



The Impact of War and Violence on Palestinian Children in Jabra Ibrahim Jabra: *Cry in a Long Night*

L'impact de la guerre et de la violence sur les enfants palestiniens à Jabra Ibrahim Jabra: *Pleurer dans une Longue Nuit*

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Abstract: This study examines how the Palestinian novelist Jabra Ibrahim Jabra used the techniques of modern literature to depict the suffering of Palestinian children. It focuses on the period from 1936 to 1955. To provide a systematic and in-depth analysis of his novel "Cry in the Long Night," published in 1955, we use the descriptive analytical approach. The results revealed that literature continues to play a role in providing a means through which the social, political, and cultural realities of the war on Palestine can be seen and understood.

Keywords: Children, literature, modernism, Palestine, violence

Résumé : Cette étude examine comment le romancier palestinien Jabra Ibrahim Jabra a utilisé les techniques de la littérature moderne pour décrire la souffrance des enfants palestiniens. Il se concentre sur la période de 1936 à 1955. Pour fournir une analyse systématique et approfondie de son roman "Cry in the Long Night", publié en 1955, nous utilisons l'approche analytique descriptive. Les résultats ont révélé que la littérature continue de jouer un rôle dans la fourniture d'un moyen de voir et de comprendre les réalités sociales, politiques et culturelles de la guerre contre la Palestine.

Mots-clés : enfants, littérature, modernisme, Palestine, violence



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The Israeli-Palestinian conflict, which has intensified since the outbreak of the Arab Revolution in 1936, has had a devastating impact on Palestinian society as a whole, particularly on children. In the face of military conflict and escalating violence, many children lost their lives, others were displaced and their families scattered, depriving them of a safe childhood and a dignified life. After the Palestinian Nakba with the proclamation of the State of Israel in 1948, the suffering of Palestinians was exacerbated by expulsions and forced relocations by Israeli forces, who were forced to seek refuge in camps that lacked even the most basic means of a decent life, exacerbating the suffering of the Palestinians. Children and their vulnerability exacerbated deprivation and exclusion. In this context, Palestinian writers, poets and playwrights had played a crucial role in conveying this suffering and highlighting the particular suffering of children. Through their works, they managed to translate the bitter reality of the Palestinian people into eloquent words and images that vividly reflect the pain and broken hopes of children under war and occupation. Their novels, short stories and plays reflected the psychological, social and cultural dimensions of children's suffering and showed how violence, homelessness and poverty impact their development and deprive them of their basic rights. It is worth noting, the Palestinian writer, artist and critic Jabra Ibrahim Jabra played a crucial role in conveying the suffering of the Palestinian people and reflecting their suffering in his literary and artistic works. With his pen, Jabra managed to translate the bitter reality of Palestinians living under occupation and war into eloquent words and images that vividly reflected their devastating pain and longings. He explained in detail what he had personally experienced during those years. In this context, the novel *Cry in Long a Night*, published in 1955, is one of the most notable literary works that deals in depth and sensitively with the suffering of the Palestinian people, including children, in the context of conflict and occupation.

1. Literature Review

1.1. The Literary Context: The Palestinian Novel

The novel is a powerful tool for writers to reflect on the political and social reality in which they live. Inspired by their surroundings, they document current events and convey them to future generations in a literary way. Novels preserve history by chronicling the sufferings and hopes of people in times of wars, revolutions and social changes. They represent emotions, ideas and social changes that accompany these events, preserving a living testimony to the history of nations. The novel allows readers to explore the human dimensions of historical events and empathize with the characters who embody people's experiences in various circumstances. The novel is not just a fictional story, but an effective tool for conveying facts, feelings and knowledge across generations, thereby contributing to the preservation of the memory and history of nations.

In the beginning, the Palestinian novel was not unique to the modern Arab novel in general, and it appeared relatively late in comparison with some other Arab countries because of the absence of strong cultural unity, administrative divisions, and poor education under the British Mandate. However, as they were affected by foreign cultures, Arab newspapers, magazines, and Arab folk heritage, the Palestinian account began to acquire its distinctiveness over the translated version. Although there were few novels at the time owing to the troubled political conditions and censorship of publications, which had led to delays in some other literary arts, the translation phase had paved the way for the beginning of a unique Palestinian novel. Some studies have also found that the Palestinian account had come to an agreement with that of neighbouring Arab countries as a result of cultural contacts and encounters during that period.

One of the few novels that emerged during that period was Yitzhak Musa Al Hussein's "Chicken Memoirs" in 1943, the first outstanding Palestinian novel to deal symbolically with the issues of the Palestinian people through the wise chicken character used by the author to express his people's crisis and challenges in the face of stronger forces. The novel put forward a philosophical vision of dealing with the occupier, calling for proliferation and migration rather than violence, inspired by religious egoism in its call for a change in the world by a word as good as the spread of divine religions. "Chicken Memoirs" had achieved a wide geographical spread at the Arab level, placing itself as a distinct Palestinian novel with a political and ideological attitude towards the Palestinian issue despite certain weaknesses in the fictional construction, making an important distinction in the history of the Palestinian novel by addressing people's issues in symbolic terms. Besides, the novel "On the Hijaz Railway," which dealt with the tragedy of the deportation of an entire Palestinian village from its homeland (Abidat, 2003) .

The Palestinian Nakba in 1948 marked a prominent historical turning point in the Arab region. It resulted in the forced displacement of hundreds of thousands of Palestinians from their homes and lands where they had lived for centuries. This forced displacement created a major Palestinian refugee crisis, as refugees were forced to live in temporary refugee camps in neighboring Arab States under harsh conditions. It was not just a humanitarian catastrophe, but also a severe blow to Palestinian identity and dignity. Palestinians lost their homeland, homes, and properties.

In response to this disaster, Palestinian resistance literature emerged as an expression of national identity and struggle for liberation and:

This reality reflected psychological accumulations on the educated person that ultimately led to a Palestinian novelistic explosion, causing a transformation in the trajectory of the Palestinian novel, thereby forming a uniqueness that distinguished the Palestinian novel at both the national and global levels (Abidat, 2003)

Therefore, the Palestinian novel became a central model for capturing the social imaginary and lived experiences of Palestinians. It expressed universal themes like humanism, self-sacrifice, mutuality, and individual self-realization rather than narrow particulars. Major Palestinian novelists like Jabra Ibrahim Jabra, Ghassan Kanafani, Emile Habiby, and Sarah Khalifeh portrayed the conditions of Palestinian dispossession, exile, and struggle against settler-colonial oppression. The novels articulated the unique vantage point of Palestinians scattered across the Arab world, attuned to region-wide political and cultural phenomena while maintaining their distinctive anti-colonial revolutionary aspirations. The aesthetic forms and features of the Palestinian novel registered the story of Palestinian and broader Arab historical transformation in the face of defeat, renewal, and uneven processes of emancipatory emergence versus authoritarian restoration.

1.2. Modernism and disillusionment

Modernism in literature emerged in the early 20th century as a revolutionary movement that rejected traditional conventions and sought new expressions to capture the complexities of the modern world. Writers like James Joyce, Virginia Woolf, and F.Scott Faulkner pioneered avant-garde literary forms, dismantling linear plots, adopting stream of consciousness narration, incorporating dreams and symbolism, and blurring the boundaries between truth and fiction. This movement reflected the ethos of modernity and gave voice to the post-war sense of disillusionment, influencing the trajectory of the art form itself. Broadly speaking,

modernism was a rebellious movement that influenced many aspects of life such as culture, art, philosophy, and literature. Thus, modernism as a literary and artistic movement has been characterized by renewal and departure from traditional methods and literary norms (Matz, 2004). In the area of the novel, this modernist spirit was reflected in the work of many novelists, who challenged familiar concepts of time, space and narrative. The modernist novel abandoned the traditional time line, adopting techniques such as conscious flow and retrieval to portray the characters' complex internal reality. It is no longer just a narrative background, but a symbol and psychological change affecting events and personalities. On the other hand, the fiction language was liberated from its traditional limitations, adopting new methods such as symbolism, suggestion and intensification to express complex human experiences. The modern novel challenged the lines between the literary races, blending poetry, theatre and others. In general, the modernist novel sought to explore new worlds of human experience by exceeding the traditional boundaries of the narrative, offering new visions of reality in line with the spirit of modernity seeking renewal and freedom from intellectual and artistic constraints. (Matz, 2004)

In the following sections, the literary features are explained in detail:

A. Space and Time

Space and time in modernist literature are portrayed as malleable, dreamlike, and challenging readers' conventional understandings, mirroring the modernist ethos of experimentation and subversion of orderly worldviews. One of the most important principles of the modernist novel is the notion that time is seen by the mind as an all-encompassing flux rather than a logical sequence of events. (Parsons, 2007). In other words, modernist authors rejected the previous novels' linear, chronological understanding of time. They experimented with merging the past, present, and future, as well as with non-linear tales and fragmented time sequences. However, the idea of space is closely intertwined with themes of individuality, society, and identity in modernist literature. Modernist literature defies conventional limits in its portrayal of space, capturing the dynamic and multifaceted essence of the modern.

B. Stream of consciousness

At first, this term originated in psychology, and it appeared with William James' explanation of how the mind experiences many different things all at once: thoughts, perceptions, memories, associations, and sensations all jumbled together. Then it became a writing style which adapted by writers like James Joyce, Virginia Woolf, and William Faulkner in their writings in the early 20th century. Stream of consciousness is "One of the great innovations of modernist novels is the stream of consciousness technique, used by the writer in order to capture a character's natural flow of internal thoughts" (Mičiūnaitė, 2011, p. 33)

Stream of consciousness aims to realistically capture the full flow of a character's thoughts and sensory impressions as they occur, including incomplete ideas, unusual syntax, and rough grammar. This provides insight into the character's psychological state and worldview. It allows readers to delve into a character's mind and witness how thoughts flow in a non-linear, associative manner, not restricted to logical or complete sentences. The writing incorporates fragmented observations, lack of conventional punctuation, repetition, and experimental plot structures to mirror the intricate pathways of thoughts and sensory

experiences. It goes beyond traditional prose narrative modes by incorporating these stream-of-consciousness elements and associative thought (Mičiūnaitė, 2011)

C. Fragmentation and Narration

Perhaps one of the most important components of a modernist novel is fragmentation, which is a prominent technique against old narrative conventions. It runs counter to ideas of fullness and wholeness and strengthens the division of reality. Fragmentation became a prominent feature of modernist literature, reflecting the fragmented nature of society and human experience. Writers employed disjointed narratives, multiple perspectives, and fragmented imagery to convey the fragmented and disjointed nature of modern. It is a stylistic choice used by modernist writers and filmmakers to reflect the fragmented consciousness, disorder, and meaning of a fragmented world in modern times, in contrast to the cohesion and continuity found in traditional literary forms such as pre-20th century epics. Century should be striven for (Rogers, 2007). In the same context, several pioneering modernist writers popularized the use of fragmentation to depict the fragmented nature of modern reality and consciousness. T.S. Eliot's poem "The Waste Land" used a collage-like structure with multiple voices and references to capture the social fragmentation following the First World War. James Joyce's novel *Ulysses* used stream of consciousness, shifting perspectives, and fragmented language to reflect the characters' chaotic inner experience. Virginia Woolf's "Mrs. Dalloway" featured a fragmented narrative that explored the internal perception of time and consciousness using techniques such as stream of consciousness. And in William Faulkner's *The Sound and the Fury*, multiple narrators and nonlinear storytelling conveyed the Compson family's fragmented perspectives and disintegration, reflecting fragmented memory and temporality. By disrupting continuity through these methods of fragmentation, these influential modernists sought to represent the subjective, disjointed experiences of modern life. Briefly, fragmentation became a primary means of expression used by modernists to tell their fictional works in entirely new ways that departed from the realist conventions of the 19th century.

In accordance with what has been mentioned previously, narration in modernist novels is marked by experimental and innovative methods as authors sought new ways to express the complexities of the modern world and human consciousness. This technique embraces a kind of fluidity, and develops a series of narrative techniques to capture the pressure of impressions and memories as they are filtered through the consciousness of a character or of a creative artist. The modernist self is complexly layered, conflicted and fluid subjectivity and the modernist novel has to develop new forms to render this selfhood (Shiach, 2007).

Stream of consciousness, multiple focalization, and an emphasis on interiority are common literary devices seen in modernist novels, which indicate a trend towards more subjective and fragmented storytelling. Novelists that play with the structure of narratives, such as Virginia Woolf and James Joyce, are renowned for prioritizing the inner thoughts and experiences of their characters over conventional plot-driven storytelling. Modernist fiction's style to narration challenges conventional storytelling conventions and provides a more nuanced examination of human consciousness and experience by encouraging readers to interact with the book in a more interpretive and reflective way.

D. Dreams and Symbolism

Modernist authors used dreams as literary techniques to portray the irrationality of the unconscious and its profound influence on an individual's interiority. This is exemplified by the quote which states, "Dream symbols archetypes are the results of human unconsciousness, they result from insanity or hidden emotions, they provoke the reader's emotions and senses" (Čechová, 2018, p. 26). Modernist novels frequently use dreams as a metaphor for the subconscious and the inner workings of the human mind, blurring the boundaries between truth and fiction. Dreams were used as a literary device by modernist writers like Franz Kafka, James Joyce, and Marcel Proust to explore themes of identity, memory, and the human condition. In modernist literature, dreams frequently function as a gateway to the subconscious, illuminating the intricacies and paradoxes of human emotion and cognition. By experimenting with non-linear narrative forms, authors can blur the lines between the actual world and the dream world through the usage of dreams. Furthermore, dreams in modernist literature frequently represent the pursuit of meaning and the struggle to reconcile the individual's inner experiences with the external world (Shiach, 2007). Modernist novels depend extensively on symbolism since they frequently use settings, characters, objects, and circumstances to convey abstract thoughts and notions that go beyond the literal interpretation. Symbolism in literature emerged during the Romantic era, with writers like Blake and Coleridge using symbolic imagery from nature and mythology to convey emotions and ideas. Victorian authors such as Dickens and Wilde employed symbolism to critique social and moral issues. However, symbolism reached its zenith in the early 20th century modernist movement. Modernist writers like Joyce and Woolf utilized intricate symbols and metaphors to explore complex themes of identity, consciousness, and the human experience, while surrealists pushed symbolism to its limits through dream-like, subconscious imagery. Moreover, modernist writers employed symbolic language, utilizing metaphors, similes, and other figurative devices to convey abstract concepts and emotions. Some novels even incorporated symbolic structures or organizational patterns, drawing parallels to classical works or universal human experiences. Through their intricate use of symbolism, modernist authors sought to challenge traditional literary conventions and delve into the uncertainties, complexities, and contradictions of the modern era. By analyzing these symbolic elements, readers can uncover the deeper meanings and themes that lie beneath the surface of these influential works.

E. Disillusionment

Modernism, as an anti-traditional literary movement, brought together anti-domination ideas of fragmentation and was associated with the social and political changes that humanity experienced during its emergence and expansion. In the period following the two world wars, many writers around the world joined this moral trend and expressed their feelings of disappointment, rebellion and alienation in their writings. Therefore, the theme of disillusionment had appeared in modern literature to convey what humanity had suffered during these eras. The term "disillusionment" is defined in Cambridge Dictionary as a feeling of being disappointed and unhappy because of discovering the truth about something or someone that you liked or respected. Disillusionment has become an ever-present theme in literature since the post-the first World War period. And the sense of disillusionment has been used in modernist, postcolonial and postmodernist literatures worldwide. In the Palestinian context, disillusionment refers to the failure to realize Arab and Palestinian ideals, such as the dream of the unity of Arab nations and the commitment to protect and support the Palestinian cause. Many Palestinians, like writer Jabra Ibrahim Jabra, felt a

sense of disillusionment when they saw the reluctance of several Arab countries to stand up for Palestinian rights and their fight for statehood (Mir, 2013). This disillusionment stemmed from the belief that Arab nations would stand together in solidarity, but the reality fell short of these expectations, leading to a deep sense of disappointment and disillusionment.

1.3. Palestinian Children's Situation (1936-1955)

Children have historically been considered the most vulnerable segment of society, bearing the brunt of severe adversity in their countries, particularly during times of conflict. In war scenarios, children are exposed to dangerous risks and undergo significant traumatic experiences. They may be forced to leave their homes, leaving behind safety and security and facing fear, terror and suffering, both psychological and physical. As they witness violence and destruction, they may tragically lose loved ones and friends, leaving deep emotional scars that can last throughout their lives. Children in conflict areas are denied their basic rights such as access to education, health care and protection. Many have to work in harsh conditions to survive or are forced to join armed groups due to poverty and hardship. In addition, children can become victims of rape, sexual exploitation and recruitment as child soldiers in civil wars. Amid a history marked by wars and unrest, Palestinian children have been direct witnesses to this harsh reality and experienced the cruelty and brutality of conflict. Given Palestine's unique location and its religious significance across different faiths, its children have endured discriminatory practices characterized by Judaization, loss of identity, displacement and a sense of national loss. The Judaization policy, initiated by the British Mandate authorities and Israel after the Nakba in 1948, significantly impacted the Palestinian people, particularly children. The policy aimed to strip Palestinians of their land, identity, language, and culture for Jewish settlement in Palestine. Large Palestinian lands were confiscated, and massacres and forced displacements occurred, leaving many children orphaned or homeless. At the educational level, Hebrew was imposed alongside Arabic, while the curriculum focused on Western civilization. The policy also had deep implications for Palestinian children's identity, as they were stripped of their roots, language, and national history. This cultural genocide has caused shock to children who have lost their stable identities. Judaization began before the Nakba, when the British Mandate government worked to plunder the Palestinian lands and hand them over to incoming Jews. Jewish businessmen also participated in purchasing vast Palestinian lands from Turkish owners and establishing Jewish settlements. The Mandate government worked to evict Palestinians from their homes and prevent them from returning. This intensified after the 1936 revolution, when Palestinians witnessed mass killings and massacres in which thousands of them were killed. After the Nakba and the establishment of the State of Israel, Palestinian territory continued to be looted, killed and displaced. Palestine's children had experienced all these events, had been left without security, shelter or school, had been orphaned and suffered from many psychological traumas (Elaloul, 2023).

The policy of Judaization had a profound impact on the children of Palestine, where most of them lost their homes and families, while many others lost their lives as a result of the destruction of their homes and the displacement policy imposed by the British mandate and later by the Israeli occupation. This left children vulnerable to poverty, hunger, displacement, disease, epidemics, and mental disorders. Many of them were also held in Israeli-occupied prisons. Children were also confronted with the duality of identity and the penetration of Hebrew into the Arabic language in schools, as well as the distortion of Palestine's history and the disappearance of their state after its partition, leaving children

without shelter, education, schools, food etc. or drinking water in many cases. In addition, several Zionist organizations adopted orphans and impoverished children from their Palestinian identity in order to erase their identities and teach them the Jewish religion.

The loss of a nation is the loss of a homeland, security and a dignified life. This is what Palestinian children had experienced since the failure of the 1936 revolution to the Nakba of 1948, the creation of the State of Israel and the disappearance of the State of Palestine. Some of the greatest hardships that children endured during these difficult years include the following:

Palestinian children during the period of 1946-1955 endured severe hardships due to the ongoing conflict. They witnessed violence, military crackdowns, and curfews imposed by British forces, as well as increasing tensions between Palestinian Arabs and Jewish militias. Many lost parents to death, injury, or imprisonment, and their education was frequently interrupted. As partition plans emerged, families faced uncertainty, with some preemptively relocating their children. The environment of conflict and dislocation took a significant psychological toll on children's well-being. The Nakba resulted in mass displacement, forcing children to endure difficult marches to refugee camps, often separated from their families. In these camps, they faced extreme conditions, lacking basic necessities such as food, water, and medicine. The trauma of witnessing violence, destruction, and loss of loved ones left deep psychological wounds on an entire generation. Many were orphaned, deprived of stability, education, and a normal childhood. Thousands of children lost all sense of normalcy, unable to continue their education and left traumatized. This period of upheaval and suffering had long-lasting impacts on their lives and well-being, effectively depriving an entire generation of a decent childhood and a proper start in life.

2. Methods

In this study, the research methodology employed serves as the framework, Through it, we systematically investigate the pertinent factors influencing the research question

2.1. Research Aims

The purpose of this study is to achieve the following aims:

- a. Activating the role of literary research to participate in the investigation of the situation of Palestinian children and the various violations of their human rights before and after the Palestinian Nakba.
- b. Trying to arrive at practical recommendations to reduce the growth of violence in the war against Palestinian children in the light of the sound of a long night's scream knowing of the psychological and social consequences of war and violence on Palestinian children.
- c. Monitoring the relationship between the story and Palestinian reality in time before and after the Palestinian Nakba. Recognizing the stages of the deterioration and disintegration of Palestinian society in the light of a tale of screaming in the long night of Jabra Ibrahim Jabra.

2.2. Research question

In light of the research aim, the following questions were asked, The questions guide the research investigation towards achieving the research aims.

- a. What is the role of the Palestinian literature in conveying the impact of war and violence on Palestinian children?
- b. In what way do war and violence affect Palestinian children?
- c. How does Jabra Ibrahim Jabra depict the impact of war and violence on Palestinian children through using some modernist techniques?

2.3. Research Hypothesis

Based on the above research questions, the study aims to test the following hypotheses:

- a. Palestinian literature plays a crucial role in transmitting the impact of war and violence on Palestinian children.
- b. Palestinian children have experienced many harsh experiences, such as Judaization, loss of identity and exile.
- c. Jabra Ibrahim Jabra employs modernist techniques such as stream of consciousness and fragmented narratives to vividly depict the impact of war and violence on Palestinian children in his literary works.

2.4. Research Methodology

To examine the depiction of Palestinian children's experiences with war and violence in Jabra's novel, this study employs a qualitative literary analysis approach. This means carefully reading and examining the text in detail. The research analyzes how the author uses language, descriptions, and literary techniques like fragmentation, symbolism, and narration. The main focus is on how these literary elements are used to create powerful and moving depictions that show the difficult social realities and deep emotional impacts that conflict situations have on the child's characters

3. Results

The portrayal of children in literature often serves as a lens through which to examine complex societal issues and historical contexts. In *Cry in a Long Night* by Jabra Ibrahim Jabra, the presence of children underscores the multifaceted challenges faced by Palestinians amidst political upheaval and displacement. This exploration of childhood experiences is woven intricately into the narrative, shedding light on themes such as Judaization, the absence of identity, exile, and the loss of nationhood. Through the lens of these young protagonists, the novel delves into the existential struggles of a people caught in the throes of transition and turmoil.

The characterization of children in Jabra Ibrahim Jabra's novel, *Cry in a Long Night* captures social turmoil and transformation of the younger generation. The children in the novel represent the purity of young generations and the potential of change, but, at the same time, their stories describe the suffering of identity and political shifts, especially Judaization.

Amin is one of the main characters in the novel who represents moral degradation, displacement, and religious vacuum. It is worth focusing on the protagonist's character development and its depiction of both existential and ethical dilemmas characteristic for people when facing political and social changes.

Amin's sense of uprootedness is a recurring theme in the novel, depicting the dislocation experienced by individuals who are detached from their cultural and familial roots. This

theme is closely linked to the broader context of displacement and the loss of homeland, which many characters in the novel grapple with. It is not only geographical as portrayed through characters' movements and their relationships but also in the character's mind as observed in the case of Amin. His sense of not belonging anywhere is poignantly illustrated through his solitary moments and reflections:

Therefore, it is possible to conclude that *Cry in a Long Night* portrays Judaization as one of the story's major themes along with moral loss, absence of religion, and uprootedness as witnessed through the character's experiences such as the children and Amin. These elements are intertwined in order to depict the idea of society troubled by the instability of traditions, binary gender opposition and personal confusion of identity.

When it comes to the portrayal of the theme of identity in Jabra Ibrahim Jabra's *Cry in a Long Night*, one cannot disagree that the theme is best depicted through the life stories of the children who suffer from the crisis of identity here, because of the socio-political confrontation. This has huge implications on the nature of their identity, personality and emotions leading to instability affecting all the young characters in the novel. (tamplin, 2021) .

Essence of existence and an instability of identity crisis, amplified by the disintegration of cultural and even national characteristics, haunt the children of *Cry in a Long Night*. The Palestinian children struggle into existence with their country and culture obliterated by conflict and technology - their identities thus exist in a state of ambiguity, where characteristics of nationality, language, and territory are constantly evolving.

To make it easy to follow and relate to the experiences of children, Jabra employs the characterization of the children to show how subjects with fractured selves are in the society. The novel depicts children who are trying to fit both in Palestine and Israel and cannot identify themselves with either culture but also do not feel at home in the dominant identity that is imposed on them by the state of Israel. This fragmentation causes the victim to lose a sense of place in the world and experience a fragmented identity.

There exist numerous psychological implications stemming from a lack of identity, including confusion, anxiety, and a loss of fundamental common sense, in addition to disillusionment experienced by the children in the novel. The inability of this migration to establish strong cultural or national foundations may be ascribed to their inherent culture characterized by feelings of insecurity and instability. "The deficiency in identity development during the formative years can have adverse effects, often leading to enduring psychological outcomes such as diminished self-worth and a continual quest for self-identification " .(Khatib, 2013, p. 98)

Some of the things that stand out in the *Cry in a Long Night* by Jabra Ibrahim Jabra are the horrible experiences that the Palestinian children go through as they are stuck in the middle of eroding culture and political strife. Lack of stability in their identity not only impacts the present by causing the subject to feel lost and unanchored in a world that is perhaps alien to them but it also influences their future because naturalization brings them into a realm of exile and displacement (Ziarek, 2001, p. 154)

In *Cry in a Long Night*, childhood is portrayed as a time overshadowed by violence and chaos, a theme that has a profound impact on the characters' development and their adult lives.

The experiences of the protagonist and other characters illustrate the deep scars left by early exposure to violent and tumultuous environments.

As for *Cry in a Long Night*, it conveys the Aristotelian notion of the impact of early trauma as patrons of art swallow the themes that have haunted their childhood and within which they exist. The states of mobs and crowds symbolize disorder in society, the corresponding states of characters' adulthoods and relationships. The last two themes reveal how violence observed and committed contribute to chronicling the ravaging effects early trauma and process of escaping from the vicious cycle. Moral implications of view; Jabra Ibrahim Jabra resurrects with provocative pathways in the story, particularly through the interaction of its characters and offers compelling analysis on the ramifications of indulging in violence and instability throughout childhood.

In Jabra Ibrahim Jabra's novel *Cry in a Long Night*, the issue of "Children and the Loss of Nation hood" is movingly depicted under the light of childhood and displacement. The children in the novel are representatives of the displacement and the erasure of the identities of the people in their nation. The most relevant and recurring element in the childhood of the protagonist is their lack of roots and the feeling of instability. The children in the novel including the protagonist are depicted as growing up with threat in their cultural and national identity. This constant and active state can be attributed to many factors; however, it can be safely assumed that it is the result of the condition of a nation in constant change, trying to cling to its stability while the world pushes it away.

4. Discussion

Central to this historical exploration is the examination of Palestinian literature, particularly the novel, as a reflection of the socio-political realities of the time. Divided into distinct periods, the analysis meticulously delineates the evolution of the Palestinian novel from 1936 to 1955, highlighting its role as a mirror to the hopes, struggles, and aspirations of the Palestinian people, which is the objective of this research. In addition, it has confirmed our first hypothesis concerning this study.

Moreover, it explores the repercussions of modernism and disillusionment during the emergence of the Palestinian literature and society using the qualitative descriptive approach. This research has explored and analyzed some of the typical features of the modernist texts including space, time, stream of consciousness, fragmentation, narration, dreams and symbolism to realize how these concepts and tools were used to picture and contextualize the Palestinian existence and the feelings of wooden-hearted disillusionment that prevailed in that society. Furthermore, the study has tried to answer the second research question as well as tested our second hypothesis, by studying Palestinian children's situation during this period. By means of a close reading of the novel, it helps the reader understand the studies Palestinian youth as objects of Judaization, the search for an identity in the absence of home, the experience of exile and the difficult phase of constructing nationality in the midst of the conflict. In addition, the study provides a comprehensive analysis of children in *Cry in a Long Night* within the context of the modernist characteristics and highlight the themes and narrative strategies in the novel, the dissertation underlines not only the realistic representation and narrative constructions of the Palestinian children's lives and their ability to cope with the loss and lack of hope and belongingness but also the effects of historical and socio-cultural forces on the child characters. The research has also

examined how Jabra Ibrahim Jabra depicts the impact of war and violence on Palestinian children and confirmed the third hypothesis of this study concerning the use of modernist techniques to vividly depict the impact of war in Jabra's literary work.

Conclusion

This study has examined how Palestinian novelist Jabra Ibrahim Jabra employed modernist literary techniques to portray the suffering of Palestinian children during the tumultuous period of 1936-1955. Through a comprehensive analysis of historical context, literary developments, and close reading of Jabra's 1955 novel *Cry in a Long Night*, this study has demonstrated how modernist literary devices were used to vividly depict the psychological and emotional toll of violence, displacement, and loss of nationhood on Palestinian children. In conclusion, this study has provided a rich research study to the history of Palestinian and the literature of the twentieth century as a valuable human experience. This we believe is a clear indication of the fact that literature still plays a crucial role in providing a means through which sociopolitical and cultural realities can be viewed and understood.

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