HIST 4263, Section 004: Palestinian History
Spring 2015
Prof. Nancy L. Stockdale
Time: Tuesdays, 6:30-9:20 PM
Place: Wooten Hall 110

Contact information:
Email: stockdale@unt.edu
This is a very effective way for us to communicate, so feel free to reach me online. I check my accounts once per day, so please remember that you will not necessarily receive an “instant reply” from me, but I will answer your email in a timely manner. When emailing me, please identify yourself by giving me your entire name, the class you are in, and your specific question or request.
Office location: Wooten Hall #238
Office phone: (940) 565-4209
Office hours: Tuesdays 4:30-6:00 PM and by appointment.
Please come and talk to me during office hours, as it is your time set aside for us to discuss history and the course. If you cannot come during these hours, please make an appointment to see me.

Course Description: In this class, students will explore historical foundations and interpretations of modern Palestinian History. Topics will include the history of the Holy Land from the early modern period (the Ottoman imperial era), through the 19th century, the end of the Ottomans and the creation of the British Mandate era of Palestine, as well Palestinian history from the creation of Israel in 1948 to the early 21st century. This class will include a variety of historical sources and present primarily Palestinian perspectives, both from within Palestine and in the Palestinian Diaspora. My overarching goals for this class are: 1) to make students aware of the myriad experiences of Palestinians though modern history as well as in the contemporary era; 2) empower my students with real-world knowledge of historical and contemporary experiences of real people in the Middle East, as a compliment to the more abstract understanding of historical events that are presented in traditional history courses; 3) provide opportunities for classroom and real-world discussions that are complex, and avoid the binary dialectics that tend to surround non-academic discussions of Palestinian history.

Course Readings: There are seven required books for this course:

The Ethnic Cleansing of Palestine by Ilan Pappé
Year of the Locust: A Soldier's Diary and the Erasure of Palestine's Ottoman Past by Ihsan Salih Turjman (translated by Salim Tamari)
A Young Palestinian’s Diary, 1941-1945: The Life of Sami 'Amr translated by Kimberly Katz
Landscape of Hope and Despair: Palestinian Refugee Camps by Julie Peteet
A Child in Palestine: The Cartoons of Naji al-Ali by Naji al-Ali
My Voice is My Weapon: Music, Nationalism, and the Poetics of Palestinian Resistance
by David A McDonald

The Gaza Kitchen: A Palestinian Culinary Journey by Laila el-Haddad and Maggie Schmitt

I cannot stress enough how important it is for you to keep up and complete all of your assigned readings. You will be examined on the information in your books just as you will the lectures, and you will be expected to integrate readings into our class discussions as well. If you have any troubles understanding any of the readings, feel free to come in to office hours to discuss them with me. Note that I will be giving unannounced quizzes throughout the semester based on your readings if I find that people aren’t reading, so make sure that you do the readings on time! Assignments for the books are located in the calendar section of this syllabus.

Grading: Your grade for the course will be weighted as follows: class participation (including classroom and Blackboard discussion forum participation)—15%; paper—25%, a midterm—25%; group presentation—10%; and a final—25%. If you have any questions about your grades once received, please come to see me (at least 24 hours after receiving them) during my office hours (or make an appointment if my office hours don't work for you). There is no curve in this class.

Exams: You will be given a take-home midterm on March 3rd, which will be due in class one week later, on March 10th. You will take an in-class final on May 12th from 6:30-8:30 PM. This will be a “Green Book” exam that is closed book (i.e., you will not be allowed to use notes or any other aids to take this exam). I will supply the Green Books and you will bring a pen (not pencil). There will not be make-ups for these exams, so if you have any other engagements, change them and come prepared to take and turn in the tests at the scheduled time.

Paper: You will write one 8-page paper, due April 14th, before lecture starts. If you need help with your writing, feel free to come to me for assistance. The assignment—and relevant turnitin.com materials—is attached to this syllabus. Please note: it will NOT be possible for you to turn this paper in late, so please prepare to turn it in on time.

Blackboard: We will be using Blackboard for a variety of things, but especially for the embedded Discussion board. You can log into Blackboard at https://learn.unt.edu and access the class in your schedule. I will be considering the Blackboard discussions as part of our classroom discussion, and I invite you to create your own discussion threads regarding any topics you choose related to the class. You may find that I will pose questions throughout the semester on Blackboard, and I expect you to take part in the discussion. You will also find the discussion and chat options useful for organizing your group presentations, creating study groups, etc. Remember to exercise proper netiquette while interacting with one another on Blackboard. A great guide to netiquette may be found here: http://www.albion.com/netiquette.

Group Presentation: Please note: Further details regarding this assignment will be passed out in week 3, when groups are assigned. Students will be placed randomly (via
drawn names) into one of eight groups of “prototypical” Palestinians from current and historical events. Using the Blackboard discussion site for the course, as well as a dedicated night of class (April 14th), each group will coordinate a twenty-minute experiential presentation where they will present the historical case of their assigned group as if they are members of that group. The presentations will take place on April 21st and April 28th, in class.

The groups will represent:

--a stateless refugee family in Gaza
--a refugee family in Amman holding Jordanian citizenship
--an East Jerusalem merchant and his/her employees
--a group of college students in Ramallah
--a group of elderly Palestinian friends in Nazareth
--a family of Palestinian-Americans
--a group of Hamas activists
--a Bedouin family in Beersheva

This assignment will be graded by the professor and by the members of the class via peer review. After the presentations, we will spend some time reflecting on the experience. More details to come!

**Turning in things late:** This is a simple one--I do not accept late assignments. All work must be turned in to me by the due date and time! If not, your grade will suffer, because you will receive a 0% for that assignment. Of course, there are life events which pop up that make it impossible for you to turn in your assignment. Such events include death, extreme ill health, etc. If this is the case, please talk with me. Otherwise, turn in your assignments on time.

**ADA Accommodation:** The University of North Texas abides by the legal code of the Americans with Disabilities Act, and I am happy to give qualifying students accommodations. However, the only way that I can provide these accommodations is if you register with the Office of Disability Accommodation in advance of the date when you need such accommodation. Students register with this office, and the office in turn notifies professors of the types of accommodations necessary. If you don’t register with them, I cannot provide any special accommodations. If you do register with them, we can set up the accommodations you require through their office.

*This is UNT's ADA statement for syllabi:* “The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of
accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at http://www.unt.edu/oda. You may also contact them by phone at 940.565.4323.”

**Plagiarism and cheating:** Plagiarism and cheating take many forms, including, but not limited to: the use of another author's words without citation, cutting and pasting uncited materials from the internet, having someone else to do your work and claiming it as your own, and copying from another student’s paper or exam. All writing is the intellectual property of the person who came up with it; just think about what would happen if you suddenly starting marketing Microsoft Word as your own software, or released CDs of Grimes songs claiming to be the artist? This is plagiarism. If you are caught cheating or plagiarizing, you may be expelled from UNT. Trust me, I will catch you and I will prosecute you, because plagiarism makes me very angry. If you are still unsure at any time during the semester as to what plagiarism is, please come and talk to me.

In order to protect students who do not plagiarize, I will be having everyone in the course submit their papers to me via two concurrent methods--you will give me a hard copy, and I will have you submit a copy of your paper online to turnitin.com. Information about that will be included with your paper assignment below.

**Classroom decorum:** As a courtesy to me as well as your fellow students, please do not come late to class, nor leave early. Also, please turn off all cellular phones, pagers, music players, and other disruptive devices before entering the classroom. Do not pretend to be taking notes on your laptop or mobile device, only to be surfing the net, IMing, texting, or otherwise disrupting people with your computer/phone shenanigans. Furthermore, do not record the class in any way, including audio or video tape, or digital recording devices, unless you have approved that as a necessary action with me and the Office of Disability Accommodation.

**Please note:** I reserve the right to make changes to this syllabus.
Schedule:

WEEK ONE/January 20th:
Introduction to Palestinian History
Reading: get all of your books!

WEEK TWO/January 27th
Ottoman Palestine and World War I
Reading: *Year of the Locust* by Ihsan Salih Turjman

WEEK THREE/February 3rd
The End of the Ottomans and the Foundation of the Mandate Period
Reading: *The Gaza Kitchen* by Laila el-Haddad and Maggie Schmitt – start reading this and start thinking about a dish you would like to create.
NOTE: We will randomly select our groups in this class period.

WEEK FOUR/February 10th
Palestinian Life in Mandate Palestine
Reading: *A Young Palestinian's Diary, 1941-1945* translated by Kimberly Katz

WEEK FIVE/February 17th
The Nakba, Part I
Reading: *The Ethnic Cleansing of Palestine* by Ilan Pappé

WEEK SIX/February 24th
The Nakba, Part II
Reading: *A Child in Palestine* by Naji al-Ali

WEEK SEVEN/March 3rd
The So-Called “Lost Years”
Reading: catch up!
Take-Home Midterm will be distributed

WEEK EIGHT/March 10th
We will watch a film (TBA) and have a discussion in class
Take-home Midterm DUE AT THE START OF CLASS

WEEK NINE/March 17th
SPRING BREAK! Enjoy your vacation!

WEEK TEN/March 24th
1967, the Naska
Reading: *Landscape of Hope and Despair* by Julie Peteet
WEEK ELEVEN/March 31st
The Era of Armed Resistance & Intifada
Reading: *My Voice is My Weapon* by David A McDonald

WEEK TWELVE/April 7th
Endless Occupation and beyond
Reading: catch up!

WEEK THIRTEEN/April 14th
Group Presentations Preparation – in class
Reading: catch up!
TERM PAPER DUE AT THE START OF CLASS!

WEEK FOURTEEN/April 21st
Group Presentations Part I

WEEK FIFTEEN/April 28th
Group Presentations Part II

WEEK SIXTEEN/May 5th
Reflections on history and the future
WRAP UP AND REVIEW!

FINAL EXAM: May 12th, 6:30-8:30 PM
This will be in an in-class green book exam. I will provide the Green Books. Please bring an ink pen (not a pencil). This is a closed note and closed book exam.
Paper Assignment
DUE before the start of class on April 14th
Late papers will not be accepted.

It must be at least eight (8) pages double-spaced, with appropriate margins and in 12 point Times font.

This paper is connected to the group presentations, but each student will be writing her/his own paper without the group. However, the paper topic will be related to the group presentation, in that students will choose one of eight different “categories” of Palestinian people to write about, just as they will be placed into groups representing these same categories in the group presentations. Students do NOT have to write their paper based on their assigned group, but it may be a good use of time to do so.

NOTE: Groups will be assigned in week three, after the add/drop period has slowed down and the class roster is more stable.

1) Choose one of these groups of Palestinians:
--stateless refugee family in Gaza
--refugee family in Amman holding Jordanian citizenship
--an East Jerusalem merchant and his/her employees
--a group of college students in Ramallah
--a group of elderly Palestinian friends in Nazareth
--a family of Palestinian-Americans
--Hamas activists
--a Bedouin family in Beersheva

2) Research the historical and contemporary context of this group, vis-à-vis Palestinian history and current events. Make a concerted effort to contact a Palestinian organization/individual/scholar connected (in some capacity) with the role assigned in the group. (PLEASE NOTE: YOU SHOULD NOT CONTACT HAMAS OR ANY OTHER ORGANIZATION LISTED BY THE USA GOVERNMENT AS A 'TERRORIST' ORGANIZATION! YOUR PROFESSOR IS EXPLICITLY WARNING YOU AGAINST SUCH A MOVE! DR. STOCKDALE IS NOT RESPONSIBLE IF YOU CONTACT ANY GROUPS OR INDIVIDUALS CLASSIFIED BY THE USA GOVERNMENT AS “TERRORIST” OR “DO NOT FLY,” ETC!) A list of potential organizations and individuals will be posted on our course Blackboard site, on the discussion board—but, the sky's the limit! Be creative in your approach about whom you approach.

3) Explain how historical events connected to Palestinian history have impacted and influenced this specific group.

4) Utilize evidence from your correspondence, course materials, and research to argue your position. How does this group fit into the larger scope of Palestinian history? Why is their microcosmic story they important for understanding the larger Palestinian
experience?

Remember: I can help you throughout the writing process! Please do not hesitate to come to me for help if you need it. Come see me in office hours or email me at stockdale@unt.edu and we'll set up an appointment to fit our mutual schedules.

And don't forget: You will have to turn in two copies of this paper--one hard copy to me before lecture begins, and one electronic copy to turnitin.com. Here are the directions for this easy process:

Go to http://www.turnitin.com and register for an account/use your previously created account. If you need to make a new account, all you need for this is your email address and a password of your choosing. It's very simple and totally free! Once you establish your account, log on and join the correct class on your home page. Here are our class code and password:

class code: 9372682
class title: Palestinian History Spring 2015
password: stockdale

Once you have added this class to your homepage, click on the class title, find the assignment called "term paper," and paste your paper in and/or upload your file, then submit it. That's all you need to do! You will get a confirmation code emailed to you--make sure you keep that, as it's your receipt for the process.

A word to the wise: You are required to cite any quotations you take from any source, as well as any ideas that are not your original thoughts. I don't care which citation format you use--MLA, parenthetical, Turabian, Chicago, etc.--but you must use one and be consistent. Please come to me if you would like further help with this concept.

And some more advice: PROOFREAD! Don't just rely on the spell-checker, because it's always inadequate. Read over your paper in hard copy format, and get someone else you trust to read it over as well--a roommate, a friend, a partner--and make corrections before you print out the copy you will turn in. This is crucial because I expect these papers to be made up of excellent spelling and grammar as well as scintillating historical insight--yes, I do count grammar and composition! How can I follow your arguments if I can't understand what they are???

Things to double-check when proofreading your paper:
Have you cited all sources?
Have you written full sentences?
Have you purged your language of internet jargon, contractions, and other in formalities?
Have you fully answered the question?
Have you proofread and not merely relied upon the spellchecker of your word processing program?
Do you have a thesis and have you supported that thesis with historical evidence?
Are your block quotes single-spaced, and is the body of your paper double-spaced?

**Things I do not want to see in your academic term paper:**
No dictionary definitions.
No Wikipedia or other unreliable sources from the internet.
No mega-paragraphs that go on for pages and pages and incorporate millions of topics--one paragraph = one topic.
Please don't go off on tangents about your life. Anecdotes are not historical evidence, and your opinion should only be expressed with historical evidence to support it. It is important to take a stand and build an argument, but you need to use evidence to do so.

You must staple your paper before you hand it in. Otherwise I will not accept it. DO NOT put it in a folder, use paper clips, or any other means to bind it---just staple it. Yes, I’m serious!

**Don't wait until the last minute! Good luck!**