

Part III: Situating Gaza

[To be paired with Part 1 of film]

Lesson Objectives & Pedagogical Goals

- Place Gaza both geographically and conceptually – understand where it is and start to identify what makes it both similar to the rest of Palestine and unique in its experience.
- Define asymmetry in warfare - understand how asymmetry applies to Israel and Palestinians.
- Question how media affects our understanding of power and conflict.

Suggested Reading List & Resources

- Abusalim, Jihad. "From Fence to Fence: Retelling Gaza's Story." In *Gaza as Metaphor*, edited by Dina Matar and Helga Tawil-Souri, 83-93. London: Hurst Publishers, 2016.
- Baker, Basil. "Interview with Dr. Basil Baker: Quick Death under Siege." By Nehad Khader. *Journal of Palestine Studies* 44.1 (2014): 126-132.
- Feldman, Ilana Feldman. "Government Practice and the Place of Gaza." In *Governing Gaza*, 1-30. Durham: Duke University Press, 2008.
- Mohyeldin, Ayman. "Mediating the Assault on Gaza." By Adel Iskandar. *Status* 1.1 (2014). <http://www.statishour.com/ayman-mohyeldin.html>.
- Seikaly, Sherene. "Gaza as Archive." In *Gaza As Metaphor*, edited by Dina Matar and Helga Tawil-Souri, 225-231. London: Hurst Publishers, 2016.
- Thrall, Nathan. " Hamas's Chances." *London Review of Books* 36.16 (2014): 10-12. <http://www.lrb.co.uk/v36/n16/nathan-thrall/hamass-chances>.
- References:
 - Institute for Middle East Understanding. "[50 Days of Death & Destruction: Israel's](#)

"[Operation Protective Edge](#)." 10 September 2014.

- Office for the Coordination of Humanitarian Affairs (OCHA), occupied Palestinian territories (oPt). Gaza situation maps. United Nations. <https://www.ochaopt.org/maps>.
- OCHA, oPt. *Humanitarian Atlas 2015*. United Nations, 2015. https://www.ochaopt.org/documents/atlas_2015_web.pdf.
- Visualizing Palestine. *Gaza's Untold Story: From Displacement to Death*. <http://visualizingpalestine.org/visuals/gaza-refugee-deaths>. (visual)
- Visualizing Palestine. *Israeli & Palestinian Ceasefire Violations*. <http://visualizingpalestine.org/visuals/gaza-ceasefire-violations>. (visual)

Suggested Discussion Questions

- Where is the Gaza Strip? What is it: a state? An occupied territory? Something in between?
- What is Hamas? When was it founded? How many members does it have? Who are the Palestinians in the Gaza Strip?
- How did Israel try to pacify the population of Gaza and fail?
- Who has the right to self-defense? People or states and what is the difference?

Suggested Activities

- Word association & discussion framing
 - Begin an open discussion with a word association exercise (you could do this before and/or after viewing the video as a class) by asking students to say the first word that comes to mind when they hear "Gaza" or "Palestinians"

- o This can be done popcorn-style with whoever wants to participate or round robin until everyone has gone and students are satisfied with the words that have been listed on the board
- o Leave this list of words up for the remainder of the class as you conduct other activities and discussion based on the video and readings (if you are doing this over more than one class, take a photo of the words from the first day.)
- o Come back to these words at the end of your lesson(s) and have students reflect on why certain words are on the board. Are there words they would remove? Are there words they would add? Why?
- Media Analysis
 - o In groups of 2-3, students read silently and then discuss one of the NY Times articles suggested below. Each group can/should be given a different article to help enrich the report-back to the rest of the class. For some of these articles, it is more helpful to conduct an analysis of the content or text; whereas, for others, it will be an analysis of the headline and larger framing. The level of guidance to students can be left to the instructor's discretion and can be very structured or can be an approach that allows them to bring back and tie their own reflections based on earlier readings or class discussion.
 - o For groups conducting a textual analysis, names of the parties (states, political parties, etc.) involved should be blacked out and students should characterize/ describe each party based on the information and adjectives given in the article. For groups focusing on headlines or larger framing, no details need to be marked out.
- o Students should reflect on the following in their group discussions:
 - How does the article define self-defense through its narrative? Are there problems with this definition? Why?
 - What words/terms are used to describe the event? Are these "neutral" words or do they some kind of bias?
 - What words/terms are missing?
 - What weapons or threats are included? Who is being threatened?
- 1. "Boys Drawn to Gaza Beach, and Into Center of Mideast Strife" (Original title: "Gaza Strip Beach Explosion Kills Children") <http://www.nytimes.com/2014/07/17/world/middleeast/gaza-strip-beach-explosion-kills-children.html>
- 2. "A Growing Arsenal of Homegrown Rockets Encounters Israel's Iron Dome" <http://www.nytimes.com/2014/07/10/world/middleeast/israel-gaza-missiles-iron-dome.html>
- 3. "Israelis Watch Bombs Drop on Gaza from Front-Row Seats" <http://www.nytimes.com/2014/07/15/world/middleeast/israelis-watch-bombs-drop-on-gaza-from-front-row-seats.html>

4. Video: “Cutting the Grass”
<http://www.nytimes.com/video/world/middleeast/10000002989054/cutting-the-grass-of-hamass-militancy.html>
5. “Air Sirens Puncture Life in Affluent Tel Aviv Suburbs”
<http://www.nytimes.com/2014/07/10/world/middleeast/israel-gaza-amas-tel-aviv-palestinians-iron-dome-rockets.html>
6. “In Rubble of Gaza Seaside Café, Hunt for Victims Who Had Come for Soccer” <http://www.nytimes.com/2014/07/11/world/middleeast/missile-at-beachside-gaza-cafe-finds-patrons-poised-for-world-cup.html?partner=rss&emc=rss&smid=tw-nytimes>
(See also, the original headline: “Missile at Beachside Café Finds Patrons Poised for World Cup.” <https://twitter.com/nytimes/status/487334827931471873>)