

Palestine: A Settler Colonial Analysis

Ethnic Studies 198

Wednesdays 6:00pm – 9:00pm

University of California, Berkeley

Spring 2017

Course Facilitators:

Paul Hadweh | Kat Jerman | Jena Ezzeddine

Faculty Sponsor:

Dr. Hatem Bazian

Office Hours:

By Appointment

Course Description:

This 2-unit course will examine key historical developments that have taken place in Palestine, from the 1880s to the present, through the lens of settler colonialism. Our discussions will focus in particular on the following questions: What new insights and perspectives emerge from a settler colonial analysis? What is the source of contemporary conflicts over land and political power in Palestine? What connections have scholars drawn between Zionism and settler colonialism? What might decolonization mean in this context, and how might it open the possibility for justice and equality for all peoples in the region? Our analyses will utilize a comparative approach with an emphasis on scholarship in settler colonial studies. Class time will be devoted to lecture, documentaries, and open discussion and debate about these issues and the relevant scholarly literature.

Course Learning Objectives:

Upon completion of this course, students will have:

- Been introduced to Palestine's history from the 1880s to the present
- Acquired a basic understanding of settler colonialism in comparative contexts
- Developed a set of vocabularies specific to the colonial and settler colonial analytics
- Gained the analytical skills and knowledge necessary to undertake research on Palestine and its history
- Learned to engage in informed debate about this history and these concepts and vocabularies
- Researched, formulated, and presented a range of political alternatives to the current situation that aim to achieve justice for all

Required Texts and Other Materials:

All readings will be uploaded to bCourses under the 'Pages' tab.

Alongside your readings we will include other relevant materials that will enable you to further your understanding of each week's topic. These may include primary documents, documentaries, readings, maps, presentations, reports, and so forth.

Grading and Assignments:

Final grades will be calculated as follows:

Participation:	10%
Assignments (8):	60%
Final Presentation Proposal:	10%
Final Presentation:	20%

Note: Receiving less than 70%, missing more than 2 classes, or failing to complete the final presentation will result in a **NP**.

Participation. Points for participation will be based on your engagement during class. Given that we are limited in class time, intend to cover 130+ years of history, and will be grappling with new theories and concepts, you will be expected to be fully present — both physically and mentally — during class. Courses like this are very rare at US universities, so I hope you will take advantage of the opportunity to ask questions, make comments, and engage with different ideas. In order to do so, it is essential that you complete the assigned readings each week. *You will be expected to have completed the readings before class, to arrive to class on time, and to contribute to class discussions.* Significant tardiness will result in the docking of points.

Assignments. You will have to complete a total of 8 assignments for this course. All assignments will range from 1-2 written pages, and will include a variation of research, reflection, and answering specific questions or prompts. **Note: all assignments must be submitted to bCourses at least one hour prior to class.**

Reading Responses. You will have to complete a total of 4 reading responses, as indicated on the class schedule. These will be in response to specific questions uploaded to bCourses the previous week, where further instructions will be provided.

Village Profile & Documentary Response. Due by the dates indicated on the class schedule. Further details and instructions will be given in advance, and uploaded to bCourses, with ample time to complete them.

Documentary Reflection. **Due by May 12th.** For this assignment, you are asked to select one documentary from those linked to in bCourses, which we have not watched in class, and respond to the following questions:

- a. How does this documentary relate to the materials we have covered in our readings and in class? Does it correspond to, contradict, or provide new information to that which we have covered? Include a brief summary of the documentary.
- b. How does the documentary frame the subject matter? E.g. nationalist, biblical/religious, security/defense, human rights/international law, occupation (as divorced from settler colonialism), etc.
- c. What would differ if the subject matter utilized a settler colonial framework? Demonstrate your command of settler colonialism's core attributes through a critical analysis of the documentary.
- d. Personal Reflection. Does anything stand out to you? Resonate with you on a personal level? No limitations, just reflect!

Attend an event. **Due by May 12th.** Multiple events relating to Palestine are held in Berkeley each semester, both on campus and off. You are asked to attend one of these events and write a summary of the event, as well as a reflection. Responses should touch upon each of the questions mentioned above for the *Documentary Reflection*. If you are unable to attend an event, a 2-page reflection on one of the documentaries, lectures, or readings uploaded to bCourses will be an adequate substitute.

Final Proposal & Presentation. This course will culminate in small group presentations that will be presented during the final class. This will enable you to demonstrate your understanding of the situation in Palestine, and, significantly, formulate alternatives to it. You will have a lot of freedom for this presentation, as you will be asked to consider a wide range of possible solutions beyond the ones that are typically proposed. You will have the opportunity to draw upon literature specific to Palestine and/or literature pertaining to other

colonial contexts. Decolonial alternatives are seldom discussed in the Palestinian context, so what we will be doing here is very much unique, and I hope fruitful as well! **Proposals will be due by April 19th, but you are highly encouraged to discuss this with me in advance.**

Additional Policies:

Community Agreement. Given that our subject matter tends to be contentious, at our first class meeting we will together establish a community agreement, agreeing upon rules that will enable us to engage with the content of the course, and each other, productively and respectfully. Is it crucial that our classroom remains a place for open scholarly inquiry and debate, and that we respectfully engage diverse points of view.

Electronics Policy. **No electronic devices** may be used during class. *Note: those with appropriate DSP accommodations are exempt.*

Late Assignments. Late assignments will not be accepted unless there is a valid, documented reason as to why you were unable to complete the assignments.

DSP Accommodations. If you require any accommodations for this course, please notify me promptly so that the necessary arrangements can be made.

Auditing. No auditing is permitted. This course is only open to those students currently enrolled or on the waitlist.

Class Schedule

Subject to change as class needs arise

Week 1 | February 1st

Course Introductions: Syllabus, Expectations, Community Agreement

Week 2 | February 8th

Understanding Settler Colonialism in Comparative Contexts: Distinct, Structural, Eliminator

- Reading:
 - Patrick Wolfe, *Settler Colonialism and the Elimination of the Native*
- Assignment Due:
 - Reading Response
- In-class visuals:
 - Selections from *Concerning Violence*, *Racism: A History*, *The British Empire in Colour*

Week 3 | February 15th

Contextualizing Zionism: Anti-Semitism, Nationalism, Imperialism, and Colonialism in the Late 19th and Early 20th Century

- Reading:
 - Victor Kattan, Introduction & Chapter 1, *Anti-Semitism, Colonialism, and Zionism*, in *From Coexistence to Conquest*
- Guest Lecture:
 - TBA

Week 4 | February 22nd

Zionism Manifest: Settling Palestine, 1882-1947

- Readings:
 - Ze'ev Jabotinsky, *The Iron Wall & The Iron Wall Revisited*
 - Patrick Wolfe, Chapter 7, *Purchase by Other Means: Dispossession of the Natives in Palestine*, in *Traces of History*
- Assignment due:
 - Reading Response
- In-class Visuals:
 - Select films from the Hebrew University's Steven Spielberg Jewish Film Archive, Selections from *The Diaries of Yossef Nachmani*, Images from the Palestine Poster Archive and Walid Khalidi's *Before Their Diaspora*

Week 5 | March 1st

The Nakba: Indigenous Dispossession, Settler Independence, 1947 – 1949

- Readings:
 - Nur Masalha, Chapter 1, *The Palestinian Nakba: Zionism, 'Transfer,' and the 1948 Exodus*, in *The Politics of Denial*
- Assignment due:
 - Village Profile
- In-class visuals:
 - Selections from: The Diaries of Yossef Nachmani, The Great Book Robbery, Sands of Sorrow, The Lost Bride/The Bride in Exile, Testimonies from Zochrot and The Nakba Archive

Week 6 | March 8th

“The Character of the Zionist Settler-State,” 1948 – 1966

- Readings:
 - Fayeze Sayegh, *Zionist Colonialism in Palestine*
- Assignment Due:
 - Reading Response
- Guest lecture:
 - TBA

Week 7 | March 15th

The Naksa: Settler Colonial Occupation, 1967 – 1987

- Assignment Due:
 - Documentary Response
- In-class visuals:
 - Selections from: *Censored Voices*, *The Gatekeepers*, *Occupied Palestine*, *The Law In These Parts*

Week 8 | March 22nd

Anti-Colonial Resistance and Intifadat Al-Hijar, or the “Uprising of Stones:” Political, Social, Economic, and Transnational Resistance, 1960s – 1993

- Guest Lecture:
 - TBA
- Readings:
 - TBA by guest lecturer
- In-class visuals:
 - *The Wanted 18*

Week 9 | April 5th

The Oslo Accords: Entrenching Colonialism, Outsourcing Occupation, 1993 – 2000

- Readings:
 - Edward Said, *The Morning After*
 - Leila Farsakh, *The Political Economy of Israeli Occupation: What is Colonial about It?*
- Assignment due:
 - Reading response

Week 10 | April 12th

Intifadat Al-Aqsa, or “Al-Aqsa Uprising,” the Matrix of Control, and the Neoliberal Turn, 2000 – Present

- Readings:
 - Selections from Eyal Weizman, *Hollow Land: Israel’s Architecture of Occupation*
 - Adam Hanieh, Chapter 5, *Class and State in the West Bank: Neoliberalism Under Occupation*, in *Lineages of Revolt*
- In-class visuals:
 - *Checkpoint*, *Rebel Architecture: The Architecture of Violence*, more TBA

Week 11 | April 19th

Reservation Gaza: Siege, Calorie Counting, and “Humanitarian Warfare,” 2007 – Present

- Readings:
 - Selections from *Report of the United Nations Fact-Finding Mission on the Gaza Conflict*, also known as the *Goldstone Report* (2009)
 - Selections from *Breaking the Silence, This is How We Fought in Gaza: Soldiers' testimonies and photographs from Operation “Protective Edge”* (2014)
- Guest Lecture:
 - TBA

Week 13 | April 26th

Decolonial Horizons: Decolonization in the Settler Colonial Context

- Readings:
 - TBA
- In-class visuals and/or guest lecturer:
 - TBA

Week 13 | May 3rd OR May 10th

Decolonial Horizons: Presentations

- FINAL PRESENTATIONS