

SYLLABUS: HIST 4248 (001) – Palestinian History

Fall 2023 Course with Prof. Nancy L. Stockdale at the University of North Texas

Location: Wooten Hall, Room 112, Main Denton Campus of UNT

Time: Mondays 6:30 – 9:20 PM

Welcome to HIST 4248, Palestinian History! Please refer to this syllabus throughout the semester. It will always be available online on our Canvas site, too.

Professor Contact Information

Office Location: Wooten 238

Office Hours: Mondays, 4:30-6:00 PM, or by appointment. Along with my in-person office hours, I am happy to make appointments online, using Zoom, which is a free service provided through the university. We can connect on Zoom using video or audio-only interfaces on your phone, computer, or tablet, at a time that works for both of us.

Email: stockdale@unt.edu **Pronouns:** She/Her/Hers **Titles:** Dr./Prof.

Communication Expectations: I check my email at least once per day Monday-Friday during regular business hours, 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. You may also message me using Canvas. Please do not expect email or Canvas replies at night or on the weekends. If you need some help with writing emails to professors, UNT provides this handy [Online Communication Tips](#) page.

Welcome to UNT!

As members of the UNT community, we have all made a commitment to be part of an institution that respects and values the identities of the students and employees with whom we interact. UNT does not tolerate identity-based discrimination, harassment, and retaliation. UNT's full Non-Discrimination Policy can be found in the UNT Policies section of the syllabus.

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 in the Mandate period, and then from the creation of the Israeli state 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 through modern history as well as in the contemporary era.

- 2) to empower students with real-world knowledge of historical and contemporary experiences of real people in the Middle East, as a complement to the more abstract understanding of historical events that are presented in traditional history courses.
- 3) to provide opportunities for classroom and outside-of-campus discussions that are complex, and avoid the binary dialectics that tend to surround non-academic discussions of Palestinian history.

Course Structure

This class is a face-to-face course throughout the Fall 2023 semester, which means that each week, Prof. Stockdale will lecture, we will discuss our readings and other assigned sources, and we may consume and/or discuss other media. Also, we will have discussion boards on UNT's Canvas learning management system and have group presentations.

Synchronous (live) sessions in this course will be recorded for students enrolled in this class section to refer to throughout the semester. Class recordings are the intellectual property of the university or instructor and are reserved for use only by students in this class and only for educational purposes. Students may not post or otherwise share the recordings outside the class, or outside the Canvas Learning Management System, in any form. *Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.*

I will use Zoom to create these recordings. They will be available on our Canvas website within 24 hours of our class meeting.

Course Objectives

In this course, I have identified some key learning objectives:

1. Students will learn about histories of Palestinians, both in historic Palestine and in diaspora.
2. Students will demonstrate their understanding of Palestinian history via discussions in the forums, their group presentation, their papers, and classroom discussions.
3. Students will engage with a variety of primary and secondary source materials, to give them a wider sense of the variety of issues, ideas, and historical conclusions concerning Palestinian history.

Required Materials

There are three books required for this class, and then you will choose another one out of three books to read, making it four required books for everyone. You may purchase the books through the UNT Bookstore, access them from the UNT Library, or find them through other vendors of your choice. A variety of additional primary sources and secondary sources will be embedded into the course PowerPoint files as well, complete with links for accessing them directly from Canvas. These include written, audio, visual, and material sources. Each week, Dr. Stockdale will upload the PPT files to Canvas within 24 hours after our class session.

Required Books (in the order in which we will read them):

The Gaza Kitchen by Laila el-Haddad and Maggie Schmitt

The Ethnic Cleansing of Palestine by Ilan Pappé

Leila Khaled by Sarah Irving

Choose ONE of these three books as well (one is required):

In My Mother's Footsteps: A Palestinian Refugee Returns Home by Mona Hajjar Halaby

OR

The Drone Eats with Me: A Gaza Diary by Atef Abu Saif

OR

They Called Me a Lioness: A Palestinian Girl's Fight for Freedom by Ahed Tamimi and Dena Takruri

I cannot stress enough how important it is for you to keep up and complete all of your assigned readings. If you have any trouble understanding anything, feel free to bring this up with me and with your peers in the discussion forums and/or in class. Reading assignments are located in the calendar section of this syllabus.

Content Warning

This class will include discussions and material of an adult nature. The histories that we will study will include difficult topics, such as racism, sexism, imperialism, wars, economic struggles, ethnic cleansing, terrorism, and other sensitive topics. Moreover, some of images and other classroom content may be distressing at times, due to historical/generational/contemporary trauma and/or violent imagery. Please reach out to Prof. Stockdale privately if you have concerns about the course material.

It is IMPERATIVE that we discuss these topics in an adult, academic manner. Please maintain a respectful tone, especially when we are dealing with topics of a sensitive nature.

Course Responsibilities

As the instructor in this course, I am responsible for

- providing course materials that will assist and enhance your achievement of the stated course goals, and guidance in using those materials,
- providing timely and helpful feedback within the stated guidelines,
- assisting in maintaining a positive learning environment for everyone.

As a student in this course, you are responsible for

- engaging with the materials and completing all requirements of the course in a timely manner,
- working to remain attentive and engaged in the course and interact with your fellow students,
- assisting in maintaining a positive learning environment for everyone.

Course Requirements

<i>Assignment</i>	<i>Points Possible</i>	<i>Percentage of Final Grade</i>
<i>Group Presentation Assignment</i>	<i>250 points</i>	<i>25%</i>
<i>Reflection Paper #1</i>	<i>150 points</i>	<i>15%</i>
<i>Reflection Paper #2</i>	<i>150 points</i>	<i>15%</i>
<i>Solo-Authored “group prep” Paper</i>	<i>250 points</i>	<i>25%</i>
<i>Discussion Boards</i> <i>4 Discussion Forums @ 50 points each</i>	<i>50 pts x 4 =</i> <i>200 points</i>	<i>20%</i>
<i>Total Points Possible</i>	<i>1000 points</i>	<i>100%</i>

Grading

Your grade for the course will be weighted as follows: Canvas discussion boards – four at 5% each, Group Presentation assignment – 25%, “group prep” paper – 25%, two reflection papers – 15% each. If you have any questions about your grades once received, please address those concerns with me, but wait at least 24 hours after receiving them. There is no curve in this class. Also, I do not give extra credit.

I will use the following scale for grades:

100-90% = A

89-80% = B

79-70% = C

69-60% = D

59-0% = F

Class Attendance and Turning in Things Late

I expect people to attend class each week. This should take the form of in-person attendance on campus. However, if you are ill or caretaking for someone who is ill, the Zoom recordings are available for you; the recordings will be uploaded to Canvas when available. Please do not come to class if you are sick, or if you are caring for someone who is sick.

Please turn your assignments in on time. I am very aware that things may arise that make deadlines challenging. If something comes up to prevent you from turning things in on time, do not hesitate to reach out to me, and we will work something out. **Please meet our deadlines, and please do not abuse my understanding. This class moves very quickly, so make sure you know when things are due and have a plan for meeting your deadlines. Make your plan right now.** If you or someone you care for becomes ill and/or you need to quarantine, take care of yourself and get better. Reach out to me when you can so that we can make a plan to get you through the class.

Class Participation

Class Participation includes discussions in our class, as well as participation in the discussion boards (outside of the graded discussion board assignments). Attentive learning in class is participation, as is more demonstrative, constructive discussion while in class.

Course Prerequisites and Technical Skills

There are NO course prerequisites for this course. To be successful in this course, students should be proficient in creating .doc and/or .docx documents, downloading and uploading files – including .doc, .pdf, .ppt, .jpg, and other common file types, sending and receiving emails, and using the Canvas learning management system ([Canvas Technical Requirements](#)). You will need to attend class on Monday evenings, and you will need access to a computer and/or tablet that is capable of smoothly running the UNT Canvas system, streaming videos through Canvas, the UNT Library, and/or other internet sites, and uploading/downloading files. You will need to be able to view .doc, .pdf, and .ppt files, as well as image files. (Canvas will provide this ability, but it is best if you can access these files from your own device, after downloading them.) Please contact me if you are having trouble with any of these skills or obtaining said technology. Information regarding ADA accommodations is available below.

Remote instruction may be necessary if community health conditions change or you need to self-isolate or quarantine due to illness. Students will need access to a webcam and microphone to participate in fully remote portions of the class. Information on how to be successful in a remote learning environment can be found at <https://online.unt.edu/learn>.

Face Coverings/Masks

Please feel free to wear a mask in class to prevent the spread of airborne communicative diseases, such as COVID, RSV, Influenza, and the “common cold.” Depending on community conditions, Prof. Stockdale may wear a mask while teaching this semester. Contact Dr. Stockdale if you need a high-quality mask.

Etiquette & Netiquette

In this class, we will be engaging with each other in two ways: in person while we are in class, and via online communication using the discussion boards on Canvas. It is important that everyone be aware of in-person etiquette and online etiquette – known as ‘Netiquette’ – and treat each other with mutual respect. A helpful site for understanding appropriate online communication is Albion’s “The Core Rules of Netiquette”:

<http://www.albion.com/netiquette/corerules.html>. Thank you in advance for using respectful and mature in-person and online communication skills.

Technical Assistance

Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a Student Help Desk that you can contact for help with Canvas or other technology issues.

UIT Help Desk: UIT Student Help Desk site (<http://www.unt.edu/helpdesk/index.htm>)

Email: helpdesk@unt.edu

Phone: 940-565-2324

In Person: Sage Hall, Room 130

Walk-In Availability: 8am-9pm

Telephone Availability:

- Sunday: noon-midnight
- Monday-Thursday: 8am-midnight
- Friday: 8am-8pm
- Saturday: 9am-5pm

Laptop Checkout: 8am-7pm

For additional support, visit Canvas Technical Help

(<https://community.canvaslms.com/docs/DOC-10554-4212710328>)

UNT Policies

Academic Integrity Policy

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. Plagiarism, cheating, and other academic integrity violations 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 produced it; just think about what would happen if you suddenly started marketing Microsoft Word as your own software, or released downloads of Billie Eilish songs claiming to be her--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 immediately turn you in to the Dean of Students' office for review, because plagiarism makes me very angry and I have a zero-tolerance policy. If you are still unsure at any time during the semester as to what plagiarism is, please come and talk to me. You may read more about academic integrity here: <https://policy.unt.edu/policy/06-003>

ADA Policy

UNT 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 a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodation 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. For additional information see the [ODA website](https://disability.unt.edu/) (<https://disability.unt.edu/>).

Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

Emergency Notification & Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

Acceptable Student Behavior

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT's [Code of Student Conduct](https://deanofstudents.unt.edu/conduct) (<https://deanofstudents.unt.edu/conduct>) to learn more.

Access to Information - Eagle Connect

Students' access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle Connect](https://it.unt.edu/eagleconnect) (<https://it.unt.edu/eagleconnect>).

Student Evaluation Administration Dates

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 (Nov 20 – Dec 7) of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the [SPOT website](#) or email spot@unt.edu.

Survivor Advocacy

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-5652648. [Important note: according to Texas law, if a student talks with a professor about experiencing sexual harassment or assault, the professor is bound to report this to UNT's Title IX officer.](#)

Use of Student Work

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student's permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student's written permission.

Academic Support & Student Services

Mental Health

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center) (<https://studentaffairs.unt.edu/student-health-and-wellness-center>)

- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [UNT Care Team](https://studentaffairs.unt.edu/care) (<https://studentaffairs.unt.edu/care>)
- [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry) (<https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry>)
- [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling) (<https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling>)

Chosen Names

A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

- [UNT Records](#)
- [UNT ID Card](#)
- [UNT Email Address](#)
- [Legal Name](#)

**UNT euIDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.*

Pronouns

Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don't assume someone's name, we should also ask and not assume someone's pronouns.

You can [add your pronouns to your Canvas account](#) so that they follow your name when posting to discussion boards, submitting assignments, etc.

Below is a list of additional resources regarding pronouns and their usage:

- [What are pronouns and why are they important?](#)
- [How do I use pronouns?](#)
- [How do I share my pronouns?](#)
- [How do I ask for another person's pronouns?](#)
- [How do I correct myself or others when the wrong pronoun is used?](#)

Additional Student Support Services

- [Registrar](https://registrar.unt.edu/registration) (<https://registrar.unt.edu/registration>)
- [Financial Aid](https://financialaid.unt.edu/) (<https://financialaid.unt.edu/>)
- [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services) (<https://studentaffairs.unt.edu/student-legal-services>)
- [Career Center](https://studentaffairs.unt.edu/career-center) (<https://studentaffairs.unt.edu/career-center>)
- [Multicultural Center](https://edo.unt.edu/multicultural-center) (<https://edo.unt.edu/multicultural-center>)

- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [Pride Alliance](https://edo.unt.edu/pridealliance) (<https://edo.unt.edu/pridealliance>)
- [UNT Food Pantry](https://deanofstudents.unt.edu/resources/food-pantry) (<https://deanofstudents.unt.edu/resources/food-pantry>)
- [First Generation Success Center](https://studentaffairs.unt.edu/first-generation-success-center) (<https://studentaffairs.unt.edu/first-generation-success-center>)

Academic Support Services

- [Academic Resource Center](https://clear.unt.edu/canvas/student-resources) (<https://clear.unt.edu/canvas/student-resources>)
- [Academic Success Center](https://success.unt.edu/asc) (<https://success.unt.edu/asc>)
- [UNT Libraries](https://library.unt.edu/) (<https://library.unt.edu/>)
- [Writing Lab](http://writingcenter.unt.edu/) (<http://writingcenter.unt.edu/>)

Please note: Prof. Stockdale reserves the right to make changes to this syllabus.

Course Calendar

All times listed are Denton, TX local time.

WEEK ONE/August 21:

Introduction to Palestinian History

Reading: Get all of your books!

Assignment: Introduce Yourself Discussion Board due August 25 by 11:59 PM

WEEK TWO/August 28:

Ottoman Palestine and World War I

Reading: Begin *The Gaza Kitchen* by Laila el-Haddad and Maggie Schmitt

NOTE: We will randomly select our groups in this class period

WEEK THREE/September 4:

No class – enjoy the Labor Day Weekend!

WEEK FOUR/ September 11:

The End of the Ottomans and the Foundation of the Mandate Period

Reading: Complete *The Gaza Kitchen* by el-Haddad and Schmitt.

Assignment: Discussion Board #1 due September 15 by 11:59 PM

WEEK FIVE/ September 18:

Palestinian Life in Mandate Palestine

Reading: Begin *The Ethnic Cleansing of Palestine* by Ilan Pappé

WEEK SIX/ September 25:

The Nakba, Part I

Reading: *The Ethnic Cleansing of Palestine* by Ilan Pappé

WEEK SEVEN/ October 2

The Nakba, Part II

Reading: *The Ethnic Cleansing of Palestine* by Ilan Pappé

Assignment: Discussion Board #2 due October 6 by 11:59 PM

WEEK EIGHT/ October 9

The So-Called “Lost Years”

Reading: catch up!

Assignment: Reflection Paper #1 due October 13 by 11:59 PM

WEEK NINE/ October 16

1967, The Naksa

Reading: *Leila Khaled* by Sarah Irving

Assignment: Discussion Board #3 due October 27 by 11:59 PM

WEEK TEN/ October 23

The Era of Armed Resistance & Intifada

Reading: Catch up!

WEEK ELEVEN/ October 30

Endless Occupation and beyond

Reading: *They Called Me a Lioness* by Ahed Tamimi and Dena Takruri OR *In My Mother's Footsteps* by Mona Hajjar Halaby OR *The Drone Eats with Me* by Atef Abu Saif

Assignment: Discussion Board #4 due Nov 3 by 11:59 PM

WEEK TWELVE/ November 6

Group Presentations Preparation – in class

Bring your Solo-Authored “group prep” Paper drafts!

WEEK THIRTEEN/November 13

TBA (Professor out of town for workshop)

Assignment: Solo-Authored “group prep” Paper due Nov 17th by 11:59 PM

WEEK FOURTEEN/November 20

Thanksgiving Break – enjoy the week off!

WEEK FIFTEEN/November 27

Group Presentations!

WEEK SIXTEEN/December 4

Reflections on history and the future

FINALS WEEK – no class meeting

Assignment: Reflection Paper #2 due December 7 by 11:59 PM

Solo-Authored “group prep” Paper Assignment

Bring a draft to class on November 6, to help with your group presentation preparation. The final Version is due to Canvas November 17 by 11:59 PM.

Your paper must be at least eight (8) pages double-spaced, with appropriate margins and in 12 point Times font. This page count does not include the bibliography/works cited page. This paper is worth 25% of your course grade.

This paper is connected to the group presentations, but each student will be writing their own paper without the group. However, the paper topic will be related to the group presentation, in that students will choose one of four 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 is a good use of time to do so. Consider this paper the opportunity to become an expert about this group within the Palestinian population; bringing that expertise to your group will be very beneficial.

NOTE: Groups will be assigned in class on August 28.

1) Choose one of these groups of Palestinians:

- a stateless refugee family in Gaza
- a refugee family in Amman holding Jordanian citizenship
- a group of college students in Ramallah
- a group of elderly Palestinian friends in Nazareth

2) Research the historical and contemporary context of this group, *vis-à-vis* Palestinian history and current events.

3) Explain how historical events connected to Palestinian history have impacted and influenced this specific group. Utilize evidence from course materials and your research to argue your position. How does this group fit into the larger scope of Palestinian history? Why is their microcosmic story 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.

You are required to cite any quotations you take from any source, as well as any ideas that are not your original thoughts. I do not 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 citations.

PROOFREAD! Don't just rely on the spell-checker because it's always inadequate. Read over your paper, and get someone else you trust to read it over as well--a roommate, a friend, a partner--and make corrections before you upload the copy you will turn in.

Group Presentations Assignment

Class Dates: November 6 (planning), November 27 (presentations)

25% of your course grade will be based on your participation in a group presentation. Here are the directions for this assignment:

August 28: Students will be placed randomly (via drawn names) into one of four groups of prototypical Palestinians from current and historical events. Using the Canvas discussion site for the course, as well as a dedicated night of class (November 6), each group will coordinate a twenty-minute experiential presentation, during which they will present the historical case of their assigned group as if they are members of that group.

The groups will represent:

- a stateless refugee family in Gaza
- a refugee family in Amman holding Jordanian citizenship
- a group of college students in Ramallah
- a group of elderly Palestinian friends in Nazareth

This assignment will be graded by the professor and by the members of the class via peer review. 80% of the grade will be from the professor, while 20% of the grade will be from the class. A rubric will be used for the grading. After the presentations, we will spend some time reflecting on the experience.

Here's what to do once you're in a group:

- 1) Dr. Stockdale will set up a discussion board for each group on the Canvas site for our class. Groups should use that (as well as any other methods that work for them, such as Canvas chat or email) to communicate with each other about their tasks.
- 2) Research the historical and contemporary context of this group, *vis-à-vis* Palestinian history and current events.
- 3) Using the class time on Nov 6, as well as any outside time your group decides upon (meeting in person and/or on Zoom, talking via Canvas discussion board, etc.), come up with a 20 minute presentation for your group during which you explain to the class—as if you were a member of your assigned group—how they have been impacted by the events of modern Palestinian history. Explain their perspective on history, and propose solutions to “the Palestinian question” from their perspective. This is a role-playing exercise; you should view this presentation as if your group had 20 minutes to present its case to an international body, such as the United Nations.
- 4) On the night of presentations (Nov 27), each group will have 20 minutes to present their case, and take questions from the class for 10 additional minutes. There will be short breaks in between the groups, and there will be discussion/reflection about this exercise the week after these presentations. **EVERYONE SHOULD ATTEND THIS CLASS.** If you are not here to present with your group and take part in peer review, your grade will suffer.

Points to remember:

This is group work, and you will be graded as a group as well as individuals by the professor. Be sure that everyone is doing their fair share. Prof. Stockdale will be monitoring the Canvas discussions to be sure everyone is participating, and our class time Nov 6 is set aside for your group preparation. If any issues arise, do not hesitate to contact Dr. Stockdale.

You will also be graded by your peers, with a rubric that Prof. Stockdale will distribute on Nov 6th. Take this seriously, both in terms of your presentation and in terms of grading your fellow students.

It is probably in your best interest to focus your term paper on your group selection, unless you want to research two different groups!

Regardless of your personal perspective, your presentation needs to be coming from the perspective of your chosen category. However, it is perfectly normal for group characters to disagree, because that is realistic to any community's experience. However, be sure that you always remain respectful toward one another, both in and out of character.

Why is Prof. Stockdale assigning this type of exercise?

My goals with this experiential exercise are:

- to help students differentiate between a variety of interpretations of Palestinian history, according to various historical perspectives and positions;
- to help students engage with current events through historical analysis;
- to encourage students to learn more about the lived experiences of "real life Palestinians" in an effort to better understand the diverse interpretations of Palestinian history;
- to prepare students for oral and written presentations, using primary and secondary sources, of controversial material in a way that clearly demonstrates bias, yet remains professional and humane.

I am excited to experience your presentations!