

Tel Aviv University International



Study Abroad Fall Semester 2017- 2018

COURSE DESCRIPTION

MAIN OFFICE

The Carter Building , Room 108
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Fax: +972-3-6409582
intl@tauex.tau.ac.il

UNITED STATES

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New York, NY 10006
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CANADA

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FALL SEMESTER 2017-2018

IMPORTANT DATES

- The Fall Semester starts on *Monday, October 23rd 2017* and ends on *Thursday, January 4th 2018 (inclusive)*.
- Academic Orientation: *Monday, August 14th 2017 at 2:00 p.m.*
- Course registration deadline: *Monday, August 21st 2017.*

- Class changes and finalizing schedule (see hereunder): *Sunday, October 29th 2017.*
- Last day in the dorms: *Sunday, January 7th 2018.*

Students are advised to register to more than the required 5 courses but not more than 7 courses. Students will be allowed to delete courses from their schedules, (not add), on *Sunday, October 29th 2017.*

Fall Semester lasts 11 weeks, most courses will be given 4 hours per week, (two hours, twice a week), in most cases 3 credits each course. As a result, **no early departures will be approved prior to Thursday, January 4th 2017.**

Early departures may in some case be approved for students whose Fall Semester in their school overlaps with the Tel Aviv University schedule. Written proof from the school is required. An explanatory formal letter from the student is required as well. **All documents will be examined by the academic committee to be formally approved.** In case of early departure, the student's formal letter will be forwarded to his school with the transcript. If a student departs early without receiving an official approval from the Academic committee, his/her absence will be reflected in his/her final grade. Please note that an approval can be given only by the Academic committee (through Yael Gazit) and not by the course professors.

STUDY ABROAD - FALL SEMESTER & SUMMER ULPAN ACADEMIC CALENDAR (2016-2017)

Entrance to the Einstein dorms: Arrival at TAU, Summer Ulpan	July 30, 2017
General Orientation	July 31, 2017
Summer Ulpan - Hebrew Language Program*	Aug 2, 2017 - Sept 14, 2017
Last day in the dorms for Ulpan students *	Sept 17, 2017
Fall Vacation (Other than Voyage to Medicine students)	Sept 18, 2017 - Oct 21, 2017
* Ulpan students only, Fall and Year-long students retain their rooms through the High Holy days' vacation.	
Entrance to the Einstein dormitories (BA, Exchange and Ulpan Exempted students)	Oct 16, 2017
Last Day in the Dorms for Fall semester Students	Jan 7, 2018

TAU REGULAR ACADEMIC CALENDAR (2017-2018)

The following is the standard Tel Aviv University calendar.

Entrance to the Einstein and Broshim dormitories	Oct 25, 2016
Orientation Day	Oct 25, 2016
Fall Semester	Oct 26, 2016 - Jan 5, 2017
Spring Semester	March 05 - May 31, 2018 (Subject to Change)
Purim Vacation Day	March 1, 2018
Passover Vacation	March 30 - Apr 7, 2018
Memorial Day for Israel's Fallen Soldiers - University is closed	April 18, 2018
Israel's Independence Day - University is closed	April 19, 2018
TAU Student Day	To Be Announced
Shavuot Vacation	May 20, 2018
Summer Semester	To Be Announced

ACADEMICS



ACADEMICS

ACCREDITATION

For FFELP purposes, Tel Aviv University is registered with the Department of Education (Title IV Code 008373-00 or electronic G08373). In Israel, Tel Aviv University is accredited by the Department of Education and the Council for Higher Education.

ACADEMIC REQUIREMENTS

Credit & Course Load

Students must participate each semester in courses that will grant a minimum of 12 credits, plus a 3 to 4 credit Hebrew/Arabic language course per semester, or in courses that will grant a minimum of 15 credits with no Hebrew/Arabic instruction. The requirements will be satisfied in the following way:

1. Four ordinary courses and a language course (Hebrew or Arabic).
2. Five ordinary courses.

Attendance is mandatory in all of the courses. Missing lessons will be reflected in the final grade of the course. Up to three justified absence from classes will be accepted (for example: emergency matter, doctor's note). Such cases of absence should be notified to your lecturer immediately.

Students are required to arrive on time for classes. Teachers are entitled to treat any single case of lateness and/or repeated lateness as an unjustified absence.

Please note that according to TAU Academic policy- if a student's behaviour or attendance during the semester is disagreeable his/her course might be cancelled.

INSTRUCTIONS FOR REGISTRATION TO COURSES

REGISTRATION PROCEDURE

1. The registration form must be filled online by August 21st 2017.
2. Students are responsible for entering the correct information on the registration form Personal information (Name, passport number, student number, etc)
3. Class Changes and finalizing schedule: *Sunday, October 29th 2017*.

Students are advised to register to more than the required 5 courses but not to more than 7 courses. Students will be allowed to delete courses from their schedules, (not add).

HEBREW

Registration for the [Fall Semester Hebrew](#) course will be done by your Hebrew teacher during the [last week of the intensive Ulpan](#).

Students who are registered for Hebrew classes cannot transfer from one Hebrew class to another independently (see Hebrew class regulations).

REGULAR COURSES AT TAU

Students whose Hebrew is good enough and choose to take courses at the regular university, must complete a special registration form available at the end of this booklet (External Registration Form), in addition to the TAU International's registration form.

For the schedule of these courses please click [here \(Hebrew\)](#).

If a student decides to drop the course/s, it is extremely important that the academic office be notified. Failing to do so will result in "F" (fail) being recorded as the course grade.

Students should note that the regular university Fall Semester starts on *October 22nd 2017*, and ends on *January 21st 2018*. Final Exams start after this date and the first term continues until *March 10th 2018*.

STUDY ABROAD STUDENTS ENROLLED IN REGULAR TAU COURSES CANNOT TAKE EXAMS ON DIFFERENT DATES THAN ISRAELI STUDENTS, NOR WILL THEY BE ALLOWED TO LEAVE THE PROGRAM EARLY.

STUDY ABROAD STUDENTS REGISTERED TO REGULAR TAU COURSES WILL NOT BE ALLOWED TO EXTEND THEIR STAY IN THE DORMS.

- Please indicate on any test or paper taken at the regular university that you are a student of TAU International

WITHDRAWAL FROM COURSES

For students who register to more than 5 courses, and drop a course after **Sunday, October 29th 2017**, (W) Withdrawal will be recorded on the final transcript.

PASS / FAIL GRADING OPTION

Students may register for one course on a Pass / Fail basis. Students are required to choose the desired grading system within the first six weeks of attendance, and to report this decision to the study abroad academic secretary.

- Final Date for informing the office of your P/F choice, **Sunday, November 27th 2017**. Forms are available in the office.

Universities have different policies about the acceptance of Pass/Fail grades. Students must consult with their home university advisors regarding the acceptance of Pass/Fail grades instead of letter/number grades (The Pass/Fail option is not open to SUNY, SYRACUSE, POMONA & PENN STATE students studying abroad).

Once a Pass/Fail grade is entered into a student's record, it cannot be changed to a letter grade, and vice versa.

INCOMPLETE COURSES

Students who fail to complete any of the course requirements, (papers, exams etc.) during the period of instruction, will have an (INC) Incomplete recorded on their transcript. It is the responsibility of the student to notify the international office of the reason for the incomplete and the estimated date of completion.

If the professor and the Academic committee agree, a student may complete the course requirements

after the semester; the incomplete grade (INC) will be changed accordingly. The time limit for satisfactory completion of course requirements will be set by the Academic committee.

GRADING SYSTEM

The following is the grading system of Tel Aviv University International:

A+ = 97-100%	B- = 80-82%	D = 63-66%
A = 93-96%	C+ = 77-79%	D- = 60-62%
A- = 90-92%	C = 73-76%	F = 59% and under
B+ = 87-89%	C- = 70-72%	
B = 83-86%	D+ = 67-69%	

CODE OF HONOR AND ACADEMIC INTEGRITY

Students are expected to abide strictly by the Tel Aviv University and Tel Aviv University International Code of Honor:

Students in the program are expected to act with integrity and honesty and hold their fellow students to the same standard. As such the school and university administration will not under any circumstance tolerate cheating, plagiarism, fabrication, aiding and abetting dishonesty, falsification of records and official documents or any other act which could compromise a student's academic integrity.

Plagiarism: Submitting material that in part or whole is not entirely your work without attributing those same portions to their correct source.

Cheating: Using unauthorized notes, study aids or information from another student, student's paper, or student's electronic equipment (including but not limited to: phones, computers, and blackberry's) on an examination; altering a graded work after it has been returned, then re-submitting the work; allowing another person to do your work and submitting that work under your name; or submitting identical or similar papers for credit in more than one course without getting prior permission from the course instructors.

Fabrication: Presenting data in a piece of work that was not gathered in accordance with guidelines defining the appropriate methods of collecting or generating data and failing to include a substantially accurate account of the method by which the data was gathered or collected.

Aiding and Abetting Dishonesty: Providing material or information to another person with knowledge that this material or information would be used improperly.

Falsification of Records and Official Documents: Altering documents affecting academic records; forging signature of authorization or falsifying information on an official academic document, grade report, or any other document designed to ensure that a student meets or gains exemption from a program or university regulation.

Should a student violate the Code of Honor, the administration will review their case. This may lead to termination from the program, and expulsion from Tel Aviv University.

RIGHT TO APPEAL

Students have the right to appeal the results of a written examination within two weeks from the day the papers are returned to the office. If there has been no appeal during that period, the grade is final. The appeal process will be communicated to you during orientation week. The last grade given will be the determining grade (even if the grade received after the appeal is lower than that given for the exam/paper).

During the appeal period, students may not take their original papers/exams out of the office. They may look at their papers and make a copy if requested.

SPECIAL ACCOMMODATIONS

In accordance to University guidelines, students with learning disabilities or special needs must bring official documentation from their home country / university (translated into English by notary) and should be in touch with their respective program coordinator regarding any specific needs they have, and in accordance to the University's customary tools on this topic.

The Division of Foreign Languages at Tel Aviv University offers tutoring in English for students with special needs. For more information, please contact Elana Spector-Cohen, Head of English Programs, Division of Foreign Languages at espector@post.tau.ac.il.

HEBREW STUDIES REGULATIONS

1. **Attendance:** Given that this is an intensive Hebrew course, attendance is mandatory. Up to three days of justified absence from classes will be accepted (e.g: emergency matter, doctor's note). Such cases of absence should be notified to your Hebrew teacher immediately.

Students are required to arrive on time for classes. Teachers are entitled to treat any single

case of lateness and/or repeated lateness as an unjustified absence.

2. **Homework:** Home assignments are part of the course. Students who do not prepare their home assignments will be considered as not having met the requirements of the course.

3. **Exams:** The course will consist of a weekly exam and a final.

Students, who have two or more unjustified absences in a given week, cannot take the weekly exam. Non-participation will result in exam failure.

i. **Grades** The final grade is made up as follows:

Percentage	Assignment	Comments
10%	Attendance	<ul style="list-style-type: none"> · Up to three days of justified absence from classes will be accepted (e.g.: emergency matter, doctor's note). Past the approved absence, 2 points per missed class will be deducted from the final grade. · Arrival on time- students will not be permitted to enter class late. Entering the class will only be permitted during breaks and an absence will be written up to the student.
10%	Participation and teacher's evaluation	<ul style="list-style-type: none"> · Including: active participation in class and handing in homework assignments · The use of cell phones during class is strictly prohibited
45%	Written assignments	<ul style="list-style-type: none"> · Short Ulpan- 3 exams · Long Ulpan- 5 exams · Semester course- 2 exams
35%	Final Exam	

TAU WRITING CENTER - DIVISION OF FOREIGN LANGUAGES

TAU's Writing Center in the Division of Foreign Languages gives students the opportunity to improve their academic writing skills in English at any stage of their studies and writing. The division offers individualized sessions with professional, experienced tutors in a supportive peer-based environment. During these sessions, tutors will address personal and academic writing strengths and challenges, empowering students to improve academic performance at all levels.

The division is made of experienced and dedicated TAU faculty members and graduate students in the field of teaching English as a foreign language. All are involved in teaching and researching academic writing from the undergraduate to the doctoral level. As such, teachers provide several types of tutoring, support, guidance and feedback, in groups or private lessons. For more information, please visit our website or Facebook page.

Feel free to contact us at: writingcenter@post.tau.ac.il

BIBLIOGRAPHICAL SERVICES IN THE TAU LIBRARIES

Hereunder, please find some practical information libraries on campus, that we believe you will use the most. For more information in English regarding libraries, you can click here: <http://english.tau.ac.il/libraries>

Central Library (The Sourasky Library) - apply to main desk on ground floor for bibliographical information and other assistance:

Sunday - Thursday - 8:30am - 8:00pm
Friday - 8:30am - 12:30pm

Social Science and Management Library (The Brender-Moss Library): apply to main desk on ground floor for bibliographical information and other assistance:

Sunday - Thursday - 9:00am - 7:45pm
Friday - 9:00am - 12:45pm

Beit Milman Library:

Ask the librarian for information and assistance in the Carter Building (attached to the Diaspora Museum).

Sunday - Thursday - 9:00am - 4:00pm
Friday - CLOSED

TIMES FOR THESE LIBRARIES ARE SUBJECT TO CHANGE

MOODLE

Students have access to Moodle, the online course management system used at Tel Aviv University. Users can access course materials and activities, grades, and communicate with lecturers and other students in the program. Login information and a tutorial will be provided to students during academic orientation day. <http://moodle.tau.ac.il/?lang=en>

For more information please contact helpdesk: +972-3-640-8118 or Ms. Yael Plashevsky TAU International office secretary, email: plashevskyy@tauex.tau.ac.il

SCHEDULE OF STUDY ABROAD COURSES - FALL 2017

BUILDINGS

DD - Dan David Bldg. G – Gilman Bldg.	SW - Social Work Bldg. R – Rosenberg Bldg.	L - Law Building N – Naftali Bldg.	M - Mexico Bldg.
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JEWISH STUDIES	Course Number	Day	Hours	Final
The Jewish World in the Modern Era - Prof. R. Rockaway	2120.5300.02	TUE, THU	10:00-12:00	Final Paper
History of Anti -Semitism - Dr. K. Beller	2120.0539.02	MON, WED	10:00-12:00	Final Paper
Judaism And Christianity In Conflict - Prof. J. Cohen	2120.0169.03	MON	14:00-18:00	Final Paper
"After Auschwitz": Images of the Holocaust in Contemporary Culture - Dr. R. Perry	2120.0124.02	WED	14:00-18:00	Final Paper
The Essence of Judaism - Dr. M. Gresser	2120.0109.02	TUE, THU	10:00-12:00	Final Paper
ISRAEL STUDIES	Course Number	Day	Hours	Final
A History of Modern Israel: Challenges and Realities - Mr. Liptz Paul	2120.1004.02	MON, WED	12:00-14:00	Final Paper
One Hundred Years: History and Memory in Tel Aviv-Jaffa - Dr. M Wein	2120.0533.02	TUE	16:00-20:00	Final Paper
Israeli Politics - Dr. E. Klauber	2120.0112.02	TUE, THU	12:00-14:00	Final Paper

MIDDLE EAST STUDIES	Course Number	Day	Hours	Final
History of the Middle East in the Modern Period - Dr. B. Friedman	2120.0120.03	TUE, THU	14:00-16:00	Final Paper
The Israeli Collective Memory of the Israeli-Arab/Palestinian Conflict - Dr. Rafi Nets	2120.1012.02	MON, WED	16:00-18:00	Final Paper
The Struggle for Palestine: The Roots of the Arab-Israeli Conflict- Dr. Daniel Zisenwine	2120.0110.02	WED	10:00- 14:00	Take Home Exam
ART STUDIES	Course Number	Day	Hours	Final
History of Israeli Art - Dr. R. Shusterman	2120.1015.02	TUE, THU	14:00-16:00	Final Paper
Israeli Cinema and the Culture of Modern Israel - Dr. S. Duvdevani	2120.0468.02	MON	12:00-16:00	Final Paper
LIFE SCIENCES	Course Number	Day	Hours	Final
Israel And The Environment - Dr. S. Fleischer	2120.0139.02	TUE	16:30-20:00	Final Paper
MANAGEMENT, ECONOMICS, COMMUNICATION	Course Number	Day	Hours	Final
The Israeli Economy - Dr. P. Rivlin	2120.0117.02	MON, WED	14:00-16:00	Final Paper
Business Ethics - Dr. S. Smila-Sened	2120.0100.02	MON, WED	10:00- 12:00	Take Home Exam

ARABIC	Course Number	Day	Hours	Final
Introduction to Modern Standard Arabic (First Level) - Mr. M. Guggenheimer	2120.0980.01	TUE, THU	12:00-14:00	Take Home Exam

SCHEDULE OF BA COURSES - FALL 2017

Course Number	Day	Hours	Final
Introduction to Psychology - Dr. Naftali Israeli	1662.2613.01	Mon	14:00-18:00
Descartes in the "Matrix": Philosophy and Virtual Reality - Dr. Noa Gedi	1662.2500.01	Mon, Wed	14:00-16:00
Theories in Communication and Media in the Digital Age - Dr. Sharon Avital	1662.1503.01	Mon	10:00-14:00
Social And Cultural History Of The Middle East - Dr. Daniel Zisenwine	1662.1201.01	Mon, Wed	16:00- 18:00
Philosophical and Psychoanalytic Perspectives on	1662.2410.01	Tue	16:00-18:00

Death - Dr. Rona Cohen			
Freud and Beyond: The Evolution of Psychoanalytic Thought - Dr. Ruth Zeligman	1662.1603.03	Tue, Thu	14:00-16:00
From Tribes to kingdom: Major themes in Jordanian History - Prof. Yoav Alon	1662.2215.01	Sun	10:00-14:00
Introduction to Ancient Greek Philosophy - Mr. Yoav Meyrav	1662.1400.01	Mon, Wed	10:00-12:00
Education and Imagined Communities in the Modern Middle East - Dr. Yoni Furas	1662.2208.01	Mon, Wed	10:00-12:00
Visions and visionaries of the Net - Dr. Yael Maurer	1662.2509.01	Sun, Thu	10:00-12:00
Post Truth, Post Politics?	1662.2420.01	Sun, Wed	16:00- 18:00
Course: Modernity and its Discontent - Dr. Yoav Fromer	1662.1111.01	Tue, Thu	14:00-16:00

TRANSCRIPT REQUEST INSTRUCTIONS

PLEASE READ THE FOLLOWING CAREFULLY

The first official transcript is sent to your university and your home free of charge.

If you need more than one official transcript, there is a charge of \$25 each. Students must fill in a transcript request form online. Please make sure that you write the exact address of the university.

For future transcript requests, students should order them online at: <http://international.tau.ac.il/>

TRANSCRIPT REQUESTS SENT BY FAX OR E-MAIL WILL NOT BE ACCEPTED

The transcript will be sent to your university as soon as possible after we receive your request. Your university takes longer to acknowledge receipt of this transcript especially if you do not indicate which registrar's office it should be sent to.

If there is no acknowledgement after 6 weeks, please contact us and we will mail another one immediately.

**FOR ANY QUESTIONS OR INFORMATION REGARDING TRANSCRIPTS,
PLEASE WRITE DIRECTLY TO THE SCHOOL FOR OVERSEAS STUDENTS IN ISRAEL.**

**PLEASE NOTE: REQUESTING COURSE DESCRIPTIONS FOR YOUR HOME
UNIVERSITY IS YOUR RESPONSIBILITY. WE STRONGLY ADVISE YOU TO
KEEP YOUR COURSE DESCRIPTION BOOKLET AND THESE GUIDELINES.**

COURSES



The Jewish World in the Modern Era - Professor Robert Rockaway

Office: 204

Carter Building

Office hours by appointment

rockaway@post.tau.ac.il

robertrockaway@gmail.com

COURSE DESCRIPTION:

This course is an introductory survey of the major currents in Jewish culture and society from the late eighteenth century to the present and presupposes no previous

background in modern Jewish history. The course focuses on the history of the Jews in Europe, with an emphasis on Central and Eastern Europe and also includes lectures on major themes in American Jewish history. Topics include the social consequences of emancipation, the emergence of modern varieties of Judaism; the rise of modern anti-Semitism; Zionism, the Holocaust, and the establishment of the State of Israel.

COURSE REQUIREMENTS:

The course consists of lectures, readings, and selected documents. The readings are taken from the following books:

Lloyd P. Gartner, *History of the Jews in Modern Times* (2001)

Howard M. Sachar, *The Course of Modern Jewish History* (1990)

H.H. Ben-Sasson, editor, *A History of the Jewish People* (1976)

Gerald Sorin, *Tradition Transformed: The Jewish Experience in America* (1997)

Students will also read a number of primary documents. The assigned readings and documents are listed under the topic headings. The documents are taken from *The Jews in the Modern World: A Documentary History*, 3rd edition, edited by Paul Mendes-Flohr and Jehuda Reinharz (2011)

Research Paper:

Each student will be required to write a research paper on any subject, theme, topic or period covered in the course. The paper should be double spaced, 5-7 pages in length, and contain source notes. During the first three weeks of class, students must inform me in person or by e-mail about the subject of their paper and the sources they intend to use. The paper must be turned in on or before the last day of class. Further details about the paper will be given in class.

The final grade is based on two quizzes, the research paper, and class attendance and participation. Note: All Students are allowed three (3) unexcused absences. Students who have more than three unexcused absences will have points deducted from their final grade.

GRADING POINTS:

Quiz #1.....	20
Quiz #2	20
Research paper.....	40
Attendance and participation ...	20

WEEK and TOPICS

1. The Jews in Central and Western Europe before Emancipation

(Ben-Sasson, 777-789; Gartner, 1-25)

Emancipation of the Jews in Western Europe I

(Gartner, 128-161)

Document: The Emancipation of the Jews of France (September 28, 1791)

2. The Impact of Emancipation on the Jews II

(Ben-Sasson, pp. 825-840)

Document: Rahel Levin Varnhagen: "O how Painful to Have been Born a Jewess!"

(1795); "Deathbed Statement to Her Husband" (1834)

Modern Racial and Political Anti-Semitism

Document: Theodor Fritsch, "The Racists' Decalogue" (1883)

3. Russian Jewry: Nineteenth Century to the Russian Revolution

(Ben-Sasson, pp. 813-824; 881-890)

Document: The Pale of Settlement, 1835-1917.

The Rise of Zionism

(Ben-Sasson, 891-907)

Documents: "The Basle Program" (1897).

4. The Jews in America, 1776-1880

(Sachar, ch. 8)

Document: The Newport Congregation to George Washington and Washington's

Reply (1790)

American Jewry, 1881- 1914

(Sachar, ch. 15)

5. QUIZ # 1

World War I and Its Impact on the Jews

(Ben-Sasson, pp. 939-948)

Document: "The Balfour Declaration" (1917)

6. The Jews of Germany between the World Wars, 1919-1939

(Ben-Sasson, pp. 979-988)

Document: "The Operation Against the Jews" (November 9-10, 1938)

The Jews of Eastern Europe between the World Wars, 1919-1939

(Ben-Sasson, pp. 949-963)

7. The Jews of the Soviet Union, 1917-1939

(Ben-Sasson, pp. 964-978)

Document: Jewish Red Army Soldiers: "Appeal to Jewish Workers" (1920)

The Zionist Movement and the Yishuv between the World Wars

(Ben-Sasson, 989-1016)

Document: The Peel Commission Report (July 1937)

8. American Jewry between the World Wars

(Sorin, 179-193)

European Jewry on the Eve of World War II

(Gartner, 294-318)

9. World War II and the Holocaust

(Ben-Sasson, pp. 1017-1039)

Document: Heinrich Himmler, "A Secret Speech on the Jewish Question"

(Oct. 8, 1943)

QUIZ # 2

10. The Establishment of the State of Israel

(Ben-Sasson, pp. 1040-1062)

Document: "Proclamation of the State of Israel" (May 14, 1948)

World Jewry after WWII

(Ben-Sasson, pp. 1063-1074; Gartner, 396-420)

Document: Jean Amery, "Reflections of a 'Holocaust Jew'" (1966)

RESEARCH PAPER DUE

A History of Antisemitism - Dr. Katherine Aron-Beller

Kathybeller8@gmail.com

An analysis of articulated hatred toward Jews as a historical force. After treating precursors in the pagan world of antiquity and in classical Christian doctrine, the course will focus on the modern phenomenon crystallizing in 19th-century Europe and reaching its lethal extreme in Nazi ideology, propaganda, and policy. Expressions in the U.S. and in the Arab world, as well as Jewish reactions to antisemitism, will also be studied.

Course Outline

1. Monday October 23rd: Antisemitism – the oldest hatred

Gavin Langmuir, *Toward a Definition of Antisemitism*. (Berkeley: University of California Press, 1990)pp. 311-352.

Peter Schäfer, *Judaeophobia: Attitudes Toward the Jews in the Ancient World*. Cambridge, Harvard University Press, 1997, pp. 34-64, 197-211.

2. Wednesday October 25th: Jews as Christ Killers – the deepest accusation

New Testament (any translation): Matthew 23; 26:57-27:54; John 5:37-40, 8:37-47

John Chrysostom, *Discourses Against Judaizing Christians*, Homily 1 at:

www.fordham.edu/halsall/source/chrysostom-jews6.html

Marcel Simon, *Verus Israel*. Oxford: Littman Library, 1986, pp. 179-233.

3. Monday October 30th: The Crusades: The First Massacre of the Jews

Soloman bar Samson: The Crusaders in Mainz, May 27, 1096 at:

www.fordham.edu/halsall/source/1096jews-mainz.html

Robert Chazan, “Anti-Jewish violence of 1096 – Perpetrators and dynamics” in Anna Sapir Abulafia

Religious Violence between Christians and Jews (Palgrave, 2002)

Daniel Lasker, "The Impact of the Crusades on the Jewish-Christian debate" *Jewish History* 13, 2 (1999) 23-26

4. Wednesday November 1st: Jews and the Devil: the beginnings of Ritual Murder

Langmuir, Gavin, *Toward a Definition of Antisemitism*. (Berkeley: University of California Press, 1990) pp. 209-236 and 263-298

Alan Dundes, "The Ritual Murder or Blood Libel Legend: A Study of Anti-Semitic Victimization through projective inversion," Alan Dundes (ed.) *The Blood Libel Legend: A Casebook in Antisemitic Folklore* (Wisconsin, 1991).

5. Monday November 6th: Simon of Trent and Martin Luther

Martin Luther, selections from "On the Jews and Their Lies," at:

<http://www.humanitas-international.org/showcase/chronography/documents/luther-jews.htm>

Simon of Trent texts

6. Wednesday November 8th: Jews with pointed hats and long noses: The History of Jews in Visual Representations

Sara Lipton, *Images of Intolerance: The Representation of Jews and Judaism in the Bible moralisée* (Berkeley: University of California Press, 1999) pp. 14-29.

Robert Bonfil, "The Devil and the Jews in the Christian consciousness of the Middle Ages," in Shmuel Almog (ed.) *Antisemitism through the Ages* (Oxford: Oxford University Press, 1980) 91-98.

7. Monday November 13th: Shylock: Hath not a Jew eyes? Antisemitism on Stage

William Shakespeare's *The Merchant of Venice*.

Marvin Perry and Frederick M. Schweitzer *Anti-semitism: Myth and Hate from Antiquity to the Present* (New York, 2002) Chapter Four: Homo Judaicus Economicus – The Jew as Shylock, Parasite and Plutocrat

Catherine Cox “Neither gentile nor Jew; performative subjectivity in “The Merchant of Venice,” *Exemplaria* 12, 2 (2000) 359-383

8. The Change from Anti-Judaism to Antisemitism : Our Modern World

The Jew in the Modern World, Dohm 28-36, Michaelis 42-44, French National Assembly, 114-8; Berr 118-21, Napolean, 123-26, Jewish Notables, 128-33,

Jacob Katz, *From Prejudice to Destruction*. pp. 13-47; 119-38, 147-74.

Arthur Hertzberg, *The French Enlightenment and the Jews: The Origins of Modern Anti-Semitism* (New York: Columbia University Press, 1990)pp. 138-87, 248-267.

9. Wednesday November 15th: Nationalism and its Resulting Xenophobia

The Jew in the Modern World, Voltaire 304-8.

Dohm, Michaelis, Abbe Gregoire, Bauer, Marx from *The Jew in the Modern World*, pp. 27-34, 36-38, 262-68.

Eisenmenger and Voltaire, in Levy, *Antisemitism in the Modern World: An Anthology of Texts* pp. 31-46.

Jacob Katz, *From Prejudice to Destruction*. pp. 51-104, 175-220.

10. Monday November 20th: The Eastern Flavor: Russian Anti Semitism

Jew in the Modern World: Beilis Trial, 412-13.

Antisemitism in the Modern World 113-44.

11. Wednesday November 22nd: MIDTERM (this exam will consist of short primary sources that you will be expected to analyze).

12. Monday November 27th: The French Version: Antisemitism in France

Levy, *Antisemitism in the Modern World: An Anthology of Texts* pp. 104-12, 224-34

Jacob Katz, *From Prejudice to Destruction*. pp107-118, 292-300

Stephen Wilson, *Ideology and Experience: Antisemitism in France at the Time of the Dreyfus Affair*. Rutherford: NJ: Fairleigh Dickenson University Press, 1982, pp, 655-93.

Michael R. Marrus "Popular Anti-Semitism," in Norman Kleeblatt (ed.) *The Dreyfus Affair: Art, Truth, and Justice* (Berkeley, 1987) 50-61.

Pierre Birnbaum, *The Anti-Semitic Moment: A Tour of France in 1898*. Hill and Wang, 2003.

13. Wednesday November 29th: Hitler and Nazism

Jew in the Modern World Hitler, Nazi Laws, 636-39, 645-49

Levy, *Antisemitism in the Modern World: An Anthology of Texts* , pp. 97-103,

Mein Kampf . The whole work is available to read on the internet

http://www.hitler.org/writings/Mein_Kampf/

Jacob Katz, *From Prejudice to Destruction*. pp245-291.

Jacob Katz, "Was the Holocaust Predictable?" *Commentary* 59 (May 1975), 41- 48

14. Monday December 4th: Screening of film Terra Filmkunst's "*Jud Suss*" or Fritz Hippler *The Eternal Jew* (1940) followed by discussion.

To read about this films go to:

<http://www.holocaustresearchproject.org/holoprelude/judsuss.html>

Fritz Hippler, *The Eternal Jew* (1940):

<http://www.holocaust-history.org/der-ewige-jude/stills.shtml>

Discussion to follow

15. Wednesday December 9th: Anti-semitism in Poland: A comparison with Germany.

Robert Wistrich *Anti-semitism: The Longest Hatred* (London, 1982) Chs 12-14

Jan Gross, *Fear: Antisemitism in Poland after Auschwitz: An Essay in Historical Interpretation* (New Haven: Princeton University Press, 2006)

16. Monday December 11th: The Pamphlet Version: The Protocols and World Conspiracy

Levy, *Antisemitism in the Modern World: An Anthology of Texts* , pp. 147-65

Leonard Dinnerstein, "Antisemitism in Crisis Times in the United States : The 1920s and 1930s," in Sander L. Gilman and Steven Katz, editors, *Anti-Semitism In Times of Crisis* . New York : New York University Press, 1991.

Leo Ribuffo, "Henry Ford and the International Jew," *American Jewish History* 69 (1980): 437- 77.

Norman Cohn, *Warrant for Genocide: The Myth of the Jewish World-Conspiracy and the Protocols of the Elders of Zion*. Chico, CA: Scholars Press, 1981.

17. Monday December 13th: Antisemitism in America

Leonard Dinnerstein, *Anti-Semitism in America*. New York: Oxford University Press, 1994, pp. 58-77, 128-49.

Max Wallace, *The American Axis: Henry Ford, Charles Lindbergh and the Rise of the Third Reich*. New York: St. Martin's Press, 2003, pp. 37-70, 217-38.

Discussion of contemporary issues, based on internet sites:

Jewwatch.com

Institute for Historical Review: Holocaust Denial <http://www.ihr.org/index.html>

http://en.metapedia.org/wiki/Main_Page

Anti Defamation League fighting antisemitism www.adl.org

18. Monday December 18th: The Islamic Version: A History of Antisemitism in the Arab World

<http://www.memri.org/antisemitism.html>

(Read through at least two of the documents)

Bernard Lewis, *Semites and Antisemites* New York: W. W. Norton, 1986 pp. 11-24, 81-116, 164-191.

Jonathan Frankel "'Ritual murder" in the modern era; the Damascus affair of 1840' *Jewish Social Studies* 3,2 (1997) 1-16 1997

19. Wednesday December 20th: A Trip to the museum: Beit Hatfutsoth on Campus

20. Wednesday December 27th: Anti –Zionism: The De-legitimization of Israel

David Matas *Aftershock: Anti-zionism and Anti-semitism* (Dundurn, 2005) 30-87.

Shlomo Sharan, *Dāwid Bûqay Crossovers: Anti-Zionism and Anti-Semitism* (Transaction Publishers, 2010) 49-86, 137-170.

21. Monday 1st Jan 2018: Papal anti-Judaism and anti-Semitism: Recent Progress

1965 *Nostra Aetate* from Vatican II to be read on the internet at

http://www.vatican.va/archive/hist_councils/ii_vatican_council/documents/vat-ii_decl_19651028_nostra-aetate_en.html

1998 document “We Remember: A Reflection on the Holocaust.”

http://www.vatican.va/roman_curia/pontifical_councils/chrstuni/documents/rc_pc_chrstuni_doc_16031998_shoah_en.html

David Biale *Blood and Belief: The Circulation of a Symbol between Jews and Christians*, 162-206.

22. Wednesday 3rd January: Conclusions: Antisemitism and the Internet

- a) www.Jewwatch.com
- b) Institute for Historical Review: Holocaust Denial <http://www.ihr.org/index.html>
- c) http://en.metapedia.org/wiki/Main_Page
- d) www.stormfront.org
- e) Anti Defamation League fighting anti-semitism at www.adl.org

RULES AND REGULATIONS FOR MY COURSES

1. I expect you to attend all lectures. I do not take always take a class register but I have a good visual memory and know if you come/don't come to class.
2. Make every effort to come on time. In fact, come early and then you'll be *sure* you're on time. It's very distracting to have students wandering into class late.
3. I like to meet everyone in my courses. If I haven't already met you, please introduce yourself.

Requirements for the Course:

1. Regular Attendance and Participation in lectures (10% of final grade)
2. MIDTERM (40% of final grade).
3. final paper, which must be completed by all students (50% of final grade).

This final paper (10–12 pages) will analyze a primary text or an issue of dispute among historians, the topic to be chosen by the student from a list to be distributed or in consultation with the instructor.

Judaism and Christianity in Conflict— Prof. Jeremy Cohen

Carter Building 321; 03-6409342;

jecohen@post.tau.ac.il

office hours: Mondays 12:30, and by appointment

Our understanding of religion in the Western world today derives in large measure from the close, complicated, and conflicted relationship between the two great biblical traditions of ancient times: Judaism and Christianity. This course will explore the origins, the evolution, the expressions, and the impact of that fascinating relationship – from the birth of Jesus to the eve of modernity. We shall consider the careers of Jesus and his Jewish disciples, the eventual “parting of the ways” between believers in Christ and the mainstream of the Jewish community, the uneasy but constant interaction of Jews and Christians during the Middle Ages, and the inquisitions and expulsions that nearly brought Jewish life in the western world to an end.

This course has no textbook. Rather, we shall read, discuss, and analyze primary historical sources in English translation – from the writings of preachers, lawyers, poets, philosophers, and mystics – so that we can shape our own perspectives and opinions; though these sources date from long ago, when they are carefully “unpacked” they have much to say to twenty-first-century readers. Likewise, the course requires no background in the field, just a willingness to read, think, and share your thoughts on often sensitive issues in lively, but always friendly, discussion.

1. The Jewish World of Christian Origins.
2. Jesus the Jew or Jesus vs. the Jews -
the Gospel of Matthew, selections from Paul’s epistles.
3. The Jews in the New Testament -
the Gospel of John.
4. Partings of the Ways -
selected sermons of the church fathers: Melito of Sardis, John Chrysostom. Augustine of Hippo.
5. Jesus and Christianity in the Writings of the Rabbis -
from the Passover Haggadah, Talmud, and Midrash.
6. Religion and Law, Church and State - from the laws and letters of churchmen and Christian princes: Visigothic Code, Gregory the Great, Agobard of Lyons.

7. Crusading, Martyrdom, and the Awakening of Medieval Europe - Jewish reports of the First Crusade; Jews and the “renaissance” of the twelfth century; Innocent III and the zenith of papal power.
8. The Church Discovers the Talmud - the trial and burning of the Talmud in thirteenth-century Paris.
9. The Great Disputations - Jewish and Christian reports of public debates; The Disputation in film (1986) and on stage (2005).
10. Literature, folklore, art - blood libels; Chaucer’s “Prioress’s Tale”; Jews/Judaism in Christian art.
11. Summary and conclusions

course requirements:

- * preparation of the assigned readings
- * enthusiastic participation in class discussions
- * a mid-term examination (during the sixth week of class)
- * a final paper (take-home exam)

“After Auschwitz”: Representing the Holocaust - Dr. Rachel E. Perry

Wednesday, 14:00-18:00

Course Description:

The title of this course alludes to Theodor Adorno’s famous and controversial statement that “to write poetry after Auschwitz is barbaric.” Despite Adorno’s injunction, artists and writers have struggled over the past 60 years to represent the unrepresentable, grappling with the issue of not only *how* but even *whether* to represent aspects of the “Final Solution.” As Elie Weisel has put it: “How is one to speak of it? How is one not to speak of it?”

More than half a century later, the Holocaust remains one of the most traumatic events of modern Western experience. This course offers a critical analysis of different attempts to represent the Holocaust in literature, film, art, monuments and museums. We will analyze some of the many strategies used to represent the Shoah—what artists include and ignore, their methods of presentation, what each defines as acceptable--and examine how these have varied across generational lines, between the survivors and the second, Post-Holocaust generation for whom the Shoah constitutes a “vicarious past.”

In addition to developing visual skills, throughout the semester we will encounter and debate ethical, pedagogical, theological and philosophical dilemmas such as: What is the role of memory (as opposed to institutionalized history) in our relationship to and representations of the Shoah? What is the relationship between the historical event and representations of it, between what happened and how it is passed down to us? How has memory and awareness of the Shoah been produced and transmitted through representational practices and cultural forms? Can the horror of the Holocaust be represented, or should it, given the uniqueness and immensity of its horrors? What is—or should be—the primary role of art about the Shoah: didactic, redemptive, cathartic? Are some media or genres more, or less, suitable to the task? What strategies have been and are being used to represent the Shoah in the visual arts? What place does comedy or parody have?

Can a representation of the Shoah be beautiful, sublime or enjoyable? Does aesthetic pleasure trivialize or exploit the pain of others? When does representation fall prey to sentimentality or melodrama, and at what costs?

Course Requirements: This course requires active participation in class and on museum visits. As such, it is imperative that you come to class prepared to discuss and respond to course readings.

Film Screenings and Museum Visits: These are scheduled throughout the semester. If you cannot make a screening, you must inform me **in advance** and make alternate arrangements to view the film. Most film programs run about two hours.

Required Readings: There is no course packet to purchase. Reading assignments are posted online on the Moodle TAU website under **Course Library**. Documents may be downloaded or printed directly from the screen for your use, including PDF files of assigned articles. All course announcements, information, documents, etc. are or will be posted here. Your readings are organized by medium (lit., film, etc.) In addition, there is a folder labeled **Images** which will contain slides shown in class, listed by the week and topic. Please review these periodically: it will make studying for your exams easier. Also, note the heading, **External Links: Web sites** that provides access to other Holocaust resources, introductory materials, documents, photos, maps, general information. Please make use of these resources. It is strongly suggested that you print copies of the texts and bring them to class with you as we will devote a portion of each class to close textual analysis.

Grade Distribution: for the course will be based on your performance on 2 midterms and a take home final exam paper. The remaining 10% of your final grade is for class participation and response papers.

Midterm Exam

30%

Midterm Exam	30%
Final Paper	30%
Class Participation	10%

Exams will cover theoretical and historical material presented in lectures, readings and museum visits and consists of:

- 1) Identifications of works and/or quotes by artist, date, style and significance.
- 2) Comparisons between two or more slides.
- 3) Definitions of terms or concepts.
- 4) Identification of quotes.
- 5) Essay question.

Office Hours: By appointment. I can be reached at 054-772-1169. Email: perryrub@bezeqint.net

Course Schedule:

Week 1 : **Introduction: "Facing the Holocaust"**

Reading:

- Paul Celan, "Todesfuge"
- Dan Pagis, "Written in Pencil in the Sealed Railway Car"
- Charlotte Delbo, Arrivals, Departures, "You'd like to know," Auschwitz and After

- Benjamin Fondane, "Exodus," 1944

Week 2 : Cinematic Representations

Screening in class: Alain Resnais, Night and Fog, 1955

Reading:

- Primo Levi, The Drowned and the Saved, Survival in Auschwitz (selections)
- Tadeusz Borowski, This Way for the Gas, Ladies and Gentlemen (selections)
- Lawrence Langer, Preempting the Holocaust, Yale University Press, 1998

Week 3: Shoah and Schindler's List

Reading:

- Claude Lanzmann, Seminar at Yale 1990; Excerpts (Lanzmann #1-10)
- Lanzmann, "Why Spielberg has distorted the truth" Village Voice, 3/29/94
- Lanzmann, "Schindler's List is an Impossible Story"
- Elie Weisel, "Art and the Holocaust: Trivializing Memory" NY Times, 1989
- Imre Kertesz, "Who Owns Auschwitz"
- Tim Cole, "Oskar Schindler," in Selling the Holocaust: From Auschwitz to Schindler; How History is Bought, Packaged and Sold. Routledge, 1991.

Week 4 : MIDTERM 1 in class

Begin reading Art Speigelman's Maus !!!

Week 5: Maus

Reading:

- Art Speigelman, Maus, vol. 1 and 2.
- James Young, "Maus" in At Memory's Edge, ch. 2
- M. Hirsch, "Mourning and Postmemory," in The Holocaust: Theoretical Readings. Eds. Neil Levi

and Michael Rothberg. Rutgers University Press, 2003.

Week 6 : **Photography's Dilemma: Is Seeing Believing?**

Film Screening: Hersonski, *Film Unfinished*, 2011. Jablonski, [*Fotoamator*, 1998.](#)

<http://www.youtube.com/watch?v=QvUdffAhFH4> parts 1 and 2

Reading:

- M. Hirsch, "Surviving Images: Holocaust Photographs and the Work of Postmemory" in *Visual Culture and the Holocaust*. Ed. Zelizer, Rutgers, 2001
- Young, "Sites Unseen: Shimon Attie" in *At Memory's Edge*, ch. 3

Week 7 : Monuments and Counter-Monuments

Reading:

- Nathan Rapoport, "Memoir of the Warsaw Ghetto Monument"
- Matthew Baigell, "George Segal's Holocaust Monument"
- Hans Haacke, "Und ihr habt doch gesiegt"
- Young, "Memory, Countermemory and the End of the Monument," *At Memory's Edge*, ch. 4;
- Young, "Memory Against itself in Germany Today: Jochen Gerz," *At Memory's Edge*, ch. 5.

Week 8 : **MIDTERM 2 in class**

Week 9: **Institutional Memory and the Museum**

Reading:

- Saul Friedlander with Adam Seligman, "Memory of the Shoah in Israel: Symbols, Rituals and Ideological Polarization", in *The Art of Memory: Holocaust Memorials in History*, Prestel: Munich and New York, 1994, pp. 149-158.
- Tim Cole, "Yad Vashem," in *Selling the Holocaust*:pp. 146-171.
- Omer Bartov, "Chambers of Horror: Holocaust Museums in Israel and the United States",

Israel Studies, Volume 2, Number 2, Fall 1997: 66-87

Week 10 : **Museum Visit to Yad Vashem: Sunday**

Week 11 : **Contemporary responses - Mirroring Evil and Don't Touch My Holocaust:** Libera, Levinthal, Arad, Katzir, Rosen

Reading:

- Norman Kleeblatt, "The Nazi Occupation of the White Cube" in Mirroring Evil
- Young, "David Levinthal," ch. 2, At Memory's Edge
- - Tami Katz-Frieman, "Don't Touch My Holocaust," in Impossible Images: Contemporary Art After the Holocaust, New York University Press, 2003
- Azoulay, Ariella. "The Return of the Repressed," in Impossible Images
- Adi Ophir, "On Sanctifying the Holocaust," An Anti-Theological Treatise', Tikkun 2, 1987.

FINAL PAPER due - NO EXTENSIONS

The Essence of Judaism - Dr. Moshe Gresser

Tuesdays and Thursdays – 10:15 – 12:00

The goal of this course is two-fold: first, to acquire some knowledge of the major ideas, ethics, laws, rituals and texts that constitute Judaism as the living religious civilization of the Jewish people; and secondly, on the basis of our study of fundamental elements of Jewish tradition, to engage and explore in a personal way a series of issues that engage and concern contemporary Jews. The tension between tradition and modernity, as well as that between Israel and the Diaspora, especially America, will serve as the backdrop for many of these issues, so vital to the Jewish future. Class discussion will attempt to develop the skill of articulating the intelligence of opposing views while struggling to discern the truth, the classic Jewish procedure in an "Argument for the sake of Heaven."

Required Reading: Articles and texts in the Reading for The Essence of Judaism, available online on the course Moodle site. Occasional handouts.

Grading System:

1. Attendance, class preparation and participation: 10% (In order to facilitate a non-distracting and intellectually productive learning environment, cell phones, texting, Ipods, laptops, PDAs, and their accompanying earpieces are NOT allowed during class).
2. Two short individual take-home Reading Quizzes: 15% each, total 30%. Email submission NOT accepted. You must turn in a paper copy to receive credit.
3. Midterm Exam: 25%
4. Cumulative Final Paper: 35% Email submission NOT accepted.

Exams will be based on both readings and class discussion. Students are responsible for assigned readings whether they are reviewed in class or not.

Please Note: In accordance with OSP policy, class attendance is required. More than 3 unexcused absences will lower your grade by at least 10%. Secondly, in order to cultivate a serious and focused atmosphere in class, cell phone use, texting, laptops or Internet surfing during class will not be allowed.

Weekly Schedule and Reading Assignments:

(reading selection numbers refer to Reader Table of Contents)

1. The Biblical Story, Its Themes and Issues

First Week:

Class 1 – Tues Oct. 24 - Introductions, Requirements, Overviews: The Jewish textual tradition and the Jewish people. What is the essence of Judaism? A relationship with God, the Jewish People and the world through texts, time and law. Starting with texts: 1st Creation Story

(Gen. 1:1-2:4): The nature of God, the world and human beings in Judaism. Background Readings

Class 2 – Thurs Oct 26 - 1st Creation Story – cont'd. (Gen. 1:1-2:4): Readings #5 – 8 in Reader. Does a good Jew have to believe in God? Evolution and the Biblical story of Creation – Read Leon Kass, "Evolution and the Bible: Gen.1 Revisited."

Second Week:

Class 3 – Tues Oct 31 - 2nd Creation Story (Gen. 2:4-3:24): Men, women, and the image of God;

Is Judaism inherently sexist? Read "Biblical Narrative," Joel Rosenberg.

Class 4 – Thurs Nov 2 - Garden of Eden Story (Gen. 1:26-3:24): Eating, sex, and the life of mitzvah (commandment). Is it God's business what I eat or what I do with my sex life? The Story of Lilith.

Third Week:

Class 5 – Tues Nov 7 - Garden of Eden Story II (Gen. 1:26-3:24): Eating, sex, and the life of mitzvah (commandment). What is God up to in this story? What's his plan?

Class 6 – Thurs Nov 9 - Cain and Abel Story, with midrash.

The Covenant: Choosing Abraham and Sarah; The Chosen People; - Gen. 12, 15, 17; Ex. 19. Isn't the Chosen People idea chauvinistic?

Fourth Week:

Class 7 – Tues Nov 14 - Circumcision - Why is it the sign of the Covenant? Gen. 18: Abraham arguing with God for Justice - an image of Jewish national identity

** Reading Quiz #1 Due**

Class 8 – Thurs Nov 16 - The Akedah (The Binding of Isaac) (Gen. 21-22). The Love and Fear of God: Does being a Jew mean being willing to suffer for God's sake? The Akedah as a symbol of the Jewish nation.

Fifth Week:

Class 9 – Tues Nov 21 - Jacob, the Jew as God-Wrestler -Gen. 25:19-34; Gen. 26-32. The relationship to non-Jews (Esau). Antisemitism and Jewish racism.

Class 10 - Thurs Nov 23 - The Birth of the Nation: Israel in Egypt - Ex.1-12; Receiving the Torah on Mt. Sinai - Ex. 19-20. Should a good Jew keep the commandments?

Class 11 – Tuesday, November 28th - *MIDTERM EXAM (25%)*

Sixth Week:

2. The Jewish Calendar, Its Themes and Issues

Class 12 – Thurs Nov 30 - The Jewish Calendar and Jewish Identity - Ex.12-13; Lev. 23; The Jewish Religious Year. Assimilation vs Jewish national identity: Do you know your Jewish date of birth? Are the Jews a nation or a religious group?

Class 13 – Tues Dec 5 - The Pilgrimage Festivals and their Themes: Passover; the Haggadah. What is slavery? What is freedom? To do whatever I want, whenever I want to (Mick Jagger's definition), or to do what's right, even if I don't want to?

Seventh Week:

Class 14 – Thurs Dec 7 - The High Holidays and their themes: Elul, Rosh HaShanah, Yom

Kippur; Mishna Rosh HaShanah 1:1; Sukkot, Shemini Atzeret/Simchat Torah.

Class 15 – Tues Dec 12 - Channukah and Purim and their themes; Books of the Maccabees and Hellenism. The issues of assimilation and intermarriage.

** Reading Quiz #2 Due

3. The Jewish Way and the Sanctification of Life: Shabbat, Food and Marriage

Eighth Week:

Class 16 – Thurs Dec 14 - Halakhah: the Jewish Way. Shabbat and Kashrut as expressions of the partnership between God and the Jewish people, a memorial of Creation and Exodus.

Class 17 – Tues Dec 19 - Shabbat Kiddush: Argument for the Sake of Heaven: Mishna Berachot 8:1 Shabbat and the Mishkan (Temple). What is *melakha*?

Ninth Week:

Class 18 – Thurs Dec 21 – Kashrut as self-definition: You are what you eat; Encountering Jewish Chosenness. Read Meir Soloveitchik, "Locusts, Giraffes, and the Meaning of Kashrut" and Kass, "Why the Dietary Laws?"

Class 19 – Tues Dec 26 – Judaism, Marriage, and Sexuality. What makes a marriage Jewish? What makes sex Jewish? The Jewish Wedding Ceremony.

Tenth Week:

Class 20 – Thurs Dec 28 – Judaism and the Family Purity Laws: Personalizing the Impersonal. Howso?

Class 21 – Tues Jan 2 / Thurs Jan 4 – Summing Up and Looking Back. What's this all about?

****Cumulative Final Paper (35%) due January 4, 2018*

Suggested Supplementary Reading:

Berkovits, Eliezer. *Crisis and Faith*. New York: Sanhedrin Press, 1976.

Biale, David, *The Cultures of the Jews*, 3 vols.

Biale, Rachel. *Women and Jewish Law*

Boteach, Shmuley. *Kosher Sex. A Recipe for Passion and Intimacy*, 1999.

Chill, Abraham. *The Minhagim. The Customs and Ceremonies of Judaism, their Origins and Rationale*, 1979.

Davidman, Lynn. *Tradition in a Rootless World*

deLange, Nicholas. *Judaism*

Donin, Hayyim. *To Be A Jew*

Eisenstadt, S.N. *Jewish Civilization. The Jewish Historical Experience in a Comparative Perspective*, 1992.

Feldman, David. *Marital Relations, Birth Control and Abortion in Jewish Law*

Greenberg, Irving. *The Jewish Way: Living the Holidays*

Grossman, Susan and Haut, R. *Daughters of the King*

Heschel, Susannah. *On Being A Jewish Feminist*

Hertzberg, Arthur & Hirt-Manheimer, Aron, *Jews: The Essence and Character of a People*, 1998.

Holtz, Barry ed., *Back to the Sources*

Kelner, Marc. Contemporary Jewish Ethics
Kepnes, Steven ed., Interpreting Judaism in a Postmodern Age, 1996.
Lamm, Maurice. The Jewish Way in Love and Marriage
Mayer, Egon. Love and Tradition. Marriage between Jews and Christians, 1985.
Mendes-Flohr, Paul & Reinhartz, Jehuda. The Jew in the Modern World. A Documentary History
Neusner, Jacob. Judaism in Modern Times. An Introduction and Reader, 1995.
Neusner, Jacob. Between Time and Eternity: The Essentials of Judaism.
Philips, Bruce A. Re-Examining Intermarriage: Trends, Textures, Strategies, 1995.
Plaut, Gunther ed., The Torah: A Modern Commentary
Prager, Dennis and Telushkin, Joseph. Nine Questions People Ask about Judaism
Sarna, Nahum. Understanding Genesis
Sarna, Nahum. Exploring Exodus
Waxman, Mordicai ed., Tradition and Change. The Development of Conservative Judaism.
Wertheimer, Jack. A People Divided: Judaism in Contemporary America
Wistrich, Robert. Antisemitism: The Longest Hatred
Zornberg, Avivah. Genesis: The Beginning of Desire (1995)

A History of Modern Israel: Challenges and Realities - Paul Liptz

COURSE OUTLINE

This course on the History of Modern Israel concentrates on the period from 1948 to 2018. Israel is a country where heterogeneity exists in numerous realms, and with time the gaps have increased between various sections of the population. Israel, located in the Middle East, has to constantly grapple with both internal and external challenges. The course will draw on a wide range of multi-disciplinary sources including history, political science, sociology, economics, and theology to assist the student in understanding an evolving modern society. An analysis will be made of the tremendous societal changes over the years, as well as discussion of collective memory and myths.

COURSE REQUIREMENTS

Students will note that there is a wide range of suggested material that can be read. In addition, it is possible to gain information from the documentaries, some of which are available on You Tube. In addition, photocopies will be distributed in class.

An excellent source book is by Anita Shapira, *Israel. A History*, Brandeis University Press, 2012 which deals with many of the topics covered in the course. A more detailed book is by Howard M. Sachar, *A History of Israel. From the Rise of Zionism to Our Time*, New York, Alfred Knopf, Third Edition, 2007.

A central component of the course is a Simulation Game [Wed Dec 27, 2017 and Mon Jan 1, 2018] where each student will choose to discuss the personality, role and impact of an Israeli personality. This case study will be the basis of the final paper.

GRADES

- A) Overall Class Participation = 20%.
- B) Mid Term Exam = 25%
- C) Simulation Game Participation and Final Paper = 55%

1. Mon Oct 23 - 2000 Years of Jewish History: The Jew – Initiator or Victim?

Conflicting analyses of the Old Testament. The Second Temple period and its implications. The Talmud and significant Jewish sages. Anti-Semitism in the Middle Ages. The Spanish "Golden Age". The Jews of Poland and Russia from the 17th century. Modern global migratory trends. The role of Eretz Yisrael in Jewish dreams. The Old Yishuv.

Robert Seltzer, Jewish People, Jewish Thought. The Jewish Experience in History, (New York, Macmillan, 1980).

Documentary: The Flat [The Holocaust and Israeli society], 98 minutes.

Documentary: You Tube: Pillar of Fire, Part 1, "The Jew Returns-The Arab Awakens, 1895-1914. 51 minutes

2. Wed Oct 25 - Conflicts of Two National Movements in the Holy Land: Zionism.
Proto-Zionism as a religious response. Philosophical conflicts between the Zionist streams discussing the wide range of opinions. Building the proto-State [Yishuv]. Tensions between goals and actions. The centrality of the events from 1945 to 1947.
Shlomo Avineri, The Making of Modern Zionism. The Intellectual Origins of the Modern State (London, Weidenfeld and Nicolson, 1981), 36-55.
Larry Collins & Dominique Lapierre, O Jerusalem! (London, Grafton, 1982).
Amos Elon, The Israelis: Founders and Sons (London, Weidenfeld and Nicolson, 1971), 82-105.
Motti Golani & Adel Manna, Two Sides of the Coin, (Dordrecht, 2011)
Anita Shapira, Israel. A History (Waltham, Brandeis University Press, 2013) 16-24, 42-62, 78-88.
Documentary: You Tube: Pillar of Fire – 2 "The Dream 1914-1929",
7 "A Nation Reborn 1947-1948" 51 minutes.
Documentary: Spielberg Jewish Film Archive, Theodor Herzl-A Living Portrait, 1960, 55 mins.
Palmah Museum, Ramat Aviv.

3. Mon Oct 3. Conflicts of Two National Movements in the Holy Land: The Palestinians.
The early developments of Palestinian nationalism and the impact of Ottoman rule. Interpreting Zionist motives and the implications of the Balfour Declaration. British policy-consistent or inconsistent? The political possibilities between 1921 and 1939 and 1945 to 1948. The centrality of Al-Hajj Amin El-Husayni. Local Palestinians and the "foreigners". The battles for Jerusalem and Jaffa.
Abdelaziz Ayyad, Arab Nationalism and the Palestinians, 1850-1939, (Jerusalem, PASSIA, 1999). Taysir Jbara, Palestinian Leader. Hajj Amin Al-Husayni, Mufti of Jerusalem (Princeton, Kingston Press, 1985) 141-177.
Ann Lesch, Arab Politics in Palestine, 1917-1939, (Ithaca, Cornell University Press, 1979).
Philip Mattar, "The Mufti of Jerusalem and the Politics of Palestine", The Middle East Journal, 42,4,(Spring 1988) 227-240.
Benny Morris, The Birth of the Palestinian Refugee Problem Revisited (Cambridge, Cambridge University Press, 1985), 9-38.
Yosef Nevo, "Al-Hajj Amin and the British in World War 11", Middle Eastern Studies, 20, 1 (1984) 3-16.
Itamar Radai, "Jaffa, 1948: The Fall of a City", Journal of Israeli History, 30, 1(March

2011)23-43.

Documentary: You Tube: "The Jew Returns-The Arab Awakens, 1895-1914", Pillar of Fire, Part 1.

Documentary: You Tube: "Nazi Collaborators-The Grand Mufti"- Anton Mussert, 3 parts, 45mins.

4. & 5. Wed Nov 1 and Mon Nov 6 - Political Realities: 1948 to 1977.
The Declaration of Independence. The Law of Return. German Reparations and the tensions between the center against the right and left. The challenges of sovereignty and understanding democracy. The formation of institutions under the domination of Mapai. Ethnicity in political realms. The periphery-Ultra-Orthodox and Arabs.
Yael Aronoff, *The Political Psychology of Israeli Prime Ministers. When Hard-Liners Opt for Peace*, (Cambridge University Press, 2014)
Efraim Inbar, "The Decline of the Labor Party", *Israel Affairs*, 16, 1 (Jan 2010), 69-81.
Anita Shapira, *Israel. A History*, 179-221: 248-270.
Yehiam Weitz, "The Road to the 'Upheaval': A Capsule History of the Herut Movement, 1948-1977", *Israel Studies*, 10, 3 (Fall 2005), 54-86.
- 6 & 7. Wed Nov 8 and Mon Nov 13 - Israeli Politics: The Electoral Upheaval of 1977 and Political Events to March 2016. The decline of the Labor Party and rise of the Likud. Menachem Begin. The impact of the wars in Lebanon and in Gaza. The balance of ideology, religion and economics. What is left of the Left? The balance of internal and external components. Israeli perspectives confront the world. Yael S. Aronoff, *The Political Psychology of Israeli Prime Ministers. When Hard-Liners Opt for Peace*, (New York, Cambridge University Press, 2014).
Abraham Diskin, "The Likud: the Struggle for the Center", *Israel Affairs*, 16, 1 (Jan 2010) 51-68 [pre- and post-2009 elections].
Manfred Gerstenfeld, "The Run-up to the [March 2006] Election" *Israel Affairs*, 13, 2 (2007) 251-266.
Nissim Leon, "Moshe Kahlon and the Politics of the Mizrahi Middle Class in Israel", *Institute of Israel Studies*, 2014, 14p.
Geoffrey Levin, "One Step Forward or Two Steps Back? Unilateralism and the Israeli Gaza Disengagement in the Eyes of the World", *Israel Affairs*, 20, 1 (2014) 87-108.
Vladimir Khanin, "Russian-Jewish Political Experience in Israel: Patterns, Elites and Movements", *Israel Affairs*, 17, 1 (Jan 2011) 55-71.
David Newman, "From Hitnachelut to Hitnatkut. The Impact of Gush Emunim and the Settlement Movement on Israeli Politics and Society", *Israel Studies*, 10, 3 (Fall 2005) 192-224. Arik Rudinsky(ed) , "Arab Politics in Israel and the 19th Knesset Elections", *Konrad Adenauer Program for Jewish-Arab Cooperation*, 2 (June 21, 2013), 27p
Howard M. Sachar, *A History of Israel from the Rise of Zionism to Our Time*, (New York, Knopf, 2007), 831-838:1003-1007: 1012-1039: 1043-1051.
Anita Shapira, *Israel. A History*, pp 307-325. 357-421.
Avraham Shapira (ed), *The Seventh Day: Soldiers Talk About the Sixth-Day War*, (New York, Charles Scribner's Sons, 1970.)
Stanley Waterman, "The Elections to the 19th Knesset, 2013. Some Thoughts", *Jewish Journal of Sociology*, 55 (2013) 179-188.
Ben-Gurion's House, Sderot Ben-Gurion.

Independence Hall, Sderot Rothschild.
Rabin Museum, Ramat Aviv.

8. Wed Nov 18 - Leaders and Leadership: Individuals in the Big Picture.

The dominating figures-: philosophies and pragmatism of Ben-Gurion and Begin. Following the "greats"- Moshe Sharett, Levi Eshkol and Yitzhak Shamir. Impact or merely status quo- Golda Meir and Ehud Olmert? The military men- Dayan, Rabin, Sharon, Barak. Did he leave a legacy-Shimon Peres? Dominance of the status quo- Benjamin Netanyahu. Aronoff, *The Political Psychology of Israeli Prime Ministers*, (New York, Cambridge University Press, 2014 -see Shamir, Netanyahu, Sharon, Rabin, Barak, Peres.

Shlomo Aronson, "Leadership, preventive war and territorial expansion: David Ben-Gurion and Levi Eshkol", *Israel Affairs*, 18, 4 (Oct 2012) 526-545.

Michael Bar-Zohar, *Ben-Gurion*, (Jerusalem, Steimatzky's, 1978).

Guy Ben-Porat, "Netanyahu's Second Coming. A Neo Conservative Policy Paradigm? ", *Israel Studies*, 10, 3 (Fall 2005) 225-246.

Yossi Goldstein, "Israel's Prime Ministers and the Arabs: Levi Eshkol, Golda Meir and Yitzhak Rabin", *Israel Affairs*, 17, 2 (March 2011) 177-193.

Ofer Grosbard, *Menachem Begin: The Absent Leader*, (National Defense College, IDF, 2007)

Nir Kedar, "A civilian commander in chief: Ben-Gurion's Mamlakhtiut, the army and the law", *Israel Affairs*, 14, 2 (April 2008) 202-217.

Nir Kedar, "Ben-Gurion's Opposition to the Written Constitution", *Journal of Modern Jewish Studies*, 12, 1 (March 2013) 1-16.

Arye Naor, " 'A simple historical truth': Judea, Samaria and the Gaza Strip in Menachem Begin's ideology", *Israel Affairs*, 21, 3 (July 2015) 462-481.

Anita Shapira, *Ben-Gurion. Father of Modern Israel*, (New Haven, Yale University Press, 2014).

Yechiam Weitz, "Golda Meir, Israel's Fourth Prime Minister (1969-1974)", *Middle Eastern Studies*, 47, 1 (2011) 43-61.

Documentary: You Tube: "Ben-Gurion-One Place, One People", *Portraits of Power*, Chronos, 1979, 22 minutes.

Documentary: You Tube "Remembering Menachem Begin", JBS, Shalom TV, 29 minutes.

9. Mon Nov 20. MID TERM EXAM

10. & 11. Wed Nov 22 and Mon Nov 27. Immigration- 1948 to the Early 1960s.

Pre-State immigration trends. The turmoil of the mass immigration-Holocaust survivors and North African Jews. 1959 Wadi Salib. The city, kibbutz, moshav and Development towns.

Aviva Halamish, "Zionism Immigration Put to the Test: Historical Analysis of Israel's Immigration Policy, 1948-1951", *Journal of Modern Jewish Studies*, 7, 2 (2008), 119-134.

Esthel Mer-Glitzstein, "Operation Magic Carpet: Constructing the Myth of the Magical Immigration of Yemenite Jews to Israel", *Israel Studies*, 16.3 (Fall 2011), 149-173. .
Tom Segev, *The Seventh Million. The Israelis and the Holocaust*, (New York, Hill and Wang, 1993).
Hanna Yablonka, "Holocaust Survivors in the Israeli Army during the 1948 War: Documents and Memory", *Israel Affairs*, 12, 3 (July 2006), 462-483.
Documentary: "Flight to Freedom" (Yemenites), You Tube /Spielberg Jewish Film Archive, Hebrew University of Jerusalem. 1949. 14 minutes [poor copy].
Documentary: "The Ingathering". Tkuma, Episode 2: [includes later immigration].
Documentary: "Yemen Music of the Yemenite Jews" (in English) You Tube/ The Spielberg Jewish Film Archive. Hebrew University of Jerusalem. 1992, 28 minutes.

12 & 13. Wed Nov 29 and Mon Dec 4. Integration or Separation: Sociological and Economic Components of the Contemporary Israeli Reality. 1960s to 2017.
The depression of the 1960s and the influence of the Six Day War. Western immigration. The immediate and long-term impact of the "Russian" immigration. Aliyah of the future? The move to capitalism. Start Up Nation and the socio-economic gap. Ethnic divisions and tensions.

Uri Cohen and Nissim Leon, "The New Mizrahi Middle Class: Ethnic Mobility and Class Integration in Israel", *The Journal of Israeli History*, 27, 1, (March 2008), 51-64.
Michael Philippov & Anna Knafelman, "Old Values in the New homeland: Political Attitudes of FSU Immigrants to Israel", *Israel Affairs*, 17, 1 (Jan 2011), 38-54.
Dan Senor and Saul Singer, *Start-Up Nation. The Story of Israel's Economic Miracle*, (N.Y., Hachette Book Group, 2009).
Anita Shapira, *Israel. A History*, 340-354.
Ari Shavit, *My Troubled Land*, New York, 2013, Ch XV "Occupy Rothschild, 2011".
Ephraim Ya'ar, "Change and Continuity in Israeli Society: The Test of the Melting Pot", *Israel Studies*, 10, 2 (Summer 2005), 91-128.
Rabin Museum, Ramat Aviv.
Movie: Salah Shabai, 1964, 110 minutes.
Movie: Turn Left at the End of the World, [סוף העולם שמאלה] 2004, 108 minutes.

14 . Wed Dec 6. The Other 20%: The Realities of Israeli Arabs/Palestinians
Nakba. Military Government. Political affiliation and alienation. "Israelization" and "Palestinization". Land Day (1976) and the disturbances of 2000.
Yakub Halabi, "Democracy Clan Politics and Weak Governance: The Case of the Arab Municipalities", *Israel Studies*, 19, 1 (2014) 98-125.
Amal Jamal, *Arab Minority Nationalism in Israel. The Politics of Indigeneity*, (London, Routledge, 2011).
Efraim Karsh, "Israel's Arabs: Deprived or Radicalized?" *Israel Affairs*, 19, 1 (Jan 2013)2-20.
Adel Manna', "The Palestinian Nakba and its Continuous Repercussions", *Israel Studies*, 18,

2 (Summer 2013), 86-99.

Theodor Or, "State Commission of Inquiry into the Events of October 2000: A Retrospective", *Israel Studies*, 11, 2 (Summer 2006), 23-53.

Itamar Radai & A. Rudnitzky, 2015 Elections, *Bayan*, No 5, June 2015.

Eli Rekhess, "The Arab Minority in Israel: Reconsidering the '1948 Paradigm'", *Israel Studies*, 19, 2 (Summer 2014) 187-217.

Elie Rekhess, "The Evolvement of an Arab-Palestinian National Minority in Israel", *Israel Studies*, 12, 3 (Fall 2007), 1-28.

Elie Rekhess, "The Arab Minority in Israel: An Analysis of The 'Future Vision Documents' ", American Jewish Committee Global Jewish Advocacy, 2008, PDF.

Asher Susser, "Partition and the Arab Palestinian Minority in Israel", *Israel Studies*, 14, 2 (Summer 2009), 105-119.

Movie: "Dancing Arabs", Dir Eran Riklis based on works by Sayad Kashua.

Movie: *The Time That Remains*, 2009, 105 minutes, A film by Elia Suleiman.

Movie: *Wedding in Galilee*, 1987, Director Michel Khleifi.

15 & 16. Mon Dec 11 and Wed Dec 13. Judaism: From Secular to Modern Orthodox
The "historic relationship" [NRP and Mapai]. Oz Veshalom/ Netivot Shalom and religious radicalization. "Who Is a Jew". Controversial religious issues. Habayit Hayehudi.

Eliezer Ben-Rafael, "The Faces of Religiosity in Israel: Cleavages or Continuum?" *Israel Studies*, 13, 3 (Fall 2008), 89-113.

Eliezer Don-Yehiya, "Messianism and Politics: The Ideological Transformation of Religious Zionism", *Israel Studies*, 19, 2 (Summer 2014), 239-263.

Michael Feige, "Soft Power: The Meaning of Home for Gush Emunim Settlers", *The Journal of Israeli History*, 32, (2013), 109-126.

Documentary, You Tube; "Israeli Settlers in Hebron (Al Khalil)" 1990s [poor copy], 38 mins.

Documentary, You Tube: "Lehava: The Israeli Group Keeping Jewish/Arab Lovers Apart", Journeyman Pictures, 2014, 17 minutes.

Documentary: "Whose State? Whose Religion?" *Tkuma*, Episode 4.

17. Mon Dec 18. "Holy" Haredim/Ultra-Orthodox.

Misnagdim/Lita'im and Hasidim. Rabbis Shach [(Litvak: Agudat Yisrael] and Ovadia Yosef [Shas]. Alienation and integration in society. Haredi women and upward mobility.

Anat Barth & Adital Ben-Ari, "From Wallflower to Lonely Trees: Divorced Ultra-Orthodox Women in Israel", *Journal of Divorce and Marriage*, 55, 6 (Aug 2014) 423-440.

Yoel Finkelman, "The Ambivalent Haredi Jew", *Israel Studies*, 19, 2 (Summer 2014), 264-294.

Ari Shavit, *My Troubled Land*, New York, 2013, Ch XI, "J'Accuse, 1999"

Prina Shukrun-Nagar, "About 1000 Haredim, Members of Haeda HaHaredit: Linguistic Patterns and Rhetorical Functions of Generalizations in the Israeli News", *Israel Studies*, 19, 3 (Fall 2014), 154-186 – [n.b. 154-161]

Nurit Stadler, "Is Profane Work an Obstacle to Salvation? The Case of the Ultra Orthodox

(Haredi) Jews in Contemporary Israel", *Sociology of Religion*, 63, 4 (Winter 2002) 455-474.
Orit Yafeh, "The Time in the body: Cultural Construction of Femininity in Ultraorthodox Kindergartens for Girls", *Ethos*, 35, 4 (2007) 516-553.

Movie: *Fill the Void: Torn Between Her Heart and Her Family*, 2012, 90 minutes. Written and directed by Rama Burshtein.

Documentary: You Tube, "The Haredi: The Ultra-Orthodox Society in Israel", 1/5 to 5/5 pegelatrín, June 2012, 5 sections = about 88 minutes total.

Documentary: You Tube, "Insight-Ultra-Orthodox Jews IDF or Torah."05/19/14 i24news, 16 minutes.

18 & 19. Wed Dec 20 and Mon Dec 25 Wars and Warriors.

The formation of Jewish militia in the pre-State period. The formation of the IDF [1948]. Day War. Gender questions. Upward mobility. The changing officer corps. Conscription or a volunteer army?

Dana Kachtan, "The Construction of Ethnic Identity in the Military –From the Bottom Up", *Israel Studies*, 17, 3 (2012) 150-175.

Yossi Klein Halevi, *Like Dreamers. The Story of the Paratroopers Who United Jerusalem and Divided a Nation*, (New York, Harper Collins, 2013).

Yagil Levy, Edna Lomsky-Feder, Noam Harel, "From 'Obligatory' Militarism to 'Contractual' Militarism- Competing Models of Citizenship", *Israel Studies*, 12, 1 (2007), 127-148 [the reduced involvement of the Ashkenazi middle class].

Anita Shapira, *Israel. A History*, 271-306: 326-339.

Avraham Shapira (ed), *The Seventh Day: Soldiers Talk About the Six-Day War*, (New York, Charles Scribner's Sons, 1970).

Gabriel Sheffer and Oren Barak, *Israel's Security Networks. A Theoretical and Comparative Perspective*, (Cambridge University Press, 2013)

Tali Tadmor-Shimoni, "Female Soldier-Teachers: Army, Education and a New State", *Israel Affairs*, 16, 2 (April 2010), 297-313.

Documentary: "The Gatekeepers": 2012, 101 minutes.

Documentary: "The People's Army". Tkuma, Episode 3.

Palmach Museum, Ramat Aviv

20 & 21. Wed Dec 27 and Mon Jan 1, 2018: SIMULATION GAME.

Each student will be allocated a personality in modern Israeli history.

22. Wed Jan 3. Strategies for the Future in Peace and War.

An overview of the wars with Israel's neighbors and the peace negotiations and treaties with Egypt, the Palestinians and Jordan from the Israeli perspective. Concepts of resolution and reconciliation. The role of global intervention. Grass roots peace groups. Changing the terminology from "peace" to "reduced conflict".

Daniel Bar-Tal, "From Intractable Conflict through Conflict Resolution to Reconciliation: Psychological Analysis", *International Society of Political Psychology*, 21, 2 (June 2000) 351-

365.

Yair Hirschfeld, Track-Two Diplomacy toward an Israeli-Palestinian Solution 1978-2014, (Washington, Woodrow Wilson Center Press, 2014).

Ifat Maoz, "Peace Building in Violent Conflict: Israeli- Palestinian Post-Oslo People-to-People Activities", International Journal of Politics, Culture and Society, 17, 3 (Spring 2004) 563-574.

Anita Shapira, Israel. A History, 422-467.

Ari Shavit, Ch X "Peace, 1993" Ch XVI, "Existential Challenge My Troubled Land, 2013.

Movie: Late Summer Blues", 1987, 97 minutes. Director –Ranan Shor.

** I welcome one-on-one discussion Pliptz@gmail.com>

050-565-1770

One Hundred Years: History and Memory in Tel Aviv–Jaffa - Martin J. Wein, Ph.D.

Tuesdays, 4:15-7:30 pm (note variations of schedule on tour dates)

martinjwein@yahoo.com

This course addresses issues of history and memory in Tel Aviv from its inception as a ‘green’ garden city, to the ‘white’ Bauhaus boom and the discourse about South Tel Aviv and Jaffa as a ‘black city.’ The course’s aim is to open up narratives about society and public space in Israel, where the relationship between history and memory has been marked by political conflict, collective trauma, urban issues, and uncertainty about the future.

We will familiarize ourselves with multidisciplinary methodology that will enrich our understanding of Tel Aviv–Jaffa, Israel, the Holy Land, and the Middle East. As part of the course we will walk through the city from North to South, discussing history, architecture, language and municipal politics on the way.

Topics of discussion in the classroom and on the way will include prehistory and ancient history, Palestinian Arabs and Zionist Jews, ports and maritime history, industrialization and urban planning, politics and government, business and crime, education and cultural venues, old British influences, Asian migrant workers, African refugees, sports and parks, transportation and infrastructure, memorials and archaeological sites, language use in public space, and the city’s representation in Israeli film and literature.

You will be required to participate in a walking lecture of three and a half hours, in small groups, “hands-on” and on–site. It is important that you come well fed, bring comfortable shoes and clothes, a cap, an umbrella/sun glasses/sun lotion and water, as well as change for drinks and the bus. We will stop for explanations, discussions, visits, and a coffee break. In case of strong rain please check your e-mail for weather related changes up to two hours before tours.

Requirements:

- presentation of readings in class, 20 points
- a mid-term test, 10 points
- tour participation, 20 points
- a 10 full pages double spaced final paper (due by e-mail by May 15), 50 points
- minus 10 points of total grade for every missed or partly missed class without a doctor’s note scanned and submitted by e-mail within one week of absence

Please buy the following item: Tel Aviv or Gush Dan pocket guide & atlas or city map. Tel Aviv, Israel: MAPA - Mapping and Publications, 2010 or other recent edition (English, Hebrew or Russian).

Recommended books for additional readings are: Rotbard, Sharon. *White City – Black City, Architecture and War in Tel Aviv-Jaffa*. London: Pluto Press, 2014; LeBor, Adam. *City of Oranges*. New York and London: W. W. Norton, 2006.

Tel Aviv University
Martin J. Wein, Ph.D.

Final Paper FAQs

What should I write?

Please choose one neighborhood of Tel Aviv-Jaffa or Gush Dan and try to reconstruct its history and current state.

How much should I write?

10 full pages, double spaced, 12 size font, not including pictures, empty spaces, or bibliography!

How about footnotes?

You should have an average of 3 or more footnotes (or endnotes/short notes) per page. You can use any standard formatting style you like (MLA, Chicago etc.), just be consistent. If you use short notes (e.g. Kark 1990:12) you must add a full and formatted bibliography at the end.

How many sources should I cite/quote?

At least 5 different academic sources, including at least 2 used in this course.

When is the deadline and how do I hand in the paper?

For deadline see syllabus, send as a PDF file by e-mail to martinjwein@yahoo.com

Where do I find sources?

1. Class readings (all scanned on my webpage, further most books are in the Educational Library, check the indexes for passages on your topic throughout the books, and book bibliographies for further readings)

2. TAU libraries, talk to a librarian!!! (Check online catalogue by key words, there are catalogues for books, journals and online journals: <http://aleph3.libnet.ac.il/~libnet/malmaid.htm>)

Also check RAMBI, an index of articles on Jewish- and Israeli-related topics: <http://jnul.huji.ac.il/rambi/>) When in the stacks browse for similar books nearby

3. Online (e.g. haaretz.com newspaper web archive in English for small payment; academic websites, official web pages of buildings or institutions etc.)

Please note:

to plagiarize (*third-person singular simple present* plagiarizes, *present participle* plagiarizing, *simple past and past participle* plagiarized) (*transitive or intransitive*) To use, and pass off as one's own, someone else's writing/speech.

Good luck!!!

1. Session: Introduction

Course Overview and Syllabus

Slide Show Focusing in on Tel Aviv-Jaffa

Reading Presentations and Walking Tours Sign Up

2. Session: Campus

Campus Tour Slide Show

Map Exercise

Reading Presentation:

A. TAU Campus History (all five items together constitute one reading!):

- Dolev, Diana, "Shaping a Modernist University Campus." *Docomomo* 40, 3/2009, 52-56.
- PalestineRemembered.Com "Welcome To al-Shaykh Muwannis." Available from: <http://www.palestineremembered.com/Jaffa/al-Shaykh-Muwannis/index.html> [follow up on the tabs for pictures and other material]
- Rapaport, Meron. "History Erased." *Haaretz*, 06/07/2007.
- "TAU History: The Making of a University." Available from: <http://www.tau.ac.il/tau-history-eng.html>
- Zokhrot, "Sheikh Munis." Available from: <http://www.zochrot.org/index.php?id=143>
- LeBor, Adam. *City of Oranges*. New York and London: W. W. Norton, 2006, 112-34.

3. Session: North Tel Aviv

Slide Show

- The Ha-Yarkon/Al-Auja River Valley

- Tel Aviv University Campus/Sheikh Munis Village
- Eretz Israel Museum/Tel Qasile
- Gan Habanim
- Reading Power Station and River Mouth
- Levant Fair/Tel Aviv Port
- Wadi Ayalon
- Habima/Heyhal Hatarbut
- Tel Aviv Museum/Opera
- Sarona German Village
- Azrieli Towers

Slide Show

- Rabin Square/City Hall
- Gan Ha'ir/Former Orange Grove/Zoo
- Ibn Gevirol Street: Migdal Hame'ah, Summel, New Herzliyah High School
- Kikar Hamedina
- Ben Gurion House and Boulevard
- Atarim Square/Gordon Pool and Marina
- Gan Ha'atzma'ut/Abd El Nabi Cemetery

Reading Presentations:

B. Schlör, Joachim, *Tel Aviv: From Dream to City*. London: Reaktion Books Ltd, 1999, 162-211.

C. Mann, Barbara E. *A Place in History: Modernism, Tel Aviv, and the Creation of Jewish Urban Space*. Stanford, Calif.: Stanford University Press, 2006, 186-228.

D. Azaryahu, Maoz. *Tel Aviv: Mythography of a City*. Syracuse, N.Y. : Syracuse University Press, 2007, 224-244 AND Mann, Barbara E. *A Place in History: Modernism, Tel Aviv, and the Creation of Jewish Urban Space*. Stanford, Calif.: Stanford University Press, 2006, 229-252.

4. Session: Central Tel Aviv

Midterm Map Test

Slide Show

- Dizengoff Square and Street
- Trumpeldor Cemetery

- Gan Meir
- Old City Hall and Bialik Street
- Magen David Adom Square, Shenkin Street
- Rothschild Boulevard
- Old Herzliya High School/Shalom Tower
- Nahalat Binyamin

Reading Presentations:

E. Mann, Barbara E. *A Place in History: Modernism, Tel Aviv, and the Creation of Jewish Urban Space*. Stanford, Calif.: Stanford University Press, 2006, 26-71.

F. Architectural Styles (all seven items together constitute one reading!):

- Bauhaus Foundation Dessau. Available from: <http://www.bauhaus-dessau.de/en/index.asp>
- Levin, Michael. "The Modern Movement in Israel." *Docomomo* 40, March 2009, 36-40.
- Smolsky, Raz. "History in the Unmaking." *Haaretz*, December 1, 2008.
- Zandberg, Esther. "The legend of the white city." *Haaretz*, May 16, 2004.
- "The White City of Tel Aviv." UNESCO, 2003. Available from: http://whc.unesco.org/archive/advisory_body_evaluation/1096.pdf
- Ziesling, Yael. "Bauhaus Architecture." *Jewish Virtual Library*, 2000. Available from: http://www.jewishvirtuallibrary.org/jsource/Society_&_Culture/Architecture/Bauhaus.html
- Rotbard, Sharon. *White City – Black City, Architecture and War in Tel Aviv-Jaffa*. London: Pluto Press, 2014, 1-13. Available from: http://issuu.com/plutopress/docs/pages_from_21-10-14-1?e=2066883/9830501

G. Azaryahu, Maoz. *Tel Aviv: Mythography of a City*. Syracuse, N.Y. : Syracuse University Press, 2007, 106-155.

H. Azaryahu, Maoz. *Tel Aviv: Mythography of a City*. Syracuse, N.Y. : Syracuse University Press, 2007, 156-190.

5. Session: South Tel Aviv and Jaffa

Slide Show

- Shuk HaCarmel/Kerem Hateymanim
- Kovshim Street Gan Hakovshim/Manshiyah, Hassan Beck Mosque, Dolfinarium
- Charles Chlor Park, Tayelet Promenade, Etzel Museum, Old Train Station
- Neve Tsedek, Suzan Dalal Dance Center, Shlush Street
- Florentin, American Village/Small German Templar Colonies
- Noga Compound, Jerusalem Boulevard, Raziell Street

- Clock Square Jaffa, Old City, Egyptian Archeology Site, Jaffa Port
- Jaffa Seaside park, Ajami, Peres Peace Center

Reading Presentations:

I. LeVine, Mark. *Overthrowing Geography: Jaffa, Tel Aviv, and the Struggle for Palestine, 1880–1948*. Berkeley: University of California Press, 2005, 60-120

J. Kark, Ruth. *Jaffa: A City in Evolution, 1799–1917*. Jerusalem: Yad Izhak Ben–Zvi Press, 1990, 13-52, 291-303.

K. Kark, Ruth. *Jaffa: A City in Evolution, 1799–1917*. Jerusalem: Yad Izhak Ben–Zvi Press, 1990, 53-134 [incl. extensive tables and visual material].

L. Kark, Ruth. *Jaffa: A City in Evolution, 1799–1917*. Jerusalem: Yad Izhak Ben–Zvi Press, 1990, 135-185 [incl. extensive tables and visual material].

6. Session: Conclusions: Jaffa, Tel Aviv, Jerusalem and the Global Outlook

General Discussion and Futures Game

Reading Presentations:

M. LeVine, Mark. *Overthrowing Geography: Jaffa, Tel Aviv, and the Struggle for Palestine, 1880–1948*. Berkeley: University of California Press, 2005, 182-248.

N. Azaryahu, Maoz. *Tel Aviv: Mythography of a City*. Syracuse, N.Y. : Syracuse University Press, 2007, 208-223 AND Ellman, Michael and Smain Laacher. *Migrant Workers in Israel*. Euro-Mediterranean Human Rights Network and International Federation for Human Rights, 2003 AND Kipnis, Baruch A. “Tel Aviv, Israel A World City in Evolution: Urban Development at a Dead End of the Global Economy.” In: *Cities in Transition*, by M. Pak, ed. Ljubljana: University of Ljubljana Press, 2004, 183-194.

O. Ram, Uri. *The Globalization of Israel: McWorld in Tel Aviv, Jihad in Jerusalem*. New York, NY: Routledge, 2007, 179-234.

7. Session: Tel Aviv-Jaffa Film Festival in Class, last session of course

TOURS (sign up)

Tour 1:

Tour 2:

Walking the Boulevard Ring, 4:30-8:30 pm

Excursion: meeting on Kikar Atarim Square

Finish on Herzl Street near Shalom Tower

Tour 3:

Tour 4:

Walking the Hyphen, 4:30-8:30 pm

Excursion: meeting on Dizengoff Square

Finish in Old Jaffa

Tour 5:

Tour 6:

A City Built on Sand?, 4:30-8:30 pm

Excursion: meeting on Clock Tower Square

Finish at the Old Central Bus Station

Israeli Politics - Dr. Evgeni Klauber

Department of Political Science

Tuesdays & Thursdays 12:15pm-1:45pm

OFFICE HOURS: Tuesdays 11:00-12:00 and by appointment

OFFICE: Naftali, Room 531

E-MAIL: klaubere@post.tau.ac.il

Course Description:

This course will examine the central issues currently facing Israeli society and the ongoing debates in Israeli politics. The discussion of Israel's political system will be divided into several distinct, yet analytically related parts: historical roots, societal composition, the legal and judicial system, ideologies, parties, pressure groups, voting behavior and the composition of the Knesset, coalition politics, the government and public policy. Emphasis will be placed on the major political cleavages that tend to determine the nature of Israel's political system: Jews/Arabs, Palestinian/Israeli, religious/secular, Mizrachi/Ashkenazi, rich/poor, civil/military, veterans/new immigrants and, finally, male/female. A discussion on the future of Israel as a Jewish state will conclude the course.

Course Objectives:

- To develop a critical understanding of the leading analytical and theoretical frameworks in Israeli politics;
- To gain a better appreciation of the political challenges faced by Israeli citizens, politicians, and the government in the current globalized world;
- To become able to read, understand, and analyze articles of varying complexity on Israeli politics; become familiar with the resources on Israeli politics and society available through the World Wide Web.

Texts and Readings:

The texts for this course will provide students with the necessary background information and facts for understanding of Israeli politics. The texts will be available on Virtual TAU website and/or will be distributed by e-mail. Additionally, and very importantly, there are a significant number of required

readings drawn from current academic journals and periodicals on Israeli politics. These readings also will be available as downloadable documents (Microsoft Word or PDF formats) on the Virtual TAU website and/or distributed by e-mail. The syllabus will be available in both PDF and Word formats so that you can use hyperlinks to the required and recommended readings. It is a requirement of the course that students will be able to access these resources through their own computers or through many computers provided for students' use on campus.

Course Requirements:

This class strongly requires students' attendance and participation. In order to participate actively in the class and to follow up with lectures, you will have to complete the assigned readings before each class. Also, attendance will be taken at the beginning of most classes. I expect you to come to class regularly, and to be on time, while your cellular phones are silenced. Attending at least 85% of lectures is a necessary condition to pass the course. 15% of the grade will be composed from your attendance and participation.

Two equally weighted exams have been scheduled for this course. Each exam is worth 30%, constituting a total of 60% of your final grade. Exams may include multiple choice, short answer identification, and essays. The exams will be cumulative in a sense that students will be expected to draw on concepts and terms learned during each unit of the semester and apply them to the contemporary issues of the Israeli politics. More details regarding the format and materials of each exam will be announced on Virtual TAU prior to the exam.

Another part of your grade (10%) will be a short paper (approximately 2-3 double-spaced pages). The purpose of the assignment is to focus on using the logics of the theories learned in class in order to diagnose a problem in Israeli political life, determine its causes, and suggest potential solutions.

Finally, a long paper (15%), (approximately 4-6 double-spaced pages). You will be asked to write an analytical report on some important issue of the Israeli politics. The topic of the paper will cover issues, or key relationships between concepts of Israeli politics and society that interest you. This

assignment will count as 15% of the course grade. Further instructions about the organization and format of the paper will be announced in a timely manner through the Virtual TAU website. All assignments must be printed out (not e-mailed) and submitted to me before the lectures or to my mailbox in Naftali building, fifth floor.

Grading Summary:

- Attendance and participation: 15%
- Two exams, midterm and final take-home exam (30% each): 60%
- Short paper (2-3 pages): 10%
- Long paper: (4-5 pages): 15%
- Take-home tasks: (will be announced during the semester)

Grading System:

A+ is 97-100%

B- is 80-82%

D is 63-66%

A is 93-96%

C+ is 77-79%

D- is 60-62%

A- is 90-92%

C is 73-76%

F is 59% and under

B+ is 87-89%

C- is 70-72%

B is 83-86%

D+ is 67-69%

Academic Honesty, Students with Special Needs, Appealing Grades and Make-ups:

- Any kind of academic dishonesty will be penalized under [TAU policy of academic integrity](#).
- Students who are diagnosed with special needs should see me personally to make their needs known at the beginning of the semester for appropriate accommodations.
- If you believe an error has been made in grading one of your assignments or tests, please inform me and arrange a time to discuss your concerns as soon as possible.
- No make-up exams will be given, except under certain circumstances, such as personal illness, death or critical illness of family members, participation in a university-sponsored event. Special occasions need proper documentation and prior notice to the instructor.

Classroom etiquette, cell phones and laptops

- Please arrive on time.
- Please turn off any device that makes noise; Cell phones should be turned off during class; Laptops should be muted if they are to be used during class.
- Please do not read newspapers and don't send text messages (your phone should be off).
- During the course we will be discussing highly controversial topics, such as Israeli-Arab conflict. Students may have strong feelings that will come in conflict with the feelings of others on these issues. Mutual respect and politeness is required in the classroom at all times.

Course Schedule and Reading Assignments:¹

1. Introduction: Research Traditions in Political Science; The Role of Theory in Comparative Politics; Israel the Exceptional?

Required reading:

- Lichbach, M. I., & Zuckerman, A. S. (1997). *Comparative Politics: Rationality, Culture, and Structure*. Cambridge, U.K: Cambridge University Press. Chapter 1, pp. 3-16.
- Garfinkle, A. M. (1997). *Politics and Society in Modern Israel: Myths and*

¹ The course schedule and reading assignments are subject to change under certain circumstances. Any changes will be announced timely in class, and posted on TAU website. It is the student's responsibility to check regularly Virtual TAU website to follow up with updates.

Realities. Armonk, N.Y: M.E. Sharpe. Chapter 1, pp. 3-19..

Recommended reading:

- Garfinkle, A. M. (1997). *Politics and Society in Modern Israel: Myths and Realities*. Armonk, N.Y: M.E. Sharpe
- Fukuyama, F. (2005) How Academia Failed the Nation: The Decline of Regional Studies, in *Journal of Management and Social Sciences*, Volume 1, Number 1, (Spring 2005), pp. 21-23.
- Green, S. (2002). Rational Choice Theory: An Overview, in *Baylor University Faculty Development Seminar on Rational Choice Theory*, 2002.
- Kohli, A. (1995). The Role of Theory in Comparative Politics: A Symposium, in *World Politics*, Volume 48, Number 1.

2. Power and Influence in Israeli Politics: Who Governs?

Required reading:

- Barnett, M. N., & Duval, R. D. (2005). Power in International Politics, in *International Organization*, 59, 39-75.
- Sharkansky, I. A. F. (March 01, 2003). Toward a Typology of Non-decisions: Three Israeli Cases. *Human Resources Abstracts*, 38, 1, 5-136.
- Lorenzi, M. (2006). *Power: A Radical View*, by Stephen Lukes. ASA
- Shafir, G., & Peled, Y. (2002). *Being Israeli: Dynamics of Multiple Citizenship*. Cambridge University Press. Chapter 1, pp. 1-37.

Recommended reading:

- Mandelkern, R., & Shalev, M. (2010). Power and the Ascendance of New Economic Policy Ideas: Lessons from the 1980s Crisis in Israel. *World Politics*, 62, 3, pp. 459-495.
- Lukes, S. (2005). *Power: A Radical View* (2nd ed.). Houndmills, Basingstoke, Hampshire; New York: Palgrave Macmillan

3. Legitimacy and Authority. Legitimacy in Israel and the Occupied Territories

Required reading:

- Lachmann, L. M. (2007). *The Legacy of Max Weber*. London: Heinemann. Introduction, pp. 1-17.
- Sorek, T., & Ceobanu, A. M. (2009). Religiosity, National Identity and Legitimacy: Israel as an Extreme Case. *Sociology*, 43, 3, pp. 477-496.
- Gavison, R. (November 01, 1999). Jewish and Democratic? A Rejoinder to the

"Ethnic Democracy" Debate. *Israel Studies*, 4, 1, pp. 44-72.

Recommended reading:

- Bisharat, G. E. (1994). *Land, Law, and Legitimacy in Israel and the Occupied Territories*.
- Avineri, S. (1981). *The Making of Modern Zionism: The Intellectual Origins of the Jewish State*. New York: Basic Books.

4. Toward Statehood: The Zionist Movement and the Jewish Community in Palestine Prior to 1948

Required reading:

- Poggi, G. (1978). *The Development of the Modern State: A Sociological Introduction*. Stanford, Calif: Stanford University Press. Chapter 1: The Business of Rule, pp. 1-17.
- Horowitz, D., & Lissak, M. (1973). Authority without Sovereignty: The Case of the National Centre of the Jewish Community in Palestine. *Government and Opposition*, 8, 1, pp. 48-71.
- Spektorowski, A. (2011). Carl Schmitt: Republican Citizenship, Repression and Liberal Rights and Multi-Polarity, in Peled, Y. (ed.), *Democratic Citizenship and War*. New York: Routledge.

Recommended reading:

- Peretz, D. & Doron, G. (1997). *The Government and Politics of Israel*, Harper-Collins Publishers Inc. 1997, Chapter 1: Historical Origins of Israel, pp.1-45.
- Garfinkle, A. (1997). *Politics and Society in Modern Israel: Myths and Realities*. Armonk, N.Y: M.E. Sharpe. Chapter 2: In the Beginning, pp.20-55.
- Peled, Y. (2011). *Democratic Citizenship and War*. New York: Routledge.

5. State as a Historical Phenomenon, State-centered Approach to the Development, State-in-Society as Alternative Approach; State Building in Israel and Palestine

Required reading:

- Peretz, D. & Doron, G. (1997). *The Government and Politics of Israel*, Harper-Collins Publishers Inc. 1997, Chapter 1: Historical Origins of Israel, pp.1-45.
- Tilly, C. (1985). War Making and State Making as Organized Crime in *Bringing the State Back*, Evans, P., Rueschemeyer, D., Skocpol T. (eds.) Cambridge: Cambridge University Press, 1985.
- Migdal, J. (2004). State Building and the Non-Nation-State. *Journal of International*

Affairs. Columbia University School of International Public Affairs.

Recommended reading:

- Evans, P. B. (1995). *Embedded Autonomy: States and Industrial Transformation*. Princeton, N.J: Princeton University Press.
- Sorensen, G. (2001) War and State-Making - Why doesn't it Work in the Third World? *Security Dialogue*, 32, 3, pp. 341-354.

6. Israel in the International Arena

Required reading:

- Freedman, R. O. (2010), Russia, Israel and the Arab-Israeli Conflict: The Putin Years. *Middle East Policy*, 17, pp. 51–63.
- Gilpin, R. (1988). The Theory of Hegemonic War, in *Journal of Interdisciplinary History*, Volume 18, Number 4, pp. 591-613.
- Gilpin, R. (1981). *War and Change in World Politics*. Cambridge: Cambridge University Press, pp. 1-8.

Recommended reading:

- Waltz, K. N. (2007). *Theory of International Politics*. Boston, Mass, McGraw-Hill.
- Gilpin, R. (2002). The Rise of American Hegemony. In K. O'Brien, & A. Clesse (Eds.), *Two Hegemonies: Britain 1846-1914 and the United States 1941-2001*, Aldershot: Ashgate Publishing, pp. 165-185.

7. Modernization, Dependency, Colonialism and Neocolonialism in Israeli Politics

Required reading:

- Eisenstadt, S. N. (July 01, 1964). Breakdowns of Modernization. *Economic Development and Cultural Change*, 12, 4, pp. 345-367.
- Robertson, R. (August 01, 2011). S.N. Eisenstadt: A Sociological Giant. *Journal of Classical Sociology*, 11, 3, pp. 303-311.
- Shafir, G. (April 01, 1996). Israeli Decolonization and Critical Sociology. *Journal of Palestine Studies*, 25, 3, pp. 23-35.

Recommended reading:

- Bartram, D. V. (January 01, 1998). Foreign Workers in Israel: History and Theory. *International Migration Review*. 32, 2, Summer 1998, pp. 303-325.

8. Immigration, Political Culture and Israel's Society

Required reading:

- Arian, A. (1989). *Politics in Israel: the Second Generation*, Chaham House, N.J., 1989, Chapter 1, pp. 1-29.
- Goldstein, K. & Gitelman, Z. (2003) "From 'Russians' to Israelis?" in Arian, A. & Shamir, M. (eds.), *The Elections in Israel – 2003*, Transaction, New Brunswick (US) & London (UK), pp. 245-260.
- Hacoen, D. (2003). *Immigrants in Turmoil*, Syracuse University Press. Chapter 8: Immigration during 1948-1998 and its Ramifications on Israeli Society, pp. 251-263.
- Horowitz, T. (2005). The Integration of Immigrants from the Former Soviet Union. *Israel Affairs*, 11, 1, pp. 117-136.
- Lissak, M. (2001). "The Unique Approach to Military-Societal Relations in Israel and its Impact on Foreign and Security Policy", in Sofer, S. (ed.), *Peacemaking in a Divided Society: Israel after Rabin*, Frank Cass, London, pp. 235-255.
- Peri, Y. (2004) *Telepopulism: Media and Politics in Israel*, Stanford University Press, California, Introduction, pp. 1-10.
- Yonah, Y. (2005). Israel as a Multicultural Democracy: Challenges and Obstacles. *Israel Affairs*, 11, 1, pp. 95-116.
- Zameret, Z. (2002) *The Melting Pot in Israel*, State University of New York. Chapter 14: Summing Up: Israel From a "Melting Pot" to a Pluralistic State, pp. 155-160.

9. Israel's Major Institutions: Parliament, Government and the Judiciary

Required reading:

- Chazan, N. (2005). The Knesset. *Israel Affairs*, 11, 2, pp. 392-416.
- Mahler, G. (2004) *Politics and Government in Israel: The Maturation of a Modern State*, Rowmen & Littlefield Publishers, Oxford, Chapter 4: The Constitutional System and Parliamentary Government, pp.117-139, and Chapter 8: The Machinery of Government, pp. 221-247.
- Edelman, M. (1994). The Judicialization of Politics in Israel. *International Political Science Review*, 15, 2, pp. 177-186.
- Barak, A. (1998). The Role of the Supreme Court in a Democracy. *Israel Studies*, 3, 2, pp. 6-29.

Recommended reading:

- Israeli Government's Portal is [here](#).

10. Elections and Voting

Required reading:

- Bogdanor, V. (1993). "The Electoral System, Government and Democracy," in E. Sprinzak & L. Diamond (eds.) *Israel Democracy Under Stress*, Lynne Rienner Publishers Boulder and London 1993, pp. 83-106.
- Hazan, R. Y. (1997). Executive-Legislative Relations in an Era of Accelerated Reform: Reshaping Government in Israel. *Legislative Studies Quarterly*, 22, 3, pp. 329-350.
- Lijphart, A. (1993) "Israeli Democracy and Democratic Reform in Comparative Perspective," in E. Sprinzak & L. Diamond (eds.), *Israel Democracy under Stress*, Lynne Rienner Publishers, Boulder and London, pp. 107-123.
- Mahler, G. (2004). *Politics and Government in Israel: The Maturation of a Modern State*, Rowmen & Littlefield Publishers, Oxford. Chapter 7: The Electoral Process and Voting Behavior, pp. 193-219.
- Shamir, M., & Arian, A. (1999). Collective Identity and Electoral Competition in Israel. *The American Political Science Review*, 93, 2, pp. 265-277.

11. Parties and Interest Groups

Required reading:

- Arian, A. & Shamir, M. (2005). "On Mistaking a Dominant Party in a Dealingment System" in Arian A. & Shamir, M. (eds.), *The Election in Israel – 2003*, Transaction New Brunswick (USA), and London (UK), pp.13-31.
- Goldberg, G. (1998). Trade Unions and Party Politics in Israel: The Decline of Party Identification. *The Journal of Social, Political, and Economic Studies*, 23, 1, pp. 51-70.
- Mahler, G. (2004). *Politics and Government in Israel: The Maturation of a Modern State*. Lanham, Md: Rowman & Littlefield Publishers. Chapter 6: Political Parties and Interest Groups, pp. 171-191.
- Yishai, Y. (2001). Bringing Society Back In: Post-Cartel Parties in Israel. *Party Politics*, 7, 6, pp. 667-687.

12. Coalition Politics in Israel

Required reading:

- Horowitz, D. (1977). More than a Change in Government. *The Jerusalem Quarterly* 5, pp. 3-20.
- Mahler, G. (2004). *Politics and Government in Israel: The Maturation of a Modern State*. Lanham, Md: Rowman & Littlefield Publishers. Chapter 5: The Prime

Minister and the Knesset, pp. 141-169.

- Mahler, G. & Trilling, R. (1975). Coalition Behavior and Cabinet Formation: The Case of Israel. *Comparative Political Studies*, 8, pp. 200-233.

13. Public Policy in Israel

Required reading:

- Korn, D. (2002). *Public Policy in Israel: Perspectives and Practices*, Lexington Books, Introduction, pp.1-6.
- Don-Yehiya, E. (2002). "Public Policy and Management of Major Political Cleavages," in Korn D. (ed.) *Public Policy in Israel: Perspectives and Practices*, Lexington Books, 2002, pp.9-30.
- Nachmias, D. & Arbel-Ganz, O. (2005). The Crisis of Governance: Government Instability and the Civil Service. *Israel Affairs*, 11, 2, pp. 281-302.
- Peretz, D. & Doron, G. (1997). *Government and Politics of Israel*, Harper Collins Publishers Inc., Chapter 7: Government Administration and Public Policy, pp.208-243.
- Sharkansky, I. (1993). "Israel's Political Economy," in Sprinzak, E. & Diamond, L. (eds.), *Israel Democracy Under Stress*, Lynne Rienner Publishers, Boulder and London, pp.153-170.

14. The National Issue: Israeli Jews, Palestinians and the Arab World

Required reading:

- Allon, Y. (1976). Israel: The Case for Defensible Borders. *Foreign Affairs*, 55, 1, pp. 38-53.
- Arian, A. (1995) *Security Threatened: Surveying Israeli Opinion on Peace and War*, Cambridge University Press, Cambridge, pp. 254-271.
- Grinberg, L. (1994). A Theoretical Framework for the Analysis of the Israeli Palestinian Peace Process. *International Review of Sociology*, 5, 1, pp. 68-89.
- Shlaim, A. (1994). Prelude to the Accord: Likud, Labor, and the Palestinians. *Journal of Palestine Studies*, 23, 2, pp. 5-19.
- Ross, D. (2004). *The Missing Peace: The Inside Story of the Fight for Middle East Peace*. New York: Farrar, Straus and Giroux, Prologue, pp. 1-14.

Recommended reading:

- Ross, D. (2007). *Statecraft: And How to Restore America's Standing in the World*.

New York: Farrar, Straus, and Giroux.

Recommended videos:

- Dennis Ross - Middle East Peace Conference, William S. Boyd School of Law is [here](#).

15. Israeli Arabs: Israel as an Ethnic Democracy

Required reading:

- Jamal, A. (2002). Beyond "Ethnic Democracy": State Structure, Multicultural Conflict and Differentiated Citizenship in Israel. *New Political Science*, 24, 3, pp. 411-431.
- Kook, R. (1995). Dilemmas of Ethnic Minorities in Democracies: The Effect of Peace on the Palestinians in Israel. *Politics & Society*, 23, 3, pp. 309-336.
- Smootha, S. (1990). Minority Status in an Ethnic Democracy: The Status of the Arab Minority in Israel. *Ethnic and Racial Studies*, 13, 3, pp. 389-413.
- Peled, Y. (1992). Ethnic Democracy and the Legal Construction of Citizenship: Arab Citizens of the Jewish State. *The American Political Science Review*, 86, 2, pp. 432-443.

16. State and Religion: Judaism in the Jewish State

Required reading:

- Cohen, A., & Susser, B. (1996). From Accommodation to Decision: Transformations in Israel's Religio-Political Life. *A Journal of Church and State*, 38, 4, pp. 817-839.
- Englard, I. (1987). Law and Religion in Israel. *The American Journal of Comparative Law*, 35, 1, pp. 185-208.
- Mahler, G. (2004). *Politics and Government in Israel: The Maturation of a Modern State*. Lanham, Md: Rowman & Littlefield Publishers. Chapter 2: Zionism, Religion and the Domestic Political Environment, pp. 53-88.
- C. Waxman, C. (2000). "Religio-Politics and Social Unity in Israel: Israel's Religious Parties" in Robert O. Freedman (ed.), *Israel's First Fifty Years*, Florida University Press, Gainesville, pp. 162-179.

17. The Socio-Economic Cleavage in Israel

Required reading:

- Almog, O. (2002). "Shifting the Centre from Nation to Individual and Universe: The New 'Democratic Faith' of Israel", in E. Karsh (ed.) *Israel: The First Hundred Years*, Frank Cass Publishers, London, pp. 31-42.
- Bernstein, D., & Swirski, S. (1982). The Rapid Economic Development of Israel and the Emergence of the Ethnic Division of Labour. *British Journal of Sociology*, 33, 1, pp. 64-85.
- Seliktar, O. (2000). "The Changing Political Economy of Israel: From Agricultural Pioneers to the "Silicon Valley" of the Middle East", in Robert O. Freedman (ed.) *Israel: First Fifty Years*, Florida University Press, Gainesville, pp.197-218.
- Zilberfarb, B. (2005). From Socialism to Free Market - The Israeli Economy, 1948-2003. *Israel Affairs*, 11, 1, pp. 12-22.
- Hermann, T. (2003). Do They Have a Chance? Protest and Political Structure of Opportunities in Israel. *Israel Studies*, 1, 1, pp. 144-170.

18. Gender Issues in the Israeli Politics

Required reading:

- Kuntsman, A. (2008). The Soldier and the Terrorist: Sexy Nationalism, Queer Violence. *Sexualities*, 11, pp. 142-170.
- Shakdiel, L. (2002). Women of the Wall: Radical Feminism as an Opportunity for a New Discourse in Israel. *The Journal of Israeli History*, 21, pp. 126-163.
- Halperin-Kaddari, R. & Yadgar, Y. (2010) Religion, Politics and Gender Equality among Jews in Israel. Final Research Report prepared for the project *Religion, Politics and Gender Equality*, United Nations Research Institute for Social Development.

19. The Future of Israel as a Jewish State.

Required reading:

- Gruen, G. (2000) "Israel and the American Jewish Community: Changing Realities Test Traditional Ties," in Freedman, R. (ed.), *Israel's First Fifty Years*, University Press of Florida, Gainesville, pp. 29-66.
- Seliktar, O. (2002). Divided we Stand: American Jews, Israel, and the Peace Process. Westport, Conn: Praeger, pp. xiii-xvi and pp. 207-210.
- Shain, Y., & Sherman, M. (1998). Dynamics of Disintegration: Diaspora, Secession

and the Paradox of Nation-states. *Nations and Nationalism: Journal of the Association for the Study of Ethnicity and Nationalism*, 4, 3, pp. 321-346.

- Grinberg, L. (2010). The Israeli-Palestinian Union: The "1-2-7 states" Vision of the Future. *Journal of Palestine Studies*, 39, 2, pp. 46-53.

An Introduction to the History of the Middle East in the Modern Period - Brandon Friedman, PhD
b.bfried@gmail.com

Office: Gilman Building, 421

Office hours: **To Be Announced**

Course Description:

This course aims to introduce students to critical historical processes and themes that have shaped the development of the Middle East from the late Ottoman period until the present. The course will cover some of the major political, social, economic, and cultural transformations, including but not limited to: the transition from Ottoman to colonial rule, the rise of territorial states, various forms of nationalism, inter-Arab politics, the Israeli-Palestinian conflict, and the Islamic revival and the jihadi phenomenon.

Grading:

Class preparation, attendance, and participation – 15%

Early Term essay – 15%

Final Paper – 70%

1-2. *Beginnings of the Modern Period and Middle Eastern Encounters with Europe*

Asher Susser and Duygu Atlas, *The Emergence of the Modern Middle East* (Tel Aviv: The Moshe Dayan Center, Tel Aviv University, 2017), pp. 1-20.

Dror Ze'evi, "Back to Napoleon? Thoughts on the Beginning of the Modern Era in the Middle East," *Mediterranean Historical Review* 19: 1 (2004), 73-94.

William Cleveland, *A History of the Modern Middle East* (Boulder, CO: Westview Press, 1994), pp. 40-60.

3. *Modernity, Tradition, and the Age of Reform*

Asher Susser and Duygu Atlas, *The Emergence of the Modern Middle East* (Tel Aviv: The Moshe Dayan Center, Tel Aviv University, 2017), pp. 21-38.

William Cleveland, *A History of the Modern Middle East* (Boulder, CO: Westview Press, 1994), pp. 61-98.

4. *Islamic Modernism: al-Afghani and 'Abduh*

Albert Hourani, *Arabic Thought in the Liberal Age, 1789 – 1939* (Cambridge, 1983), pp. 103-192.

Yvonne Haddad, "Muhammad Abduh: Pioneer of Islamic Reform," in *Pioneers of Islamic Revival* (London and New Jersey, Zed Books, 1994), Ali Rahnema, ed., pp. 30-60.

5-6. Rise of Nationalism; the Decline of Empire

Asher Susser and Duygu Atlas, *The Emergence of the Modern Middle East* (Tel Aviv: The Moshe Dayan Center, Tel Aviv University, 2017), pp. 47-64.

William Cleveland, *A History of the Modern Middle East* (Boulder, CO: Westview Press, 1994), 99-124.

Vanessa Martin, *Iran between Islamic Nationalism and Secularism: The Constitutional Revolution of 1906* (IB Tauris, 2013), pp. 13-43, 107-121.

6-7. World War I and New States

Adeed Dawisha, *Arab Nationalism in the Twentieth Century: From Triumph to Despair* (Princeton University Press, 2002), Introduction.

Asher Susser and Duygu Atlas, *The Emergence of the Modern Middle East* (Tel Aviv: The Moshe Dayan Center, Tel Aviv University, 2017), pp. 77-114.

Michael Eppel, *A People Without A State* (University of Texas Press, 2016), pp.109-136.

Mayir Verate, "The Balfour Declaration and Its Makers," in *From Palmerston to Balfour: The Collected Essays of Mayir Verete* (Portland, OR: Frank Cass, 1992), Norman Rose, ed., 1-38.

8. Ataturk and Turkey after World War I

Serif Mardin, "Religion and Secularism in Turkey," in *Ataturk: Founder of a Modern State* (London: C. Hurst, 1981), Ali Kazancigil and Ergun Ozbudun, eds., pp. 191-219.

William Cleveland, *A History of the Modern Middle East* (Boulder, CO: Westview Press, 1994), pp. 164-174.

9. Reza Shah and Iran after World War I

Ervand Abrahamian, *A History of Modern Iran* (Cambridge University Press, 2008), Chapter 3.

William Cleveland, *A History of the Modern Middle East* (Boulder, CO: Westview Press, 1994), pp. 174-180.

10. Mossadegh: Iran and Oil Nationalization

Ervand Abrahamian, "The 1953 Coup in Iran," *Science & Society* 65:2 (Summer 2001), 182-215.

Ervand Abrahamian, *A History of Modern Iran* (Cambridge University Press, 2008), Chapter 4.

Fakhreddin Azimi, "The reconciliation of politics and ethics; nationalism and democracy: an overview of the political career of Dr Muhammad Mussadiq," in *Mussadiq, Iranian Nationalism, and Oil* (London: I.B. Tauris, Ltd.), W. Roger Louis and James Bill, eds., 47-68.

11. The Rise of the Ba'th Party and Arab Nationalism

Nabil Kaylani, "The Rise of the Syrian Ba'th, 1940-1958: Political Success, Party Failure," *International Journal of Middle East Studies* 3:1 (Jan., 1972), 3-23.

12-13. Nasser and Politics of Arab Nationalism

Adeed Dawisha, *Arab Nationalism in the Twentieth Century: From Triumph to Despair* (Princeton University Press, 2002), Chapters 4-9.

14. The June 1967 Six Day War

Charles Yost, "The Arab Israeli War: How It Began," *Foreign Affairs* 46: 2 (January 1968).

Galia Golan, "The Soviet Union and the Outbreak of the June 1967 Six Day War," *Journal of Cold War Studies* 8:1 (Winter 2006), 3-19.

Moshe Gat, "Nasser and the Six Day War, 5 June 1967: A Premeditated Strategy or An Inexorable Drift to War?," *Israel Affairs* 11:4 (Winter 2005), 608-635.

Michael Oren, "The Revelations of 1967: New Research on the Six Day War and Its Lessons for the Contemporary Middle East," *Israel Studies* 10:2 (Summer 2005).

15. The Post-1967 Reckoning

Fouad Ajami, "The End of Pan-Arabism," *Foreign Affairs* (Winter 1978/1979).

Fouad Ajami, *The Arab Predicament* (Canto Edition, 1992), pp. 1-77.

David Holden, "The Persian Gulf: After the British Raj," *Foreign Affairs*, July 1971, 721-735.

Thomas Hegghammer and Stephane Lacroix, "Rejectionist Islamism in Saudi Arabia: The Story of Juhayman al-'Utaybi Revisited," *IJMES* 39 (2007), 103-122.

Stephane Lacroix, *Awakening Islam: The Politics of Religious Dissent in Contemporary Saudi Arabia* (Harvard University Press, 2011), Chapter 2.

16. Kurdish Nationalism

Ofra Bengio, *The Kurds of Iraq: Building a State Within a State* (Boulder and London: Lynne Rienner Publishers, 2012), pp. 1-17.

17. The Iranian Revolution of 1978-1979

Shaul Bakhash, "Khomeini: The 'Idol Smasher'," in *The Reign of the Ayatollahs: Iran and the Islamic Revolution* (Basic Books, 1990), pp. 19-51.

Misagh Parsa, "Ideology and Political Action in the Iranian Revolution," *Comparative Studies of South Asia, Africa, and the Middle East* 31:1 (2011).

Mansoor Moaddel, "Ideology and Episodic Discourse: The Case of the Iranian Revolution," *American Sociological Review* 57: 3 (Jun., 1992), 353-379.

Shaul Bakhash, "Iran," *The American Historical Review* 96:5 (Dec., 1991), 1479-1496.

18. Islamism

Quintan Wiktorowicz, *Anatomy of the Salafi Movement*, *Studies in Conflict & Terrorism*, (2006) 29:207-239.

Roel Meijer, "Introduction," *Global Salafism: Islam's New Religious Movement* (London: Hurst & Company, 2009), pp. 1-29.

19-20. Israel, Jordan, and Palestine

Asher Susser, *Israel, Jordan, and Palestine: The Two State Imperative* (Brandeis University Press, 2010).

21. The 2011 Arab Uprisings

James Gelvin, *The Arab Uprisings: What Everyone Needs to Know* (Oxford University Press, 2011).

Asher Susser, "Israel's Place in a Changing Regional Order (1948-2013), *Israel Studies* 19:2 (Summer 2014), 218-238.

Oliver Røy, *The Politics of Chaos in the Middle East* (New York: Columbia University Press, 2008), translated from the French by Ros Schwartz.

Itamar Rabinovich, "[The End of Sykes-Picot? Reflections on the Prospects of the Arab State System](#)," The Saban Center at Brookings Institution, Middle East Memo No. 32, February 2014.

22. Iraq and Syria: The Islamic State and the Kurds

Fouad Ajami, *The Syrian Rebellion* (Hoover Institution Press, 2012).

Michael Weiss and Hassan Hassan, *ISIS: Inside the Army of Terror* (New York: Regan Arts, 2015.)

Ofra Bengio, "Will the Kurds Get Their Way?," *American Interest* (November/December 2012), 47-53.

David Romano, "Iraqi Kurdistan and Turkey: Temporary Marriage?" *Middle East Policy* 22:1 (Spring 2015), 89-101.

Michael Gunter, "Unrecognized De Facto States in World Politics: The Kurds," *Brown Journal of World Affairs* 20:2 (Spring/Summer 2014), 161-177.

Denise Natali, "The Kurdish Quasi-State: Leveraging Political Limbo," *The Washington Quarterly* 38:2 (Summer 2015), 145-164.

Till F. Paasche, "Syrian and Iraqi Kurds: Conflict and Cooperation," *Middle East Policy* 22:1 (Spring 2015), 77-88.

The Israeli Collective Memory of the Israeli-Arab/Palestinian Conflict - Dr. Rafi Nets (-Zehngut)

Course Number: 2120.1012.02

rafi.nets@gmail.com, or 054-5953-224.

Course Description

The course – that includes 2.5 movies, a field trip and a lecture of an Israeli-Jewish war veteran – deals with an enigmatic phenomenon: collective memory (CM), namely, the way a group views past events. Specifically, it focuses on the Israeli-Jewish (“Israeli”) CM of the Israeli-Arab/Palestinian conflict (“the conflict”). CM is an important socio-psychological phenomenon because it significantly influences the social and political spheres, both within a country and externally. This is why in recent decades CM of conflicts has gained major salience worldwide.

The course has four main parts. It starts with a (A) theoretical background regarding CM in general and that of conflicts in particular: the main theories and concepts as well as the characteristics of historical narratives. Based on this theoretical foundation, the course moves on to the (B) Israeli CM of the conflict. This second part is divided into two sub-parts: B1) Israeli CM of the conflict at large, addressing the memory of various major events of the conflict (until the mid-term test); B2) Israeli CM specifically referring to one of the major historical events of the conflict - the 1948 Palestinian exodus, leading to the creation of the Palestinian refugee problem. Onward, in order to provide some context to the Israeli CM of the conflict, the third part provides a (C) comparative perspective, that addresses the Palestinian CM of the conflict. The final part includes (D) class presentations of the students that address various case studies and topics regarding the Israeli collective memory of the conflict. For more information see below the detailed program of classes.

Course Requirements

1. Reading all required publications (marked with *). The others are optional.
2. Attendance.
3. Active participation in class.
4. Mid-term test.
5. Class presentations (each done by a group of students).

Grade Composition

1. 10% - Reading the required items, attending classes and active participation.
2. 20% - Mid-term test.
3. 70% - Class presentations.

Pedagogical Tools

The course includes lectures, class discussions, power point presentations, video clips, films, and a field trip.

Program of the Classes

Part A: Theoretical Foundations

1. Why study CM, course info and main approaches to CM
2. Key concepts of CM – I

3. Key concepts of CM - II
4. Narratives

Part B: The Israeli CM of the Conflict

Part B1: Israeli CM of the conflict at large

5. Case study background: History of the conflict
6. Main topics and patterns in the Israeli CM of the conflict (1948-2017) - I
7. Main topics and patterns in the Israeli CM of the conflict (1948-2017) - II
8. Institutions that shape the CM as well as Israeli war veterans and their autobiographical memory of the conflict
9. [L] Film “Waltz with Bashir” (Israeli autobiographical memory of the 1982 Lebanon War)
10. Lecture of an Israeli-Jewish war veteran about his autobiographical memory dynamics regarding his personal experiences in the battle field; Israeli academia and the New Historians (historical memory)
11. Mid-term test

Part B2: Israeli CM of the 1948 Palestinian exodus

12. The Israeli CM of the 1948 Palestinian exodus (1949-2000s)
13. The impact of the passage of time and the politics of memory (all, of 1948 exodus) ; preparation for the field trip
14. [L] Field trip to the Palm”ach (Jewish elite fighting force in the pre-Israel period) Museum – walking distance from Tel Aviv University
15. Discussing the field trip; Historical controversies, internal/external CMs as well as self- and external-censorship (all, about the 1948 exodus)
16. [L] Film “Izkor: Slaves of memory” (commemoration practices, education and ceremonies in Israel regarding the conflict and 1948)

17. Israeli official memory of 1948 exodus and the peace process, major events in the exodus's memory

Part C: Comparative Perspectives

18. The Palestinian CM of the conflict (including part of the film "The Inner Tour" about Palestinians' tour in Israel) and Israeli-Palestinian narratives' collaboration

Part D: Class presentations about the Israeli CM of the conflict

19. Class presentations - I
20. Class presentations – II
21. Class presentations – III, and integrative summary

Readings – By Class

Required reading is marked with an asterisk. All the below bibliography will be available full-text for downloading on Moodle.

Part A: Theoretical Foundations

1. Why study CM, course info and main approaches to CM
 - a. Devine-Wright, P. (2003). A theoretical overview of memory and conflict. In: E. Cairns and M. Roe (Eds.), *The role of memory in ethnic conflict*, 9-33. New York: Palgrave, MacMillan. *
 - b. Olick, J.K., Vinitzky-Seroussi, V. & Levy, D. (2011). Introduction. In: J.K. Olick, V. Vinitzky-Seroussi & D. Levy (Eds.) *The collective memory reader*, 3-22. New York,

NY: Oxford University Press.

- c. Nora, Pierre. (1989). Between memory and history: Les lieux de memoire. *Representations*, 26, 7-25.

2. Key concepts of CM - I

- a. Tint, B. (2010). History, memory, and intractable conflict. *Conflict Resolution Quarterly*, 27, 239-256. *
- b. Olick, J., & Robbins, J. (1998). Social memory studies: From “collective memory” to the historical sociology of mnemonic practices. *Annual Review of Sociology*, 24, 105-140.
- c. Assmann, Jan. 1995. Collective memory and cultural identity. *New German Critique*, 65, 125-133.
- d. Langenbacher, E. (2010). Collective memory as a factor in political culture and international relations. In: E. Langenbacher & Y. Shain (Eds.), *Power and the past – Collective memory and international relations*, 13-49. Washington DC: Georgetown University Press.

3. Key concepts of CM – II

- a. Paez, D. & Liu J. (2011). Collective memory of conflicts. In: D. Bar-Tal (Ed.) *Intergroup conflicts and their resolution – A social psychological perspective*, 137-173. New York: Psychology Press. *
- b. Kansteiner, W. (2002). Finding meaning in memory: Methodological critique of collective memory studies. *History and Theory*, 41, 179-197.
- c. Winter, Jay. 2010. Thinking about Silence. In *shadows of War*, edited by Efrat Ben-Ze'ev, Ruth Ginio and Jay Winter, 3-31. Cambridge: Cambridge University Press.

4. Narratives

- a. Auerbach, Y. (2010). National narratives in a conflict of identity. In: J. Bar-Siman-Tov (Ed.) *Barriers to peace in the Israeli-Palestinian conflict*, 99-134. Jerusalem: The Jerusalem Institute for Israel Studies. *
- b. Wertsch, J. (2008). A narrative organization of collective memory. *Ethos*, 36 (1), 120-135.
- c. Bruner, J. (1990). *Acts of meaning*. Cambridge, MS: Harvard University Press, 1-31.

Part B: The Israeli CM of the Conflict

5. Case study background: History of the conflict

- a. Mahler, G, and Mahler R. (2010). *Introduction to the Arab-Israeli conflict*. New York: Routledge, 3-33. *
- b. Bregman, A. (2002). *Israel's Wars: A History Since 1947*. London: Routledge (chapter 1 5). See also Bergman in class 9 (a) and 12 (a).

6. Main topics and patterns in the Israeli CM of the conflict (1948-2016) - I

- a. Podeh, E. (2000). History and memory in the Israeli educational system: The portrayal of the Arab-Israeli conflict in history textbooks (1948-2000). *History and Memory*, 12, 65-83. *
- b. Ram, U. (2007). The future of the past in Israel. In: B. Morris (Ed.) *Making Israel*. Ann Arbor, MI: The University of Michigan Press, 202-230.
- c. Stein, L. (2010). Rewriting Israel's history. *Shofar: An Interdisciplinary Journal of Jewish Studies*, 30 (1), 129-140.

7. Main topics and patterns in the Israeli CM of the conflict (1948-2016) - II

- a. Bar-Tal, D., & Salomon, G. (2006). Israeli-Jewish narratives of the Israeli-Palestinian conflict: Evolvement, contents, functions and consequences. In: R. Rothberg (Ed.), *History's double helix: The inter-wined narratives of Israel and Palestine* (19-46). Bloomington, IN: Indiana University Press. *
 - b. Firer, R. (2004). The presentation of the Israeli-Palestinian conflict in Israeli history and civics textbooks. In: Ruth Firer and Sami Adwan (Eds.), *The Israeli–Palestinian conflict in history and civics textbooks of both nations*, 37-96. Hanover: Verlag Hahnsche.
 - c. Yogev, E. (2010). A crossroads: history textbooks and curricula in Israel. *Journal of Peace Education*, 7 (1), 1-14.
8. Institutions that shape the CM as well as Israeli war veterans and their autobiographical memory of the conflict
- a. Lomsky-Feder E. 2004. Life Stories, War, and Veterans: On the Social Distribution of Memories. *Ethos*, 32 (1). 82-109. *
 - b. Ben-Ze'ev, E. (2010). Imposed silences and self-censorship: Palmach soldiers remember 1948. In: E. Ben-Ze'ev, R. Ginio, & J. Winter (Eds.), *Shadows of war – A social history of silence in the twentieth century* (pp. 181-196). Cambridge: Cambridge University Press.
 - c. Nets-Zehngut, R. (2014). The role of direct-experience people in promoting transitional justice: The Israeli case. In E. Bird and F. Ottanelli (Eds.), *The performance of memory as transitional justice*, 115-133. Cambridge: Intersentia.
9. Film “Waltz with Bashir”
- This award winning film addresses the autobiographical memory of Israeli war veterans who participated in the 1982 Israeli-Lebanese War

- a. Bregman, A. (2002). *Israel's Wars: A History Since 1947*. London: Routledge (95-117, chapter 5). *
- b. Raz, Y. (2010). War Fantasies, memory, trauma and ethics in Ari Folman's *Waltz with Bashir*. *Journal of Modern Jewish Studies*, 9 (3), 311-326.
- c. Levy, A; Witztum, E; Solomon, Z. (1996). Lessons learned: When denial becomes impossible – therapeutic response to combat stress reaction during the Yom Kippur War (1973), the Lebanon War (1982), and the Intifada. *Israeli Journal of Psychiatry and Related Sciences*, 33 (2), 89-102.

10. Lecture of an Israeli-Jewish war veteran; Israeli academia and the New Historians
(historical memory)

- a. Ghazi-Bouillon, A. (2009). *Understanding the Middle East peace process—Israeli academia and the struggle for identity*. London: Routledge, 53-88. *
- b. Heller, J. (2006). Alternative narratives and collective memories: Israel's new historians and the use of historical context. *Middle Eastern Studies*, 42 (4), 571-586.
- c. Nets-Zehngut, R. (2011). Origins of the Palestinian refugee problem: Changes in the historical memory of Israelis/Jews 1949–2004. *Journal of Peace Research*, 48, 235–248.

11. Mid-term test

12. The Israeli CM of the 1948 Palestinian exodus (1949-2000s)

- a. Bar-On, M. (2007). Remembering 1948: Personal recollections, collective memory, and the search for “what really happened”. In: B. Morris (Ed.) *Making Israel*. Ann Arbor, MI: The University of Michigan Press, 29-46. *
- b. Nets-Zehngut, R. & Bar-Tal, D. (2014). Transformation of the official memory of conflicts: A tentative model and the Israeli memory of the 1948 Palestinian exodus. *International Journal of Politics, Culture and Society*, 27 (1), 67-91.
- c. Bregman, A. (2002). *Israel's Wars: A History Since 1947*. London: Routledge (1-25, chapter 1).

13. The impact of the passage of time and the politics of memory (all, of 1948 exodus)

- a. Ram, U. (2009). Way of forgetting: Israel and the obliterated memory of the Palestinian Nakba. *Journal of Historical Sociology*, 22 (3), 366-395. *
- b. Isacoff, J. (2005). Writing the Arab-Israeli conflict: Historical bias and the use of history in political science. *Perspectives on Politics*, 3 (1), 71-88.
- c. Nets-Zehngut, R. (2012). The passing of time and collective memory of conflicts. *Peace and Change*, 37 (2), 253-285.

14. Field trip

15. Historical controversies, internal/external CMs as well as self- and external-censorship (all, of 1948 exodus)

- a. Strombom, L. (2013). Identity Shifts and conflict transformation – Probing the Israeli history debates. *Mediterranean Politics*, 18 (1), 79-97. *
- b. Kabha, M. (2007). A Palestinian look at the new historians and post-Zionism in Israel. In: B. Morris (Ed.) *Making Israel*. Ann Arbor, MI: The University of Michigan Press,

299-319.

- c. Nets-Zehngut, R. (2012). Internal and external collective memories: Israel and the 1948 Palestinian exodus. *International Journal of Conflict and Violence*, 6 (1), 126-140.

16. Film “Izkor: Slaves of memory”

- a. Ben-Amos, A. (2003). War commemoration and the formation of Israeli national identity. *Journal of Political and Military Sociology*, 3 (2), 171-195. *
- b. Brog, M. (2003). Victims and Victors: Holocaust and Military Commemoration in Israel Collective Memory. *Israel Studies*, 8 (3), 65-99.
- c. Ben-Amos, A., and Bet-El, I. (1999). Holocaust Day and Memorial Day in Israeli Schools: Ceremonies, Education and History. *Israel Studies*, 4(1), 258-284.

17. Israeli official memory of 1948 exodus and the peace process as well as major events in the exodus’s memory

- a. Lustick, I. (2006). Negotiating truth: The Holocaust, lehavdil, and Al-Nakba. *Journal of International Affairs*, 60, 52-77. *
- b. Ben-Josef Hirsch, M. (2007). From taboo to the negotiable: the Israeli new historians and the changing representation of the Palestinian refugee problem. *Perspectives on Politics*, 5, 241-258.
- c. Nets-Zehngut, R. (2013). Major events and the collective memory of conflicts. *International Journal of Conflict Management*, 24 (3), 209-230.

Part C: Comparative Perspective

18. The Palestinian CM of the conflict (including a partial film) and Israeli-Palestinian narratives’ collaboration

- a. Adwan, S. (2004). The presentation of the Israeli-Palestinian conflict in Palestinian textbooks. In: Ruth Firer and Sami Adwan (Eds.), *The Israeli–Palestinian conflict in history and civics textbooks of both nations*, 97-132. Hanover: Verlag Hahnsche. * (optional – 133-150).
- b. Koldas, U. (2011) The Nakba in Palestinian memory in Israel. *Middle Eastern Studies*, 47 (6), 947-959.
- c. Adwan, S. & Bar-On, D. (2004). Shared histories project: A PRIME example of peace-building under fire. *International Journal of Politics, Culture and Society* 17, 513–21.
- d. Daoudi, M. and Barakat, Z. (2013). Israelis and Palestinians: Contested narratives. *Israel studies*, 18 (2), 53-69.

Part D: Class Presentations

19. Class presentations I

20. Class presentations II

21. Class presentations III; integrative summary of the course

The Struggle for Palestine: The Roots of the Arab-Israeli Conflict

Email: dzisenwine@gmail.com

Office Hours: By appointment

Course Description:

This course introduces students to the study of the Arab-Israeli conflict, from its initial stages starting from the first waves of Zionist immigration to Palestine through the 1948 war and the establishment of the state of Israel. It will focus on the emerging features of the conflict, the struggle between the Palestinian Arab and Jewish Nationalist movements, and the regional and international involvement in these events. Subsequent sessions will focus on the wars of 1956, 1967, 1973 and later developments such as the Egyptian-Israeli peace treaty (1979) and Israel's invasion of Lebanon in 1982. Moving closer to the present, the course will highlight the 1987 Palestinian Intifada, the Oslo accords and the prospects for peace leading up to the second Intifada and the breakdown of negotiations. We will conclude with a discussion of the current age of uncertainty in the region and the impact of non-state actors (such as Hizballah and Hamas) on the conflict, in an effort to bring the class up to the present as possible. A variety of scholarly studies, diverse opinions, and approaches will provide the background for class discussions.

Class Format:

This course uses a lecture and discussion format. As this is usually a large class, the lecture format is often inevitably more dominant. Learning as a dynamic process in which the student and teacher interact over the material under discussion. You will learn best by asking questions; all questions are welcome and, if they are of interest to the class as a whole, we will stop and discuss them together.

Students are strongly urged to take detailed notes of the lectures and discussions, which can be used to study for the mid- term and final exams.

Please note that this class will generally not be using power point presentations outlining the topics covered. However, the instructor will be posting at the end of each week on the course web site a brief summary of the themes discussed that week. This should be helpful to students.

Lap Top and Cell Phone Use

The use of cell phones in class is strictly forbidden. This includes texting and any other use of the device.

The use of lap top computers or tablet devices is permitted ONLY for taking notes, and not for any

other activity (emails, social media, and web surfing).

Course Requirements

Attendance:

Students must attend every class session prepared to participate. They are expected to arrive on time and remain in class for the entire session.

Participation and Reading Summary Assignments: (20%):

The course participation grade serves as an in-class oral examination extended throughout the semester. Informed and thoughtful participation is critical for the course and will be noted. To achieve the maximum participation score, students should attend class regularly, prepare the readings for each class, contribute to the discussion, and be respectful and responsive to other students.

In addition, there will be two (2) reading summary assignments throughout the semester. Students will be asked to submit a one page, double spaced typed summary of several reading assignments. These assignments are noted in the syllabus. These assignments will not be graded, but failing to submit them on time will reduce your final grade.

Mid Term Exam: (20%): Monday, November 20, 2017

An in-class exam covering the readings and course lectures of the first part of the semester. Students will be asked to answer two (2) out of (4) essay questions. These questions will focus on themes discussed in class and the related course readings. A short study guide outlining the required exam themes will be distributed a week before the exam. Students should be prepared to write in-depth essays reflecting knowledge and a sophisticated approach to the questions asked. Each essay should include a brief introductory paragraph describing the topic and its importance, references to relevant readings (even if not directly mentioned in the question), and class discussion of the subject. Each essay should be no longer than five (5) pages. While there is no minimum page requirement, it should take at least two (2) pages to write an answer that will cover the topic.

Final Take Home Exam: (70%):

Exam Distributed: Wednesday, January 3, 2018

Submission Deadline: Monday, January 8, 2018 20:00 (8:00 PM) Israel Time

A Take Home exam covering the second part of the semester. Students will be asked to provide more in-depth answers to two (2) out of four (4) essay questions. Once again, a brief study guide will be distributed one week before the exam. The format and requirements are similar to the mid-term exam, with one exception: As this is a take home exam, students are encouraged to use, and quote, from additional sources. These sources should be academic, scholarly published works. Web sites that offer general, anonymously written posts, and particularly web based encyclopedias are strictly forbidden. Please be sure to use citations for any source provided. There is no need to cite course lectures as a source.

Exams will be submitted electronically, according the announced deadline. **Exams submitted late will not be graded and could result in a failing grade for the course.**

IMPORTANT NOTE: The final exam will **NOT** be distributed earlier than the announced date. This is in order to ensure that all the material covered in the exam will be taught in class. Students departing early (for whatever reason) should be aware of this, and not ask or expect the exam to be distributed before the set date.

Reading Assignments:

There is one assigned textbook which will be used for this course. Students are encouraged to obtain the book, but scanned chapters will be posted on the course web site, along with other required readings.

Benny Morris, *Righteous Victims: A History of the Zionist-Arab Conflict, 1881-1999* (New York, 1999).

Course Schedule:

Week 1:

Introduction: The Study of the Arab-Israeli Conflict and the Emergence of Zionism:

Kenneth W. Stein, "A Historiographic Review of the Literature on the Origins of the Arab-Israeli Conflict", *American Historical Review*, Vol. 96, No. 5 (December, 1991), pp. 1450-1467.

Benny Morris, *Righteous Victims: A History of the Zionist-Arab Conflict, 1881-1999* (New York, 1999), pp. 14-26; 37-66 (Ch. 2).

Anthony D. Smith, "Zionism and Diaspora Nationalism", *Israel Affairs*, Vol. 2 No. 2 (Winter 1995); Also appears in Anthony D. Smith, *Myths and Memories of the Nation* (Oxford: Oxford University Press, 1999), pp.203-224.

Week 2:

The Emergence of Arab/Palestinian Nationalism

Benny Morris, *Righteous Victims: A History of the Zionist-Arab Conflict, 1881-1999* (New York, 1999), pp. 26-36.

***Muhammad Y. Muslih, *The Origins of Palestinian Nationalism* (New York, 1988), pp. 1-11, 69-88, 175-224.

*****This article is to be summarized and submitted (hard copy) to the instructor, as outlined in the course requirements.**

Supplementary Reading:

Rashid Khalidi, *Palestinian Identity: The Construction of Modern National Consciousness* (New York, 1997), pp. 145-175.

Week 3:

The Jewish Community in Palestine under the British Mandate

Benny Morris, *Righteous Victims*, pp. 67-120 (Ch.3)

The Arab Revolt 1936-1939

Benny Morris, *Righteous Victims*, pp. 121-160 (Ch. 4)

Tom Bowden, "The Politics of the Arab Rebellion in Palestine 1936-39", *Middle Eastern Studies*, Vol. 11 No. 2 (May, 1975), pp. 147-174.

Week 4:

World War II and the Struggle for a Jewish State

Benny Morris, *Righteous Victims*, pp. 161-189.

Michael J. Cohen, "The Zionist Perspective", in Wm. Roger Louis and Robert W. Stokey (eds.), *The End of the Palestine Mandate* (Austin, 1986), pp. 79-103.

Walid Khalidi, "The Arab Perspective", in Wm. Roger Louis and Robert W. Stokey (eds.), *The End of the Palestine Mandate* (Austin, 1986), pp. 103-106.

Week 5:

1948: The First Arab-Israeli War

Benny Morris, *Righteous Victims*, pp. 161-258.

David Tal, "The Forgotten War: Jewish-Palestinian Strife in Mandatory Palestine, December 1947-May 1948", *Israel Affairs* 6 (Spring/Summer 2000), pp.3-21.

Rashid Khalidi, "The Palestinians and 1948: The Underlying Causes of Failure", *The War for Palestine: Rewriting the History of 1948* (eds. Eugene L. Rogan and Avi Shlaim), (Cambridge, 2001), pp. 12-36.

***Avi Shlaim, "The Debate about 1948", *International Journal of Middle East Studies*, Vol. 27 No.3 (1995), pp. 287-304.

*****This article is to be summarized and submitted (hard copy) to the instructor, as outlined in the course requirements.**

**Week 6:
1956 Suez War**

Colin Shindler, *A History of Modern Israel*, (Cambridge, 2008), pp. 98-122.

Benny Morris, *Righteous Victims*, pp. 259-302 (Ch. 6).

Week 7:

The 1967 Six Day War

Benny Morris, *Righteous Victims*, pp. 302-346 (Ch. 7).

Michael B. Oren, *Six Days of War: June 1967 and the Making of the Modern Middle East*, (New York, 2003), pp. 12-32; 33-60; 305-327.

From June 1967 to October 1973

Benny Morris, *Righteous Victims*, pp. 347-443 (Ch. 8, 9).

Week 8

The First Intifada

F. Robert Hunter, *The Palestinian Uprising: A War by Other Means*, (London, 1991), Chapters 1,3.
Morris, *Righteous Victims*, pp. 561-610 (Ch. 12).

The Oslo Accords and the Prospects for Peace

Benny Morris, pp. 611-652 (Ch. 13)

Avi Shlaim, "The Rise and Fall of the Oslo Peace Process", *International Relations of the Middle East*, (ed. Louise Fawcett) Oxford, 2005, pp. 241-261.

Oren Barak, "The Failure of the Israeli-Palestinian Peace Process, 1993-2000", *Journal of Peace Research*, Vol. 42 No. 6 (November, 2005), pp. 719-736.

Week 9:

The Second Intifada and the Breakdown of Israeli-Palestinian Negotiations

Hussein Agha and Robert Malley, "Camp David: The Tragedy of Errors", *New York Review of Books*, August 9, 2001.

Jeremy Pressman, "The Second Intifada: Background and Causes of the Israeli-Palestinian Conflict", *Journal of Conflict Studies*, Vol. 22 No. 2 (Fall 2003).

Jonathan Rynhold and Dov Waxman, "Ideological Change and Israel's Disengagement from Gaza", *Political Science Quarterly*, Vol. 123 No. 1 (2008), pp. 11-37.

Week 10:

The Age of Uncertainty: Non State Actors and their Impact

Meir Litvak, "The Islamization of the Palestinian-Israeli Conflict: The Case of Hamas," *Middle Eastern*

Studies 34, No. 1 (Jan. 1998), pp. 148-163.

Menachem Klein, " Hamas in Power", *Middle East Journal*, Vol. 61, no. 3 (Summer 2007), pp. 442-459.

Matt M. Matthews, "The Israel Defense Forces Response to the 2006 War with Hezbollah: Gaza", *Military Review*, Vol. 89 No. 4 (July-August 2009).

Week 11:

Summary and Conclusion

History of Israeli Art - Dr. Rivka N. Shusterman.

In this course we will study the development of Israeli Art by applying both chronological and cross sectional points of view. We will discuss the form and content of central Israeli movements, styles and artists within Israeli and foreign aesthetic, cultural and social contexts.

Requirements: 85% attendance, assigned readings, active participation in class discussion, sculpture presentation, day trip to exhibition, two midterm tests and final exam.

Grade: Class participation, sculpture presentation and day trip -20%, two mid-term tests- 20%,-final exam 60%.

Subjects :

Boris Shatz and the founding of Bezlalel school of Arts and Crafts in Jerusalem-1906.

Bezalel Style :E. M. Lilien, Z. Raban ,A.S. Schurr.

The Erez Israel Style—the influence of modern trends on local Art in the 20's: R. Rubin, A. Lubin, Z. Tagger N. Gutman)

The 30's -Israeli Expressionism: I. Frenkel, M. Shemi and the Ecole de Paris.

The Archeological style (Canaanite), A. Melnikov , I. Danziger.

Late 1940's –early 1950's Local and Universal trends.

The 60's-Israeli Pop Art.

From Conceptual to Post Modernist aesthetics:

East and West.

Revival of painting and Jewish Motifs.

Gender.

Bibliography:

Alterman, Nathan, Little Tel Aviv, Tel Aviv, 1981.

Ballas, Gila, Ofakim Hadashim,(New Horizons),2014.

Ballas, Gila, Tenenbaum, Ilana, curators, Social Realism in the 50's, Political Art in the 90's, exh. Cat. ,Haifa Museum, Haifa, 1998.

Bar Or Galia, Ofrat, Gideon, The First Decade: A Hegemony and a Pluraity, exh. Cat., Museum of Ein Harod, Ein Harod,2008.

Barak, Ami , "An Army of light and Shade", Simon Pleasance, translated ,Adi Ness, Soldiers 1994-2000,Tel Aviv 2001.

Ginton, Ellen, curator, "The Eyes O the Nation", Visual Art in a Country Without Boundaries, exh. Cat., Tel Aviv Museum of Art, Tel Aviv,1998.

Kalev, Benno, curator, 10+, The Ten plus Group-Myth and Reality, exh. Cat., Tel Aviv Museum of Art,2008.Tel Aviv, 2001.

Katz ,Freiman,Tami, Postscripts,"End" Representations in Contemporary Israeli Art, exh. Cat. The genia Screiber University Art Gallery, tel Aviv,1992.

Lehman, Perry Meira, curator, Pins:Woodcuts,1942-2000,The Israel Museum, Jerusalem,2000.

Manor, Daliyah, Art in Zion, The Genesis of National Art in Jewish Palestine, New York, 2005

Ofrat, Gideon, One Hundred Years of Art in Israel, Perez Kidron, translator, Boulder Colorado, Oxford, 1998.

Omer, Mordechai,(curator), Itzhak Danziger, exh. Cat., The Israel Museum ,Jerusalem, 1981.

Omer, Mordechai,(curator), Upon One of the Mountains, Jerusalem in Israeli Art, exh. Cat. The Genia Schreiber Tel Aviv University Art gallery, Tel Aviv, 1988.

Rubin ,Carmela(curator), Sionah Tagger Retrospective, (ex. Cat.),Tel Aviv Museum of Art, Tel Aviv,2003.

Swarcz,Arturo, Mordecai Ardon: The Colors of Time, Jerusalem ,Tel Aviv,2003.

Shusterman, Nahmani, Rivka, The Development of Water towers in Eretz Israel, Watertowers in Israel,1891-1993, Mordechai Omer (ed.),Genia Schreiber Tel Aviv University Art Gallery, Tel Aviv,1993, pp. 125-137.

Teicher ,Ilana, curator, Women Artists in Israeli Art, Haifa Museum, Haifa,1998.

Zalmona, Yigal, Manor Friedman Tamar (Curators), To the East, Orientalism in the Arts in Israel, exh. Cat., The Israel Museum, Jerusalem, 1998.

Zalmona, Yigal, A Century of Israeli Art, The Israel Museum, Jerusalem, 2013.

Syllabus: Israeli Cinema and the Culture of Modern Israel - Dr. Shmulik Duvdevani

Tel-Aviv University

Fall Semester 2017-2018

The course deals with the history and chronology of Israeli cinema, starting with early 1930s Zionist films up to the present. It analyses the ideological aspects of Israeli cinema – the way it established Zionist myths and then deconstructed them. It deals with the unique thematic and aesthetics of Israeli cinema – in fact, we will question what is Israeli cinema – and with its characteristic 'genres'. And finally it focuses on the importance and contribution of some of Israel's most prominent filmmakers (Ephraim Kishon, Menachem Golan, Uri Zohar and Assi Dayan among others), and the way Israeli cinema reflects Israeli culture.

The course will be accompanied with screenings of excerpts and full length feature films and close reading of selected bibliography.

October 23rd – Introduction

Israeli culture and Israeli cinema in the first decade of the 21st century

Screening: Big Bad Wolves (Aharon Keshales & Navot Papushado, 2013)

Short film: Anthem (Elad Keidan, 2008)

October 30th – Zionist Myths and their Manifestation in Early Israeli Cinema

The 1950s and 1960s – the National-Heroic cinema

Screening: Sallah Shabati (Ephraim Kishon, 1964)

Excerpts: He Walked Through the Fields (Joseph Milo, 1967)

Every Bastard A King (Uri Zohar, 1968)

November 6th – Popular Israeli Cinema

Popular Israeli cinema (the ideology of the melting pot)

Screening: The Troupe (Avi Nesher, 1978)

November 13th – Family Portrayals

The "absent father" motif in new Israeli cinema

Screening: Broken Wings (Nir Bergman, 2002)

Excerpts: Sweet Mud (Dror Shaul, 2006)

November 20th – the Blade and the Vessel

Images of masculinity and femininity in Israeli cinema – militarism in Israeli society

Screening: Zero Motivation (Talya Lavie, 2014)

Visiting Hours (Maya Dreifuss, 2005)

November 27th – He's got the Wrong Part

Images of the Arab-Israeli conflict in the 1980s

Screening: Bethlehem (Yuval Adler, 2013)

Dark Night (Leonid Prudovsky, 2005)

Excerpt: Avanti Popolo (Rafi Bukai, 1986)

Mid-term exam

December 4th – Due to That War

Holocaust and survivors – from repression to recognition

Screening: The Debt (Asaf Bernstein, 2007)

Excerpts: Wooden Gun (Ilan Moshenzon, 1979)

Summer of Aviya (Eli Cohen, 1988)

December 11th – 1990s and Beyond

Images of Judaism in Current Israeli Cinema

Screening: Fill the Void (Rama Burshtein, 2012)

Excerpts: The Holly Guests (Gidi Dar, 2004)

December 18th – Return to Lebanon: Trauma and Redemption in Current Israeli War Films

Screening: Waltz with Bashir (Ari Folman, 2008)

Excerpt: Lebanon (Shmuel Maoz, 2009)

December 25th – Multiculturalism

Screening: Sh'Chur (Shmuel Hasfari, 1994)

Home (David Ofek, 1994)

January 1st – Conclusion

NO SCREENING

Submission of take home exam

Course requirements

The students are expected to attend classes and screenings, submit a mid-term paper (30%), and final exam (70%).

Attendance is mandatory. Students who have more than three absences will be excluded from the course

Mandatory reading materials appear on course site

Selected bibliography

Ben-Shaul Nitzan, *Mythical Expressions of Siege in Israeli Cinema*, Lewiston: Edwin Mellen Press, 1997

Kronish Amy, *World cinema: Israel*. Wiltshire: Flicks Books, 1996

Loshitzky Yosefa, *Identity politics on the Israeli screen*, Austin, Tex.: University of Texas Press, 2001

Ne'eman Judd, "The Empty Tomb in the Postmodern Pyramid: Israeli Cinema in the 1980s and 1990s", in: Charles Berlin (ed.) *Documenting Israel*, Cambridge, Massachusetts: Harvard College Library, 1995. Pp. 136-142

Shohat Ella *Israeli Cinema: East/West and the Politics of Representation*, London & new York: I.B. Tauris 2010

Tryster Hillel, *Israel before Israel: silent cinema in the Holy Land Jerusalem*, Jerusalem: Steven Spielberg Jewish Film Archive of the Avraham Harman Institute of Contemporary Jewry, the Hebrew University of Jerusalem, and the Central Zionist Archives, 1995

Yosef Raz, "Bodies of Redemption: Zionism, Masculinity and Cinema," in: Thomas Edlinger (ed.)

Remapping the Region: Culture and Politics in Israel/Palestine, Linz: O.K. Books, 2004, pp. 14-27.

Israel and the Environment - Dr. Stuart Fleischer

052-4-738979

Preferred email: sfleischer@wbais.net

The course description is:

This course studies the relationship between people and the environment, and the effects of Israeli societies and industries have on the environment. Plant and animal community structure, renewable and non renewable resources and environmental degradation will be studied along with regional cooperation and problems between Israel and her neighbors. This course provides an introduction for non-biology majors into current problems that Israel faces in maintaining the stability, productivity, and sustainability of its environment. This class will identify relevant environmental issues, explore root causes underlying the problems, and examine how national and international agencies are addressing and assessing potential solutions to these issues.

The objectives of this course are for students to acquire a better understanding of environmental issues. Specifically:

- 1) to acquire knowledge of ecological concepts as they pertain to environmental problems.
- 2) to gain an awareness and understanding of environmental problems and their causes.
- 3) to learn about the possible solutions to these problems.
- 4) to recognize the importance of the interactions of the political, social, and economic aspects of the environmental issues.

Content covered:

- 1) Ecology food webs and interactions
- 2) Ecosystems in Israel
- 3) Human Impact of Ecosystems from 1st Aliya towards statehood and beyond
- 4) The role of the J.N.F. and Israel Nature Authority
- 5) Environmental impact on Israel's ecosystems through Industry and Agriculture
- 6) Alternative energy sources and resources
- 7) Environmental cooperation between Israel and its neighbors
- 8) Israel and environmental legislation

Assignments and Dates:

Four Assessments: two tests, essay final and research paper

Test Format: Both tests are multiple choice.

Take home final: Short essays (10 questions and choose 5 to write 1-1.5 page short answers.

- Midterm Test: (20%) – TBA
- Final Test: (20%) – TBA
- Take Home Final Test will cover specific environmental themes – Short Essay (30%) – TBA: send via email.
- Research Paper (30%) – TBA: send via email.

You will also be required to write a short paper (10 page minimum) on an environmental problem for this course. This will be a group project (1-3 per group). Your group will identify and select an environmental problem and address possible or actual solutions. The paper should describe the problem in sound ecological terms; present possible solutions in an unbiased fashion; and it must include the social, political and economic interactions that are part of this problem

If you miss a class, please get the lecture notes from another student.

Selective readings will come from: Pollution in a Promised Land; Alon Tal (Online Text)

HYPERLINK will be listed on the Moodle Class Site.

Additional Articles and PowerPoint Presentations are located on the course website as well

As per guidelines from the OSP office, attendance is mandatory. 1% per absence will be taken off your final grade.

Judean Desert Jeep Trek

(No obligation to attend)

This is the field lab portion of the course. The time in the field will be 9-10 hours.

Where are we going?: We will be traveling to the Judean Desert.

Sites we will visit: Ein Fawwr (The pulsating spring), Mar Saba Monastery (only the overlook and not the Monastery), Har Azazel (Jebel Munta – Scapegoat mountain), Horikanya, Metzuke Dragot Overview, and Dead Sea Coast along Kibbutz Qumran to spot for desert animals at night.

Daytime Focus:

- A) Geology of Syrian African Rift
- B) Water Resources in the Judean Desert from 810M to -410M
- C) Plant Survival Techniques in a desert climate
- D) Medicinal Herbs of the Judean Desert
- E) Keystone species in Upper and Lower Judean Desert Regions
- F) Interactions of Man and Nature: Conflict and Cohabitation
- G) Oil Shale in the desert?

Nighttime Focus:

- A) Ecophysiological Adaptations in Animals in the Judean Desert
 - a. Visit a fox colony in Wadi Almog
 - b. Spotting Ibex, Gazelle, Fox, Porcupine and Hyena
 - c. Bats and night predators (birds)

Weekly Reading List:

Week 2: Reclaiming a homeland (pages 19-21, 28-34)

Week 3: Palestine's Environment: (pages 35-47,63-68)

Week 4: The Forest's Many Shades of Green: (pages 69-85)

Week 5: The Emergence of an Israeli Environmental Movement: (pages 113-120, 145-148)

Week 6: The Quality and Quantity of Israel's Water Resources: (Pages 209-215, 225-229)

Week 7: Israel's Urban Environment: (pages 243-246, 268-271)

Week 8: Toward a Sustainable Future: (pages 405-420)

The Israeli Economy - Dr. Paul Rivlin

This course is suitable for all students but those who have completed an introductory course in economics will find it easier. Those who have not should be prepared to add supplementary reading.

The history of the pre-independence and modern economy. The role of population growth and immigration; problems of inflation and stabilization; the balance of payments; sectoral developments. The Histadrut, defense spending; the economics of the peace process and Israel's integration into the world economy. Recent socio- economic developments including the problems of the Arab and Ultra-orthodox communities.

Grading System: Attendance and class presentation 30%, final paper 70%

Course outline and readings

1. The Pre-State Economy

(Ben Porat: chap 1; Halevi and Klinov-Malul: chap 2)

2. Economic Development 1948-1973

(Halevi and Klinov-Malul: chaps 1,3,4; Patinkin: chaps 1,2; Rivlin: chap 1)

3. The Economic Crisis of the 1980s and the 1985 Stabilization Program

(Ben Porath: chaps 14,15,17; Rivlin: chap 2, Bruno: chaps 2,4,5)

4. The Defense Burden

(Ben Porath: chap 8; Rivlin: chap 3)

5. Industry, Agriculture and Services

(Rivlin: chap 4; Bank of Israel: Annual Reports)

6. The Balance of Payments, Foreign Debt, Exchange Rate Policies

(Ben Porath: chap 14-17; Rivlin: chap 5)

7. The Labor Movement and the Histadrut

(Halevi and Klinov-Malul: chapter 5; Rivlin: chapter 7)

8. The Budget and the Public Sector

(Ben Porat: chap 9; Rivlin: chap 8, Ben Bassat chap 1)

9. The Peace Process, Immigration in the 1990s and Israel's Integration in the World Economy

(Bank of Israel: Annual Reports)

10. The Current Situation

(see websites: mof.gov.il; bankisrael.gov.il)

READINGS

Introduction to economics:

Rudiger Dornbusch, Stanley Fischer and Richard Startz,

Macro-Economics, 8th edition (McGraw-Hill Higher Education)

Chapters 1, 2, 3, 7.1, 7.2, 12.1, 18.4 (not in 7th edition)

N. Gregory Mankiw, Principles of Economics, (Worth Publishers) Chapters 22 and 29

ISRAELI ECONOMY:

Ben Bassat, A. ed.

The Israeli Economy 1985-1998 (Cambridge, Mass. MIT Press, 2002)

Ben Porat, Y. ed.

The Israeli Economy: Maturing Through Crisis (Cambridge, Mass: Harvard University Press, 1986)

Bruno, Michael

Crisis, Stabilization, and Economic Reform: Therapy by Consensus (Clarendon Press, Oxford, 1993)

Halevi N. and Klinov Malul R.

The Economic Development of Israel (New York: Praeger, 1968)

Patinkin, D.

The Israeli Economy: The First Decade (Jerusalem: Falk Institute, 1967)

Rivlin, P.

The Israeli Economy (Boulder: Westview, 1992),

Two Middle Eastern Inflations: Israel and Turkey, 1980-2001 in

British Journal of Middle East Studies, Vo. 30 no. 2, November 2003

Rivlin. P.

The Israeli Economy from the Foundation of the State through the

Twenty-First Century (New York: Cambridge University Press, 2010)

Zilberfarb, B. in Israel Affairs

Vol. 1. no.1, Autumn 1994, The Effects of the Peace Process on the Israeli Economy

Vol. 5. no.1, Autumn 1996, The Israeli Economy in the 1990s

Vol. 11, no. 1, January 2005, From Socialism to Free Markets, The Israeli Economy 1990-2003

Vol. 12, no.1, April 2006, From Boom to Bust: The Israeli Economy 1990-2003

WEBSITES

cbs.gov.il

mof.gov.il

bankisrael.gov.il (Annual Report)

My book, "The Israeli Economy from the Foundation of the State through the 21st Century" will be useful.

Business Ethics - Sarit Smila-Sened

Email: sarits@mail.tau.ac.il

Course Description:

The purpose of this course is to examine central issues in business ethics. We will do that by exploring the most influential ethical schools and then by looking at some of the prevalent debates in the business world. This theoretical background provides the philosophical tools necessary for our investigation and reflection on those challenging moral issues.

The syllabus below provides an outline of the course and a list of corresponding readings. *Note that the syllabus is subject to change and supplementation, and that it is the responsibility of each participant to follow these changes.*

Texts: The Elements of Moral Philosophy / Rachels

Business in Ethical Focus: An Anthology

Course Work: Group Project (25%), Final take-home exam (55%) attendance and participation 20%)

Course Requirements and Policies:

Preparation and participation – students are expected to have carefully read the assigned readings prior to the class meeting in which they are to be discussed, and are expected to participate in discussions regarding the materials. An essential part of this course is critical thought and discussion of philosophical issues – that is, doing philosophy, not just reading about it. Note that a crucial part of participation involves respecting other people in the class as persons and for their views.

Group Project – at the beginning of the semester, you will split into small groups. Each group will pick a topic of your choice. You will have to identify an ethical issue in business. It can be something you read online or saw on the news, or something you experienced at work. The group will have to present the case to the class and after the presentation to turn in a short report.

Exam – we will have a final, take-home exam. Specific details will be provided closer to the exam dates.

Plagiarism – plagiarism or other forms of academic dishonesty will result in a failing grade for the

course. Please see me if you have any questions about proper citation or incorporation of other texts into your work.

Course Outline:

Week 1: Introduction to Ethics and Business Ethics

Amartya Sen “Does Business Ethics makes Economic Sense?”

Utilitarianism: Chapters 6&7 in Rachels

Week 2: Ethical Theories

Kantian Ethics: Chapter 8&9 in Rachels

Week 3: Ethical Theories

Care and Virtue Ethics: Chapters 11&12 in Rachels

Robert C. Solomon “Business Ethics and Virtue”

Week 4: Corporate Social Responsibility

Milton Friedman “The Social Responsibility of Business is to Increase Its Profit”

Edward Freeman “A Stakeholder Theory of the Modern Corporation”

George Brenkert “Private Corporations and Public Welfare”

Joseph Heath “Business Ethics Without Stakeholders”

Case Study1: IDB

Week 5: Environmental Responsibility

Michael Sagoff "At The Monument to General Meade, or On the Difference Between Beliefs and Benefits"

Kristin Shrader-Frechtt "A Defense of Risk-Cost-Benefit Analysis"

Deborah C. Poff "Reconciling the Irreconcilable: The Global Economy and the Environment"

Tibor R. Machan "Environmentalism Humanized"

Case Study 3: BP and the Oil spill in the Gulf of Mexico/Blackfish

Week 6: Globalization and Its Ethical Significance

Thomas Donaldson "The Ethics of Risk in the Global Economy"

Manuel Velasquez "International Business, Morality and the Common Good"

Thomas Donaldson "Values in Tension: Ethics Away From Home"

Case Study 2: The Global Fashion Industry/High Tech

Week 7: Rights and Obligations of Employers and Employees

Richard T. De George "Whistleblowing"

Robert A. Larmer "Whistleblowing and Employee Loyalty"

Anita M. Superson "The Employer-Employee Relationship and the Right to Know"

Tibor R. Machan, "Human Rights, Workers' Rights, and the Right to Occupational Safety"

Case Study 4: Remedia

Week 8: Group Presentations

Week 9: Justice and Fair Practice

Edwin C. Hettinger "What is Wrong with Reverse Discrimination?"

Louis P. Pojman "The Moral Status of Affirmative Action"

Anita M. Superson "A Feminist Definition of Sexual Harassment"

Stephen Griffith "Sexual Harassment and the Rights of the Accused"

Case Study 5: Google sexual harassment

Week 10: Advertising and Marketing

Tibor R. Machan "Advertising: The Whole Truth or Only Some of the Truth?"

Roger Crisp "Persuasive Advertising, Autonomy, and the Creation of Desire"

Robert L. Arrington "Advertising as Behavior Control"

Lynn Sharp Paine "Children as Consumers: An Ethical Evaluation of Children's Television Advertising"

Case Study 6: Photoshop

Introduction to Modern Standard Arabic (MSA) - Michael Guggenheimer

Course Description and Goals

The Arabic language consists of a number of varieties: Modern Standard Arabic (MSA), which is the official language of 26 states and used mainly in written texts and formal settings, and various dialects of colloquial Arabic, one of which is the native language of every Arab. This course teaches the fundamentals of MSA. The goal of this course is to familiarize students with the Arabic alphabet, provide a basic vocabulary in MSA, and introduce the rudiments of Arabic grammar.

Students will be trained to acquire the following skills:

1. Familiarity with the Arabic alphabet and reading words in the Arabic script, including all vowels and other added signs.
2. Arabic typing and using online Arabic-English dictionaries.
3. Basic grammar and vocabulary of MSA.
4. Reading and understanding simple sentences.

Emphasis is on basic reading comprehension in MSA.

Each session (two academic hours) will consist of four main elements: (i) A quiz (dictation in the first part of the course, and a vocabulary exam in the second); (ii) Review of the homework; (iii) Learning and practicing elements of the Arabic alphabet (in the first part of the course) and basic aspects of MSA grammar (in the second part of the course); (iv) Using basic vocabulary to form simple expressions and sentences (in the second part of the course).

Course requirements

- Attendance, quizzes, assignments and class participation
- Midterm exam (the Arabic writing system)
- Final Exam (take-home)

Grading system

Quizzes 25%

Attendance, homework and class participation	25%
Midterm exam	30%
Final exam (take-home)	20%

Selected References

For students who wish to pursue the course's subject matter further the following textbooks are recommended:

Brustad, Al-Batal & Al-Tonsi, *Alif Baa*, 3rd edition, Georgetown University Press, 2010.

Idem, *Al-Kitaab fii Ta'allum al-'Arabiyya*, Part One, Georgetown University Press, 2011.

For speakers of Hebrew: Becker, *Arabic for Beginners*, Tel-Aviv University, 1996.

BA COURSES

Course: Introduction to Psychology - Dr. Naftali Israeli

Course no.: 1662261301

Semester: Fall

Number of Hours: 4

Degree: BA

Class will be held on: Monday, 14:00-18:00 in Rosenberg Building Room 205

Reception hours: TBA

naftally@gmail.com

Course Description:

What is consciousness? Why do we always want the things that we don't have? What is considered to be normal human development? How do we choose whom to date or intelligence? How does stress affect our body? Questions like these marry? What is is –an old discipline and a new science - have been asked for centuries. Psychology trying to provide answers to these questions in order to better understand human mind. behavior and the human

In this course you will receive a broad introduction to the field of psychology, including its philosophical and historical roots, and its scientific methods of investigation. We will learn about memory and perception, intelligence and language, morality and sexuality, personality and social interactions, psychopathology and psychological treatments. After this course you will be able to know the basic origins of psychology; describe its major areas of interest today; and critically evaluate conflicting ideas in psychology, widely accepted "truths" in our society and your own

Course Policy

Please keep phones turned-off while in class.

Course Requirements

Minor assignments:

A short (10-minute) oral presentation is optional in this course (bonus 5%).

Mid Term:

A short paper - mandatory. (20%)

Final requirement:

A take-home exam - mandatory. (65%)

The Moed A will be submitted on January 17 2018 at 14:00

The Moed B will be submitted on February 20 2018 at 10:00

Attendance and Participation:

Attendance (10%).

Meaningful participation (5%).

Course: Descartes in the "Matrix": Philosophy and Virtual Reality - Dr. Noa Gedi

Course no.: 1662250001

Semester: Fall

Number of Hours: 4

Degree: BA

Class will be held on: Monday, Wednesday, 14:00-16:00 in Dan David Building, Room 102

Reception hours: by appointment

Dea30th@walla.com

Course Description:

The "digital turn" as it is called today represents a new paradigm by which we conduct ourselves in the world and perceive both reality and self. A significant sign post of the current era and a central theme in the digital discourse is the technology of virtual reality (VR). Aside from its significant far-reaching implications for applied science the existence of a parallel artificial world, both instigates and challenges our conception of what is 'real' as well as other fundamental philosophical concepts like 'truth', 'substance', 'causality', 'free will', 'personal identity', and 'knowledge'.

The course will focus on the metaphysical aspects of virtual reality and its implications for human existence and experience, through philosophical analysis and the examination of several relevant film narratives and TV series.

Course Requirements:

Mid Term: Oral presentation and a written Essay on the presentation topic (20%).

Final requirement: Take home Exam (80%).

The Moed A will be submitted on January 15, 2018 at 10:00

The Moed B will be submitted on February 21, 2018 at 10:00

Participation Points: Mandatory (up to 3 unexcused absences); 5 bonus Attendance and for active and informed participation.

Theories in Communication and Media in the Digital Age - Dr. Sharon Avital

Course no.: 1662150301

Semester: Fall

Number of Hours: 4 Degree: BA

Class will be held on: Monday, 10:00-14:00 in Rosenberg Building, Room 106

Reception hours: by appointment

E-mail address: rhetoricavital@gmail.com

Course Description:

This class introduces important schools of thoughts in the field of communication and takes a critical perspective by examining the relations between media, technology, and culture.

We will ask how everyday messages shape people's perceptions and behaviors and how they are related to and dependent upon media institutions and societal considerations.

Taking into account recent accusations regarding the importance of news, media, and the very notion of "fact" and "truth", this class will examine classic and recent approaches to communication with the aim of understanding the politics of information.

By the end of the class students should be able to:

1. Identify and understand important schools of thought in the field of communication
2. Understand the myriad considerations shaping the texts in the media

3. Understand the myriad elements shaping the ways in which the audience respond to the final product

4. Evaluate and analyze messages in the media based on the myriad considerations shaping them

Course Requirements:

Attendance:

The following is very important: If you are absent, it is your responsibility to learn about what you missed and to borrow notes from a classmate. Office hours are for clarification and discussion and are not to substitute as make-up lectures.

You are required to attend 80% of class lectures.

Grade Policy:

The average grade in this course is around “70.” This grade means that you have met all basic requirements, produced competent, college-level work, completed the assignments on time, and contributed to the classroom environment. You cannot earn a grade higher than a C without giving extra effort to your assignment and class participation. This extra effort includes actively engaging the course material and significant time spent developing your work and discussion contributions. To earn “85” you must exceed the above requirements of producing solid work as well as show evidence of active participation in the class, completing all activities carefully, and showing preparation, improvement and effort in every area. To earn a grade above “90” you must excel consistently. This means producing polished, professional, well-crafted work that shows exceptional effort and mastery of course material, taking an active leadership role in discussion and participation, and being organized, ambitious and articulate.

Earning a grade of “60” or lower means that you have not shown consistent effort toward

improvement, and have not met the minimum standards for the course.

It is your right and responsibility to take an active interest in how you are evaluated in this or any class.

I will make every effort to make standards for evaluation as clear as possible. When you discuss grades with me, be prepared to make a well-developed case regarding the evaluation. Your argument must be related to your assignment as presented, and based on how it compares with the criteria for the assignment (not how hard you tried, how you think it compares with someone else's work, or how it will affect your final grade in the class or overall average. Any grade appeals must occur in writing no sooner than 24 hours after but no later than ONE WEEK after receiving the evaluation. It is probably easiest to initiate grade discussions via email, although I am happy to talk with you in the office or over the phone.

Grading:

Attendance and ACTIVE Participation- 10%

Home Exam- 70%

Close and open-ended questions about the material

Assignment (20%):

These assignments will be done in small groups. We will dedicate a day in class for meetings and discussion with me about the project, about a week before the presentations are due. However, I recommend that you begin working on your projects before Passover.

Assignment:

For this assignment you need to write a report AND prepare a 15 min presentation as a group.

Choose one of the following countries: Israel, USA, Germany, Italy, Russia, Egypt, China.

- a. What is the World Freedom of Press Index? What is the level of freedom of press in your chosen country?
- b. Identify the important TV channels, newspapers, internet sites, find out the owners for each one of them and create an ownership map.
- c. Where possible, please list the ties these companies have with other big businesses in that country.
- d. What is the regulatory situation in regard to media in your chosen country? (e.g., are there any restrictions on cross ownership of press and electronic media? Limit to number and extent of mergers, Public/private media).
- e. What are the implications of these regulations (or lack thereof) on the map of ownerships (e.g., can one company own TV and newspapers? Does the country limit the amount of power the government/private owners have on ownerships and or/content?)
- f. McChesney's "Rich Media, Poor Democracy" and Hesmondhalgh's Ch. 11 analyze the current state of affairs in regard to media ownerships and its relation to the regulatory system. According to them, in spite of apparent diversity, media are now owned by fewer companies than in the past. Is this situation true to your country? What caused the change in your country? What are the possible implications of this situation? (in terms of freedom of press, etc other relevant issues).

For your presentation:

No need to read to us out loud each of the companies owned by each of the big media conglomerates. This can be long and tedious. Find a more visual way to present the information and focus the discussion of the connections between the regulatory system, the map of ownerships and the implications in regard to freedom of press and the political situation in your country.

Bonus Points:

You also have the option of earning up to 4 BONUS points.

When preparing for the next class session and reading the required readings you might have an idea for a game or another creative and interactive idea to illustrate one of the main points made in your readings.

You can email me your idea at least one day in advance and IF we have enough time AND your idea is relevant, I will allow you to project your clip and lead a short discussion/ a game/ etc. In that case, you will earn 3pts for your effort (even if the discussion/game did not go as well as you wanted to.)

I cannot promise I will grant you the time but when possible I hope you will be able to contribute and share your creativity and wisdom with all of us.

IMPORTANT: when you email your idea to me please write in title of your email: idea for bonus points, Comm Theory Class. In the email please explain your idea and why it is relevant for the readings. Please make sure to sign your full name: last name, first name in the body of the email.

Schedule:

Students are responsible for noting any changes to the schedule.

Changes will be announced in class and posted on the Moodle.

Lesson	Topic	Required Reading	Assignments
1.	Introduction-	Le Bon Craig (All of	

	Syllabus, The field of Communication	the above are for context and are Optional)	
	Influence	Laswell	
2.	Columbia School	Lazersfeld & Merton, "Mass Communication, Popular taste..."	
	Frankfurt School	Horkheimer, Radio Benjamin, W. "The Work of Art in the Age of Mechanical Reproduction."	
3.	Cultural Studies	Hall, Encoding/Decoding	
	Postmodernism	Baudrillard, Simulacra Debord, Commodity as Spectacle	
4.	Continued		Talk about presentations
5.	Agenda Setting	Griffin, Ch. 28	
	Muted Group Theory	Griffin, Ch. 35 Elior,	

R. Present but Absent
(Optional) Jamieson
(Context, Optional)

6. Workshop continued

7. Presentations- The
Institutional
Approach: Relations
between legislations,
ownership and
content

8. Circulation and Berger, Milkman
Virality (2012) Nahon,
Hemsley, Going Viral,
Ch.5 Habermas

9. Technological Griffin, Ch. 24,
Determinism Mcluhan The
Shallows, Ch. 1,2

10. Cyber Warfare- Guest
lecture: Ram Levi

Class Summary

Bibliography

Baudrillard, J. The Precession of Simulacra, In: Media and Cultural Studies Keywords, eds. Meeakshi, G.D & Kellner D. M. (Malden, M: Blackwell Publishing, 2008).ch.28, p.453-482

Benjamin, W. "The Work of Art in the Age of Mechanical Reproduction." In: Media and Cultural Studies Keywords, eds. Meeakshi, G.D & Kellner D. M. (Malden, M: Blackwell Publishing, 2008). Ch.3, pp. 18-40

Berger, Jonah & Milkman, Katherine L. (2012) What Makes Online Content Viral . Journal of Marketing Research: April 2012, Vol. 49, No. 2, pp. 192-205.

Carr, Nicholas. The Shallows: What the Internet is doing to Our Brains.

Cooley, Charles, Herbert, Ch.8 in Social Organization. Glencose: The Free Press, 1956, p.80-90

Debord, Guy. "The Commodity as Spectacle." From: Society of the Spectacle. Detroit, MI: Black and Red, 1970.

Dewey, John, Ch.1 in Democracy and Education. New York: The Free Press, 1966

Griffin, Em. "Agenda Setting." In: A first Look at Communication Studies. "Ed. 7. (2008). Ch. 28.

Griffin, Em. "Media Ecology." In: A first Look at Communication Studies. "Ed. 7. (2008). Ch. 24

Griffin, Em. "Muted Group Theory." In: A first Look at Communication Studies. "Ed. 7. (2008). Ch. 35

Elior, Rachel. "Present but absent: Still life and a pretty woman who has no eyes- On the presence and absence of women in the Hebrew language, in the Jewish tradition and in Israeli life." Studies in Spirituality 20, 381-455 (2010).

Hall, S. "Encoding/Decoding." In: Media and Cultural Studies Keywords, eds. Meeakshi, G.D & Kellner D. M. (Malden, M: Blackwell Publishing, 2008). Ch.13, pp. 163-174

Hesmondhalgh, D. *The Cultural Industries*, 3rd ed. (London: Sage, 2013), Ch. 9-11.

Horkheimer, M. & Adorno, W. T: "The Culture Industry: Enlightenment as Mass deception." In: *Media and Cultural Studies Keywords*, eds. Meeakshi, G.D & Kellner D. M. (Malden, M: Blackwell Publishing, 2008). Ch.4, pp. 41-73

Lazarsfeld, Paul. F. and Robert K. Merton, "Mass Communication, Popular Taste, and Organized Social Action" in *The Communication of Ideas*, ed. L. Bryson (New York: Ins. for Religious and Social Studies, 1948).

McLuhan, "Medium is the Message."

Nahon, Karin. & Hemsley, J. (2013). *What Makes Something Viral I: The Control of Networks through Gatekeeping*. Ch.3, p.41-60, In: *Going Viral*, Malden: USA

Course: Social And Cultural History Of The Middle East - Dr. Daniel Zisenwine

Course no.: 1662.1201.01

Semester: Fall

Number of Hours: 4 Degree: BA

Classes will be held on: Monday, Wednesday 16:00- 18:00 in Dan David Building, Room 102

Reception hours: by appointment

E-mail address: dzisenwine@gmail.com

Course description:

If until the last third of the twentieth century history mostly addressed the lives and deeds of “big men” – rulers, diplomats, generals, or inventors – historians have in recent decades gradually broadened their perspective to include in their narratives women, the middle- and then lower classes, and eventually non-Western people as well. Along these lines, this course examines the history of the modern Middle East from the bottom up. Exploring case studies from Egypt, Israel\Palestine, and Saudi Arabia among other settings, we will examine the shifting media infrastructures, cultural protocols, religious beliefs, class formations, and political agendas of different social groups in the region. Beyond reading recent and innovative academic literature on these issues, instruction will heavily rely on primary materials such as graffiti, cinema, music and recordings of religious materials, poetry and short stories.

Course requirements:

Attendance and active participation are mandatory. Students are expected to have read the weekly assignments closely and critically before coming to the class. When reading a primary source, pay special attention to historical context: who is the author? When did s/he live? What other works did s/he write?

Grading: 25% of your grade in the course will be determined by your performance in the seminar. This portion of the grade will be determined by your attendance and active participation. 15% of the grade will be determined by your take-home midterm exam, a 1,000 word essay on a pre-distributed question. 60% of the grade will be determined by a final take-home exam – again, a 1,000 word essay (which will be submitted on: Moed A- January 24th, 2018 / Moed B- February 26th, 2018). Both the mid-term and final exams are individual assignments, which each student is expected to complete by him- or herself. Only Liberal Arts students are entitled to take makeup (moed bet) final exams. OSP students are not entitled to makeup dates in any final assignments.

Lesson	Topic	Required Reading	Comments
1.	Types of history, types of sources	No Reading Assigned	
2.	History from below	Alan Mikhail, <i>Unleashing the Beast: Animals, Energy, and the Economy of Labor in Ottoman Egypt</i>	

3. From scribal- to print- culture Nelly Hanna, "Books and the Middle Class", In Praise of Books: A Cultural History of Cairo's Middle Class, Sixteenth Through the Eighteenth Century

Abd al- Rahman al- Jabarti, Shmuel Moreh (trans.), Jabarti's Chronicle of the French Occupation (in class)

Joseph Marie Moiret, Memoirs of Napoleon's Egyptian Expedition, 1798- 1801 (in class)

4. Steam Power, the Jeddah court report Democratization of Lord Jim (film) Najwa the Hajj, and World al-Qattan, When

War I Mothers Ate their
Children: Wartime
memory and the
Language of food in
Syria and Lebanon
Lawrence of Arabia
(film)

Take Home Midterm
Exam- Submitted in
Class

5. The Conflict over Hillel Cohen, Year
Palestine Zero of the Arab-
Israeli Conflict 1929
(selections) Ronen
Shamir, Current Flow:
the Electrification of
Palestine (selections)
Jacob Noris, Land of
Progress: Palestine in
the Age of Colonial
Development 1905-
1948 (selections)
Clockwork
Orange (film)

6. Oil, Road Rage and Pascal Menoret,

- Homoerotics Street Terrorism, Joyriding in Riyadh Wajda (film)
7. Urban History and Soundscapes: Political Islam, Music and Noise Nezar Alsayyad, Modernizing the new, Medievalism the Old: The city of the Khedive in Cairo Eyal Weizman, Jerusalem: petrifying the old city", in Hollow Land: Israel's Architecture of Occupation The Yacobian Building (film) Charles Hirschkind, The Ethics of Listening", in The Ethical Soundscape: Casette sermons and Islamic counterpublics
8. Gender: Girls who want to be Boys and vice versa Lucie Ryzova, Boys, Girls and Kodaks: peer Albums and

Middle Class
Personhood in Mid-
Twentieth- Century
Egypt

9. Food for Thought: No Readings Assigned
Culinary History and
Revisions

Philosophical and Psychoanalytic Perspectives on Death - Dr. Rona Cohen

Course no.: 1662241001

Semester: Fall

Number of Hours: 4

Degree: BA

Class will be held on: Tuesday (Gilman Building, Room 277), Thursday (Gilman Building, Room 220),
16:00-18:00

Reception hours: by appointment

ronapost@gmail.com

Course Description:

Death is the condition of being without life, it marks the end of life, but could it also be a phenomenon of life? We ordinarily view death as the opposite of life, the endpoint, the final cessation or dead-end of our being, hence, the finishing off of all that was once possible. Indeed philosophers like Epicurus believed that death is of no concern to either the living or the dead, “since for the former it is not, and the latter are no more”, yet humanity’s obsession with death shows that this view is insufficient. Death is an event that one never directly experiences or apprehends, so why is it that human being’s relation to death is, first of all, what defines human subjectivity? How is it that in recognizing the undeniable certainty of one’s death, something fundamental about life is disclosed? Indeed whereas death is the most universal truth, our attitude towards death defines our very own singularity. This course examines our relationship to death from philosophical and psychoanalytic perspectives. Included among the topics the course covers

are the philosopher's death wish (Plato's Phaedo), the denial of death in Western culture (Bauman, Aries), the death of the other (Levinas), Death and authenticity (Heidegger), the politicization of death (Agamben), the death drive (Freud) and more.

Course Requirements:

Grading:

Final Paper- 85% which will be submitted on January 28th, 2018

Attendance and Participation- 15%

Freud and Beyond: The Evolution of Psychoanalytic Thought - Dr. Ruth Zeligman

Course no.: 1662160303

Semester: Fall

Number of Hours: 4

Degree: BA

Class will be held on: Tuesday, Thursday 14:00-16:00 in Rosenberg Building, Room 002

Reception hours: TBA

E-mail address: ruth.zeligman@gmail.com

Course Description:

The language of Psychoanalysis and its fundamental concepts are deeply ingrained within Western culture and yet Psychoanalytic theory and practice remain enigmatic and, for the most part, poorly understood. This course traces the evolution of psychoanalytic thinking, beginning with Freud's pioneering work, through major revisions and developments in the field from Ego Psychology, Object Relations theories, Self Psychology to contemporary Relational Psychoanalysis. Drawing on seminal theoretical papers and case studies, we will examine various key psychoanalytic concepts such as the unconscious, transference and countertransference, drives and sexuality as they evolved over time in light of the historical and cultural context.

Course Requirements:

- Response papers - 20%

- Attendance and participation - 10%
- Final paper (6 pages) - 70%

Readings:

Main Textbook: Mitchell, S. A., & Black, M. J. (1995). Freud and Beyond: A History of Modern Psychoanalytic Thought. New York: Basic Books.

Schedule/ Course Program:

Lesson	Topic	Required Reading	Comments
1.	Introduction. What is psychoanalysis? Four major myths		
2-5.	Sigmund Freud and Classical Psychoanalysis. Beyond the pleasure principle	Mitchell & Black, Chapter 1: Sigmund Freud and the Classical Psychoanalytic Tradition. Optional Reading: Freud, S. (1983). Katharina, Case Histories from	

- the Studies of
Hysteria. The
Standard Edition, 2:
Studies on Hysteria,
125-134. London,
Hogarth Press
- 6-7. Ego Psychology Mitchell & Black,
Chapter 2: Ego
Psychology (pp.23-38
and 53-99)
- 8-10. Melanie Klein and Mitchell & Black,
Contemporary Chapter 4: Melanie
Kleinian theory Klein and
Contemporary
Kleinian Theory
Optional Reading;
Klein, M (1958). On
the Development of
Mental Functioning.
International Journal
of Psychoanalysis, 39,
84-90
- 11-12. British Object Mitchell & Black,
Relations: D. W. Chapter 5: The British

	Winnicott	Object Relations School: D. W. Winnicott (pp.124- 138)
		Optional Reading: Winnicott, D.W. (1953). Transitional Objects and Transitional Phenomena- A Study of the First Not-Me Possession. International Journal of Psychoanalysis, 54, 89-97
13-14.	Interpersonal Psychoanalysis	Mitchell & Black, chapter 3: Harry Stack Sullivan and Interpersonal
15-16.	Self Psychology	Mitchell & Black, Chapter 6: Psychologies of identity and Self: Erik

Erikson and Heinz Kohut (pp. 149-169)
Optional Reading:
Kohut, H & Wolf, E. S. (1978), The Disorders of the Self and their Treatment: An Outline. International Journal of Psychoanalysis, 59, 413-425.

17-18.

Relational
Psychoanalysis

Aaron, L. (1996). The Relational Orientation: An Introduction. In Lewis Aron, A Meeting of Minds: Mutuality in Psychoanalysis (pp.1-30). New-York: The Analytic Press

19-21.

Controversial Issues

Mitchell & Black,
Chapter 8-9:
Controversies in
Theory and

Technique

22. Summary

From Tribes to kingdom: Major themes in Jordanian History - Prof. Yoav Alon

Course no.: 1662221501

Semester: Fall

Number of Hours: 4

Degree: BA

Class will be held on: Sunday, 10:00-14:00 in Gilman building, Room 317

Reception hours: to be announced, room 451, Gilman building

yalon@post.tau.ac.il

Course Description:

The Hashemite Kingdom of Jordan stands out in the Middle East in many respects, raising several curiosities. Although many observers have treated it as an artificial colonial creation and predicted its demise, the country has defied these expectations and achieved remarkable stability. It is the only monarchy in the Fertile Crescent, and its regime has remained intact since its creation as a modern state in 1921. Jordan is the only Arab country to grant citizenship to the Palestinians who make up at least half of its population. Jordan fought three wars with Israel but has a peace agreement with it; even before the signing of the agreement it cultivated special relations with Israel, going back to the time of the British mandate.

The course explores central themes in the history of Jordan during the nineteenth and twentieth centuries, addressing these fascinating puzzles. On top of understanding the political frameworks and structures on both banks of the Jordan River, the main goal is to allow for a thorough understanding of local society and its culture. The course is not limited to the particular history of

Jordan but seeks to broaden the discussion to include the wider regional context and to draw comparisons with similar phenomena in other places in the Middle East.

During the course, students will be presented with different methodological and theoretical approaches as well as historical documents. The syllabus draws on cutting-edge scholarship in the disciplines of history, anthropology, sociology and political science. The course will also include several sessions dedicated to help the students improve their research and writing skills.

Course Requirements:

Students are expected to read the assigned material and to come to class well prepared. At the end of the course they should submit a research paper (around 10-12 pages double spaced, excluding bibliography).

Grading:

The paper constitutes 60% (which will be submitted on January 30th, 2018) of the final grade and a mid-term short essay 15%. Informed participation in class discussions make up 25%.

Introduction to Ancient Greek Philosophy - Mr. Yoav Meyrav

Course no.: 1662140001

Semester: Fall

Number of hours: 4

Degree: BA

Class will be held on: Monday, Wednesday, 10:00-12:00 in Rosenberg Building, Room 106

Reception hours: schedule by e-mail

E-mail address: Yoavmeyr@post.tau.ac.il

Short description

The object of the course is to familiarize students with the main figures and central texts of the Classical period of Greek philosophy, focusing on themes and modes of argumentation in philosophy of nature, metaphysics, ethics, and politics. The course's methodology is to combine lectures with joint analysis of key passages and free discussion.

Course Requirements

Mid Term assignment—Pre-Socratic Philosophers (paper; 3–4 pages; 30% of final grade).

Final assignment—Plato and Aristotle (paper; 6–8 pages; 60% of final grade) which will be , 2018 submitted on January 31.

Attendance and Participation: Attendance is mandatory and comprises 10% of the final grade (Students are allowed up to 3 unexcused absences). Fruitful participation in class can warrant up to 5 bonus points added to the final grade, at my discretion.

Education and Imagined Communities in the Modern Middle East - Dr. Yoni Furas

Course no.: 1662220801

Semester: Fall

Number of Hours: 4

Degree: BA

Class will be held on: Monday, Wednesday, 10:00-12:00 in Rosenberg Building, Room 107

Reception hours: TBA

yonifuras@post.tau.ac.il

Course Description:

This course offers an introduction to the dramatic transformations in the field of education in the Middle East between the years 1811-1956. These transformations will be studied as a reflection of the cultural, political and economic shifts the region underwent during these years. Through discussions and readings of both secondary and primary sources (school curricula, textbooks, archival documents), our meetings will focus on the transfer and movement of local and foreign knowledge, examine and contextualize the connection between knowledge and power, explore the developments and tensions between 'tradition' and 'modernity' in education and analyze the role of modern education systems in the creation of nations.

Course Policy

Keep phones turned-off while in class, or to turn off all electronic apparatuses.

Course Requirements

Mid Term:

- Midterm hand-in essay (10%).

Final requirement:

- Final hand-in paper, 6-10 pages (70%)- which will be submitted on February 1st, 2018
- Attendance and participation (20%)

Visions and visionaries of the Net - Dr. Yael Maurer

Course no.: 1662250901

Semester: Fall

Number of Hours: 4

Degree: BA

Class will be held on: Sunday, Thursday, 10:00-12:00 in Rosenberg Building, Room 205

Reception hours: by appointment

ya3l@hotmail.com yael.maurer@gmail.com

Course Description:

Visions and Visionaries of the Net: Utopia and Anxiety in Cyberspace

This course examines the theoretical, literary and filmic responses to the early days of the Net. It explores the utopian and dystopian impulses that are at the heart of these representations which demonstrate both the joys and perils of an imagined cyber future. By probing both the promise and peril of the entry into the new cyberspace "enclave" as Fredric Jameson puts it, this course will attempt to show how our current experiences in cyber land are influenced and shaped by these early views of the Net. We will move from these early views of the cyber utopians to our present moment when these utopian and dystopian visions seem too close to home to be science fictional.

Course Policy

Keep phones turned off while in class

Course Requirements:

Attendance and participation: 15%

In class midterm: 15%

Final paper: 70%

Mid Term:

In-class midterm (15%)

Final requirement: A final paper (6-10 pages): 70% which will be submitted on February 4th, 2018

Attendance and Participation:

Mandatory attendance. Attendance and active participation constitute 15% of the overall grade in the course.

Post Truth, Post Politics? - Dr. naveh frumer

Course no.: 1662.2420.01

Semester: Fall

Number of Hours: 4

Degree: BA

Classes will be held on: Sunday (Gilman building, Room 317), Wednesday (Gilman Building, Room 307) 16:00- 18:00

Reception hours: by email appointment

nfrumer@post.tau.ac.il

Course Description

The term “post-truth” gained currency in the past decade among certain political commentators, to indicate alarming features of the contemporary political discourse. Increasing disregard to facts and specialist opinion; emotional appeal to stereotypes and fears; displacing policy debate with unabashed propaganda. This, coupled with the claim that it is the very nature and pace of television and internet coverage that heightens such development.

Whether one shares these concerns; and whether one thinks they are unique to the present or rather that they have long-accompanied politics, they nonetheless appear to touch on fundamental questions of politics, and the fundamental concerns (even fears) of democracy. The relation or tension between conviction versus coercion; public discourse versus propaganda; truth versus belief; matters of fact versus matters of choice, will, or value. Alarming as it might sound, the age of post-truth does raise worrying challenges. Is there really a clear difference between opinion-

shaping and manipulation? Can we really speak of truth or facts in politics as we do in the “hard” sciences, for example? Is not all politics a play of images? Are not all political visions a matter of promising what is “beyond” mere facts?

In this course we shall explore these questions through various political philosophers, past and present, while paying special attention to their potential relevance to the contemporary landscape of political debate, electoral dynamics, and media representations.

Among the authors we shall discuss are Plato, Nietzsche, Rousseau, Chomsky, and Baudrillard.

Course Requirements

2 mid-term papers of 2-5 pages (each comprising 30% of the final grade); and a final 10 pages paper which will be submitted on February 5th (40%)

For each paper you will be given a choice of questions from which you need to choose one to write about. Alternatively, you can suggest your own topic pending approval by the lecturer.

All papers should be submitted online via the Moodle system.

Course: Modernity and its Discontent - Dr. Yoav Fromer

Course no.: 1662111101

Semester: Fall

Number of Hours: 4

Degree: BA

Class will be held on: Tuesday, Thursday 14:00-16:00, in Gilman Building, Room 280

Reception hours: TBA

yoavfromer@post.tau.ac.il

Course Description

This introductory seminar to the liberal arts examines the origins, meanings, legacies and European with the dawn of century thstarting in the 18odernity consequences of MEnlightenment and stretching across three centuries to the aftermath of the Second World War. The course will explore the political, philosophical, economic, social, technological and cultural transformations ushered in by Modernity and will, among other things, ask the following questions: what does it mean to be modern? What values, norms and institutions does Modernity entail? What are its benefits and consequences? Is there a “crisis” of modernity? Are we still living in a modern age – and if not – what comes after? Among the themes to be explored are: secularism and religion, individualism, science and rationality, democracy, bureaucracy, capitalism, nationalism, mechanization and industrialization, consciousness and identity, gender and race.

The course will engage a strong interdisciplinary approach and proceed thematically and chronologically through a study of key political-philosophical tracts paired with corresponding

works of literary fiction (primarily novellas and short stories). Readings will include works by seminal political thinkers such as Kant, Paine, Rousseau, Wollstonecraft, Marx, Freud and Foucault, and by authors such as Balzac, Goethe, Dostoevsky, Conrad, Kafka, Woolf and Beckett. The readings will be complemented by corresponding works of art (David, Goya, Friedrich, Munch, Picasso, Dali, and Magritte) and Music (Mozart, Wagner, Beethoven, and Stravinsky) in an effort to demonstrate how powerful impulses of Modernity manifested themselves commensurately across different forms of aesthetic representation.

Course Policy:

Keep phones turned-off while in class.

Course Requirements:

Grading and Assignments

- 50% class Participation and a Short Response Paper (2 pages). Due Dates TBA
- 15% in-class Midterm Exam with Reading ID's
- 35% Final Paper (5-7 pages)- which will be submitted on February 6th, 2018
- Participation includes either informed in-class participation about the assigned readings/materials or written participation sent via email to me prior (or immediately after) the class. This is my only way to evaluate your understanding of the material and is a crucial part of the grade. If you don't participate in any one of these ways – it will affect your grade!

Attendance

- You are allowed THREE unexcused absences (without Dr.'s Note or Emergency circumstance). Any additional unexcused absence will incur a penalty in your final grade for the course.

Reading Material

- Readings will all be made available as internet links or PDF's on the moodle website. However, since many of the novels we read are timeless classics available in paperback for cheap, I recommend purchasing them in advance for your convenience.

Lesson	Topic	Required Reading	Comments
1.	What does it mean to be enlightened – and is that such a good thing?	Immanuel Kant, "What is Enlightenment and "Idea For a Universal History" Jonathan Swift, Gulliver's Travels (Selections from parts III and IV)	
2.	Secularism and Rationality	Voltaire, Candide (entire) Thomas Paine, The Age of Reason (selections) View in Class: Goya's Caprichos	
3.	Romanticism ("Matters of the Heart")	(or Goethe, The Sorrows of Young Werther (part I) + (part II) Listen at home:	

- Beethoven's 5th
Symphony View in
Class: Works by David
Casper Friedrich and
J.M.W Turner
4. Democratic Revolutions and Reaction Jean Jacques Rousseau, The Social Contract (selections)
U.S Declaration of Independence+ Bill of Rights Mary Wollstonecraft
"Vindication of the Rights of Women"
Robespierre, "The Justification of Terror"
Edmund Burke, Reflections of the Revolutionary in France (selections)
Alexis de Tocqueville, "Tyranny of the Majority" Short Paper
Due in class
5. Bureaucracy and Capitalism Balzac, Colonel Chabert Watch at

- home: Orson Well's
The Trial Adam
Smith, Wealth of
Nations (chap. 1-3);
Karl Marx, "Alienated
Labor" and "The
Communist
Manifesto"
(Preamble+ part 1)
6. Science and Filippo Marinetti,
Technology "The Futurist
Manifesto" Franz
Kafka, "In the Penal
Colony" Watch in-
class: Stanley
Kramer's Inherit the
Wind (1960)
7. Midterm and Midterm Exam in
Museum Class Museum Visit-
Tel Aviv Art Museum
Students not from
the Liberal Arts
Program need to
coordinate the visit
separately with me
8. Resisting Modernity Dostoevsky, Notes

- from the
Underground (Part I)
+ (Part II) View in-
Class: works by
Edward Munch and
Alfred Kubin
9. Race and Gender Joseph Conrad, The
Heart of Darkness
(entire) Virginia
Woolf, A Room of
One's Own
(selections)
10. Tragedy, Collapse and Aftermath Tolstoy, The Death of
Ivan Ilyich Listen:
Stravinsky's Rites of
Spring
View-In Class: works
by Otto Dix, George
Grosz and Picasso
Michelle Foucault,
"What is
Enlightenment?"
Watch: Samuel
Beckett's Waiting for
Godot

REGISTRATION FORM – FALL 2017

PASSPORT NO _____
STUDENT NUMBER _____
STUDENT NAME _____
HOME ADDRESS _____
E-MAIL _____
TEL _____ DATE OF BIRTH _____

COURSE NO.	TITLE OF COURSE	LECTURER

- Courses Registration Deadline: **Friday, September 9th 2016.**
Students are advised to register to more than the required 5 courses but not to more than 7 courses.
- Class Changes and finalizing schedule:

Students will be allowed to delete courses from their schedules, (not add), on **Monday, November 4th 2016**.

- Courses with less than 10 students will be cancelled.

EXTERNAL REGISTRATION FORM

NAM

E _____ **DATE** _____

PASSPORT

NO _____ **STUDENT NUMBER** _____

E-MAIL

TEL _____ **DATE OF BIRTH** _____

Note: It is not possible to take courses taught in Hebrew if you did not complete level Gimel of Ulpan.

Students should note that the regular university Fall Semester starts on October 30th 2016 and ends on January 29th 2017. Final Exams start after this date and the first term continues until March 13th 2017.

STUDY ABROAD STUDENTS CANNOT TAKE EXAMS ON DIFFERENT DATES TO THAT OF THE REGULAR UNIVERSITY, NOR WILL THEY BE ALLOWED TO LEAVE THE PROGRAM EARLY.

Please indicate on any test or paper taken at the regular university that you are a student in TAU International.

Hebrew Course Name _____

English Course Name _____

Course Number _____

Lecturer Name _____

Department Name _____

Level of Course at Tel Aviv University _____

Hours of Study per Week _____

Secretary Name _____

Secretary Tel number _____

Dept Stamp &
Signature _____

Steps to Register:

A. Fill document and print.

- B. Get the registration approved by the host dept during the first week of the semester.
- C. Bring this form completed to Ms. Yael Gazit / TAU International office signed by the host dept.