

GEOG 442: PALESTINE IN THE WORLD

STUDENT CO-COORDINATORS: HAMMAD JABR & JOSHUA BRANSFORD

FACULTY SPONSOR: DR. PETER HUDSON

TUESDAYS, 5:00 PM TO 8:00 PM, ALRD ROOM 112

CONTACTS

Course Instructors	Contact Details	Office Location	Office Hours
Dr. Peter Hudson	Email: peter.hudson@ubc.ca	GEOG 225	By Appointment
Hammad Jabr	Email: hammad.jabr@ubc.ca	Online	By Appointment
Joshua Bransford	Email: joshua.bransford@ubc...	Online	By Appointment

ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam). The land it is situated on has always been a place of learning for the Musqueam, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site. It is critical to recognize that this land was stolen, its resources colonized, and its traditional stewards violently displaced, enabling our presence here today.

While we express deep gratitude for the ability to live, learn, and breathe on this land, we must also confront the reality that settler colonialism is not just history—it is an ongoing process. The settler-colonial forces in this country still refuse to return stolen land, forcing us to confront our own complicity as settlers. As we engage in discussions on Palestine, it is vital to draw connections between the occupation of Palestinian land and the ongoing dispossession of Indigenous land here. Just as we stand in solidarity with Palestinians resisting Israeli settler colonialism, we must also acknowledge our responsibility in the continued colonization of Indigenous lands in Canada.

INTRODUCTION

This seminar uses a geographic lens to understand the social and historical production of

Palestine as a geographical place embedded in and understood through a series of interlocking geographical scales, including the body, the city, the nation, and the region. The seminar will provide students with a comprehensive understanding of the various actors, ideologies, processes, and arrangements of power relations that have produced and continue to reproduce Palestine as a fractured, colonized, and contested geography. Students will be introduced to two analytical frameworks—settler colonialism and national liberation—to explore three central concepts/themes—land, demography, and capital. These will be used to analyze the socio-spatial dynamics ongoing in the land of Palestine.

COURSE INFORMATION

Course Title	Course Code Number	Credit Value
Palestine in the World	GEOG 442-201	3 Credits

PREREQUISITES

Must be in third-year standing or above.

COURSE STRUCTURE

CLASSES: One weekly three-hour seminar designed to foster a student-led, peer-based learning environment. Sessions are held Tuesdays from 5:00 p.m. - 8:00 p.m. (Pacific Time), in ALRD 112. Your attendance and active participation are essential for doing well in this course as it is based in discussions, group work, and other collaborative activities. Class sessions typically begin with an introduction to the week's topic, followed by presentations on the week's readings or learning materials, and conclude with group discussion grounded in the readings. Please ensure you arrive on time, having completed the assigned readings and prepared to engage in discussions. If you are unable to attend a session for any reason, it is your responsibility to catch up by consulting with a classmate who attended. The assigned readings alone are not sufficient for mastering the material or performing well in this course. If you are feeling unwell, it is important to stay home. Students unable to attend may request prior approval to participate using electronic means (e.g., Zoom or Skype) or arrange for a note-taking "buddy" to share class notes.

CLASS FORMAT: This course emphasizes peer learning, where students actively engage with and learn from each other. The learning process relies on collaboration and mutual contribution. Rather than following a traditional instructor-led model, the course positions all participants as equal learners who share insights, exchange ideas, and support each other's intellectual growth. Key activities include group discussions, collaborative projects, peer feedback, and debates. These activities are designed to develop your skills in teamwork, critical thinking, and effective communication. Seminar coordinators provide guidance and structure, but your success will depend on your active participation and ability to contribute meaningfully to the

group's learning process.

COURSE WEBSITE: All course materials, updates, and announcements including the syllabus will be available on the GEOG 442 Canvas website. Updates regarding readings, assignments, or scheduling changes will be announced on Canvas. Assessments and submissions are predominantly conducted through Canvas, including discussions, assignments, and peer evaluations.

SCHEDULE OF TOPICS

Week 1: Seminar Introduction

Week 2: Palestine and Geography

Week 3: Settler-Colonial History-Making

Week 4: The Nakba and the Displacement of Palestinians (1948)

Week 5: Apartheid Geographies

Week 6: Militarization and Securitization

Week 7: Spacio-cide and Urbicide

Week 8: Apartheid and Resistance in Urban Contexts

Week 9: Demography, Biopolitics, and Colonial Subjectification

Week 10: *Intifada* and Popular Resistance within Palestine

Week 11: Palestinian Resistance in the Diaspora

Week 12: From Palestine to Turtle Island

Week 13: Global Solidarities with Palestinian Liberation

LEARNING OUTCOMES

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

1. **Analyze and draw** connections between key historical events and influential actors, explaining how they have shaped the contemporary cultural, social, and political geographies of Palestine.
2. **Understand and apply** geographic concepts such as land, demography, capital, and political economy to critically examine the socio spatial transformations that have shaped contemporary Palestine, with an emphasis on the processes of displacement, occupation, and resistance.
3. **Gain** a comprehensive understanding of the history of Palestinian liberation movements and resistance, situating them within the broader context of global anti-colonial and solidarity movements.

LEARNING ACTIVITIES

Attendance and participation (10%): Weekly attendance will be recorded as well as contributions in seminar discussions. Attendance in seminars is mandatory and group participation in the seminar is essential to meaningfully engage with and understand seminar themes. Students are expected to have done the readings for the week and come to the seminar ready to discuss them. This component will be graded on originality of contributions, ability to engage with peers in critical thinking, and respecting community guidelines.

Online discussion posts (20%): By 11:59PM on the day before class every week, students will submit a brief paragraph summary of the week's readings, including something they found interesting a question they would like to explore further in seminar, and/or an aspect that had implications for how they think about Palestine. Graded on comprehension of the readings and originality/relevance of opinions/questions.

Presentations (30%): Students will sign up to do a 10-minute presentation on one of the weeks' readings. They will be asked to summarize the key arguments of the readings and draw a connection with other materials in the seminar and/or a relevant topic from outside the seminar. They will also be asked to prepare a series of discussion questions based on the presentation material and lead students in discussion for ~30-40 minutes. Depending on enrollment 1-2 students could present per week. An idea to avoid overlap if there are multiple is to have them present one reading each; deciding amongst themselves which readings they would like to do most. This component will be graded on **comprehensiveness, understanding of the text, organization of the presentation, and relevance of discussion/discussion questions.**

Final research project (40):

- a. Proposal 10%
- b. Project 30%

Students are expected to conduct an independent project on a topic relating to Palestine of their choice. They will first draft a one-page proposal of their final research project idea, explaining the medium they choose to employ for the project (e.g. visual art piece, video, podcast, graphic etc.) explaining why they believe their intervention is necessary along with a plan/timeline for how they will go about doing it. Students will submit their project proposals in the third- or second-to-last week of classes, receive feedback from peers and coordinators within the week, and then have the final month of the term to complete their project. They will transform their final project (e.g. their podcast) into the form of a research paper or final essay. The project will be graded on relevance, effort, organization, and quality/interpretation of research.

Whenever possible, grading will be done in a group effort between us as the seminar co-coordinators and the students enrolled in the seminar. Everyone, including co-coordinators, will write their own feedback and assign a numerical grade out of 10. The co-coordinators would then collect everyone's feedback, compare it to their own, and make an informed neutral decision about the grade based on everyone's responses. All feedback will be kept strictly anonymous and clear standards and expectations will be laid out at the beginning of the seminar. This grading structure will be maintained for all aspects of the seminar except attendance.

LEARNING MATERIALS

Week 1: Seminar Introduction

Readings:

- Syllabus

Week 2: Palestine and Geography

Readings:

- Falah, G. & Abu-Zahra, N. (2021). "The evolution of Palestinian critical geography in Palestine and beyond." In L. Berg, U. Best, M. Gilmartin, & H. Larsen (Eds.) *Placing Critical Geographies*. (pp. 9-27). Routledge.
- "The Question of Palestine" (pp. 3-55) in Said, E. (1979). *The Question of Palestine*. Vintage Press.

Week 3: Settler-Colonial History-Making

Readings:

- Sayegh, F. ([1965] 2012). Zionist colonialism in Palestine (1965). *Settler Colonial Studies*, 2 (1), 206-225.
- "Settler Colonialism and Disinheriting the Palestinians: The Appropriation of Palestinian Place Names by the Israeli State" (pp. 307-387) of Masalha, N. (2018). *Palestine: A Four-Thousand Year History*. Bloomsbury Press.

Week 4: The Nakba and the Displacement of Palestinians (1948)

Readings:

- Al-Hardan, A. (2015). Al-Nakbah in Arab thought: The transformation of a concept. *Comparative Studies of South Asia, Africa and the Middle East*, 35 (3): 622–638. <https://doi.org/10.1215/1089201X-3426457>
- Davis, R. (2007). Mapping the Past, Re-creating the Homeland: Memories of Village Places in Pre-1948 Palestine. In A. H. Sa'di & L. Abu-Lughod (Eds.), *Nakba: Palestine 1948 and the Claims of Memory*. Columbia University Press.
- Barakat, Rana. "Lifta, the Nakba, and the Museumification of Palestine's History." *Native American and Indigenous Studies*, vol. 5 no. 2, 2018, p. 1-15. Project MUSE, <https://dx.doi.org/10.1353/nai.2018.a721563>.

Week 5: Apartheid Geographies

Readings:

- Badarin, Emile. "Settler-colonialist management of entrances to the native urban space in Palestine." *Settler colonial studies* 5, no. 3 (2015): 226-235
- Erakat, N. (2020). Taking the land without the people: The 1967 story as told by the law. *Journal of Palestine Studies*, 47 (1): 18–38. <https://doi.org/10.1525/jps.2017.47.1.18>

Week 6: Militarization and Securitization

Readings:

- Tawil-Souri, H. (2012). Digital occupation: Gaza's high-tech enclosure. *Journal of Palestine Studies*, 41(2):27-43. <https://doi.org/10.1525/jps.2012.XLI.2.27>
- Chapter 5, "A Monopoly of Violence? Security Coordination in the West Bank" (pp. 158-193) of Clarno, A. (2017). *Neoliberal Apartheid: Palestine/Israel and South Africa after 1994*. University of Chicago Press.

Week 7: Spacio-cide and Urbicide

Readings:

- Hanafi, S. (2006). The Spacio-cide of Palestine. In P. Misselwitz & T. Rieniets (Eds.), *City of Collision: Jerusalem and the Principles of Conflict Urbanism* (pp. 93-101). Birkhäuser.
- "Urbicide in Nablus, 2002-2005" (pp. 143-191) of Abujidi, N. (2014). *Urbicide in Palestine: Spaces of Oppression and Resistance*. Routledge.

Week 8: Apartheid and Resistance in Urban Contexts

Readings:

- Abu Hatoum, N. (2021). For "a no-state yet to come": Palestinian urban place-making in Kufr Aqab, Jerusalem. *Environment and Planning E: Nature and Space*, 4(1), 85-108. <https://doi.org/10.1177/2514848620943877>
- Alkhalili, N., Dajani, M., & De Leo, D. (2014). Shifting realities: Dislocating Palestinian Jerusalemites from the capital to the edge. *International Journal of Housing Policy*, 14(3) 257-267. <https://doi.org/10.1080/14616718.2014.933651>
- Nolte, A., & Yacobi, H. (2014). Politics, Infrastructure and Representation: The Case of Jerusalem's Light Rail. *Cities*, 43, 28-36. <https://doi.org/10.1016/j.cities.2014.10.011>

Week 9: Demography, Biopolitics, and Colonial Subjectification

Readings:

- Tatour, L. (2019). Citizenship as domination: Settler colonialism and the making of Palestinian citizenship in Israel. *SSRN*, 2019: 8-39. <http://dx.doi.org/10.2139/ssrn.3533490>
- "Will Not Let Die: Debilitation and Inhuman Biopolitics in Palestine" (pp. 127-154) and "Treatment Without Checkpoints" (pp. 155-161) of Puar, J. (2017). *The Right to Maim: Debility, Capacity, Disability*. Duke University Press.

Week 10: Intifada and Popular Resistance within Palestine

- Abusalim, J. (2018). The Great March of Return: An Organizer's Perspective. *Journal of Palestine Studies*, 47(4), 90-100. <https://doi.org/10.1525/jps.2018.47.4.90>
- Tatour, L. (2021). The “Unity Intifada” and ‘48 Palestinians: Between the liberal and the decolonial. *Journal of Palestine Studies*, 50(4):84-89. <https://doi.org/10.1080/0377919X.2021.1978800>
- Alazzeah, A. (2015). Seeking popular participation: Nostalgia for the first intifada in the West Bank. *Settler Colonial Studies*, 5(3), 251-267.

Week 11: Palestinian Resistance in the Diaspora

Readings:

- Al-Hardan, A. (2020). The right of return movement in Syria: Building a culture of return, mobilizing memories for the return. *Journal of Palestine Studies*, 41(2):62-79. <https://doi.org/10.1525/jps.2012.xli.2.62>
- Battersby, Roy. “The Palestinian, Dir. Roy Battersby (1977).” YouTube, 28 Aug. 2021, www.youtube.com/watch?v=yZqXkoqSjp8. Accessed 11 Nov. 2024.
- Matar, Dina. (2018). PLO Cultural Activism: Mediating Liberation Aesthetics in Revolutionary Contexts. *Comparative Studies of South Asia, Africa and the Middle East*, (38)2, 354-364. Project MUSE, <https://muse.jhu.edu/article/706680>.

Week 12: Solidarity Movements: BDS

Readings:

- Bakan, A. B., & Abu-Laban, Y. (2009). Palestinian resistance and international solidarity: the BDS campaign. *Race & Class*, 51(1), 29-54. <https://doi.org/10.1177/0306396809106162>
- Awad, R. (2021). BDS as the baseline of solidarity: toward a model of co-struggling with Palestinians in their movement for justice and liberation. *Human Geography*, 14(3), 362-373. <https://doi.org/10.1177/1942778620972354>

Week 13: From Palestine to Turtle Island

Readings:

- Desai, C. (2021). Disrupting Settler-Colonial Capitalism: Indigenous Intifadas and Resurgent Solidarity from Turtle Island to Palestine. *Journal of Palestine Studies*, 50(2), 43-66. <https://doi.org/10.1080/0377919X.2021.1909376>
- Native Study Group, 1976. “Palestinians and Native People Are Brothers” *Seize the Time* 2(5), 3-5, 28. <https://www.marxists.org/history/erol/periodicals/seize-the-time/2-5.pdf>
- Coulthard, G. (forthcoming). Palestinians and Native People are Comrades: The Political Economy of Indigenous-Palestinian Solidarity.

Week 14: Global Solidarities with Palestinian Liberation- Black and Queer Liberation

Readings:

- Atshan, S. & Moore, D. L. (2014). Reciprocal solidarity: Where the Black and Palestinian queer struggles meet. *Biography*, 37(2):680-705. <http://doi.org/10.1353/bio.2014.0033>
 - Erakat, N. (2020). Geographies of intimacy: Contemporary renewals of Black-Palestinian solidarity. *American Quarterly*, 72(2):471-496. <http://doi.org/10.1353/aq.2020.0027>
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ASSESSMENTS OF LEARNING

In-class Attendance and participation	10%
Online Discussion posts	20%
Presentations	30%
Final research project	40%

Assignments submitted late will not be accepted unless prior approval has been obtained from the instructor. Discussion posts submitted after the deadline will not be graded. Presentations must be given on the designated date to maintain consistency with the course schedule.

UNIVERSITY POLICIES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available on [the UBC Senate website](#).

OTHER COURSE POLICIES

At the beginning of the seminar, students will create a community agreement in collaboration with the seminar coordinators. Community agreement is a document that centers shared goals and values to set boundaries for the space, establish clear expectations, and meet the diverse needs of its community members. The hope in the seminar is that the community agreement we establish will allow students in the classroom to build a set of expectations between each other and hold each other accountable. Drafting this community agreement will be an ongoing process, meaning that as we go through each scheduled week of the seminar, it can be revisited, revised,

and adapted.

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