geography: Jaffa, Tel Aviv, and the Struggle for Palestine, 1880-1948*, 84-120.


9/27 (Th)

**Discussion:**
Hala Sakakini, *Jerusalem and I*, 1-41; 48-51; 54-61; 78-85; 90-101

---

**Week 7**

**Economy**

10/2 (Tu) **Labor**

**Discussion:**


10/4 (Th) **Land**

**Discussion:**

**Suppl. Docs.** To be distributed

---

**Week 8**

T 10/9 **In-Class Film:** “The Diaries of Yossef Nachmani” (2006, Dir. Dalia Karpel) (will be discussed on Thursday)

Th 10/11 **The Debate over Colonialism**

**Discussion:**

Digital Assignment #3 DUE 10/12

Week 9

10/16 Violence and Commemoration

Discussion:

10/18 Partition

Discussion:

Suppl. Doc.

Week 10 Independence (Shihur) and Immigration

10/23 The 1948 War

Discussion:
In-Class Film and Discussion: Excerpts from “Pillar of Fire” and “Tkuma” (1998, Dir. Nissim Mossek)

10/25 A Literary View
**Week 11**  
Catastrophe (Nakba) and Refugees

10/30

**Discussion:**
In-Class Film and Discussion: “Sands of Sorrow” (1950, Council for Relief of Palestinian Arab Refugees) https://www.youtube.com/watch?v=bKoK2dDK9K8

11/1

**Discussion:**
In-Class Film and Discussion: “Ma’loul celebrates its destruction” (1985, Dir. Michel Khleifi)

Digital Assignment #4 DUE 11/2

**Week 12**  
The 1967 War and Life Under Occupation

11/6

**Discussion:**
Ghassan Kanafani, “Return to Haifa,” in *Palestine’s Children*.
“Censored Voices” (2015, Dir. Mor Loushy) film (watch at home as part of your assigned reading).

11/8 (Th)
Discussion:
Raja Shehadeh, The Third Way (Samed: Journal of a West Bank Palestinian), xii-58.

Week 13
Settlements

11/13

Discussion:
Land Grab (Summary):

11/15

Discussion:

Week 14

11/20 Catch-Up

11/22 Happy Thanksgiving!

Week 15 Uprisings and Failed Peace
11/27

Discussion:

11/29

Discussion:
“Five Broken Cameras” (2011, Dr. Emad Burnat, Guy Davidi) Film (watch at home as part of your assigned reading).

Week 16 Solutions?

12/4

Discussion:

Suppl. Doc. [choose one to present on]
1) Gush Shalom Forum, “Two States or One State”, A debate between former Knesset Member Uri Avnery and Dr. Ilan Pappe, May 8, 2007 http://gushshalom.org.toibillboard.info/Transcript_eng_improved.mht
5) Two States, One Homeland – an Open Land for All: http://www.alandforall.org/english-main