

The Occupied Jawlan/Golan as a Unique Political, Cultural and Geographic Formation



An online open curriculum to learn and teach about the Jawlan prepared under the BZU-LSE collaboration project entitled:

Mapping Memories of Resistance: The Untold Story of The Occupation of The Syrian Golan



Middle East
Centre



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Introduction

The occupied Jawlan (Golan) is a Syrian territory occupied by Israel since 1967.

The historical geography of the Jawlan, shaped by military occupation and the expulsion of most of its Syrian inhabitants, has created a unique political and cultural formation. The Jawlani (as the local people are known) struggle for freedom has interacted with both Palestinian and other Syrian political-cultural movements, resulting in mutual influence. The area also has unique geographic and environmental features, which has added to longstanding interest in the area. However, this interest has not been translated into significant scholarly research on the occupied Jawlan or its people.

Employing a co-learning decolonial approach to knowledge production, this course aims to foster research (academic and community-based) on the Jawlan as a compelling political, geographical and cultural space, drawing on work addressing social movements, cultural production, environmental resource politics, and historical trends.

The flexible modules below provide a scaffolding for pedagogical activities of decolonial knowledge production and dissemination that can be adapted and transformed to suit the needs of educators in universities, mobilisers and community leaders and individual learners and activists. The curriculum invites exploration where the Jawlan is a focal point of teaching and learning in and out-of class locations and purposes. The course adopts a comparative lens: the curriculum includes many case studies and examples from struggles in the Arab region, North America, Australia, and other areas in order to clarify the situation of the occupied Jawlan in context. This comparative framework is designed to pose important new questions for the students and other users of the curriculum.

THE CENTRAL ORGANIZING QUESTION FOR THIS COURSE IS:

“WHAT IS THE JAWLAN? HOW DO WE UNDERSTAND ITS POLITICAL, CULTURAL AND ECOLOGICAL MAKE UP?”

The curriculum consists of the following modules and guiding questions:

Module 1: Framing identity politics and social transformation

How have historical forces shaped the formation of identity and social structure in the Jawlan?

Module 2: Cultural production in the Jawlan

How does Jawlani cultural production build community identity and belonging?

Module 3: Resource politics

How are the resource politics of water, energy and land shaped by the political context of the Jawlan?

Module 4: Comparative contexts

How might the Jawlan be examined in relation to other anti-colonial and justice-based struggles?

Module 5: Place and memory in the Jawlan

How does the historical geography of the Jawlani landscapes shape current struggles?

Teaching level

The teaching modules are designed for Master's level study but can be modified depending on the level of knowledge or main language of instruction.

Learning outcomes

By the end of the course, participants should be able:

- To understand the key processes and events shaping the Jawlan as a political and cultural formation.
- To demonstrate knowledge of the role of theoretical ideas in explaining political and cultural practices in the Jawlan.
- To analyse in comparative terms selected themes and issues in the Jawlan.
- To apply research skills appropriate for collaborative knowledge production and exchange.

Structure

In lieu of a directed syllabus, the course is designed as a set of freestanding Arabic-English modules that can be rearranged based on the context of the course.

Method

The curriculum makes use of multiple sources of knowledge, whether academic literature, blog pieces, video and audio material and centres voices from the Jawlan and the global south.



Video



Audio



Weblink



PDF



Comparative

0. BACKGROUND READINGS BEFORE COURSE

These background readings are intended to prepare students along different axes.

Alan Mikhail orients students in Arabic of the Subaltern Studies group goal of lifting up the histories of the oppressed peoples in academic work. Mahmood Mamdani provides an overview of settler-colonialism as a field of research. Fanon's seminal and revolutionary works exposes the violence inherent in colonisation and the oppressive apparatus to subject the colonised. Lana Tatour engages with the concept of indigeneity and how liberal approaches of culturalisation of the indigeneity of the Bedouins in Palestine has wider ramifications to claims to land and probes important questions that relate to the Jawlan and its remaining communities. These readings prepare the students to engage with the readings and questions that emerge from the five modules.

Core readings



Mamdani, Mahmood. 2015. Settler Colonialism: Then and Now. *Critical Inquiry*, Vol. 41, No. 3, pp. 596-614

<https://doi.org/10.1086/680088>



Tatour, Lana. 2019. The culturalisation of indigeneity: The Palestinian-Bedouin of the Naqab and Indigenous rights, *The International Journal of Human Rights*, Vol. 23, No. 10, pp.1569-1593

<https://doi.org/10.1080/13642987.2019.1609454>

<https://tinyurl.com/p89xwywv>

ميخائيل، آلان. الفصل 13: تاريخ دراسات التابع ونظريتان عن السلطة. في كتاب ثقافة النخبة وثقافة العامة في مصر في العصر العثماني. الجمعية المصرية للدراسات التاريخية. تحرير: ناصر أحمد إبراهيم. الطبعة الأولى، 2008.

<https://tinyurl.com/utzry4c6>



فانون، فرانز. الفصل الأول: في العنف. في كتاب معذبو الأرض. مدارات للأبحاث والنشر ترجمة د. سامي الدروبي ود. جمال الأتاسي. الطبعة الثانية. القاهرة. 2015

<https://tinyurl.com/3hf624jn>





Source: Jawlan Youth Movement



1. MODULE ONE: FRAMING IDENTITY POLITICS AND SOCIAL TRANSFORMATION

The module aims to explore the identity and resistance dynamics of the Jawlan as a political and cultural space. It delves into the historical forces that have driven the development of Jawlani identity. Particularly identity forming processes include strikes, agriculture, and other forms of cultural rootedness.

MODULE QUESTION

HOW HAVE HISTORICAL FORCES SHAPED THE FORMATION OF IDENTITY AND SOCIAL STRUCTURE IN THE JAWLAN?

Core readings

-  **Fakher Eldin, Munir. 2019.** Power, Politics, and Community: Resistance Dynamics in the Occupied Golan, *Journal of Palestine Studies*, Vol. 49 No. 1, pp. 77-92.
<https://doi.org/10.1525/jps.2019.49.1.77>
-  **Mason, Michael and Dajani, Muna. 2019.** A Political Ontology of Land: Rooting Syrian Identity in the Occupied Golan Heights. *Antipode*, Vol. 51, No. 1, pp. 187-206.
<https://doi.org/10.1111/anti.12412>



Kastrinou, A. Maria, Fakher El-Deen, Salman and Emery, Steven. B. 2020.

The stateless (ad)vantage? Resistance, land and rootedness in the Israeli-occupied Syrian Golan Heights. ***Territory, Politics, Governance***.

<https://doi.org/10.1080/21622671.2020.1743203>

Secondary Readings

• منير فخر الدين. 2017. الهوية والاستعمار في الجولان المحتل: ملاحظات في جدلية الوعي والهيمنة. مركز حرمون للدراسات المعاصرة. 11 تشرين الثاني/نوفمبر 2017.
<https://tinyurl.com/54697ccj>



• عامر إبراهيم. 2018. المحو والترحيل في الجولان السوري المحتل: حول سياسات توطين المستعمر والترانسفير المفاهيمي. ملفات النكبة.
<https://tinyurl.com/2d8fk4ez>



• عبد الستار قاسم. 1985. مرتفعات الجولان 1967-1984. دار الأمة للنشر. بيروت لبنان.
<https://tinyurl.com/3bdbscxx>



• وليد الجعفري. 1981. دروز الجولان نهوض وطني في مواجهة الضم. شؤون فلسطينية، عدد 120 (تشرين الثاني 1981)، ص 48 - 34.
<https://tinyurl.com/34878aad>



• نواف نمر البطحيش. 1987. الجولان في مواجهة الاحتلال 1968-1986: دراسة ميدانية. مطبعة الاتحاد.
<https://tinyurl.com/pe6xpr3p>





Source: Alaa Iktaish



2. MODULE TWO: CULTURAL PRODUCTION IN THE JAWLAN

This module explores the functions of artistic and cultural production in the formation of a sense of Jawlani community and belonging. It explores writings on music, film, and other visual arts, in addition to the works themselves as teaching tools. Here the development of Jawlani identity is traced through the works themselves.

MODULE QUESTION

HOW DOES JAWLANI CULTURAL PRODUCTION BUILD COMMUNITY IDENTITY AND BELONGING?

Core readings

-  **Karkabi, Nadeem and Ibraheem, Aamer. 2021.** On fleeing colonial captivity: fugitive arts in the occupied Jawlan, *Identities*. pp.1-20
<https://doi.org/10.1080/1070289X.2020.1851006>
-  **Tarabieh, Bashar. 2000.** The Syrian Community on the Golan Heights. *Americans for Middle East Understanding, Inc. Vol. 33. No. 2.* pp. 1-15.
<https://tinyurl.com/54cyyfav>



عامر إبراهيم. 2020. الذاكرة والمنفى في الإنتاج السينمائي الحديث في الجولان. مجلة الدراسات الفلسطينية، عدد رقم

121. شتاء 2020.

<https://www.palestine-studies.org/ar/node/1649579>

Secondary Readings



منير فخر الدين. 2012. في تكوين الهوية: صناعة التقاليد والحداثة. جريدة السفير

<http://palestine.assafir.com/Article.aspx?ArticleID=2193>



مجموعة مقابلات مع فنانين/ات تشكيليّين/ات من الجولان

(الرجاء مراجعة صفحة المشروع)



ملف موسيقيّ عن الجولان، تحضير آرام أبو صالح

(الرجاء مراجعة صفحة المشروع)



السياق الزمنيّ للأعمال السينمائيّة عن الجولان، تحضير سليم أبو جبل

(الرجاء مراجعة صفحة المشروع)



Source: Muna Dajani

3. MODULE THREE: RESOURCE POLITICS

Resource politics animate much of the land-based resistance and solidarity in the Jawlan. Struggles over exploitation of water resources, construction of wind power farms and the land base needed for agriculture shape Jawlani opposition to settler-colonization.

MODULE QUESTION

HOW ARE THE RESOURCE POLITICS OF WATER, ENERGY, AND LAND SHAPED BY THE POLITICAL CONTEXT OF THE JAWLAN?

Core readings



Keary, Kathy. 2013. Water is Life: A Consideration of the Legality and Consequences of Israeli Exploitation of the Water Resources of the Occupied Syrian Golan, **Al-Marsad**.
<https://golan-marsad.org/water-is-life/>



Dajani, Muna and Mason, Michael. 2018. Counter-infrastructure as resistance in the hydro-social territory of the occupied Golan Heights. In: **Menga, Filippo and Swyngedouw, Erik, (eds.)** *Water, Technology and the Nation State*. **Routledge, Abingdon, UK, pp. 131-146.** **ISBN 978-1-138-72465-5**
<https://core.ac.uk/display/156786039>



Dajani, Muna. 2020. Danger, Turbines! A Jawlani Cry against Green Energy Colonialism in the Occupied Syrian Golan Heights. *Jadaliyya*.
<https://www.jadaliyya.com/Details/41010>

Secondary Readings



Jadaliyya/KPFA Radio. 2020. Environment in Context: Green Energy Colonialism in the Occupied Syrian Golan Heights: **A conversation between Malihe Razazan, Wael Tarabieh and Muna Dajani on wind turbines in the occupied Golan Heights.** *Jadaliyya/KPFA Radio*.
<https://www.jadaliyya.com/Details/41447/Environment-in-Context-Green-Energy-Colonialism-in-the-Occupied-Syrian-Golan-Heights-41447>



Southlea, Aron and Brik, Nazeh. 2019. Windfall: The Exploitation of Wind Energy in the Occupied Syrian Golan. *Al-Marsad. Majdal Shams*.
<https://golan-marsad.org/wind-fall-the-exploitation-of-wind-energy-in-the-occupied-syrian-golan/>



آرون ساوثلي ونزيه بريك. 2019. في مهبط الريح: استغلال طاقة الرياح في الجولان المحتل. المرصد.
https://golan-marsad.org/wp-content/uploads/WinFall_Arabic_for_net-1.pdf



نزيه بريك. 2012. الجولان: الاحتلال والمياه. السفير.
<http://palestine.assafir.com/Article.aspx?ChannelID=104&ArticleID=2192>



وسام شرف. 2020. الجولان السوري في مواجهة مراوح "إسرائيل". متراس.
<https://tinyurl.com/j79axze6>



Source: Jawlan Website

4. MODULE FOUR: COMPARATIVE CONTEXTS

There is a significant opportunity to draw struggles against colonization in the Jawlan into conversation with other liberation movements around the world. The first such relationship is usually with the Palestinian struggle, given the proximity and the common experience of Israeli settler colonization. However, these struggles are rarely explored in relation to one another. This module aims to invite comparative understanding and discussion of these anti-colonial and justice-based forms of political mobilization.

MODULE QUESTION

HOW MIGHT THE JAWLAN BE EXAMINED IN RELATION TO OTHER ANTI-COLONIAL AND JUSTICE-BASED STRUGGLES?

Core readings



Barakat, Rana. 2018. Writing/righting Palestine studies: settler colonialism, indigenous sovereignty and resisting the ghost(s) of history. *Settler Colonial Studies*, Vol. 8, No. 3, pp. 349-363.

<https://doi.org/10.1080/2201473X.2017.1300048>



Salih, Ruby. Corry, Olaf. 2020. Displacing the Anthropocene: Colonisation, extinction and the unruliness of nature in Palestine. *Environment and Planning E: Nature and Space*.

<https://doi.org/10.1177%2F2514848620982834>



Jawlan and Palestine



Dajani, M., Iktaish, A., Rizqallah, B., and Hroub, D. 2021. Palestine is Southern Syria: on Palestinian solidarity with Jawlani communities. *Palestine In-Between*.

<https://palestineinbetween.com/Palestine-is-southern-Syria>



Tesdell, Omar. 2017. Wild wheat to productive drylands: Global scientific practice and the agroecological remaking of Palestine. *Geoforum*, Volume 78, pp. 43–51.

<http://dx.doi.org/10.1016/j.geoforum.2016.11.009>



Gordon, Neve and Ram, Moriel. 2016. Ethnic cleansing and the formation of settler colonial geographies. Political Geography, *Political Geography*, Vol. 53, pp. 20 -29.

<https://doi.org/10.1016/j.polgeo.2016.01.010>



Wessels, Josepha Ivanka. 2015. Challenging hydro-hegemony: Hydro-politics and local resistance in the Golan Heights and the Palestinian territories. *International Journal of Environmental Studies*, Vol. 72, No.4, pp.601- 623.

<https://doi.org/10.1080/00207233.2015.1041836>

ربيع اغبارية. 2018. نكبة الطبيعة: ما بين نكبة المكان ونكبة الإنسان. ملقات النكبة

<https://nakbafilesarabic.org/2018/07/11/نكبة-الطبيعة-ما-بين-نكبة-المكان-ونكبة/>





Wildcat, M., McDonald, M., Irlbacher-Fox, S. and Coulthard, G. 2014. Learning from the land: Indigenous land based pedagogy and decolonization. ***Decolonization: Indigeneity, Education & Society, Vol. 3, No. 3, pp. I-XV.***

<https://nycstandswithstandingrock.files.wordpress.com/2016/10/wildcat-et-al-2014.pdf>



Native Land Digital. Indigenous land map of North America

<https://native-land.ca>



Pellow, David N. 2016. Toward a Critical Environmental Justice Studies: Black Lives Matter as an Environmental Justice Challenge. ***Du Bois Review: Social Science Research on Race, Vol. 13, No. 2, pp. 221-236.***

<https://doi.org/10.1017/S1742058X1600014X>



Whyte, Kyle. 2018. Settler colonialism, ecology, and environmental injustice. ***Environment and Society, Vol.9, No. 1, pp. 125-144.***

<https://kylewhyte.cal.msu.edu/wp-content/uploads/sites/12/2020/02/2018-Whyte-Settler-Col-Ecology-EJ.pdf>



Source: Al Marsad Website

5. MODULE FIVE: PLACE AND MEMORY IN THE JAWLAN

Because settler-colonization above all seeks control over land and resources, so too does resistance to settler-colonization. Here historical geographies of the land of the Jawlan are offered in order to explore a “history of the present” of land and struggles over it.

MODULE QUESTION

HOW DOES THE HISTORICAL GEOGRAPHY OF THE JAWLANI LANDSCAPES SHAPE CURRENT STRUGGLES?

Core readings



Abbas, Jumana. 2020. Landscapes of Education in the Golan Heights, *Arab Urbanism*.
<https://www.araburbanism.com/magazine/landscapes-of-education>



Ibraheem, Aamer. 2017. Emptying the Jawlan constructing the apartheid.
The Funambulist, 14 Toxic Atmospheres.
<https://tinyurl.com/fvxjf9t4>


عامر إبراهيم. 2015. ممارسات الهوية القومية في التعريف القسري. ممارسات الهوية القومية في التعريف القسري. جدل، العدد الرابع والعشرون أكتوبر 2015، مدى الكرمل.

<https://tinyurl.com/ckywdh4>


تيسير خلف. 2020. حين أهدى نتنياهو لصديقة ترامب قطعة أرض يملكها والدي. صفحة عشتار.

<http://ashtarr.net/?p=8131>


Secondary Readings

 **Ram, Mori. 2014.** White But Not Quite: Normalizing Colonial Conquests Through Spatial Mimicry. *Antipode*, Vol. 46, No. 3, pp. 736 - 753.

<https://doi.org/10.1111/anti.12071>

 **Davis, Uri. 1983.** 'The Golan Heights under Israeli occupation 1967-1981.', **Working Paper.** *University of Durham, Centre for Middle Eastern and Islamic Studies, Durham.*

<https://core.ac.uk/download/pdf/66817.pdf>

 **Ram, Moriel. 2015.** Colonial conquests and the politics of normalization: the case of the Golan Heights and Northern Cyprus. *Political Geography*, Vol. 47, pp. 21-32.

<https://doi.org/10.1016/j.polgeo.2015.01.007>

أديب سليمان باغ. 1983. الجولان، دراسة في الجغرافيا الإقليمية. ترجمة يوسف خوري وآخرين. منشورات اتحاد الكتاب العرب، طبعة سنة 1983.

<https://tinyurl.com/37fpacac>





SUGGESTED **ASSIGNMENTS**

This course is designed in a modular fashion in order to facilitate flexibility for the course coordinator or instructor. The modules can be independently taught, remixed, or reordered. As a learning programme that seeks to build critical consciousness rather than material for mastery, we also offer assignments that provide opportunities for students to learn and unlearn by practice, study, observation, and engaging in critical inquiry.



A. Field trips with field observations: study tour

Conduct field trips through the landscape with observations and conversations with activists and community leaders. These field trips can also include landscape reading exercises made in collaboration with journaling exercises that encourage students to internalise the situation of the Jawlan.



B. Improving/adding content on Wikipedia

The Arabic, English, and Hebrew language resources on the Jawlan and its struggles are a crucial field of opportunity for knowledge sharing with thousands of readers and an opportunity for students to produce knowledge, undertake research, and share it with others. It is suggested that instructors use the Outreach and Programs Dashboard to organise and manage the Wikipedia assignment :<https://outreachdashboard.wmflabs.org/>

- 1 - Survey existing articles on Jawlan in Arabic/English for quantity and quality
- 2 - Ensure academic rigor with references to scholarly articles
- 3 - Create new Arabic language articles:

Art in the Jawlan	Music in the Jawlan	Film in the Jawlan
Agriculture in the Jawlan	Individual Jawlani destroyed villages	Major archaeological sites
Rivers/Springs	Jabal al-Sheikh	Religious practices
Individual strikes or other protest actions	Food practices	Flora and fauna



C. Book/Article Reviews

Write a review of books or articles relevant to the Jawlan. Seek advice from coordinators or instructors on where and how to publish this.



D. Oral histories with elderly people, artists, activists

Conduct interviews with elders, artists, and activists and transcribe them. The transcriptions and recordings can become part of Jawlan Social History Archive. These can also be included in the Wikipedia articles as sources.



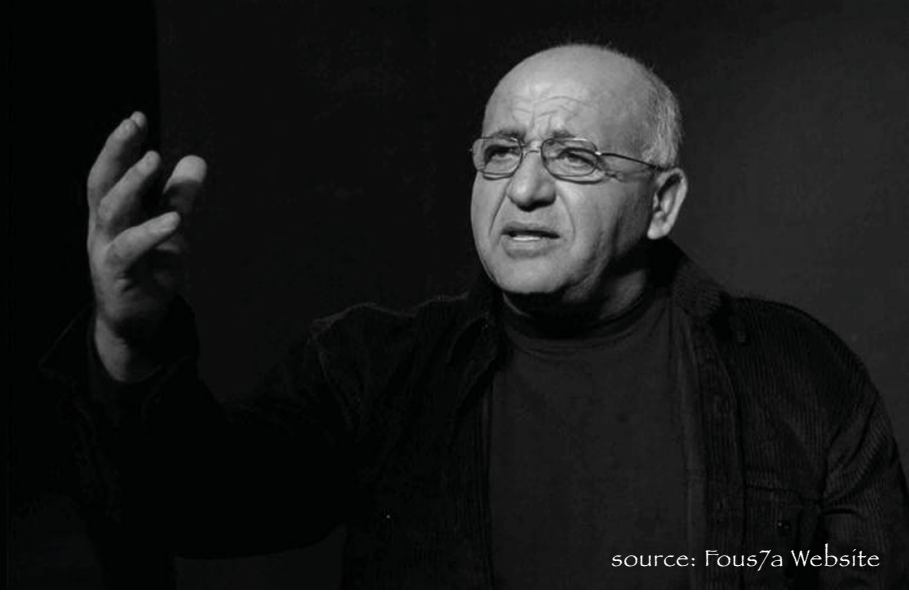
E. Student-led co-learning

For example, each student takes responsibility for a module and initiates class discussions on using and improving it as an educational tool for critical reflection and action. Consider how to apply in your module and broader educational experience the co-learning idea of mujaawarah (<http://mujaawarah.org>).

“ The experience of strikes
in the **Jawlan**
should be taught in universities.
It should be taught around the
world.”

Salman Natour

1949 - 2016



source: Fous7a Website

كيف ندرس الجولان ؟

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