

Thesis Abstract

Textbooks of Humanities and Social Sciences in the Schools of The 'Split' Village of Barta'ah: Transformations of the Palestinian National Identity

Barta'ah is a Palestinian village located to the north-west of Jenin. It was unjustly partitioned according to the 1949 Armistice Agreements, best known as Rhodes Accords on 4 April 1949. While the western part of the village fell under Israeli control, the eastern part of the village remained under Jordanian control until the aftermath of the war in 1967. Like all Palestinian villages, towns and cities, the western part of Barta'ah suffered the catastrophic consequences of the Nakba. The eastern part, as well, suffered the absence of any kind of national administration under Jordanian rule, and then under the brutality of Israeli occupation until the establishment of the Palestinian Authority in 1994. Throughout the last six decades the impact on the educational process in split Barta'ah reflected the fractured geography, demography and history of the village. This thesis sheds light on the textbooks of humanities and social sciences in the schools of the 'split' village of Barta'ah. In particular, it focuses on the transformations in Palestinian national identity throughout these textbooks, both in their Israeli and the Palestinian phases.

This thesis deals with a main question: what is the impact of the textbooks in both parts of the split village of Barta'ah on the construction of national consciousness and Palestinian national identity? Through a historical analysis coupled with content analysis of the textbooks, the thesis analyzes the consequences of the partition, Israeli occupation, the apartheid wall, and the double-educational system on the village and the fragmentation of its cultural, social, and political community. The study focuses on grades 6, 9, and 12 as a representative sample of the three educational stages: primary, pre-secondary, and secondary.

As for the structure of the thesis, it consists of five chapters: *Chapter I*: Introduction to the "Split" Body of Barta'ah: Questions of National Identity and Writing; *Chapter II*: The Split Village of Barta'ah: Historical, Political, Social, and Educational Survey; *Chapter III* and *Chapter IV*. Palestinian and Israeli Textbooks: A Description and Content Analysis; and *Chapter V*. Results and Critical Remarks.

The main conclusion of the study indicates that, on the one hand, in spite of the anti-Palestinian identity that the Israeli textbooks imposed on the Palestinian students and the general educational community in the western part of the village, national consciousness remained attached to its foundations. On the other hand, the newly authored Palestinian textbooks used in the eastern part of the village bridged some gaps caused by the earlier Jordanian textbooks, yet fell short in constructing an informed national consciousness. In spite of the importance of textbooks in helping construct national identity, this thesis also reveals the limitations in power of textbooks, as national foundations and Palestinian identity remained steadfast in both parts of the village. Breaks as a result of political as well as administrative powers, in part, define the history of this village, but these fractures are not complete, nor everlasting.