

ASH 3931: Israel-Palestine: History and Culture

Dr. Michelle Campos
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University of Florida
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:

Digital Assignments	50%
Primary Source Analysis	15%
Film Analysis	15%
Participation	20%

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:

A = 94-100	B+ = 87-89	C+ = 77-79	D+ = 67-69
A- = 90-93	B = 84-86	C = 74-76	D = 64-66
	B- = 80-83	C- = 70-73	D- = 60-63
E = below 60			

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/>
 - 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/). 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

- 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>. 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>.

- 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>
 - 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 Khizeh

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:

Beshara Doumani, "Rediscovering Ottoman Palestine: writing Palestinians into history," *Journal of Palestine Studies*, 21/2 (winter 1992), pp. 5-28.

Beshara Doumani, "Palestine versus the Palestinians? The iron laws and ironies of a people denied." *Journal of Palestine Studies* 36.4 (2007): 49-64.

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

8/30 (Th) Fin de-siècle Palestine

Discussion:

Rashid Khalidi, "Cultural Life and Identity in Late Ottoman Palestine," in Palestinian Identity: The Construction of Modern National Consciousness, 35-62.

Salim Tamari, "Jerusalem's Ottoman Modernity: The Times and Lives of Wasif Jawhariyyeh," *Jerusalem Quarterly File*, 9 (Summer 2000), pp. 5-34.

Digital Assignment #1 DUE 8/31

Week 3 Early Encounters

9/4 (Tu) The Zionist Idea

Discussion:

Zachary Lockman, "Zionism," in Encyclopedia of the Israeli-Palestinian Conflict, Cheryl Rudenberg, ed., 1-14 *only*.

Yael Zerubavel, "The Zionist Reconstruction of the Past," Recovered Roots: Collective Memory and the Making of Israeli National Tradition, 13-36.

Jonathan Gribetz, "'Concerning Our Arab Question'? Competing Zionist Conceptions of Palestine's Natives," Defining Neighbors: Religion, Race, and the Early Zionist-Arab Encounter, 93-130.

Suppl. Doc.

Theodor Herzl, "The Jewish State," in The Zionist Idea: A Historical Analysis and Reader, Arthur Hertzberg, ed., 204-225.

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:

Yuval Ben-Bassat, "Rural Reactions to Zionist Activity in Palestine before and after the Young Turk Revolution of 1908 as Reflected in Petitions to Istanbul," *Middle Eastern Studies* 49.3 (2013): 349-363.

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

Week 4 The Last Ottoman Decade

9/11 (Tu) Urban Life

Discussion:

Yair Wallach, "Jerusalem Between Segregation and Integration: Reading Urban Space through the Eyes of Justice Gad Frumkin," in Modernity, Minority, and the Public Sphere: Jews and Christians in the Middle East, Goldstein-Sabbah, S. R. and Murre-Van Den Berg, H. L., eds., 205-233.

Salim Tamari and Issam Nassar, eds., The Storyteller of Jerusalem: The Life and Times of Wasif Jawhariyya, 1904-1948, 5-28, 42-62, 74-77.

9/13 (Th) Political Changes

Discussion:

Emanuel Beska, "Political Opposition to Zionism in Palestine and Greater Syria: 1910-1911 as a Turning Point," *Jerusalem Quarterly* 59 (2014): 54-67.

Michelle Campos, "'The Ottoman Sickness and Its Doctors': Imperial Loyalty in Palestine on the Eve of World War I," in World War I and the End of the Ottomans: From the Balkan Wars to the Armenian Genocide, Hans-Lukas Kieser, Kerem Öktem, and Maurus Reinkowski, eds., 131-148.

Digital Assignment #2 DUE 9/14

Week 5 WWI and the Palestine Mandate

9/18 (Tu) Living through War

Discussion:

Salim Tamari, "The Short Life of Private Ihsan: Jerusalem 1915," *Jerusalem Quarterly* 30 (2007), 26-58.

Eitan Bar-Yosef, "The Last Crusade? British Propaganda and the Palestine Campaign, 1917-18," *Journal of Contemporary History* 36:1 (2001), 87-109.

9/20 (Th) The Aftermath of War

Discussion:

Renton, James. "Flawed foundations: The Balfour declaration and the Palestine mandate," in Britain, Palestine and Empire: The Mandate Years, ed. Rory Miller, 15-38.

Suppl. Doc.

- Draft and Final Text of the Balfour Declaration (July-Oct. 1917) in Smith, Palestine and the Arab-Israeli Conflict, 92-93.
- Letter from Chaim Weizmann to Lord Balfour (May 30, 1918), in The Letters and Papers of Chaim Weizmann, ed. Meir Weisgal, 197-206.
- "Churchill Memorandum (June 1922)," in The Israel Arab Reader: A Documentary History of the Middle East Conflict, ed. Walter Laquer and Barry Rubin, 25-29.
- Wasif Jawhariyya, "Britain Occupies Jerusalem," 99-103; "It's Out; It's Terrible," 145-146.

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, Te Aviv, and the Struggle for Palestine, 1880-1948, 84-120.

Abigail Jacobson and Moshe Naor, "Mixing and Unmixing in the Oriental Ghettos," Oriental Neighbors: Middle Eastern Jews and Arabs in Mandatory Palestine, 121-149.

9/27 (Th)

Discussion:

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

S. Schneider, "Monolingualism and Education in Mandate Palestine," *Jerusalem Quarterly* 52 (2013): 68-74.

Week 7 Economy

10/2 (Tu) Labor

Discussion:

Zachary Lockman, "Railway Workers and Relational History: Arabs and Jews in British-Ruled Palestine," *Comparative Studies in Society and History* 35.3 (1993): 601-627.

Steven A. Glazer, "Language of Propaganda: The Histadrut, Hebrew Labor, and the Palestinian Worker," *Journal of Palestine Studies* 36.2 (2007): 25-38.

10/4 (Th) Land

Discussion:

Raya Adler, "The Tenants of Wadi Hawarith: Another View of the Land Question in Palestine," *International Journal of Middle East Studies* 20 (1988):197-220.

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:

Gershon Shafir, "Zionism and colonialism: a comparative approach," in Israel in Comparative Perspective: Challenging the Conventional Wisdom, ed. Michael Barnett: 227-242.

Digital Assignment #3 DUE 10/12

Week 9

10/16 Violence and Commemoration

Discussion:

Hillel Cohen, "Jaffa and Tel Aviv," Year Zero of the Arab-Israeli Conflict: 1929, 1-33.
Tamir Sorek, "Commemoration Under British Rule," Palestinian Commemoration in Israel "Calendars, Monuments, and Martyrs," 19-39.

10/18 Partition

Discussion:

Menachem Begin, The Revolt, pp. 26-46, 59-61, 212-30.

Suppl. Doc.

-V. Jabotinsky, "A Jewish State Now," (1937), Israel Arab Reader, 58-61.
-"The Palestine Royal Commission (Peel Commission): Report (July 1937)," and
"British Government: Policy Statement against Partition, (Nov. 1938), in The Israel Arab Reader, 42-43.

Week 10 Independence (*Shihrut*) and Immigration

10/23 The 1948 War

Discussion:

Meron Benvenisti, Sacred Landscape: The Buried History of the Holy Land since 1948, 101-172.

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

10/25 A Literary View

Discussion:

S. Yizhar, Khirbet Khizeh

Week 11 Catastrophe (*Nakba*) and Refugees

10/30

Discussion:

Emile Shufani, "The Fall of a Village," *Journal of Palestine Studies* 1/4 (Summer 1972): 109-121.

"Reflections on al-Nakba," *Journal of Palestine Studies* 28/1 (Autumn 1998): 5-35.

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:

Rochelle Davis, "Mapping the Past, Re-creating the Homeland: Memories of Village Places in pre-1948 Palestine," in Nakba: Palestine, 1948, and the Claims of Memory, eds. Ahmad H. Sa'di and Lila Abu-Lughod, 53-75.

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.

Gideon Aran, "A Mystic-Messianic Interpretation of Modern Israeli History: The Six-Day War in the Religious Culture of Gush Emunim," Israeli Judaism, 197-209.

"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:

Idith Zertal and Akiva Eldar. Lords of the Land: The War Over Israel's Settlements in the Occupied Territories, 1967-2007, 3-54.

David Newman, "From Hitnachalut to Hitnatkut: The impact of Gush Emunim and the settlement movement on Israeli politics and society," *Israel Studies* 10.3 (2005): 192-224.

Land Grab (Summary):

http://www.btselem.org/English/Publications/Summaries/200205_Land_Grab.asp and
Chapter 1: http://www.btselem.org/Download/200205_Land_Grab_Eng.pdf

11/15

Discussion:

"The Gatekeepers," (2012, Dir. Dror Moreh) film (watch at home as part of your assigned reading).

Digital Assignment #5 DUE 11/16

Week 14

11/20 Catch-Up

11/22 **Happy Thanksgiving!**

Week 15 Uprisings and Failed Peace

11/27

Discussion:

Baruch Kimmerling and Joel Migdal, "Oslo: What Went Right," and "Oslo: What Went Wrong" in The Palestinian People: A History, 315-397.

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:

S. Anziska, "Autonomy as State Prevention: The Palestinian Question after Camp David," *Humanity* (Summer 2017): 287-310.

H. Ghanim, "Between Two 'One-State' Solutions: The Dialectics of Liberation and Defeat in the Palestinian National Enterprise," *Constellations* 23, no. 3 (2016): 340-350.

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 Pappé, May 8, 2007 http://gushshalom.org.to billboard.info/Transcript_eng_improved.mht

2) The Palestine Strategy , 2011, *Towards new strategies for Palestinian national liberation*,

[http://www.palestinestrategygroup.ps/Regaining_the_Initiative_FINAL_17082008_\(English\).pdf](http://www.palestinestrategygroup.ps/Regaining_the_Initiative_FINAL_17082008_(English).pdf)

3) The Israeli Initiative: http://www.hayozma.org/rewr-true/languageen_us/Introduction.aspx

4) Nathalie Tocci, "One, Two or More States in Israel-Palestine? That Isn't the Question"-

<http://www.iai.it/en/pubblicazioni/one-two-or-more-states-israel-palestine-isnt-question>

5) Two States, One Homeland – an Open Land for All:

<http://www.alandforall.org/english-main>
