

**CARLETON UNIVERSITY
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY**

ANTH 2825A/SOCI2820A- SUMMER 2026

SPECIAL TOPICS: PALESTINIAN SOCIETY AND CULTURE

**TIME:
TUESDAY 11:35 AM – 2:25 PM
THURSDAY 11:35-2:25 PM**

Instructor: Iyas Salim Abu-Hajjar (Iyas)

Office Hours: By Appointment

Email: : IYASABUHAJJAR@CUNET.CARLETON.CA

Method of Delivery: Online (Synchronous/Asynchronous elements)

Teaching Assistants: Contact Information available via Brightspace

In this course, you are expected to learn from your texts, your teacher and from one another. This requires striving towards understanding each other but it does not imply striving towards finding agreement. Our class will be racially, religiously, politically, culturally, generationally, and economically diverse. We will be of different gender identifications and sexual orientations and our lived experiences and reactions to the course material will reflect this diversity. Sharing our perspectives and interpretations on the course material will enhance everyone's learning experience and you are encouraged to openly express any disagreements with the authors you will read, with your fellow classmates, or with the Professor in the different participation fora that are available for this course. However, you are expected to conduct yourself in such a way that shows the utmost respect to others who may – or may not – share your views. Derogatory comments and hateful behavior towards others (and their views) will not be tolerated.

Carleton University acknowledges the location of its campus on the traditional, unceded territories of the Algonquin nation. In doing so, Carleton acknowledges it has a responsibility to the Algonquin people and a responsibility to adhere to Algonquin cultural protocols.

Course Description:

This course examines the social and cultural fabric of Palestinian society, tracing its historical evolution from pre-1948 Palestine to the contemporary era. The curriculum will encompass pivotal historical junctures, including the Ottoman era, the Balfour Declaration, revolutions/uprisings, and

the ongoing Nakba, all of which had profound and enduring impacts on the society and its cultural heritage. Students will explore a variety of topics such as settler colonialism, refugeehood, forced removal, daily violence, genocide, and the role of Palestinian civil society in the pursuit of rights and sovereignty. To grasp the realities on the ground, students are encouraged to explore how occupation, war, trauma are reflected in the narratives of both men and women, stressing the right of return and belonging. The course also sheds light on Palestinian cultural works – namely literature, poetry, and film – in addition to both traditional and contemporary art production. The course highlights how cultural production connects with political activism through expressions of resilience against occupation, as well as how it articulates aspirations and hopes for the future.

Learning Outcomes

By the end of this course, students will be able to:

- Understand the historical and political background of Palestine from the Ottoman era to the present day.
- Critically analyze the concepts of settler colonialism, refugeehood, resistance, and trauma within the Palestinian context.
- Examine Palestinian civil society, its struggle against occupation, and its pursuit of human dignity and sovereignty.
- Develop a nuanced understanding of the Palestinian narrative through arts, films, literature, and storytelling.
- Explain the contemporary context of Gaza, the ongoing genocide, and prospects for the future of the Gaza Strip, Palestine and the world at large.
- Demonstrate and actively engage in contentious conversations in a respectful manner, expressing agreement and disagreement respectfully.

Course Communications:

There are many ways to communicate with the instructor and each other in this class, but it is important that you learn where and how to direct your questions to ensure timely responses. Note that emailing the instructors is almost always the last resort. Here's a guide to communicating with us and your peers:

- *"I have questions about course content, assignments, and policies":*
ask these on the "Ask the Instructor" forum on Brightspace and/or during class time. Do NOT send emails about these matters. This is all about equity: everything I communicate about these matters should be accessible to every student in the course.
- *"I have questions about work I'm doing on my own assignments":*
book an appointment with one of us to discuss. These are not matters that can be handled efficiently over email.

- *“I need to connect with a peer to discuss a class-related issue”:*
post your question or request via the “Peer-to-Peer Exchange” forum on Brightspace and/or send the student an email using the Email function in Brightspace.
- *“I need to discuss something private, or to set up a time to discuss something private”:*
book an appointment with one of us to discuss. These are no matters that can be handled efficiently over email. In general, use email only for quick questions of a personal nature, to book an appointment, and/or to handle personal situations. Provide a subject line and limit yourself to the issues outlined above and be sure to consult this syllabus and the course overview materials on Brightspace to see if they answer your question before you click “send.” Keep these simple guidelines in mind and you will find that we reply quite quickly (usually within 24 hours). Note that if you email after 4:30pm on a Friday, however, the earliest time you should expect to receive a reply is sometime on Monday. Only Carleton emails are acceptable for all communications. **It is required to write the course code in the subject line of your email.** No personal accounts please.

Classroom Interaction

Throughout this course, there will be opportunities for you to interact with your instructors and your classmates! Students will interact with their peers and have opportunities to learn from their colleagues during learning activities, which include the group presentations. You are expected to behave with dignity and etiquette at all times, both in face-to face interactions and when engaging with each other online.

Dignified Manner

1. Make a personal commitment to learn about, understand, and support your peers.
2. Assume the best of others and expect the best of them.
3. Acknowledge the impact of oppression on other people's lives and make sure your writing is respectful and inclusive.
4. Recognize and value the experiences, abilities, and knowledge each person brings.
5. Pay close attention to what your peers write before you respond. Think through and re-read your writings before you post or send them to others.
6. It's alright to disagree with ideas, but do not make personal attacks.
7. Be open to being challenged or confronted on your ideas and challenge others with the intent of facilitating growth. Do not demean or embarrass others.
8. Encourage others to develop and share their ideas.

Diversity and Inclusion:

We all have different backgrounds and life experiences that provide different perspectives on issues and what is most important. Some topics in this class include political and socially dynamic issues including how people have been marginalized, excluded, and exploited; my expectation is that we all work towards an inclusive classroom and society. This requires all of us to think and act with care and be open to the possibilities of rethinking how our experiences should influence our actions towards ending the ways in which people are marginalized, excluded, and/or exploited. In this course, we will strive to create an inclusive culture where students feel a sense of belonging and are encouraged to engage critically with diverse perspectives.

Reading (s)/Textbook (s):

All course material will be provided or made accessible via Brightspace/workshop resources.

PODCASTS & VIDEOS: We'll be watching a variety of videos and listening to different podcast episodes and films in and out of class. Links will be provided in Brightspace under each appropriate week.

Course Requirements & Methods of Evaluation:

All assignments must be submitted over Brightspace, unless otherwise specified.

ASSIGNMENTS	% OF GRADE	DUE DATES
Attendance & Participation Activities	20%	Weekly, Ongoing
Group Presentation	20%	First Group starts on July 9 Then, July 14, July 16, July 21, July 23, July 28, July 30, Aug. 4, Aug. 6, Aug. 11, Aug. 13
Midterm Exam/Assignment 25%	25%	Midterm questions will be released on July 23. Answers must be submitted by July 26 at 11:59 PM via Brightspace.

Abstract/Topic & Research Question (without submitting bibliography) (200-350 words)	5%	Abstract to be submitted on July 30, 2026.
Final Essay 2000-3000 words	30%	August 14, 2026

Full details of assignments will be made available on Brightspace

Breakdown of Assignments:

- Attendance and Participation – 20% of Final Grade

Attendance contributes 10%, and participation contributes 10%, totaling 20% of your final grade.

What Participation Involves:

Students are expected to actively engage during lectures by responding to quizzes and questions delivered through Wooclap, an interactive platform linked to the course's Brightspace page. In addition, in each session, a group of students will deliver a presentation. Following each presentation, students are expected to actively participate in the discussion and take part in breakout discussions during class sessions.

- Group Presentation **20%**

On the first day of class (July 2), groups will begin to be assigned, including the first presentation group scheduled for July 9. All group formations and presentation schedules will be completed by July 7. Each week, one group will make a presentation based on the theme of their assigned week of the course. The presentation criteria include **coherent communication, clear and engaging presentation, persuasive arguments** and **knowledge accuracy** in reference to the reading material.

Attention should also be paid to the key concepts and terms identified for the week's readings including the following:

- A summary of the main arguments – including analytical, theoretical and methodological foundations.
- What is the principal theme of the readings?

- How convincing are the main arguments? What insights do they provide and what are the limitations (look for contradictions, bias, oversights)? What are the strengths and weaknesses of the arguments presented?
- Do the readings challenge or reproduce, contradict, or elaborate on assumptions within the context of that week's subject matter?
- What are the issues that the readings are trying to address?
- What questions, concerns or insights did you have when you read the articles/chapters?
- Why is the author writing in this way or about this topic? What does the author's argument tell you about their position?

Midterm Exam/Assignment (25% of Final Grade)

The Take-Home Midterm Examination questions will be released on July 23, 2026, and will be available under the Midterm Exam Module on the Content page of Brightspace. Completed exams must be submitted through the Midterm Exam Submission portal in the Assignments section of Brightspace no later than July 26, 2026, at 11:59 PM (EST). The examination consists of six short-answer prompts, from which students are required to answer four. Each response should be approximately 350 words in length. The exam will assess students' understanding of the theoretical frameworks, required readings, lecture materials, and assigned videos covered in the course up to July 23, and may also require the analysis and application of concepts from course readings and lecture notes. This is an open-book examination; students may consult course materials, including readings, lecture notes, and course videos. However, the use of internet searches or external sources is not permitted. Any direct quotations must be properly cited using the Chicago Author-Date (17th edition) citation style. When paraphrasing, students should clearly identify the source (e.g., book, article, lecture, or lecture notes). Additional instructions will be provided when the examination questions are released.

Abstract/Topic and Research Question (5% of Final Grade)

Students are required to submit a **150–250-word abstract** outlining their proposed research paper. The submission must include an engaging and informative title that clearly reflects the focus of the paper, a concise abstract that summarizes the main argument and scope of the research, a strong introduction that presents the research question (thesis statement) and outlines the paper's main ideas, and a list of 3–5 keywords identifying the core themes of the project. The writing should be clear, well organized, and consistent with academic standards, demonstrating correct grammar, punctuation, sentence structure, and word usage, with minimal spelling errors. The abstract should employ a concise and scholarly writing style appropriate for university-level academic work.

The students' abstract/topic and research question will be evaluated through feedback and discussion, focusing on their understanding of key concepts, theories, and course materials addressed during the first four weeks of the course. This assignment provides students with an

opportunity to demonstrate the depth of their understanding to date by formulating a clear guiding theory or concept and developing a research question that reflects a coherent line of inquiry toward a proposed thesis or answer.

Final Essay (30% of final grade)

Students will prepare a final assignment. Students will refer to the topic and research question or thesis statement presented and discussed in the abstract. Assignments will rely on course material in addition to secondary sources that students locate through their own research practice.

Utilizing a theoretical perspective presented in the course students will analyze an issue and/or event and will prepare a critical analytical paper to address this issue.

The paper must be **2000-3000** words, double space, excluding citations and bibliography. **Due date is August 14.**

Evaluation

Submission and Return of Term Assignment/Final Paper

Late assignments will be accepted only if an extension has been granted prior to the due date. However, students are allowed up to 5 grace days per term, which may be used without the need for justification. Beyond this allowance, any submission beyond the grace period will require an explicit extension approved in advance. All assignments must be submitted through the course Brightspace page

Once graded, the assignments will be returned to you by the Teaching Assistant (TA) assigned. He/she/they will communicate the return of assignment details to you. The TAs do not have the authority to grant extensions; only the course instructor can grant an extension, and this will only be done under exceptional circumstances. The final essay is intended solely for the purpose of evaluation and will only be returned upon request.

Always retain for yourself a copy of all essays, term papers, written assignments submitted in your courses. There is no excuse for not having copies of your work. You may be asked to resubmit term work. Also, please retain a hard copy of the Course Outline. Final Exams: are intended solely for the purpose of evaluation and will not be returned as per Carleton University policy.

In accordance with the Carleton University Undergraduate Calendar Regulations, the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50	WDN = Withdrawn from the course	DEF = Deferred	

Weekly Schedule

Week 1 – Thursday, July 2nd

Introduction to Palestinian Society and Culture: Understanding Palestine Through Settler Colonialism

Required Readings:

- Irfan, Anne. "Settler Colonialism and the Displacement/Immobility Nexus: Israeli Policy in Gaza Since 1948." *Journal of Genocide Research* 28, no. 2 (2026): 421–437. <https://doi.org/10.1080/14623528.2025.2547445>
- Zureik, Elia. 2016. "Zionism and Colonialism." In *Israel's Colonial Project in Palestine: Brutal Pursuit*, 49–92. London: Routledge.
- Hawari, Yara. "On Israeli Settler Colonialism." In *Gaza: The Story of a Genocide*, edited by Fatima Bhutto and Sonia Faleiro, 5–13. London: Verso Books, 2026.

Video:

- Colonial Narratives: Between Myths and Realities (Part 2)." *Palestine in Context Project*. Teach-In Session 12, December 14, 2023. <https://www.palestineincontext.org/colonial-narratives-part-2-session-12.htm>

Optional Readings:

(Optional readings, films and podcasts are provided for further exploration and are not required or assessed.)

- Wolfe, Patrick. 2006. "Settler Colonialism and the Elimination of the Native." *Journal of Genocide Research* 8 (4): 387–409. <https://doi.org/10.1080/14623520601056240>
- Fanon, Frantz. *The Wretched of the Earth*. Translated by Richard Philcox. With commentary by Jean-Paul Sartre and Homi K. Bhabha. New York: Grove Press, 2004.
- Barakat, Rana. 2018. "Writing/Righting Palestine Studies: Settler Colonialism, Indigenous Sovereignty and Resisting the Ghost(s) of History." *Settler Colonial Studies* 8 (3): 349–63. <https://doi.org/10.1080/2201473X.2017.1300048>
- Palestine in Context Project. "Gaza in Context." Educational teaching and research platform providing curated lectures, films, and resources for studying Palestine in historical and settler-colonial context. <https://www.palestineincontext.org/>
- Rose, Jacqueline. *The Question of Zion*. Princeton, NJ: Princeton University Press, 2005. <https://doi.org/10.1515/9781400826520>

- **Rose, Jacqueline.** “Imponderables in Thin Air: Zionism as Psychoanalysis (Critique).” In *The Question of Zion*, 58–107. Princeton, NJ: Princeton University Press, 2005.
<https://doi.org/10.1515/9781400826520.58>
- Chapter 1: Knopf-Newman, Marcy Jane. 2011. *The Politics of Teaching Palestine to Americans: Addressing Pedagogical Strategies*. 1st ed. New York: Palgrave Macmillan
- Rashid Khalidi, *The Hundred Years’ War on Palestine: A History of Settler Colonialism and Resistance, 1917–2017*, 1st ed. (New York: Metropolitan Books, Henry Holt and Company, 2020), 1–15.
- Nabulsi, Jamal. “Affective Sovereignty: A Decolonising Politics of Emotion in Palestine.” *Review of International Studies*, August 2025, pp. 1–23,
<https://doi.org/10.1017/S0260210525100880>.

Week 2– Tuesday, July 7th

Background: The Significance of the Balfour Declaration and British Mandate in Palestine

Required Readings:

- Chapter 1: “The First Declaration of War, 1917–1939,” pp. 17–54.
Khalidi, Rashid. 2020. *The Hundred Years’ War on Palestine: A History of Settler Colonialism and Resistance, 1917–2017*. First edition. New York: Metropolitan Books, Henry Holt and Company
- Ch.2 “Lobbying for the Balfour Declaration,” pp.19-30
Pappé, Ilan. 2024. *Lobbying for Zionism on Both Sides of the Atlantic*. London: Oneworld Publications
- Ch.3 “The Road to the Balfour Declaration,” pp.31-54

Pappé, Ilan. 2024. *Lobbying for Zionism on Both Sides of the Atlantic*. London: Oneworld Publications

Optional Readings:

(Optional readings, films and podcasts are provided for further exploration and are not required or assessed.)

- Said, Edward W. “Zionism from the Standpoint of Its Victims.” *Social Text*, vol. 1, no. 1, 1979, pp. 7–58
- Massad, J. (2008). Resisting the Nakba. *Al-Ahram Weekly*, 897(15).
- Regan, Bernard. *The Balfour Declaration: Empire, the Mandate and Resistance in Palestine*. Verso, 2017. Chapter 2
- Abu Sitta, S. H. (2016). Palestinian people: Hundred years of struggle to survive. In H. R. Ekkehard & T. Donahue (Eds.), *The State of Social Progress of Islamic Societies: Social, Economic, Political, and Ideological Challenges* (pp. 663–681). Springer.
https://doi.org/10.1007/978-3-319-24774-8_32

- Fields, Gary. 2014. "Enclosure Through Internationalization: The Politics of Land and Planning in Palestine." *International Journal of Urban and Regional Research* 38 (1): 236–255.

Podcast:

Sachs, Jeffrey, host. 2025. "Season 4, Episode 10: Ilan Pappé, Lobbying for Zionism on Both Sides of the Atlantic." The Book Club with Jeffrey Sachs (podcast), June 3, 2025.

<https://podcasts.apple.com/ca/podcast/season-4-episode-10-ilan-papp%C3%A8-lobbying-for-zionism/id1555300202?i=1000711018234>

Week 2 – Thursday, July 9th

The 1948 Nakba and the Fragmentation of Palestinian Society

Required Readings:

- Pappé, Ilan. *The Ethnic Cleansing of Palestine*. Oxford, United Kingdom: Oneworld Publications, 2007. Chapter 7, "The Escalation of the Cleansing Operations: June–September 1948," 167–198 (32 pages).
- Pappé, Ilan. *The Ethnic Cleansing of Palestine*. Oxford, United Kingdom: Oneworld Publications, 2007. Chapter 10, "The Memoricide of the Nakba," 245–254 (10 pages).
- Rashid Khalidi, *The Hundred Years' War on Palestine: A History of Settler Colonialism and Resistance, 1917–2017*, First Picador paperback ed. (New York: Picador, 2021), 57–94.
- Joseph Massad, "Resisting the Nakba," *The Electronic Intifada*, May 16, 2008, <https://electronicintifada.net/content/resisting-nakba/7518>.

Optional Readings:

(Optional readings, films and podcasts are provided for further exploration and are not required or assessed.)

Tarbush, Mohammad. 2024. *My Palestine: An Impossible Exile*. London: Haus Publishing. "Leaving Home: From Palestine to Europe." <https://doi.org/10.2307/jj.15944954.6>

Yizhar, S. *Khirbet Khizeh*. Translated by Nicholas de Lange and Yaacob Dweck. Jerusalem: Ibis Editions, 2008.

Week 3 – Tuesday, July 14th

Refugeehood, Statelessness, and Life in Exile

Required Readings:

- Masalha, Nur. 2001. "The Historical Roots of the Palestinian Refugee Question." In *Palestinian Refugees: The Right of Return*, edited by Naseer Aruri, 36–62. London and Sterling, VA: Pluto Press
- Ramadan, Adam. 2013. "Spatialising the Refugee Camp." *Transactions of the Institute of British Geographers* 38 (1): 65–77

- **Optional Readings: (Optional readings, films and podcasts are provided for further exploration and are not required or assessed.)**

- Abourahme, Nasser. 2025. *The Time beneath the Concrete: Palestine between Camp and Colony*. Durham, NC: Duke University Press.
- Sayigh, Rosemary. 2023. "Becoming Pro-Palestinian: A 'Self-History.'" *The Journal of Holy Land and Palestine Studies: A Multidisciplinary Journal* 22 (2): 141–62
- Sayigh, R. (2008). *The Palestinians: From peasants to revolutionaries*. Bloomsbury Publishing. Chapter 3.
- Khalili, Laleh. 2007. *Heroes and Martyrs of Palestine: The Politics of National Commemoration*. Cambridge: Cambridge University Press
- Parekh, Serena. 2020. *No Refuge: Ethics and the Global Refugee Crisis*. Oxford: Oxford University Press.
- Karmi, Ghada. 2004. *In Search of Fatima: A Palestinian Story*. Paperback edition. London: Verso
- Darwish, Mahmoud. 2003. *Unfortunately, It Was Paradise: Selected Poems*. Berkeley: University of California Press.
Poems: "Identity Card," "We Travel Like Other People," and "In Jerusalem"
- Allan, Diana. 2013. *Refugees of the Revolution: Experiences of Palestinian Exile*. 1st ed. Stanford, CA: Stanford University Press
- Kanafānī, Ghassān, and Ourooba Shetewi. 2024. *Ghassan Kanafani: Selected Political Writings*. Edited by Louis Brehony and Tahrir Hamdi. Translated by As'ad AbuKhalil. London: Pluto Press
- Kanafānī, Ghassān, 1978. *Men in the Sun And Other Palestinian Stories*. London: Heinemann
- Badil Resource Center for Palestinian Residency and Refugee Rights
- www.badil.org

Film:

- Doueiri, Ziad, director. 2017. *The Insult* [Film]. Written by Ziad Doueiri and Joëlle Touma

Week 3 – Thursday, July 16th

Resistance and Revolt: From 1936–1939 Rebellion to the First Intifada

Required Reading:

- Mazin B. Qumsiyeh, *Popular Resistance in Palestine: A History of Hope and Empowerment* (London: Pluto Press, 2011), 134-162
- Ilan Pappé, *A History of Modern Palestine: One Land, Two Peoples*, 2nd ed. (Cambridge: Cambridge University Press, 2006), 230–252
- Edward Said, “Intifada and Independence,” *Social Text* 8, no. 1 (1989): 23–39

Optional Readings:

(Optional readings, films and podcasts are provided for further exploration and are not required or assessed.)

- Khalidi, Rashid. “The Palestinians and 1948: The Underlying Causes of Failure.” In *The War for Palestine: Rewriting the History of 1948*, edited by Eugene L. Rogan and Avi Shlaim, 12–36. Cambridge: Cambridge University Press, 2001.

Week 4 – Tuesday, July 21st

Palestinian Civil Society role, BDS, human rights and social services

Required Readings:

- Abusalim, Jihad. 2018. “The Great March of Return: An Organizer’s Perspective.” *Journal of Palestine Studies* 47, no. 4 (188): 90–100
- Chapter 1: “Why Now?” pp. 35–49 AND Chapter 2: “Why BDS?” pp. 49–63
- Barghouti, Omar. 2011. *Boycott, Divestment, Sanctions: The Global Struggle for Palestinian Rights*. Chicago: Haymarket Books

Optional Readings:

(Optional readings, films and podcasts are provided for further exploration and are not required or assessed.)

- Ayyash, M. (2025). The Boycott, Divestment and Sanctions Campaign: Challenging the Unintelligibility of Palestinian Decolonial Resistance in Canada. *Journal of Palestine Studies*, 1-19
- Jamal, Amal. 2005. *The Palestinian National Movement: Politics of Contention, 1967–2005*. Bloomington: Indiana University Press
- Alshurafa, Mohammed, and Rania Kamla. 2024. “Accountability and the Postcolonial Identity of Palestinian Human Rights NGO Activists.” *Accounting, Organizations and Society* 112: 101546

- Salem, Walid. 2012. "Civil Society in Palestine: Approaches, Historical Context and the Role of the NGOs." *Palestine-Israel Journal of Politics, Economics, and Culture* 18, no. 2/3: 17–23
- Howe, Miles. 2025. "Tracking Financial Complicity in Israeli War Crimes and Genocide: Instances of Aiding and Abetting in the Canadian Charitable Sector." *State Crime* 14 (2): 1–27

Policy Brief:

- Kenney-Shawa, Tariq. 2025. *Project Esther: Suppressing Palestinian Solidarity in the US*. April 15, 2025. Al-Shabaka. <https://al-shabaka.org/briefs/project-esther-suppressing-palestinian-solidarity-in-the-us/#resource-summary>

Film (25 Minutes):

- Shahin, Mariam, and George Azar, directors and producers. 2011. *Donor Opium*. Documentary film, 25 min. December 20, 2011. https://electronicintifada.net/blogs/jalal-abukhater/film-donor-opium?utm_source=chatgpt.com

Podcast:

- Al-Shabaka: The Palestinian Policy Network. 2024. "Ireland's Solidarity with Palestine, with Brendan Browne." *Al-Shabaka Podcast*, April 29, 2024. <https://al-shabaka.org/podcast/irelands-solidarity-with-palestine-with-brendan-browne/>

Week 4 – Thursday, July 23rd

Culture of Resistance

Required Readings:

- Abdo, Nahla. *Captive Revolution: Palestinian Women's Anti-Colonial Struggle within the Israeli Prison System*. London: Pluto Press, 2014. Chapter 3, "Colonialism, Imperialism, and Culture of Resistance," pp. 85–123.
- Aljamal, Yousef M. "Remembering Refaat Alareer: The Legacy of Gaza's Storyteller." *Journal of Palestine Studies*, vol. 53, no. 2, 2024, pp. 120–24. <https://doi.org/10.1080/0377919X.2024.2366654>
- Alareer, Refaat. *If I must die* (Poem): <https://inthesetimes.com/article/refaat-alareer-israeli-occupation-palestine>
- Alareer, Refaat. "The Story of My Brother, Martyr Mohammed Alareer." In *If I Must Die: Poetry and Prose*, edited by Yousef M. Aljamal, OR Books, 2024.

Week 5 – Tuesday, July 28th

Films, Cinema and Documentaries: Palestinian Visual Arts and Storytelling

Required Readings:

- Abusalama, Shahd, et al. 2023. "Seeing Palestine, Not Seeing Palestinians: Gaza in the British Pathé Lens." In *Gaza on Screen*, edited by Nadia Yaqub, 207–239. Durham, NC: Duke University Press.
- Anani, Rana. 2024. "Gaza and a Visual Narrative of Resisting Silence." *Journal of Palestine Studies* 53 (4): 50–61.
- Ben Labidi, Imed. 2021. "Representation and Emancipation: Cinema of the Oppressed." *International Journal of Cultural Studies* 24 (2): 250–265.

Optional Readings:

(Optional readings, films and podcasts are provided for further exploration and are not required or assessed.)

- Mendes, Ana Cristina. "Walled in/Walled out in the West Bank: Performing Separation Walls in Hany Abu-Assad's *Omar*." *Transnational Cinemas*, vol. 6, no. 2, 2015, pp. 123–36.

Film: Out of Place

- Bourini, Heba, and Mohammad Jameel, directors. 2018. *Edward Said: "Out of Place"*. Al Jazeera World, November 14, 2018. <https://www.aljazeera.com/program/al-jazeera-world/2018/11/14/edward-said-out-of-place>
- Satō, Makoto, director. 2005. *Out of Place: Memories of Edward Said*. Brooklyn, NY: First Run/Icarus Films.

Week 5 – Thursday, July 30th

Palestinian Women, Resistance, and Political Activism

Required Readings:

- Abdo, Nahla, and Nur Masalha. "Chapter 2." In *An Oral History of the Palestinian Nakba*, 40–65. London: Zed Books, 2018.
- Abdo, Nahla. *Captive Revolution: Palestinian Women's Anti-Colonial Struggle within the Israeli Prison System*, 125–167. London: Pluto Press, 2014.

Week 6 – Tuesday, Aug 4th

The Gaza Strip in Context: From Occupation and the Road to Genocide

Required Readings:

- Khalidi, Rashid. "The Sixth Declaration of War, 2000–2014." In *The Hundred Years' War on Palestine: A History of Settler Colonialism and Resistance, 1917–2017*, 207–236. First edition. New York: Metropolitan Books, Henry Holt and Company, 2020.
- Isaac, Munther. 2025. "This War Did Not Start on October 7." In *Christ in the Rubble: Faith, the Bible, and the Genocide in Gaza*, 37–71. Grand Rapids, MI: Wm. B. Eerdmans Publishing Co.
- Falk, R. (2010). Slouching toward a Palestinian Holocaust. In: Cook, W.A. (eds) *The Plight of the Palestinians*. Palgrave Macmillan, New York. (pp. 55–61)
- Finkelstein, Norman. 2018. Ch. "Conclusion." In *Gaza: An Inquest into Its Martyrdom*. Oakland: University of California Press. (pp359-366)
- OCHA (United Nations Office for the Coordination of Humanitarian Affairs). 2024. "Personal Stories." Occupied Palestinian Territory.
<https://www.ochaopt.org/page/personal-stories>

Optional Readings:

(Optional readings, films and podcasts are provided for further exploration and are not required or assessed.)

- Ziada, Mosab, ed. 2022. *Gaza Writes Back: Short Stories from Young Writers in Gaza, Palestine*. Northampton, MA: Just World Books
- Abu Saif, Atef. 2015. *The Drone Eats with Me: Diaries from a City Under Fire*. London: Comma Press
- Verdeja, Ernesto. 2025. "The Gaza Genocide in Five Crises." *Journal of Genocide Research*, January, 1–23
- Ziada, Mosab. 2013. "Gaza's Young Writers Speak Out." *Al Jazeera Opinion*, March 18.
<https://www.aljazeera.com/opinions/2013/3/18/gazas-young-writers-speak-out>
- El-Haddad, Laila. 2010. *Gaza Mom: Palestine, Politics, Parenting, and Everything in Between*. Washington, DC: Just World Books
- El-Haddad, Laila, and Maggie Schmitt. 2012. *The Gaza Kitchen: A Palestinian Culinary Journey*. Charlottesville, VA: Just World Books
- El-Haddad, Laila. 2009. "Reflections from Gaza: A Mother's Voice." *The Electronic Intifada*, January 15. <https://electronicintifada.net/content/reflections-gaza-mothers-voice/7948>
- Abu Saif, Atef. 2014. "A Diary from Gaza." *The New York Times*, July 30.
<https://opinionator.blogs.nytimes.com/2014/07/30/a-diary-from-gaza/>
- Finkelstein, Norman G. 2018. *Gaza: An Inquest into Its Martyrdom*. 1st ed. Oakland, CA: University of California Press

Week 6 – Thursday, Aug 6th

The Gaza Geocide: Voices and reality in Gaza

Required Readings:

- Al-Arian, Laila. "A War Against Everyone in Gaza." In *Gaza: The Story of a Genocide*, edited by Fatima Bhutto and Sonia Faleiro, 69–79. London: Verso Books, 2026.
- Alyacoubi, Noor. "On Searching for Food in Gaza." In *Gaza: The Story of a Genocide*, edited by Fatima Bhutto and Sonia Faleiro, 136–147. London: Verso Books, 2026.
- Haj-Hassan, Tanya. "From Cradle to Grave." In *Gaza: The Story of a Genocide*, edited by Fatima Bhutto and Sonia Faleiro, 149–153. London: Verso Books, 2026.
- Isaac, Munther. 2025. "Christ in the Rubble in Gaza." In *Christ in the Rubble: Faith, the Bible, and the Genocide in Gaza*, pp. 194–222. Grand Rapids, MI: William B. Eerdmans Publishing Company.

Optional Readings:

(Optional readings, films and podcasts are provided for further exploration and are not required or assessed.)

- B'Tselem. 2025. *Welcome to Hell: The Israeli Prison System as a Network of Torture Camps*. https://www.btselem.org/publications/202408_welcome_to_hell/

Week 7 – Tuesday, August 11th

The World After Gaza

Required Readings:

Abulhawa, Susan. "Final Earth." In *Gaza: The Story of a Genocide*, edited by Fatima Bhutto and Sonia Faleiro, 163–179. London: Verso Books, 2026.

Nesiah, Vasuki. "After Gaza." *International Journal of Transitional Justice* 19, no. 2 (2025): 199–213. <https://doi.org/10.1093/ijtj/ijaf017>

Streeck, Wolfgang. "No End in Sight: Reflections on Recent Literature on the Destruction of Gaza." *European Journal of Social Theory* 29, no. 2 (2026): 346–357.

Week 7 – Thursday, August 13th

The Way Forward

- Abu Odeh, Tayseer, and Shahd Dibas. “Zionist Settler-Colonialism and the Logic of Genocide in Gaza: A Conversation with Professor Avi Shlaim.” *Journal of Holy Land and Palestine Studies* 24, no. 1 (2025): 17–36. Edinburgh University Press.
<https://doi.org/10.3366/hpls.2025.0349>
- Eid, Yara. “Afterword.” In *Gaza: The Story of a Genocide*, edited by Fatima Bhutto and Sonia Faleiro, 271–274. London: Verso Books, 2026.
- Barghouti, Omar. “Why BDS Matters.” In *Gaza: The Story of a Genocide*, edited by Fatima Bhutto and Sonia Faleiro, 221–251. London: Verso Books, 2026.

Optional Readings:

(Optional readings, films and podcasts are provided for further exploration and are not required or assessed.)

Rose, Jacqueline. *The Jacqueline Rose Reader*. Edited and with an introduction by Ben Naparstek and Justin Clemens. Durham, NC: Duke University Press, 2011.

Citation Style

The Chicago author-date citation style (17th edition) is to be used in the assignments and papers of this course. For more information, please see:

https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-2.html

Academic Regulations, Accommodations, Plagiarism, Etc.

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university’s website, here:

<https://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Academic Accommodations:

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).

Academic Accommodations for Students with Disabilities:

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at **613-520-6608** or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send your ***Letter of Accommodation*** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*).

*The deadline for contacting the Paul Menton Centre regarding accommodation for June examinations is **June 1, 2026** and **August 1, 2026** for August examinations.

For Religious Obligations:

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

For Pregnancy:

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: www.carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

For Survivors of Sexual Violence:

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: www.carleton.ca/sexual-violence-support

Accommodation for Student Activities:

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

<https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Plagiarism:

Plagiarism is the passing off of someone else's work as your own and is a serious academic offence. For the details of what constitutes plagiarism, the potential penalties and the procedures refer to the section on Instructional Offences in the Undergraduate Calendar. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy (See <https://carleton.ca/registrar/academic-integrity/>). The Policy is strictly enforced and is binding on all students. Academic dishonesty in any form will not be tolerated. Students who infringe the Policy may be subject to one of several penalties.

What are the Penalties for Plagiarism?

A student found to have plagiarized an assignment may be subject to one of several penalties including but not limited to: a grade of zero, a failure or a reduced grade for the piece of academic work; reduction of final grade in the course; completion of a remediation process; resubmission of academic work; withdrawal from course(s); suspension from a program of study; a letter of reprimand.

What are the Procedures?

All allegations of plagiarism are reported to the faculty of Dean of FASS and Management. Documentation is prepared by instructors and departmental chairs. The Dean writes to the student and the University Ombudsperson about the alleged plagiarism. The Dean reviews the allegation. If it is not resolved at this level then it is referred to a tribunal appointed by the Senate.

AI (Artificial Intelligence) Use in Course:

As our understanding of the uses of AI and its relationship to student work and academic integrity continue to evolve, students are required to discuss their use of AI in any circumstance not described here with the course instructor to ensure it supports the learning goals for the course”.

AI use in this course: Students may use AI tools for basic word processing and formatting functions, including:

Grammar and spell checking (e.g., Grammarly, Microsoft Word Editor).

Basic formatting and design suggestions (e.g., Microsoft Word’s formatting tools, PowerPoint Design editor).

Documenting AI use: It is not necessary to document the use of AI for the permitted purposes listed above. If you have questions about a specific use of AI that isn’t listed above, please consult your instructor.

Why have I adopted this policy?

This policy ensures that student voices and ideas are prioritized and authentically represented, maintaining the integrity of the work produced by students while allowing basic support to enhance clarity, correctness, layout, and flow of ideas. The goal of adopting a limited use of AI is to help students develop foundational skills in writing and critical thinking by practicing substantive content creation without relying on AI support.

Assistance for Students:

Mental Health: As a student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. For more information, please consult <https://wellness.carleton.ca/>

Academic and Career Development Services: <https://carleton.ca/career/>

Writing Services: <http://www.carleton.ca/csas/writing-services/>

Peer Assisted Study Sessions (PASS): <https://carleton.ca/csas/group-support/pass/>

Important Information:

- Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).
- Students must always retain a hard copy of all work that is submitted.
- Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.
- Carleton University is committed to protecting the privacy of those who study or work here (currently and formerly). To that end, Carleton's Privacy Office seeks to encourage the implementation of the privacy provisions of Ontario's *Freedom of Information and Protection of Privacy Act* (FIPPA) within the university.
- In accordance with FIPPA, please ensure all communication with staff/faculty is via your Carleton email account. To get your Carleton Email you will need to activate your [MyCarletonOne account](#) through Carleton Central. Once you have activated your MyCarletonOne account, log into the [MyCarleton Portal](#).
- Please note that you will be able to link your MyCarletonOne account to other non-MyCarletonOne accounts and receive emails from us. However, for us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid MyCarletonOne address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://students.carleton.ca/>.

SUMMER
TERM 2026

March 1, 2026	Last day for receipt of applications for admission to an undergraduate degree program for the summer term.
April 29, 2026	Deadline for course outlines to be made available to students registered in early summer and full summer courses.
May 1, 2026	Last day for receipt of applications for undergraduate degree program transfers for the summer term.
May 6, 2026	Summer term begins. Early summer and full summer classes begin.
May 12, 2026	Last day for registration and course changes (including auditing) in early summer courses.
	Graduate students who have not electronically submitted their final thesis copy to Graduate Studies will not be eligible to graduate in spring 2026 and must register for the summer 2026 term.
May 15-27, 2026	Full winter, late winter, and fall/winter term deferred final examinations will be held.
May 18, 2026	Statutory holiday. University closed.
May 20, 2026	Last day for registration and course changes (including auditing) in full summer courses.
	Last day to withdraw from early summer courses with a full fee adjustment.
May 31, 2026	Last day to withdraw from full summer courses with a full fee adjustment.
June 1, 2026	Last day for academic withdrawal from early summer courses.

	Last day to request Formal Examination Accommodations for June examinations from the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specific deadlines.
June 11, 2026	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade in early summer term undergraduate courses before the official examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
June 18, 2026	Last day of early summer classes. (NOTE: full summer classes resume July 2.)
	Classes follow a Monday schedule.
	Last day for take-home examinations to be assigned, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.
	Last day that can be specified by a course instructor as a due date for term work for early summer courses.
June 19-20, 2026	No classes or examinations take place.
June 21-27, 2026	Final examinations in early summer courses and mid-term examinations in full summer courses will be held. Examinations are normally held all seven days of the week.
June 25, 2026	Deadline for course outlines to be made available to students registered in late summer courses.
June 27, 2026	All final take-home examinations are due on this day, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.

July 1, 2026	Statutory holiday. University Closed.
July 2, 2026	Late summer classes begin and full summer classes resume.
July 8, 2026	Last day for registration and course changes (including auditing) in late summer courses.
July 15, 2026	Last day to withdraw from late summer courses with a full fee adjustment.
July 17-19, 2026	Early summer term deferred final examinations will be held.
July 19, 2026	Last day for graduate students to submit their supervisor-approved thesis, in examinable form to the department.
August 1, 2026	Last day for academic withdrawal from full and late summer courses.
	Last day to request Formal Examination Accommodations for August final examinations from the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.
August 3, 2026	Statutory holiday. University closed.
August 7, 2026	Last day for summative tests or examinations, or formative tests or examinations totaling more than 15% of the final grade in late summer and full summer term undergraduate courses, before the official examination period (see examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar).
August 14, 2026	Last day of late summer and full summer classes.
	Classes follow a Monday schedule.

Last day for final take-home examinations to be assigned, with the exception of those conforming to the examination regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.

Last day that can be specified by a course instructor as a due date for term work for late summer and full summer courses.

August 15-
16, 2026

No classes or examinations take place.

August 17-
23, 2026

Final examinations in late summer and full summer courses will be held. Examinations are normally held all seven days of the week.

August 23,
2026

All final take-home examinations are due on this day, with the exception of those conforming to the examinations regulations in the Academic Regulations of the University section of the Undergraduate Calendar/General Regulations of the Graduate Calendar.

September
18-20, 2026

Full summer and late summer term deferred final examinations will be held.