

History 4263: Palestinian History

Dr. Nancy L. Stockdale, Associate Professor

Department of History

Spring 2012

TII Experiential Unit:

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, 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
- 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

Assessment:

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. After the presentations, we will spend some time reflecting on the experience.



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 through 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.