Attention!

This is a representative syllabus. The syllabus for the course you are enrolled in will likely be different. Please refer to your instructor's syllabus for more information on specific requirements for a given semester.

Writing the Other: Israeli & Palestinian Literatures

Instructor:
Office Hours:
Office:
Mailbox:

"Imagining the other is not only an aesthetic tool. It is, in my view, also a major moral imperative. And finally, imagining the other – if you promise not to quote this little professional secret – imagining the other is also a deep and very subtle human pleasure." -- Amos Oz

The Israeli-Palestinian conflict is typically narrated in terms of oppositions: Israeli versus Palestinian, Jew versus Muslim, "us" versus "them." In this course, we'll complicate these binary oppositions and explore a variety of Arabic and Hebrew narratives, all in English translation. Focusing on the "other" in these texts, we'll examine how people on different sides of the conflict imagine each other and come into contact with each other.

GOALS
❖ To understand fundamental Israeli and Palestinian narratives relating to history, identity, and daily life.
❖ To analyze Israeli and Palestinian literary representations of self and other.
❖ To create a space in which contested, difficult issues relating to the conflict can be discussed with respect and compassion.

LEARNING OBJECTIVES
By the end of the semester, students in this course will be able to:
❖ Identify key historical developments in Israel/Palestine from the early 20th century to the present.
❖ Analyze different strategies that Palestinian Arabic and Israeli Hebrew writers and artists have used to represent the Israeli/Palestinian other in prose, poetry and visual media.
❖ Present their own interpretations and analysis of cultural texts relating to the Israeli-Palestinian conflict.
❖ Engage in substantive and civil discussions about the conflict and the representations of the other.

BOOKS AND OTHER MATERIALS:
The following books are required, and can be purchased at local bookstores or online (recommended). When possible, they will also be made available at the Course Reserves at Thompson Library:
1. Side by Side: Parallel Histories of Israel-Palestine, ed. Sami Adwan et all. (The New Press, 2012)
2. All the Rivers, Dorit Rabinyan (Serpent's Tail, 2017)
3. Secret Life of Saeed, the Pessoptimist, Emile Habiby (Interlink, 2001)
All other assigned material will be available via Carmen.

REQUIREMENTS
Preparation & Participation (10%)
- Attend class – make sure to sign the sign-in sheet each session
- Preparation
  o Complete the assigned readings *before* class. Make sure to pace yourself – don't leave everything to the night before or the day of class because you'll have too much to process effectively.

- o Read critically and analytically. Instead of being a passive reader, ask questions about what you are reading – do you agree? disagree? does make sense? what might be left out? does the writer seem to have a particular perspective or bias? Try to relate what you're reading to other ideas or texts you have encountered in this class or in other places.
- Participation
  - o This seminar revolves around class discussions. Come to class prepared to be an active participant: ready to talk about the readings, to consider different viewpoints and to ask questions. You will be graded on how you engage the material and other students, not how much you know about the subject. Not everyone feels comfortable participating in class, which is why there are several different ways in which to participate:
    - ▪ Ask questions, volunteer ideas, participate in group work during class.
    - ▪ Reflect on material in in-class writing assignments
    - ▪ Bring relevant and interesting articles/links/images/clips to class.
    - ▪ Speak to me outside of class, during office hours or by appointment.
- There will be short writing assignments and quizzes (if necessary) in class.

Journal (25%)
- A short (300-400 words) journal is due **every Tuesday at the beginning of class**. Journals can do one of the following:
  - o Respond to questions posed weekly on Carmen about the assignment due that day.
  - o Pose a conceptual question of your own and provide at least a preliminary response. Both question and response need to engage the assignment due for that day.
  - o Respond to the previous week's assignments and/or classes and provide a shorter reflection on the current week's assignments.
- At the beginning of the semester, I'll ask students to decide if they would prefer to submit their journals on paper (a designated notebook submitted every Tuesday and returned every Thursday) or electronically (via the Carmen dropbox).
- There will be 14 total journal submissions; the best 12 submissions will comprise your overall Journal grade. No late submissions will be accepted without prior arrangement (and serious extenuating circumstances).
- Journals will be assessed on a 5-point scale:
  - o 5 = thoughtful and/or analytical response, with close attention to detail and/or specific examples; appropriate topic and length; well-organized, written clearly and concisely; free of spelling and grammar errors.
  - o 4 = mostly thoughtful and/or analytical response that provides some specific examples or detail; appropriate topic and length; fairly well-organized, written clearly and concisely; free of spelling and grammar errors.
  - o 3 = good response but could use more attention to detail and/or specific examples; mostly appropriate topic and length; could be better organized and/or more clearly written; some spelling and grammar errors.
  - o 2 = partial response or primarily plot summary/retelling that gives little attention to detail and/or specific examples; not an appropriate topic or length; needs organization; writing difficult to follow, with spelling and grammar errors.
  - o 1 = plot summary or response not connected to week's assignment; no attention to detail or specific examples; not the appropriate topic or length; poorly organized and written, with spelling and grammar errors.

Class Presentation (10%)

- Each student will choose one class session for her/his class presentation. The student will be responsible for:
  - o introducing the text(s) assigned for that day;
  - o providing relevant and interesting information that relates to the text or theme;
  - o preparing at least 5 conceptual questions (ie, not yes/no or fact-based questions) about at least one of the texts;
  - o leading a class discussion or class activity based on those questions.
- On the day of the presentation, students will submit a short, written reflection on their text(s); slides, links and/or description of information they will be sharing in class; and their questions.

Papers (30%)
- There will be two papers assigned over the course of the semester.
- Paper topics and guidelines will be distributed via Carmen and discussed in class at least 10 days before papers are due.
- Papers will be submitted via the Carmen dropbox.
- Papers will lose 3 points for each day late (ie, A → A- → B+)

Final Project (25%)
- Students will choose a topic for final projects, based on guidelines distributed in class.
- Final projects will be due December 5th, 2017.

GRADES
Final grades will be calculated as follows:
Participation, Preparation   10%
Journal   25%
Class Presentation   10%
Papers   30%
Final Project   25%
Grading scale: A (93-100) A- (90-92) B+ (87-89) B (83-86) B- (80-82) C+ (77-79) C (73-76) C- (70-72) D+ (67-69) D (60-66) E (below 60)

CLASS POLICIES
Absences: To do well in this class, you need to be present and awake. Since things do come up, you may be absent two times without penalty. After those two absences, each addition unexcused absence will lower your overall grade, up to 5% per unexcused absence. This could potentially have a major effect on your grade – in fact, you could fail the class for missing too many classes.
- **After 2 absences**, please let me know by **email** if you need to miss class, preferably ahead of time.
- I understand that life can be complicated. If you are ill for a significant period of time, or have other reasons that prevent you from attending class, please let me know as soon as possible. I will decide the grade penalty that will apply.
- 3 late arrivals or early departures (without explanation) will count as an absence.
- Sleeping through class lectures, discussion or film screenings will be treated like late arrival/early departure, which means the 3 occurrences will count as an absence.
- You are responsible for all material that you miss in class, including films, film clips, lectures, discussions and assignments. Make sure you have the contact information (email, phone number) for one or two other students in class so that you can get the information that you need.

In Class: Please do not read text messages, email, websites, newspapers, etc. during class. If I believe that you are using a computer for reasons other than taking notes or referring to course information, I will

restrict your use of computers in class. If I see you using your phone during class, I will ask you to stop. If something urgent comes up, please step outside, call/text and return to class. Repeated use of computer/phone during class will result in 0 for that day's Preparation and Participation grade.

Fairness and Honesty: I expect students to complete all assignments with fairness and honesty. Plagiarism – the representation of someone else's words or ideas as one's own – is a very serious offense, and will be result in serious consequences. By plagiarism, I mean failing to acknowledge someone else's work or ideas (word for word or paraphrasing), as well as cheating on quizzes and tests. All suspected cases of plagiarism will be reported to the Committee on Academic Misconduct.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct http://studentlife.osu.edu/csc/.

This is not to say that you cannot use other people's ideas, just that you must **acknowledge** your sources (orally or with footnotes) and try to **build** on those ideas (agree, disagree, modify, give your own examples). One good reference is OSU's "Ten Suggestions for Preserving Academic Integrity" (http://oaa.osu.edu/coamtensuggestions.html). Please come and talk to me if you have any questions about this.

Writing Center: The Writing Center (http://cstw.osu.edu/writingcenter) is a great (free!) resource on campus for helping improve your writing skills and work on specific assignments. You can set up appointment or drop in at certain times for one-on-one help with your writing.

Contact Me: Please come talk to me over the course of the semester if you have any problems or concerns, but also if you have questions or anything else that you'd like to talk about. It's great to have the opportunity to get to know you outside of class. Office hours are a good time to catch me, but you can also email me to set up an appointment to talk. For quick questions or concerns, email (brenner.108@osu.edu) is the best way to reach me. I will do my best to respond within 24 hours.

DISABILITIES
Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292- 3307, slds@osu.edu; slds.osu.edu.