

Palestine: A Settler Colonial Analysis

Ethnic Studies 98/198

Location TBD • Tuesday 5:00 – 6:30pm

University of California, Berkeley

Fall 2016

Course Facilitator: Paul Hadweh

Faculty Sponsor: Dr. Hatem Bazian

Contact Info:

Office Hours Time/Location: TBD

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Course Description:

This 1-unit lecture and discussion-based course will examine key historical developments that have taken place in Palestine, from the 1880s to the present, through the lens of settler colonialism. First, by utilizing a comparative approach and engaging with existing scholarship, we will gain a broad understanding of settler colonialism. Second, we will explore the connection between Zionism and settler colonialism, and the ways in which it has manifested, and continues to manifest, in Palestine. Lastly, drawing upon literature on decolonization, we will explore the possibilities of a decolonized Palestine, one in which justice is realized for all its peoples and equality is not only espoused, but practiced.

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 as a distinct colonial formation, as it has been implemented in various settings, and as it relates to Palestine
- Developed a set of vocabularies specific to the colonial and settler colonial analytics
- Gained the analytical skills necessary to ground research on Palestine and its history
- Learned to express oneself using this history and these concepts and vocabularies
- Researched, formulated, and presented decolonial alternatives to the current situation

Required Texts and Other Materials:

All readings will be uploaded to bCourses in folders corresponding to the weeks by which they must be read. For example, readings that must be completed by week 2 will be located in folder "Week 2."

Alongside your readings I 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.

If you would like the required readings in the form of a reader, notify me and I will provide you with a print-ready folder that can be taken to the copy center of your choosing.

Grading and Assignments:

Final grades will be calculated as follows:

Participation:	20%
Assignments (5):	50%
Final Presentation Proposal:	10%
Final Presentation:	20%

Note: Receiving less than a 70% **or** missing more than 2 classes will result in an **NP**.

Participation. Points for participation will be based on your engagement during class. Given that we are limited to 1½ hours of class time per week, and intend to cover 130+ years of history and grapple 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 ideas you may not have been exposed to in the past. In order to do so, it is absolutely necessary to do the readings assigned each week. *You will be expected to have engaged with the readings before class, to arrive to class on time, and contribute to class discussions.* Significant tardiness will result in the docking of points.

Assignments. You will have to complete a total of 5 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 one hour prior to class.**

1-3. As you will notice on the class schedule, there are 3 specific assignments that are assigned and **will be due by the date indicated.** Further details and instructions will be given in advance, and uploaded to bCourses, with ample time to complete them.

4. *Documentary Reflection.* For this assignment, you are asked to select one documentary from those uploaded (or linked) to in bCourses, 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!

5. *Attend an event.* 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 two classes. This will enable you to demonstrate your understanding of the situation in Palestine, and, significantly, articulate decolonial alternatives to it. You will have a lot of freedom for this presentation, as you will not be confined to the typical discourse of a two-state solution (as is most common). You will have the opportunity to draw upon literature specific to Palestine and/or literature pertaining to other colonial contexts. Decolonization is 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 week 11 (November 8th), 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, both productively and respectfully.

Electronics Policy. Absolutely **no electronic devices** may be used during class. No photographs, videos, or voice recordings are permitted. Violating this rule may result in your removal from the course. *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.

Class Schedule:

Subject to change as class needs arise

Week 1 | August 30th

Course Introduction: Syllabus, Community Agreement, Expectations

Week 2 | September 6th

Understanding Settler Colonialism: Distinct, Structural, Eliminator

- Readings:
 - Patrick Wolfe, *Settler Colonialism and the Elimination of the Native*
 - Selections from Lorenzo Veracini, *Settler Colonialism: A Theoretical Overview*

Week 3 | September 13th

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

- Guest Lecture
- Readings:
 - TBA by guest lecturer

Week 4 | September 20th

Zionism Manifest: Settling Palestine, 1882-1947

- Readings:
 - Patrick Wolfe, *Purchase by Other Means*
 - Selections from Nur Masalha, *Expulsion of the Palestinians: The Concept of "Transfer" in Zionist Political Thought, 1882-1948*

Week 5 | September 27th

The Nakba: Indigenous Dispossession, Settler Independence

- Readings:
 - Selections from Ilan Pappé, *The Ethnic Cleansing of Palestine*
 - Selections from Nur Masalha, *The Palestinian Nakba: Decolonising History, Narrating the Subaltern, Reclaiming Memory*
- Assignment Due:
 - Village Portfolio

Week 6 | October 4th

The Character of the Zionist Settler-Colonial State, 1948 - 1966

- Readings:

- Fayeze Sayegh, *Zionist Colonialism in Palestine*
- Assignment Due:
 - Discriminatory Laws

Week 7 | October 11th

The Naksa: Settler Colonial Occupation, 1967-1987

- Assignment Due:
 - Documentary Reflection

Week 8 | October 18th

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

- Guest Lecture: Dr. Hatem Bazian
- Readings:
 - TBA by guest lecturer

Week 9 | October 25th

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?*

Week 10 | November 1st

Intifadat Al-Aqsa, or “Al-Aqsa Uprising,” and the Matrix of Control, 2000 - 2006

- Readings:
 - Selections from Eyal Weizman, *Hollow Land: Israel’s Architecture of Occupation*
 - Selections from Saree Makdisi, *Palestine Inside Out*

Week 11 | November 8th

The Neoliberal Turn, 2006 – Present

- Readings:
 - David Rose, *The Gaza Bombshell*
 - Adam Hanieh, Chapter 5, *Class and State in the West Bank: Neoliberalism Under Occupation in Lineages of Revolt*
- Assignment Due:
 - Final Presentation Proposal

Week 12 | November 15th

Reservation Gaza: Siege, Calorie Counting, and “Humanitarian Warfare,” 2006 – 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)

Week 13 | November 22nd

Decolonial Horizons

- FINAL PRESENTATIONS

Week 14 | November 29th

Decolonial Horizons

- FINAL PRESENTATIONS