Tel Aviv University International

Study Abroad Fall Semester 2017- 2018

COURSE DESCRIPTION

MAIN OFFICE
The Carter Building, Room 108
Ramat Aviv, 6997801, Israel
Phone: +972-3-6408118
Fax: +972-3-6409582
intl@tauex.tau.ac.il

UNITED STATES
Office of Academic Affairs
39 Broadway, Suite 1510
New York, NY 10006
Phone: +1-212-742-9030
Fax: +1-212-742-9031
admissions@telavivuniv.org

CANADA
Lawrence Plaza
3130 Bathurst Street, Suite 214
Toronto, Ontario M6A 2A1
orna@cftau.org
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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)

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

### TAU REGULAR ACADEMIC CALENDAR (2017-2018)

The following is the standard Tel Aviv University calendar.

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


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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100%</td>
</tr>
<tr>
<td>A</td>
<td>93-96%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
</tr>
<tr>
<td>C</td>
<td>73-76%</td>
</tr>
<tr>
<td>C-</td>
<td>70-72%</td>
</tr>
<tr>
<td>D</td>
<td>63-66%</td>
</tr>
<tr>
<td>D-</td>
<td>60-62%</td>
</tr>
<tr>
<td>F</td>
<td>59% and under</td>
</tr>
</tbody>
</table>

**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:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Assignment</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>Attendance</td>
<td>· 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.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>· 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.</td>
</tr>
<tr>
<td>10%</td>
<td>Participation and teacher’s evaluation</td>
<td>· Including: active participation in class and handing in homework assignments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>· The use of cell phones during class is strictly prohibited</td>
</tr>
<tr>
<td>45%</td>
<td>Written assignments</td>
<td>· Short Ulpan- 3 exams</td>
</tr>
<tr>
<td></td>
<td></td>
<td>· Long Ulpan- 5 exams</td>
</tr>
<tr>
<td></td>
<td></td>
<td>· Semester course- 2 exams</td>
</tr>
<tr>
<td>35%</td>
<td>Final Exam</td>
<td></td>
</tr>
</tbody>
</table>
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](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

<table>
<thead>
<tr>
<th>Buildings</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>DD - Dan David Bldg.</td>
<td>Social Work Bldg.</td>
</tr>
<tr>
<td>G – Gilman Bldg.</td>
<td>L - Law Building</td>
</tr>
<tr>
<td></td>
<td>N – Naftali Bldg.</td>
</tr>
<tr>
<td></td>
<td>M - Mexico Bldg.</td>
</tr>
</tbody>
</table>

## JEWISH STUDIES

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Day</th>
<th>Hours</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>2120.5300.02</td>
<td>TUE, THU</td>
<td>10:00-12:00</td>
<td>Final Paper</td>
</tr>
<tr>
<td>2120.0539.02</td>
<td>MON, WED</td>
<td>10:00-12:00</td>
<td>Final Paper</td>
</tr>
<tr>
<td>2120.0169.03</td>
<td>MON</td>
<td>14:00-18:00</td>
<td>Final Paper</td>
</tr>
<tr>
<td>2120.0124.02</td>
<td>WED</td>
<td>14:00-18:00</td>
<td>Final Paper</td>
</tr>
<tr>
<td>2120.0109.02</td>
<td>TUE, THU</td>
<td>10:00-12:00</td>
<td>Final Paper</td>
</tr>
</tbody>
</table>

## ISRAEL STUDIES

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Day</th>
<th>Hours</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>2120.1004.02</td>
<td>MON, WED</td>
<td>12:00-14:00</td>
<td>Final Paper</td>
</tr>
<tr>
<td>2120.0533.02</td>
<td>TUE</td>
<td>16:00-20:00</td>
<td>Final Paper</td>
</tr>
<tr>
<td>2120.0112.02</td>
<td>TUE, THU</td>
<td>12:00-14:00</td>
<td>Final Paper</td>
</tr>
<tr>
<td>MIDDLE EAST STUDIES</td>
<td>Course Number</td>
<td>Day</td>
<td>Hours</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------</td>
<td>---------------</td>
<td>--------------</td>
<td>-------------</td>
</tr>
<tr>
<td>History of the Middle East in the Modern Period - Dr. B. Friedman</td>
<td>2120.0120.03</td>
<td>TUE, THU</td>
<td>14:00-16:00</td>
</tr>
<tr>
<td>The Israeli Collective Memory of the Israeli-Arab/Palestinian Conflict - Dr. Rafi Nets</td>
<td>2120.1012.02</td>
<td>MON, WED</td>
<td>16:00-18:00</td>
</tr>
<tr>
<td>The Struggle for Palestine: The Roots of the Arab-Israeli Conflict - Dr. Daniel Zisenwine</td>
<td>2120.0110.02</td>
<td>WED</td>
<td>10:00-14:00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ART STUDIES</th>
<th>Course Number</th>
<th>Day</th>
<th>Hours</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>History of Israeli Art - Dr. R. Shusterman</td>
<td>2120.1015.02</td>
<td>TUE, THU</td>
<td>14:00-16:00</td>
<td>Final Paper</td>
</tr>
<tr>
<td>Israeli Cinema and the Culture of Modern Israel - Dr. S. Duvdevani</td>
<td>2120.0468.02</td>
<td>MON</td>
<td>12:00-16:00</td>
<td>Final Paper</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LIFE SCIENCES</th>
<th>Course Number</th>
<th>Day</th>
<th>Hours</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Israel And The Environment - Dr. S. Fleischer</td>
<td>2120.0139.02</td>
<td>TUE</td>
<td>16:30-20:00</td>
<td>Final Paper</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MANAGEMENT, ECONOMICS, COMMUNICATION</th>
<th>Course Number</th>
<th>Day</th>
<th>Hours</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Israeli Economy - Dr. P. Rivlin</td>
<td>2120.0117.02</td>
<td>MON, WED</td>
<td>14:00-16:00</td>
<td>Final Paper</td>
</tr>
<tr>
<td>Business Ethics - Dr. S. Smila-Sened</td>
<td>2120.0100.02</td>
<td>MON, WED</td>
<td>10:00-12:00</td>
<td>Take Home Exam</td>
</tr>
<tr>
<td>ARABIC</td>
<td>Course Number</td>
<td>Day</td>
<td>Hours</td>
<td>Final</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Introduction to Modern Standard Arabic (First Level) - Mr. M. Guggenheimer</td>
<td>2120.0980.01</td>
<td>TUE, THU</td>
<td>12:00-14:00</td>
<td>Take Home Exam</td>
</tr>
</tbody>
</table>

**SCHEDULE OF BA COURSES - FALL 2017**

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Day</th>
<th>Hours</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Psychology - Dr. Naftali Israeli</td>
<td>1662.2613.01</td>
<td>Mon</td>
<td>14:00-18:00</td>
</tr>
<tr>
<td>Descartes in the &quot;Matrix&quot;: Philosophy and Virtual Reality - Dr. Noa Gedi</td>
<td>1662.2500.01</td>
<td>Mon, Wed</td>
<td>14:00-16:00</td>
</tr>
<tr>
<td>Theories in Communication and Media in the Digital Age - Dr. Sharon Avital</td>
<td>1662.1503.01</td>
<td>Mon</td>
<td>10:00-14:00</td>
</tr>
<tr>
<td>Social And Cultural History Of The Middle East - Dr. Daniel Zisenwine</td>
<td>1662.1201.01</td>
<td>Mon, Wed</td>
<td>16:00- 18:00</td>
</tr>
<tr>
<td>Philosophical and Psychoanalytic Perspectives on</td>
<td>1662.2410.01</td>
<td>Tue</td>
<td>16:00-18:00</td>
</tr>
<tr>
<td>Course</td>
<td>Time</td>
<td>Instructor</td>
<td></td>
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<tr>
<td>---------------------------------------------------------------</td>
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<tr>
<td>Death - Dr. Rona Cohen</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Freud and Beyond: The Evolution of Psychoanalytic Thought</td>
<td>14:00-16:00</td>
<td>Dr. Ruth Zeligman</td>
<td></td>
</tr>
<tr>
<td>From Tribes to kingdom: Major themes in Jordanian History</td>
<td>10:00-14:00</td>
<td>Prof. Yoav Alon</td>
<td></td>
</tr>
<tr>
<td>Introduction to Ancient Greek Philosophy</td>
<td>10:00-12:00</td>
<td>Mr. Yoav Meyrav</td>
<td></td>
</tr>
<tr>
<td>Education and Imagined Communities in the Modern Middle East</td>
<td>10:00-12:00</td>
<td>Dr. Yoni Furas</td>
<td></td>
</tr>
<tr>
<td>Visions and visionaries of the Net</td>
<td>10:00-12:00</td>
<td>Dr. Yael Maurer</td>
<td></td>
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<td>Post Truth, Post Politics?</td>
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<td>Course: Modernity and its Discontent</td>
<td>14:00-16:00</td>
<td>Dr. Yoav Fromer</td>
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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.
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)
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:**

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<td>Quiz #1</td>
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<td>Quiz #2</td>
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<td>Research paper</td>
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<td>Attendance and participation</td>
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**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)


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)
   (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)

   (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


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


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

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


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)


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


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


William Shakespeare’s The Merchant of Venice.


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,


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


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


*Antisemitism in the Modern World* 113-44.
11. Wednesday November 22\textsuperscript{nd}: MIDTERM (this exam will consist of short primary sources that you will be expected to analyze).

12. Monday November 27\textsuperscript{th}: The French Version: Antisemitism in France

Levy, \textit{Antisemitism in the Modern World: An Anthology of Texts} pp. 104-12, 224-34

Jacob Katz, \textit{From Prejudice to Destruction}. pp107-118, 292-300


13. Wednesday November 29\textsuperscript{th}: Hitler and Nazism

\textit{Jew in the Modern World} Hitler, Nazi Laws, 636-39, 645-49

Levy, \textit{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, \textit{From Prejudice to Destruction}. pp245-291.

Jacob Katz, “Was the Holocaust Predictable?” \textit{Commentary} 59 (May 1975), 41- 48

14. Monday December 4\textsuperscript{th}: Screening of film Terra Filmkunst’s “\textit{Jud Suss}” or Fritz Hippler \textit{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):

Discussion to follow

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


17. Monday December 13th: Antisemitism in America


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


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

(Read through at least two of the documents)


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.


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

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


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.
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.
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.
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)

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”

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


[http://www.youtube.com/watch?v=QvUdffAhFH4](http://www.youtube.com/watch?v=QvUdffAhFH4) parts 1 and 2

**Reading:**
- 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, Counter-memory 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:**
- Omer Bartov, “Chambers of Horror: Holocaust Museums in Israel and the United States”,

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

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

Tenth Week:
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:
Biale, Rachel. Women and Jewish Law
Davidman, Lynn. Tradition in a Rootless World
deLange, Nicholas. Judaism
Donin, Hayyim. To Be A Jew
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
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
Mendes-Flohr, Paul & Reinharz, Jehuda. The Jew in the Modern World. A Documentary History
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
Wertheimer, Jack. A People Divided: Judaism in Contemporary America
Wistrich, Robert. Antisemitism: The Longest Hatred
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.


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?


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


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.
Larry Collins & Dominique Lapierre, O Jerusalem! (London, Grafton, 1982).
Motti Golani & Adel Manna, Two Sides of the Coin, (Dordrecht, 2011)
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.

Itamar Radai, "Jaffa, 1948: The Fall of a City", Journal of Israeli History, 30, 1(March
Documentary: You Tube: "Nazi Collaborators-The Grand Mufti" - Anton Mussert, 3 parts, 45mins.

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.
Efraim Inbar, "The Decline of the Labor Party", Israel Affairs, 16, 1 (Jan 2010), 69-81.
Yehiam Weitz, "The Road to the 'Upheaval': A Capsule History of the Herut Movement, 1948-1977", Israel Studies, 10, 3 (Fall 2005), 54-86.

Avraham Shapira (ed), The Seventh Day: Soldiers Talk About the Sixth-Day War, (New York, Charles Scribner's Sons, 1970.)
Ben-Gurion's House, Sderot Ben-Gurion.
Michael Bar-Zohar, Ben-Gurion, (Jerusalem, Steimatzky's, 1978).
Nir Kedar, "Ben-Gurion's Opposition to the Written Constitution", Journal of Modern Jewish Studies, 12, 1 (March 2013) 1-16.
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

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.
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.

The depression of the 1960s and the influence of the Six Day War. Western immigration.
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.
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.

14. Wed Dec 6. The Other 20%: The Realities of Israeli Arabs/Palestinians
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.
Eli Rekhess, "The Evolvement of an Arab-Palestinian National Minority in Israel" , Israel Studies, 12, 3 (Fall 2007), 1-28.
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 Sayaad Kashua.

Eliezer Ben-Rafael, "The Faces of Religiosity in Israel: Cleavages or Continuum?" Israel Studies, 13, 3 (Fall 2008), 89-113.
Documentary, You Tube; "Israeli Settlers in Hebron (Al Khalil)" 1990s [poor copy], 38 mins.

Misnagdim/Lita'im and Hasidim. Rabbis Shach [(Litvak: Agudat Yisrael] and Ovadia Yosef [Shas]. Alienation and integration in society. Haredi women and upward mobility.
Ari Shavit, My Troubled Land, New York, 2013, Ch XI, "J'Accuse, 1999"
Nurit Stadler, "Is Profane Work an Obstacle to Salvation? The Case of the Ultra Orthodox
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 pegelatrin, June 2012, 5 sections = about 88 minutes total. 
Documentary: You Tube, "Insight-Ultra-Orthodox Jews IDF or Torah."05/19/14 i24news, 16 minutes. 

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

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-
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,

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/malmad.htm](http://aleph3.libnet.ac.il/~libnet/malmad.htm)

Also check RAMBI, an index of articles on Jewish- and Israeli-related topics: [http://jnul.huji.ac.il/rambi/](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!):
   • PalestineRemembered.Com “Welcome To al-Shaykh Muwannis.” Available from:
     on the tabs for pictures and other material]
   • “TAU History: The Making of a University.” Available from: http://www.tau.ac.il/tau–
     history–eng.html

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:


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.


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:


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


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

Reading Presentations:


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

General Discussion and Futures Game

Reading Presentations:


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:

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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:*

- 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.
Recommended reading:


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

Required reading:


Recommended reading:


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

Required reading:

- Gavison, R. (November 01, 1999). Jewish and Democratic? A Rejoinder to the

Recommended reading:


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

Required reading:


Recommended reading:


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:

Affairs. Columbia University School of International Public Affairs.

Recommended reading:


6. Israel in the International Arena

Required reading:


Recommended reading:


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

Required reading:


Recommended reading:


8. Immigration, Political Culture and Israel's Society
Required reading:


Required reading:


Recommended reading:

- Israeli Government's Portal is here.

10. Elections and Voting
Required reading:


11. Parties and Interest Groups

Required reading:


12. Coalition Politics in Israel

Required reading:

Minister and the Knesset, pp. 141-169.


13. Public Policy in Israel

*Required reading:*


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

*Required reading:*


*Recommended reading:*


Recomm**ended 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:**


16. State and Religion: Judaism in the Jewish State

**Required reading:**


17. The Socio-Economic Cleavage in Israel
Required reading:


18. Gender Issues in the Israeli Politics

Required reading:


19. The Future of Israel as a Jewish State

Required reading:


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.


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.


4. Islamic Modernism: al-Afghani and ʿAbduh


**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.


**6-7. World War I and New States**


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.


**8. Ataturk and Turkey after World War I**


**9. Reza Shah and Iran after World War I**


10. **Mossadegh: Iran and Oil Nationalization**


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


12-13. **Nasser and Politics of Arab Nationalism**


14. **The June 1967 Six Day War**


15. **The Post-1967 Reckoning**


16. Kurdish Nationalism


17. The Iranian Revolution of 1978-1979


18. Islamism


19-20. Israel, Jordan, and Palestine


21. The 2011 Arab Uprisings


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


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


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.
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
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
NY: Oxford University Press.


2. Key concepts of CM - I
   


3. Key concepts of CM – II
   

4. Narratives

Part B: The Israeli CM of the Conflict

5. Case study background: History of the conflict

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

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


8. Institutions that shape the CM as well as Israeli war veterans and their autobiographical memory of the conflict


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


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

11. Mid-term test
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)

14. Field trip

15. Historical controversies, internal/external CMs as well as self- and external-censorship (all, of 1948 exodus)
299-319.


16. Film “Izkor: Slaves of memory”

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

Part C: Comparative Perspective

18. The Palestinian CM of the conflict (including a partial film) and Israeli-Palestinian narratives’ collaboration
(optional – 133-150).

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.


Course Schedule:
Week 1:

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


Week 2:

**The Emergence of Arab/Palestinian Nationalism**


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

**Supplementary Reading:**


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)


**Week 4:**

**World War II and the Struggle for a Jewish State**


**Week 5:**

**1948: The First Arab-Israeli War**


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

Week 6:
1956 Suez War


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).


From June 1967 to October 1973

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

Week 8

The First Intifada


Morris, *Righteous Victims*, pp. 561-610 (Ch. 12).

The Oslo Accords and the Prospects for Peace

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


Week 9:

**The Second Intifada and the Breakdown of Israeli-Palestinian Negotiations**


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


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 Bezalel school of Arts and Crafts in Jerusalem-1906.


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


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.


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.

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

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


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


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

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?

Nightime 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.

Ben Porat, Y. ed.

Bruno, Michael

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. 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.
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 Study 1: IDB
Week 5: Environmental Responsibility

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

Kristin Shrader-Frechtte “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”


Case Study 4: Remedia
Week 8: Group Presentations

Week 9: Justice and Fair Practice
Edwin C. Hettinger “What is Wrong with Reverse Discrimination?”
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
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:


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

<table>
<thead>
<tr>
<th>Lesson</th>
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<th>Required Reading</th>
<th>Assignments</th>
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<tr>
<td>Syllabus, The field of Communication the above are for context and are Optional)</td>
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<td>Influence Laswell</td>
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</table>

2. **Columbia School**

Lazarsfeld & 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**

Baudrilliard, 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 Virality
   Berger, Milkman (2012)
   Nahon, Hemsley, Going Viral, Ch. 5 Habermas

9. Technological Determinism
   Griffin, Ch. 24, Mcluhan The Shallows, Ch. 1,2

10. Cyber Warfare - Guest lecture: Ram Levi

Class Summary
Bibliography


Carr, Nicholas. The Shallows: What the Internet is doing to Our Brains.


Dewey, John, Ch.1 in Democracy and Education. New York: The Free Press, 1966


McLuhan, “Medium is the Message.”

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.

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<th>Lesson</th>
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<th>Required Reading</th>
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<tbody>
<tr>
<td>1.</td>
<td>Types of history, types of sources</td>
<td>No Reading Assigned</td>
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<tr>
<td>2.</td>
<td>History from below</td>
<td>Alan Mikhail, Unleashing the Beast: Animals, Energy, and the Economy of Labor in Ottoman Egypt&quot;</td>
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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 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


6. Oil, Road Rage and Pascal Menoret,
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 227), 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:


Schedule/ Course Program:

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<th>Lesson</th>
<th>Topic</th>
<th>Required Reading</th>
<th>Comments</th>
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<tbody>
<tr>
<td>1.</td>
<td>Introduction. What is psychoanalysis? Four major myths</td>
<td>Mitchell &amp; Black, beyond the pleasure principle</td>
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6-7. Ego Psychology Mitchell & Black, Chapter 2: Ego Psychology (pp.23-38 and 53-99)


Winnicott Object Relations School: D. W. Winnicott (pp.124-138)

Optional Reading:


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<tr>
<th>Page Range</th>
<th>Topic</th>
<th>Reading</th>
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<tbody>
<tr>
<td>141</td>
<td>Optional Reading</td>
<td>Erikson and Heinz Kohut (pp. 149-169)</td>
</tr>
<tr>
<td>19-21</td>
<td>Controversial Issues</td>
<td>Mitchell &amp; Black, Chapter 8-9: Controversies in Theory and</td>
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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 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.

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<th>Lesson</th>
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<th>Required Reading</th>
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<tr>
<td>1.</td>
<td>What does it mean to be enlightened – and is that such a good thing?</td>
<td>Immanuel Kant, &quot;What is Enlightenment&quot; and &quot;Idea For a Universal History&quot; Jonathan Swift, Gulliver's Travels (Selections from parts III and IV)</td>
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<td>2.</td>
<td>Secularism and Rationality</td>
<td>Voltaire, Candide (entire) Thomas Paine, The Age of Reason (selections) View in Class: Goya's Caprichos</td>
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<td>3.</td>
<td>Romanticism (or &quot;Matters of the Heart&quot;)</td>
<td>Goethe, The Sorrows of Young Werther (part I) + (part II) Listen at home:</td>
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Beethoven's 5th Symphony
View in Class: Works by David Casper Friedrich and J.M.W Turner

4. Democratic Revolutions and Reaction
   - 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 Welles
The Trial
Adam Smith, Wealth of
Nations (chap. 1-3);
Karl Marx, "Alienated
Labor" and "The
Communist
Manifesto"
(Preamble + part 1)

6. Science and Technology
Filippo Marinetti,
"The Futurist
Manifesto"  Franz
Kafka, "In the Penal
Colony" Watch in-
class: Stanley
Kramer's Inherit the
Wind (1960)

7. Midterm and Museum
Midterm Exam in
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
<table>
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<th>Race and Gender</th>
<th>Tragedy, Collapse and Aftermath</th>
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Watch: Samuel Beckett's Waiting for Godot |
REGISTRATION FORM – FALL 2017

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<th>COURSE NO.</th>
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Courses Registration Deadline: **Friday, September 9\textsuperscript{th} 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**

**NAME**

**DATE**

**PASSPORT NO**

**STUDENT NUMBER**

**E-MAIL**

**DATE OF BIRTH**

**TEL**

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.