



TEL AVIV UNIVERSITY INTERNATIONAL STUDY ABROAD SPRING SEMESTER 2017

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SPRING SEMESTER 2017

IMPORTANT DATES

- The Spring Semester starts on Monday, March 6th 2017 and ends on Thursday, June 1st 2017 (inclusive).
- Academic Orientation: Sunday, February 12th 2017.
- Course registration deadline: Sunday, February 19th 2017.
- Class changes and finalizing schedule (see hereunder): Monday, March 13th 2017.
- Last day in the dorms: Sunday, June 4th 2017.

Since the Spring 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, June 1st 2017 inclusive.

Early departures may in some case be approved for students whose summer 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.

STUDY ABROAD - SPRING SEMESTER 2017 ACADEMIC CALENDAR

2017 Spring Arrival Dates - Study Abroad Students

Group Flight Departure (USA/Canada)	Jan. 22, 2017
Arrival at TAU	Jan. 23, 2017
Orientation & Hebrew Placement Exam	Jan. 24, 2017
Winter Ulpan	Jan. 25 - Feb. 23, 2017
Spring Semester 2017	Mar. 6 – June 1, 2017
Purim Vacation Day	Mar. 12, 2017
Passover Vacation	Apr. 5 - 18, 2017
Memorial Day for Israel's Fallen Soldiers - University is closed	May 1, 2017
Israel's Independence Day - University is closed	May 2, 2017
TAU Student Day	May 25, 2017
Last Day in the Dorms for Spring and Year Students	June 4, 2017

Please note the following:

- Ulpan is mandatory for study abroad students and is a requirement for our MASA participants.
- BA in Liberal Arts semester begins on Sunday.
- Regular university classes taught in Hebrew are parallel to tau regular schedule below, and are followed by an exam period.

TAU REGULAR SPRING ACADEMIC CALENDAR 2016-2017

The following is the standard Tel Aviv University calendar.

Spring Semester	Mar. 13 - June 29, 2017
Passover Vacation	Apr. 6 - 18, 2017
Memorial Day (University is closed)	May 1, 2017
Independence Day (University is closed)	May 2, 2017
Shavuot Vacation	May 30 - 31, 2017

Vacation and Holidays



- Purim vacation day: March 12, 2017 no classes and university offices are closed, on March 09, 2017 Fast of Esther day no classes after 19:00
- On Holocaust Memorial evening April 24, 2017 classes end at 19:00
- On Yom Hazikaron Memorial evening April 30, 2017 classes end at 18:00
- On student day May 25, 2017 classes end at 12:00

Memorial ceremonies on campus 12:00 - 13:00

Holocaust memorial ceremony April 24, 2017

Israel's fallen soldiers - memorial ceremony April 30, 2017

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 absences 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.

INSTRUCTIONS FOR REGISTRATION TO COURSES

REGISTRATION PROCEDURE

1. The registration form must be handed either personally or by [email](#) (Ms. Yael Gazit) to TAU International [Sunday, February 19th 2017](#). Students are advised to register to more than the required 5 courses but not to more than 7 courses.

Students are responsible for entering the correct information on the registration form (available at the end of this booklet):

- a. Personal information (Name, passport number, student number, etc)
 - b. Correct name and course number.
2. Class Changes and finalizing schedule: [Monday, March 13th 2017](#). Students will be allowed to delete courses from their schedules (not add).

HEBREW

Registration for the [Spring 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 "INC or W/F" (Incomplete, or Withdrawal with Failure depending on student participation and course regulation) being recorded as the course grade.

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.

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

WITHDRAWAL FROM COURSES

For students who register to more than 5 courses, and drop a course after [Monday, March 19th 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 seven 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, **Thursday, March 30th 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.

A Pass grade indicates D or higher-level grade. In the event the student achieves A-/ A / or A+, that letter grade will appear on the transcript instead of (P) pass.

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 agrees, 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 individual professor. In no case shall the time limit be later than **June 30th, 2017**. After this date an "F" (fail) will be automatically recorded.

GRADING SYSTEM

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

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

CODE OF HONOR AND ACADEMIC INTEGRITY

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

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

Plagiarism: Submitting material that in part or whole is not entirely your work without attributing those same portions to their correct source.**Cheating:** Using unauthorized notes, study aids or information from another student, student's paper, or student's electronic equipment (including but not limited to: phones, computers, and blackberry's) on an examination; altering a graded work after it has been returned, then resubmitting 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

- i. **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.

- ii. **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.
- iii. **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.
- iv. **Grades** The final grade is made up as follows:

	Summer Ulpan	Summer Short Ulpan – Track 2, and Winter Ulpan	Hebrew Semester Course
Weekly exams	5 Exams – Total 60%	3 Exams – Total 60%	2 Exams – Total 50%
Final exam	25%	30%	35%
Teacher's evaluation (based on homework, participation, etc)	15%	10%	15%

TAU WRITING CENTER - DIVISION OF FOREIGN LANGUAGES

“My task, which I am trying to achieve is, by the power of the written word, to make you hear, to make you feel—it is, before all, to make you see.”
Joseph Conrad, Lord Jim

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

WHO ARE WE?

We are a team 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.

WHAT CAN WE OFFER YOU?

- We provide one-on-one tutoring sessions of 45 or 90 minutes, tailor made to suit your needs at any stage of the writing process.
- Our tutors will assist and support you as you develop your English language skills in writing, reading and speaking.



- We offer targeted guidance and feedback on your academic essays, papers and presentations.

PERSONALIZED MEETINGS - YOU CHOOSE THE TIME

Using our online scheduling system, set up a convenient time to meet with one of our tutors at the Writing Center (meetings will be held in Webb Building, room 210).

WE SHOW YOU HOW

Our tutors will help you expand your expertise by showing you how to implement useful strategies on your own. In short, we help you to become a more effective and confident writer.

NO STRINGS ATTACHED

Come in for a one-time session or a series of meetings – either way, you are always welcome!

GENERAL WORKSHOPS

We offer group workshops on essential topics such as effective essay writing for exams, avoiding plagiarism, presenting at conferences and meetings, as well as professional writing for post-graduate placements, fellowships, and grants.

HOW CAN YOU ENJOY OUR SERVICES?

Schedule a meeting via our online system with a tutor of your choice or drop by to make an appointment.

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

The TAU Writing Center / Webb Building, Room 210.

BIBLIOGRAPHICAL SERVICES IN THE TAU LIBRARIES

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

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

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

Friday - 8:30am - 12:30pm

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

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

Friday - 9:00am - 12:45pm

Beit Milman Library:



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

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

Friday - CLOSED

TIMES FOR THESE LIBRARIES ARE SUBJECT TO CHANGE

MOODLE

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

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

STUDY ABROAD COURSES – SPRING 2017

JEWISH STUDIES	Course Number	Day	Hours	Final	Date & Hour
The Jewish World in the Modern Era - Prof. R. Rockaway	2120.5300.03	TUE, THU	10:00-12:00	Final Paper	
History of Anti-Semitism - Dr. K. Beller	2120.0539.03	MON, WED	10:00-12:00	Final Paper	
The Jews And The Passion, From The Gospels To Gibson - Prof. J. Cohen	2120.0256.02	TUE	12:00-16:00	Take Home Exam	
Contemporary Jewish Issues - Dr. M. Gresser	2120.0132.02	TUE, THU	10:00-12:00	Final Paper	
The War against the Jews: History of the Holocaust - Dr. Joel Zisenwine	2120.2301.03	Wed	14:00 - 18:00	Take Home Exam	
ISRAEL STUDIES	Course Number	Day	Hours	Final	Date & Hour
The Zionist Movement: The long Road to Sovereignty: 1860-1949 - Mr. P. Liptz	2120.1005.03	MON, WED	12:00-14:00	Take Home Exam	
Israeli Politics - Dr. E. Klauber	2120.0112.03	TUE, THU	12:00-14:00	Final Paper	
One Hundred Years: History and Memory in Tel Aviv-Jaffa - Dr. M Wein	2120.0533.03	TUE	16:00-20:00	Final Paper	
MIDDLE EAST STUDIES	Course Number	Day	Hours	Final	Date & Hour
History of the Middle East in the Modern Period - Dr. B. Friedman	2120.0120.01	TUE, THU	14:00-16:00	Final Paper	
Mobilization, Social Protest, Revolution: from the Arab Spring to Occupy Wall Street - Dr. B. Berti	2120.2163.01	MON	10:00-14:00	Final Paper	
The Struggle for Palestine: The Roots of the Arab-Israeli Conflict- Dr. Daniel Zisenwine	2120.0110.03	MON	16:00-20:00	Final Paper	
ART STUDIES	Course Number	Day	Hours	Final	Date & Hour
Creative Writing - Dr. D. Barnat	2120.0127.03	MON	16:00-20:00	Final Paper	
Art and Immigration in the 20th & the 21st Century in Israel - Dr. R. Shusterman	2120.1016.03	TUE, THU	12:00-14:00	Final Paper	
Israeli Cinema and the Culture of Modern Israel - Dr. S. Duvdevani	2120.0468.03	MON	12:00-16:00	Final Paper	
LIFE SCIENCES	Course Number	Day	Hours	Final	Date & Hour
Israel And The Environment - Dr. S. Fleischer	2120.0139.03	TUE	16:30-20:00	Take Home Exam	

MANAGEMENT, ECONOMICS, COMMUNICATION	Course Number	Day	Hours	Final	Date & Hour
Business Ethics - Dr. S. Smila-Sened	2120.0100.03	MON, WED	14:00-16:00	Final Paper	
INTERNATIONAL RELATIONS	Course Number	Day	Hours	Final	Date & Hour
Nuclear Nonproliferation and Security in the 21st Century - Dr. Azriel Bermant	2120.1017.03	WED	12:00 - 16:00	Final Paper	
ARABIC	Course Number	Day	Hours	Final	Date & Hour
Introduction to Modern Standard Arabic (First Level) - Mr. M. Guggenheimer	2120.0980.03	TUE, THU	12:00-14:00	Take Home Exam	
COURSERA (ONLINE COURSES)- coursea@tauex.tau.ac.il Student must apply online and register with TAU International (yaelga@post.tau.ac.il) prior to the beginning of the course.				Final	Date & Hour
	Course Number	Day	Hours		
Economic Growth and Distributive Justice (2 credits)	1882.1401.01			Final Exam in class-	May 19 th
The Fall and Rise of Jerusalem (2 credits)	1882.0601			Final Exam in class-	May 19 th
The Emergence of the Modern Middle East (3 credits)	1882.0602			Final Exam in class-	May 19 th
The Holocaust: an Introduction (2 credits)	1882.0603			Final Exam in class-	May 19 th

ENTREPRENEURSHIP COURSES - SPRING 2017

Entrepreneurship Program	Course Number	Day	Hours	Final	Date & Hour
Entrepreneurship from A to Z - Mr. Meishar Meiri (only open for Entrepreneurship track)	1221.8000.01	WED	17:00 - 21:00	Final Paper	
Innovation - Theory and Practice - Dr. Iris Ginzburg (only open for Entrepreneurship track)	1221.8004.01	THU	12:00 - 16:00	Final Paper	
Foundations of Entrepreneurship - MS. Noga Kapp (only open for Entrepreneurship track)	1221.8005.01	MON	10:00 - 14:00	Final Exam	

BA IN LIBERAL ARTS COURSES - SPRING 2017

Course Name	Course Number	Day	Hour	Final
Digital Aesthetics in Literature Dr. Robin Bagon	1662.2504.01	Sunday	10:00-14:00	Final Paper (July 5 th)
Cybersecurity Law & Policy: Global & Israeli Perspectives Ms. Deborah Housen-Couriel	1662.2514.01	Thursday	14:00-18:00	Take Home Exam (June 20 th , 2 p.m.)
Networks, Crowds and Markets Prof. Gal Oestreicher	1662.2515.01	Wednesday	10:00-14:00	Final Paper (July 13 th)
Digital Discourse Dr. Carmel Vaisman	1662.1500.01	Tuesday	10:00-14:00	Final Paper (July 12 th)
Theories in Communication and Digital Media Dr. Sharon Avital	1662.1503.01	Sunday Tuesday	14:00-16:00	Final Paper (May 28 th)
Consciousness and the Electronic Mind Dr. Noa Gedi	1662.2507.01	Monday Thursday	12:00-14:00	Take Home Exam (June 27 th , 2 p.m.)
World Masterpieces of Western Tradition Prof. Uri Cohen	1662.1100.02	Tuesday Thursday	14:00-16:00	Take Home Exam (June 18 th , 10 a.m.)
Political History of the Economy Prof. Michael Zakim	1662.1108.01	Sunday	16:00-20:00	Take Home Exam (July 2 nd , 10 a.m.)
Philosophy of Science Dr. Boaz Miller	1662.1103.02	Monday Wednesday	14:00-16:00	Take Home Exam (June 28 th , 2 p.m.)
Introduction to Modern Jewish Thought Mr Ynon Wygoda	1662.1300.01	Sunday	12:00-16:00	Final Paper (July 6 th)
Social and Cultural History of the Middle East Dr. On Barak	1662.1201.01	Tuesday	10:00-14:00	Take Home Exam (June 25 th , 10 a.m.)
Freud and Beyond: The Evolution of Psychoanalytic Thought Dr. Ruth Zeligman	1662.1603.03	Tuesday Thursday	12:00-14:00	Final Paper (July 20 th)
Early Language & Literacy Development Dr. Deborah Deitcher	1662.2611.01	Monday Wednesday	12:00-14:00	Final Paper (July 16 th)
With Herzl and Freud: Psychoanalysis, Zionism and Modern Hebrew Culture Dr. Eran Rolnik	1662.2610.01	Sunday	16:00-20:00	Take Home Exam (June 21 st , 2 p.m.)

Logic of Dreams Dr. Idit Alphandary	1662.2604.01	Monday	16:00- 20:00	Final Paper (July 4 th)
Guided Reading in Philosophical Texts Dr. Adrian Sackson	1662.1401.01	Thursday	10:00- 14:00	Final Paper (July 18 th)
The Philosophical Roots of Psychoanalysis Prof. Shai Frogel	1662.2420.01	Monday Tuesday	10:00- 12:00	Final Paper (July 10 th)

IMPORTANT NOTES

1. Courses starting with the number **2120** are offered by the [study abroad program](#), courses starting with the number **1662** are offered by the [BA in Liberal Arts program](#).
2. Courses starting with the number **1221** are offered in partnership with the Recanati Faculty of Management and taught with Israeli students, these courses are open to Entrepreneurship track. Spring Semester students cannot join year courses.
3. Courses with less than 10 students might be cancelled.
4. Study Abroad Students have only one final term, even if they join BA classes.
5. BA in Liberal Arts semester begins on Sunday; some courses last longer and run in parallel with the regular TAU calendar. For the course descriptions and syllabi please check the program page [online](#).
Please check the exam schedule, Study abroad students cannot take exams on different dates.
6. The following exemptions for taking a final exam not on its date are: IDF Reserves, Illness – Doctor's/Hospital notes, Birth, or Immediate family death.
7. Coursera is an education company that partnered with TAU and other top universities and organizations in the world to offer courses online.
8. Please check online for the final exam date. You cannot join the course unless you are able to stay in Israel for the final exam.



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 \$15 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.**

DESCRIPTIONS AND SYLLABI

THE JEWISH WORLD IN THE MODERN ERA— PROF. ROBERT ROCKAWAY

Office: 204 Carted building

Office hours by appointment

rockaway@post.tau.ac.il

robertrockaway@gmail.com

COURSE DESCRIPTION:

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

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

COURSE REQUIREMENTS:

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

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

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

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

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

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

Research Paper:

Each student will be required to write a research paper on any subject, theme, topic or period covered in the course. The paper should be double-spaced, at least 7 pages in length, and contain source notes. During the first two weeks of class, students must consult with me or by e-mail about the subject of their paper and the sources to be used. 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 a mid-term exam, a short quiz, 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:

Midterm exam	20%
Quiz.....	15%
Research paper.....	50%
Attendance and participation	15%

WEEK and TOPICS

1. The Jews in Central and Western Europe before Emancipation: 17th-18th Centuries

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

Emancipation of the Jews in Western Europe

(Gartner, 128-161)

2. The Impact of Emancipation on the Jews

(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: Karl Duehring, "The Question of the Jew Is a Question of Race" (1881)

3. Russian Jewry: Nineteenth Century to the Russian Revolution

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

Document: The Pale of Settlement, 1835-1917.

The Rise of Zionism

(Ben-Sasson, 891-907)

Documents: Rabbi Zvi Hirsch Kalisher, "Seeking Zion" (1862); "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. MIDTERM EXAM

World War I and Its Impact on the Jews
(Ben-Sasson, pp. 939-948)

Document: "The Balfour Declaration" (1917)

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

(Ben-Sasson, pp. 979-988)

Document: Adolf Hitler interview with Joseph Hell (1922)

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

(Ben-Sasson, pp. 949-963)

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

(Ben-Sasson, pp. 964-978)

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

The Zionist Movement and the Yishuv between the World Wars

(Ben-Sasson, 989-1016)

Document: The Peel Commission Report (July 1937)

8. American Jewry between the World Wars

(Sorin, 179-193)

European Jewry on the Eve of World War II

(Gartner, 294-318)

9. World War II and the Holocaust

(Ben-Sasson, pp. 1017-1039)

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

QUIZ

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

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. Antisemitism – the oldest hatred

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

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

2. Jews as Christ Killers – the deepest accusation

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

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

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

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

3. The Crusades: The First Massacre of the Jews

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

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

Robert Chazan, "Anti-Jewish violence of 1096 – Perpetrators and dynamics" in Anna Sapir Abulafia *Religious Violence between Christians and Jews* (Palgrave, 2002)

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

4. Jews and the Devil: the beginnings of Ritual Murder



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

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

5. Simon of Trent and Martin Luther

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

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

Simon of Trent texts

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

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

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

7. Shylock: Hath not a Jew eyes? Antisemitism on Stage

William Shakespeare's *The Merchant of Venice*.

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

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

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

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

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

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

9. Nationalism and its Resulting Xenophobia



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

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

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

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

10. The Eastern Flavor: Russian Antisemitism

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

Antisemitism in the Modern World 113-44.

11. MIDTERM (this exam will consist of short primary sources that you will be expected to analyze).

12. The French Version: Antisemitism in France

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

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

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

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

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

13. Hitler and Nazism

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

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

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

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

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

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

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

To read about this films go to:

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

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

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

Discussion to follow

15. Anti-semitism in Poland: A comparison with Germany.

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

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

16. The Pamphlet Version: The Protocols and World Conspiracy

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

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

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

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

17. Antisemitism in America

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

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

Discussion of contemporary issues, based on internet sites:

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

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

Anti Defamation League fighting antisemitism www.adl.org

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

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

(Read through at least two of the documents)

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

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

19. A Trip to the museum: Beit Hatfutsoth on Campus

20. Anti –Zionism: The De-legitimization of Israel

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

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

21. Papal anti-Judaism and anti-Semitism: Recent Progress

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

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

1998 document "We Remember: A Reflection on the Holocaust."
http://www.vatican.va/roman_curia/pontifical_councils/chrstuni/documents/rc_pc_chrstuni_doc_16031998_shoah_en.html

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

22. Conclusions: Antisemitism and the Internet

a) www.Jewwatch.com



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- 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.

THE JEWS AND THE PASSION, FROM THE GOSPELS TO GIBSON

PROF. J. COHEN

321 Carter Bldg.; 03-6409342; jecohen@post.tau.ac.il
Office hours: Tuesday 10:00, and by appointment

In this course we shall not try to determine who really killed Jesus. Yet we will investigate the myth of the Jewish Christ Killer in all of its dimensions. We shall find precedents for Christianity's Passion story in the biblical writings of ancient Israel. We shall understand how – and why – the indictment of the Jews for engineering the death of Jesus took hold in Christianity of the first century. And we shall follow the development of the Christ-Killer myth from the first century to the twenty-first, considering its response to historical change and its impact on people, events, societies, and cultures. Our discussions will focus on a wide variety of source materials: biblical texts, works of religious philosophy and mystical devotion, historical chronicles, art, drama, film, political propaganda, and more.

1. **Introduction: Stories Have Consequences**
2. **Precedents in the Hebrew Bible; On Reading the New Testament**
Genesis 22; Exodus 12; Isaiah 52:13 – 53:12; Psalm 22
Gospel according to Matthew
"FRONTLINE" selections <http://www.pbs.org/wgbh/pages/frontline/shows/religion/>
3. **From the Crucifixion to the Gospels**
"FRONTLINE" selections
Mark 14:26-15:47, Matthew 26:30-27:66, Luke 22:39-23:56, John 18:1-20:10
4. **The Passion Narratives of Mark, Matthew, Luke, and John**
R.E. Brown, The Death of the Messiah, Introduction, sect. 1
J.D. Crossan, Who Killed Jesus, Prologue
5. **Pesach vs. Pascha: Melito of Sardis and his Easter Haggadah**
Melito, On Pascha
6. **Understanding the Christ-Killer; Participating in the Miracle of the Cross**

S. Eidelberg, The Jews and the Crusaders, pp. 21-27
Bonaventure, The Tree of Life, pp. 144-49
Jacobus de Voragine, The Golden Legend, pp. 203-7

Augustine, Homilies on the Gospel of John, ch. 17
J. Tolan, Petrus Alfonsi and His Medieval Readers, pp. 19-21, 82-83
Peter Abelard, Ethics, pp. 55-61
Thomas Aquinas, Summa theologiae, 3.47.5

7. **Fables and Fantasies: Anti-Jewish Libels of the Middle Ages and Beyond**
William of Norwich; Blois; Simon of Trent; Anderl of Rinn (selections)

8. **In the Wake of the Holocaust: Vatican II**
Jewish Responses to the Christ-Killer Myth
Nostra Aetate; World Council of Churches declarations; Vatican documents

9. **Christian Art and Drama**
Bach, St. Matthew Passion
Oberammergau Passion Play

10. **The Passion on Screen**
Jesus of Montreal
Gospel of John
The Last Temptation of Christ

Course requirements:

- attendance in class and preparation of the assigned readings
- enthusiastic participation in class discussions
- a final exam

CONTEMPORARY JEWISH ISSUES

DR. MOSHE GRESSER

Course Description:

This course will explore in a personal way a series of issues that engage and concern contemporary Jews, through readings and class discussions. Issues will be set in the context of relevant Jewish laws, traditions and selected texts, to provide necessary Jewish substance and background. 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 **Readings for Contemporary Jewish Issues**, available online on the course Moodle site. Occasional handouts.

Grading System:

1) **Attendance, class preparation and participation:** 10%

Please Note: 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) **Midterm Exam:** 30% [based on both readings and class discussion]

3) **Optional Jewish Issue paper with a partner (4-5 pages):** 20% - Email submission not accepted. You must turn in a paper copy to receive credit. 10 point penalty for email submission. If you choose not to do the Issue paper, Midterm Exam = 40% and Final Paper = 50%

4) **Cumulative Individual Final Paper (8-10 pages):** 40% Email submission NOT accepted. 10 point penalty for email submission.

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%.

*Any request to take the exam on a date other than the one scheduled must be submitted to the OSP Office. The professor is not authorized to make separate arrangements for a make-up exam.



***Cell phone use or Laptop Internet surfing during class will not be allowed.**

Weekly Schedule and Reading Assignments:

First Week:

Class 1 – Tues. Mar 14 - Introductions and overview: Issues bind, issues divide. What is a Jewish Issue? What are the most important issues that engage Jews today, and Why? Judaism as a generative culture of debate. Jewish literacy as an issue of Jewish survival. Is Judaism a religion, a nation, a family or a civilization (or all four)? What do you think are the most important Jewish issues today? For next class, read Handout from Encyclopedia Judaica: "Who is a Jew?"

Second Week:

Class 2 – Thurs. Mar 16 - The "Who is a Jew?" Debate in Israel and in Judaism: A defining issue. What is at stake? Who cares? Brother Daniel, the Shalit case and the State of Israel: What is a Jewish State? How do religion and ethnicity intertwine in Jewish identity? What is the role of law in Judaism? What's the difference between a law and a religious requirement or obligation?

Class 3 – Tues. Mar 21 – Context and Historical Background: Jewish Modernity and the Emancipation. Matrilineal vs. Patrilineal descent: What's the issue? What are the values reflected in each position? Reform versus Orthodox positions. Is it all a matter of taste?

Third Week:

Class 4 – Thurs. Mar 23 - Zionism and Israel-Diaspora relations: What does Israel mean to you? How do Israelis and Diaspora Jews view each other? Is "exile" a part of modern Jewish identity?

Class 5 – Tues. Mar. 28 - The Chosen versus the Choosing People: the role of autonomy. What is the Jewish Role in the World? Is "The Chosen People" necessarily chauvinistic? Does a Jew have an obligation to anything other than individual self-interest?

Fourth Week:

Class 6 – Thurs. Mar. 30 - Conversion: Why are circumcision (Brit Milah) and ritual immersion in a mikveh necessary to conversion? (Are they?) If circumcision is the sign of the Covenant, how are women included? How does conversion help us understand Jewish identity?

Class 7 – Tues. Apr 4 - What is a "good Jew"? Can one doubt God's existence and still be a good Jew? Does a good Jew need to keep the commandments? Should a "good Jew" make aliyah? Can a Jew live a fully authentic Jewish life outside of Israel? Why don't Zionists think so?

Fifth Week

Class 8 – Thurs. Apr 6 - Antisemitism, Anti-Judaism, Anti-Zionism: Why hate Jews? Five stages in the development of Jew-Hatred.

Passover Vacation – April 9-18, 2017

Sixth Week

Class 9 – Thurs. Apr. 20 - Christianity, Jew-Hatred and Antisemitism.

Class 10 – Tues. Apr 25 - Anti-Zionism and anti-Semitism. Israel and the Media. Does antisemitism affect American Jews? Jewish views of non-Jews. What role does the Holocaust play in contemporary Jewish identity? What role should it play?

Seventh Week:

Class 11 — Thursday, April 27th - MIDTERM EXAM (35%) **

Tuesday, May 2nd – Yom HaAtzmaut – NO CLASS

Class 12 – Thurs. May 4 - Jewish women, Jewish men, Feminism and Halakha (Jewish law); Men's and Women's roles. How do Judaism and feminism challenge each other?

Eighth Week:

Class 13 – Tues May 9 - Feminist Judaism: Women's Torah, women's rituals, women's leadership. What do women want? What do men want? What does God want? Can we be friends? A partnership on whose terms?

Class 14 – Thurs. May 11 - Issues in Jewish Dating 1: Modesty (tsniut) and Jewish dress. Gender Display and Power. What do our clothes say about how we see ourselves and how we see others? What do we want them to say? What does self-restraint say? Covering one's hair and sexiness as ways of feeling good about oneself (social conditioning and self-esteem); the naked body as artistic expression of the innocence of the body (Steven Tunick) .

Ninth Week:

Class 15 – Tues. May 16 – Issues in Jewish Dating 2: Hooking up, non-marital sex and Judaism: Touching (negi'ah) and not touching: What do they mean? Does virginity have any value to Jews today? What role does self-restraint play in Jewish dating?

Class 16 – Thurs. May 18 – What is Jewish marriage? Why marry Jewish? The Jewish Wedding ceremony ("Kiddushin") as an expression of values. Does the tradition have a right to define my marriage?

****Optional Jewish Issue paper with a partner due (20%)**

Tenth Week:

Class 17 – Tues. May 23 - Intermarriage and Assimilation: What's the Issue?

Why marry a Jew? Isn't love all that matters? Should Jews not date non-Jews? What is at stake? What are the benefits of intermarriage? Should Rabbis agree to officiate at mixed marriage ceremonies?

Class 18 – Thurs. May 25 – Judaism and Adultery. What's love got to do with it? Jewish Marital Sexuality and Family Purity Laws. Should a Jewish marriage include the Jewish way in love and sex? Can a Jewish marriage include consensual extra-marital sex? Sex as partnership.

Eleventh Week:

Tuesday, May 30th - NO CLASS: Shavuot

Class 19 – Thurs. June 1 - Homosexuality, Gay marriage. A modern argument for the sake of heaven, or simple prejudice and fear? What do we do if we believe the halakha is wrong?

Twelfth Week:

Class 20 – Tues. June 6 – Open topic

Class 21 – Thurs. June 8 - Summing Up and Looking Back. What's this all about? Does it matter?

****Cumulative Final Paper (35%) – Due Thursday, 8 June 2017**

Suggested Supplementary Reading:

- S.N. Eisenstadt, Jewish Civilization. The Jewish Historical Experience in a Comparative Perspective, 1992.
- Jacob Neusner, Judaism in Modern Times. An Introduction and Reader, 1995.
- Jack Wertheimer, A People Divided: Judaism in Contemporary America
- Shaye Cohen, Why Aren't Jewish Women Circumcised? Gender and Covenant in Judaism, 2005.
- Mendes-Flohr & Reinhartz, The Jew in the Modern World. A Documentary History
- Prager and Telushkin, Nine Questions People Ask about Judaism
- Eliezer Berkovits, Crisis and Faith. New York: Sanhedrin Press, 1976.
- Marc Kelner, Contemporary Jewish Ethics
- Maurice Lamm, The Jewish Way in Love and Marriage
- David Feldman, Marital Relations, Birth Control and Abortion in Jewish Law
- Shmuley Boteach, Kosher Sex. A Recipe for Passion and Intimacy, 1999.
- Gila Manolson, The Magic Touch. A Jewish Approach to Relationships, 1992.
- Gila Manolson, Outside Inside. A Fresh Look at Tzniut, 1997.
- Kathleen Bogle, Hooking Up: Sex, Dating, and Relationships on Campus, 2008.
- Robert Wistrich, Antisemitism: The Longest Hatred
- Rachel Biale, Women and Jewish Law
- Susannah Heschel, On Being A Jewish Feminist
- S. Grossman, R. Haut, Daughters of the King
- Tamar Ross, Expanding the Palace of Torah: Orthodoxy and Feminism 2004.
- Irving Greenberg, The Jewish Way. Living the Holidays
- Mordicai Waxman, ed., Tradition and Change. The Development of Conservative Judaism.
- Bruce A. Philips, Re-Examining Intermarriage: Trends, Textures, Strategies, 1995.
- Egon Mayer, Love and Tradition. Marriage between Jews and Christians, 1985.
- Sacks, Jonathan. Crisis and Covenant (1992)
- David Hartman, A Heart of Many Rooms: Celebrating the Many Voices within Judaism (1999)
- David Hartman, Israelis and the Jewish Tradition
- Yeshayahu Leibowitz, Judaism, Human Values and the Jewish State (1992)

THE WAR AGAINST THE JEWS: HISTORY OF THE HOLOCAUST

DR. JOEL ZISENWINE

The course will address some of the central issues of the Holocaust period, among them, the principles of Nazi anti-Semitic ideology, persecution of German Jews during the 1930s, ghettoization of Polish Jews, beginning of mass murder in the USSR during the summer of 1941, the implementation of the "Final Solution" and the responses of the Allies and the "Yishuv" to the Holocaust. In addition, the course will discuss several topics related to the aftermath of the Holocaust: Trials of perpetrators and Israeli society's attitude towards the Holocaust and forms of commemoration. The seminar will be based on primary sources (documents, photos and films) from the Holocaust era as well as contemporary research and relevant films.

Course Requirements

- Full attendance in class. (10%).
- Mid-term exam (20%).
- Final exam (70%).

Recommended Background Reading

Yehuda Bauer, *a History of the Holocaust* (New York: F. Watts, 1982).

Saul Friedlander, *Years of Persecution: Nazi Germany and the Jews 1933-1939* (New York: Harper Collins, 1997).

Saul Friedlander, *Years of Extermination: Nazi Germany and the Jews, 1939-1945* (New York: Harper Collins, 2007).

1. National Socialist Anti-Semitism and Rise to Power

Eberhard Jäckel, *Hitler's Weltanschauung: a Blueprint for Power* (Middletown, Connecticut: Wesleyan University Press, 1972), pp.47-67.

Yisrael Gutman, "On the Character of Nazi Anti-Semitism", *Anti-Semitism through the Ages* (Oxford: Pergamon Press, 1986), pp. 349-380.

2. Persecution of German Jews 1933-1939

Saul Friedlander, *Years of Persecution: Nazi Germany and the Jews 1933-1939* (New York: Harper Collins, 1997), pp. 73- 112.

Marion A. Kaplan, *Between Dignity and Despair: Jewish Life in Nazi Germany* (Oxford: Oxford University Press), pp.17- 49, 94-118.

3. Ghettoization and Nazi Resettlement Policy 1939-1941

Dan Michman, *the Emergence of Jewish Ghettos during the Holocaust* (Cambridge: Cambridge University Press, 2011), pp.61-90.

Christopher Browning, "Nazi Resettlement Policy and the Search for a Solution to the Jewish Question", Christopher Browning ed., *The Path to Genocide* (Cambridge: Cambridge University Press, 1992), pp.3-27.

Yarael Gutman, *The Jews of Warsaw 1939-1943: Ghetto-Underground- Uprising* (Brighton, Sussex: Harvester Press, 1982), pp.48-118.

4. Mass murder in the USSR and the Wansee conference

Saul Friedlander, *Years of Extermination: Nazi Germany and the Jews, 1939-1945* (New York: Harper Collins, 2007), pp.198-260.

Christian Gerlach, "The Wansee Conference, the Fate of German Jews and Hitler's Decision to Exterminate all European Jews", Omer Bartov ed., *The Holocaust, Origins Implementation, Aftermath* (London: Routledge, 2000), pp.106-140

Ernst Klee, Willi Dressen and Volker Riess eds., *"The Good Old Days:*

The Holocaust as Seen by its Perpetrators and Bystanders (New York: Konecky & Konecky, 1991).

5. The Implementation of the Final Solution 1942-1945

Saul Friedlander, *Years of Extermination*, pp.399- 467.

Ysrael Gutman, Michael Berenbaum, *Anatomy of the Auschwitz Death Camp* (Bloomington, Ind: Indiana University Press, 1994), pp. 5-33.

Christopher Browning "One Day in Jozefow: Initiation to Mass Murder", Christopher Browning ed., *the Path to Genocide: Essays on Launching the Final Solution*

(Cambridge: Cambridge University press, 1992), pp. 169- 183

6. Resistance

Nechama Tec, *Defiance, The Bielski Partisans* (Oxford: Oxford University Press, 1993), pp. 3-63, 126-169.

Ysrael Gutman, *the Jews of Warsaw 1939-1943*, pp. 228-249.

7. The Allies and the Holocaust

David, s. Wyman, "Why Auschwitz was Never Bombed?" *Commentary* (1978), pp. 37-46.

David Silberklang, "The Allies and the Holocaust a Reappraisal," *Yad Vashem Studies*, 24 (1994), pp.147-176.

Richard Breitman, *Official Secrets: What the Nazis planned, what the British and Americans knew* (New York: Hill and Wang, 1998).

8. Rescue Attempts and the Righteous among the Nations

Nahum Bogner, "The Convent Children: The Rescue of Jewish Children in Polish Convents during the Holocaust," *Yad Vashem Studies* 27 (1998), pp. 235-285.

Yehuda Bauer, *a History of the Holocaust*, pp.309-329

Leni Yahil, "The Uniqueness of the Rescue of Danish Jewry," in Yisrael Gutman and Efraim Zuroff, eds., *Rescue Attempts During the Holocaust* (Jerusalem: Yad Vashem, 1977), pp. 617-624

9. The End: Liberation and Post War Trials

Daniel Blatman, "The Death Marches, January- May 1945: Who Was Responsible for What?" *Yad Vashem Studies* 28 (2000), pp. 155-201.

Zeev Mankowitz, "The Formation of She'erit Hapleita: November 1944-July 1945", *Yad Vashem Studies* 20 (1990), pp. 337-370.

Michael Marrus, "the Holocaust at Nuremberg", *Yad Vashem Studies* 26 (1998), pp.5-41.

10. The Yishuv and The state of Israel: Responses to the Holocaust

Tom Segev, *the Seventh Million: the Israelis and the Holocaust* (New York: Hill and Wang, 1993), pp.255-322.



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Yechiam Weitz, "Shaping the Memory of the Holocaust in Israeli Society of the 1950s", *Proceedings of the Ninth Yad Vashem International Historical Conference*, 1996, pp.497- 518.

Yechiam Weitz, "The Yishuv's Response to the Destruction of European Jewry, 1942-1943", *Studies in Zionism* (1987), pp. 211-222.

THE ZIONIST MOVEMENT: THE LONG ROAD TO SOVEREIGNTY: 1860-1949

MR. PAUL LIPTZ

COURSE OUTLINE.

The course analyzes the central components in the development of Zionism, the national liberation movement of the Jewish people. The age-old concept of Return to the Holy Land was favored initially by a small number of people who supported a complex range of ideologies and leaders.

At every moment in the period from the 1880s new challenges appeared in the rapidly changing European environment and often, as a result of limited options in their home countries, Jews began to move in growing numbers to Palestine/Eretz Yisrael [Yishuv], an undeveloped corner of the Ottoman Empire.

The Balfour Declaration and the creation of the British Mandate after the First World War encouraged an increasing number of Jewish immigrants from various European and Middle Eastern countries to enter Palestine/Eretz Yisrael and this led to the development of an increasingly modern society which was deeply divided in terms of religious practice, sociological structure, economic philosophies and world views.

In the 1920s the local Palestinian population expressed their opposition to Zionism and British policies and from 1936 to 1939 there was an extensive revolt. After the Second World War and the influx of "illegal immigrants", tensions increased between the Jews, Palestinians and British as well as within the Zionist camp.

After a determined political and military struggle the Jewish State was established in May 1948 with the subsequent defeat of the local Palestinians population and the surrounding Arab countries. At the same time, large numbers of Jews entered the country from the Middle East and Europe.

COURSE REQUIREMENTS.



Students are expected to attend all the classes and read the required material.

Course grades are based on the following components:-

Mid-Term Exam in class:	= 25%
Simulation Game and Written Paper	= 25%
Final Take Home Exam	= 25%
Class Participation	= 25%
	100%

Details of the Course Requirements appear at the end of the syllabus.

* Indicates that the book is in the "Limudit"/Reserve Sourasky Library.

1 & 2).

**JEWS IN THE MODERN WORLD: ASSIMILATION, ACCULTURATION AND
EMIGRATION. THE LAND OF ISRAEL AND THE RISE OF PROTO- ZIONISM.**

Shlomo Avineri, The Making of Modern Zionism. The Intellectual Origins of the Modern State (London, Weidenfeld and Nicolson, 1981), pp 36-55. **933.601 AVI**

Walter Laqueur, A History of Zionism (New York, Schocken Books, 1976) pp 3-39.

* Gideon Shimoni, The Zionist Ideology (Hanover, Brandeis U.P., 1995), pp 12-82. **933.601 SHI**

*Howard Sachar, A History of Israel from the Rise of Zionism to Our Time, (New York, Knopf, 1976)

Pp3-24. **E990 SAC**

Anita Shapira, Israel: A History, (Waltham, Brandeis University Press, 2012), pp3-16. [Kindle: 1%-3%, *The Emergence of the Zionist Movement, The Jewish Enlightenment, Setback and Betrayal, A New Jewish Nationalism*]. RECOMMEND THAT YOU PURCHASE THE BOOK OR KINDLE

3) POLITICAL ZIONISM, THEODOR HERZL: THE MAN AND THE TIMES.

* Avineri pp 88-100.

Amos Elon, Herzl (London, Weidenfeld & Nicolson, 1975).

*Sachar pp 36-64

Anita Shapira, Israel. A History (Waltham, Brandeis University Press, 2012), pp 16-24. [*Kindle: 3%-5%, Herzl and the Origins of Zionism, The Uganda Plan and Territorialism*]

*Shimoni pp 85-103.

David Vital, Zionism: The Formative Years (Oxford, Clarendon Press, 1982) pp 45-62.

Documentary: You Tube; Pillar of Fire- Part 1: "The Jew Returns-The Arab Awakens, 1895-1914"
51 minutes [useful for sessions 3, 9, 15]

Documentary: Spielberg Jewish Film Archive, HU, "Theodor Herzl- A Living Portrait" (1960)
55 minutes [actors using his Diaries etc]

Documentary: Spielberg Jewish Film Archive: "Theodor Herzl-Father of the Jewish State" (1960)
12 minutes

4) CULTURAL ZIONISM [AHAD HA'AM] and THE LABOR MOVEMENT.

* Avineri pp 112-124: 139-158.

* Anita

Shapira, Berl: The Biography of a Socialist Zionist. Berl Katznelson 1887-1944 (Cambridge, Cambridge University Press, 1984), pp 226-252. **335 (5694) KAT (SHA).**

* Shimoni pp 104-126: 166-235.

Stephen Zipperstein, Elusive Prophet: Ahad Ha'am and the Origins of Zionism (Berkley, University of California Press, 1993), pp 316-326.

5) THE REVISIONIST MOVEMENT [ZE'EV JABOTINSKY] and RELIGIOUS ZIONISM [RAV KOOK].

* Avineri pp 159-197.

Ehud Luz,

Parallels Meet. (Princeton, Wiener Publishers, 2005) pp 211-226.

Shapira, Israel: A History pp 119-131. [*Kindle: 22%-24%, The Yishuv as an Emerging State*]

* Anita Shapira, Land and Power: The Zionist Resort to Force 1881-1948 (New York, Oxford

University Press, 1992) pp 154-163. **993.609 SHA**

*Shimoni pp 127-165. .

Documentary: You Tube: "Hillel Halkin on Jabotinsky" Jewish Review of Books, (2014)

21 minutes.

Documentary: You Tube: "Rabbi Kook's Biography-Incredible Rabbi", (2005) 36 minutes [uncritical respect for Rav Kook]

6) FROM IDEOLOGIES TO PRACTICE: 1880 to 1904. THE FIRST ALIYAH AND THE ROLE OF PHILANTHROPY.

* Amos Elon, The Israelis: Founders and Sons (London, Weidenfeld and Nicolson, 1971), pp 82-105.

E982 ELO

Yosef Gorny, From Rosh Pina and Degania to Dimona. A History of Constructive Zionism. (Tel Aviv, MOD Books, 1989) pp 27-41.

Ben Halpern and Yehuda Reinharz, Zionism and the Creation of a New Society, Hanover, Brandeis University Press, 2000, pp 66-102.

* Sachar pp 26-35.

Shapira, Israel. A History, pp 27-42. [*Kindle: 5%-8%; Jews, Turks, Arabs, Palestine in 19th Century, Emigration-., Agricultural., 1882-1904*]

* Shapira, Land and Power, pp 53-62.

Ari Shavit, My Promised Land. The Triumph and the Tragedy of Israel, (N.Y. Spiegel and Gran,

2013), [Kindle; Ch 1, "At First Sight, 1897"]

Documentary: YouTube: "French Baron Edmond de Rothschild. The Known Benefactor and the Land of Israel" [8 minutes simplistic].

7) THE DREAMS OF YOUTH: THE SECOND ALIYAH 1904-1914.

Gorny, pp 42-58.

Boaz Neumann, Land and Desire in Early Zionism (Waltham, Brandeis U.P., 2011) pp 74-115.

* Sachar, pp 69-88.

Shapira, Israel. A History, pp 42-62. [Kindle: 8%-12%, *The Second Aliya, Jews and Their Neighbors, Formation of a National Culture*]

* Shapira, Land and Power, pp 62-82.

Documentary; Spielberg Jewish Film Archive, HU, "The First Film in Palestine" (1911) 21 minutes
[No sound but subtitles: Indicative of Zionist interpretations]

8) FROM OTTOMAN RULE TO THE BRITISH MANDATE.

Michael Cohen, Palestine to Israel. From Mandate to Independence (London, Frank Cass, 1988)
pp 1-18.

David Engel, Zionism (Harlow, Pearson/Longman, 2009) pp77-130.

Laqueur pp 516-532.

Shapira, Israel. A History pp 67-75. [Kindle, 12%- 14%, *Palestine under British Rule, Balfour*]

Christopher Sykes, Cross Roads to Israel. Palestine From Balfour to Bevin, (London, New English Library, 1967) pp 188-216.

Documentary: You Tube; Pillar of Fire- 2: "The Dream 1914-1929" 51 minutes

9) & 10) THE BALFOUR DECLARATION (1917), THE THIRD ALIYAH (1919-1923) and THE FOURTH ALIYAH (1924-1929)

* Elon pp 135-147

Gorny pp 59- 90.

Neumann pp 74-115.

* Sachar pp 89-111.

* Shapira, Berl pp 125-136

Shapira Israel. A History pp 75-78. [Kindle: 14%"1918-1929"]

Shavit, *Kindle Ch 2 "Into the Valley, 1921"*

Leslie

Stein, The Hope Fulfilled. The Rise of Modern Israel (Westport, Praeger, 2003) pp 178-190.

Documentary: Spielberg, HU, "Banim Banim- Land of Promise" (1924)41 minutes [idealistic/naive]

11) MID-TERM EXAM

12) THE FIFTH ALIYAH: 1933-1939 THE RISE OF NATIONAL SOCIALISM AND THE CONSEQUENCES.

Cohen, Palestine to Israel. pp 139-157.

Gorny pp 91-105.

Aly

Gotz, Why the Germans? Why the Jews? Envy, Race Hatred, and the Prehistory of the Holocaust,

(New York, Metropolitan Books, 2011)

* Shapira, Berl, pp 285-342.

Shapira, Israel: A History, pp78-88. [Kindle 14%, "1929-1939"].

Shavit, *Kindle Ch 3 "Orange Grove"*

Stein pp 195-225.

Documentary: You Tube: Pillar of Fire: 3 "The Rise and Fall of German Jews, 1919-1937" .51min.

13) THE PALESTINIANS CONFRONT THE ZIONISTS AND THE BRITISH

Adbelazziz Ayyad, Arab Nationalism and the Palestinians, 1850-1939, (Jerusalem, PASSIA, 1999)
pp179-186.

* Elon pp 148-186.

Taysir Jbara, Palestinian Leader. Hajj Amin Al –Husayni, Mufti of Jerusalem, (Princeton, Kingston Press, 1985), pp141-177

Rashid Khalidi, The Iron Cage. The Story of the Palestinian Struggle For Statehood (Beacon Press Books, 2007), pp ix-139.

Ann Lesch, Arab Politics in Palestine, 1917-1939 (Ithaca, Cornell Press, 1979)

Benny Morris, The Birth of the Palestinian Refugee Problem Revisited (Cambridge, Cambridge University Press, 2004) pp 9-38.

Shavit, Kindle, Ch 4: "Masada 1942- first part)

Documentary; You Tube: "Nazi Collaborators-The Grand Mufti" –Anton Mussert,

3 parts- total of 45 minutes [useful, critical analysis of Haj Amin Al-Husayni].

14) THE MILITARY AND POLITICAL DIMENSIONS OF THE JEWISH UNDERGROUND.

* Avineri pp 159-186, 198-216.

Cohen, Palestine and the Great Powers, 1945-1948, (Princeton, University Press), pp 68-95.

* Shapira, Land and Power pp 83-126

Documentary: You Tube: Pillar of Fire: 6: "Exodus 1945-1947" 3 hours and 20 minutes

Documentary: You Tube: "Early Israeli Terrorism", NUGUS/Martin Productions, International

Terrorism Since 1945, 24 minutes [Outsider's approach of the Irgun]

Documentary: You Tube: "Israel Was Created by Terrorism"(Part 1) 9 minutes and "Jewish Terrorism in the Creation of Israel" (Part 2) 5 minutes [highly critical of the Irgun and Stern/Lehi]

15) & 16) SIMULATION GAME. Each student will be required to choose one character related to the course as part of an interactive regional conference

17) & 18) THE STAGES TO STATEHOOD: THE POLITICAL DIMENSIONS.

* Avineri pp 198-216.

Cohen, Palestine and the Great Powers, pp 203-300.

Cohen, Palestine to Israel, pp 198-219.

* Sachar pp 279-313.

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

Anita

Stein pp 245-275.

Sykes pp 315-371.

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

[see first 15 minutes of the 22 minute documentary][Useful for sessions 16, 18, 19, 20, 21]

Documentary: You Tube: Pillar of Fire: 7: "A Nation Reborn 1947-1948"

19) & 20) ISRAEL'S WAR OF INDEPENDENCE AND AL NAKBA.

Cohen, Palestine and the Great Powers, pp 301-344.

Morris, Birth of the Palestinian Refugee, pp 549-601.

Itamar Radai, "Jaffa, 1948: The Fall of a City", Journal of Israeli History, vol 30, no 1, March 2011, pp23-43.

* Sachar pp 315-353.



* Shapira, Land and Power, pp 353-370.

Shapira, Israel. A History, pp155-176 [Kindle, 28%-32%, *The War of Independence, 1947-1949*].

Shavit, *Kindle, "Lydda, 1948"*.

21) THE EARLY YEARS: 1949-1952. What concepts and values were included or rejected in the early Statehood period?

FINAL EXAMINATION: TAKE HOME.

See also:-

Arthur Hertzberg, The Zionist Idea, New York, Temple Book, 1959.

Tom Segev, One Palestine, Complete, (Little Brown, 2000)

Anita Shapira, Israel: A History, Recommended reading Parts I and II. [Kindle 1%-37%]

[The rest of the book is also very useful for the period from 1948 to 2000]

COURSE REQUIREMENTS:-

- 1. Mid-Term Exam:** A written closed-book exam in class based on all the required readings as well as information from the lectures.
- 2. A. Simulation Game: Oral Presentations:** Each student will choose a personality from the provided list. He/she will individually prepare the following realms:-
 - a) Biographical details.
 - b) Central philosophical/ideological or theological beliefs and activities.
 - c) People or events which influenced the chosen personality.
 - d) Impact.
- 2.B. Simulation Game: Written Paper:** [either by internet or hard copy]. 1500-2000, partly based on the Oral Presentations. At least 3 different sources should be quoted in the endnotes/footnotes. A bibliography must be included.
- 3. Final Take Home Exam:** The take-home exam is based on all the semester's material.



4. Class Participation: Both attendance and involvement in discussions.

You are encouraged to set up individual appointments.

Pliptz@gmail.com 050-565-1770

[TAU Zionism Spring 2017 full outline]



ISRAELI POLITICS

DR. EVGENI KLAUBER

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, Mizrahi/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%



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INTERNATIONAL

- Short paper (2-3 pages): 10%
- Long paper: (4-5 pages): 15%
- Take-home tasks: (will be announced during the semester)

Grading System:

A+ is 97-100%

A is 93-96%

A- is 90-92%

B+ is 87-89%

B is 83-86%

B- is 80-82%

C+ is 77-79%

C is 73-76%

C- is 70-72%

D+ is 67-69%

D is 63-66%

D- is 60-62%

F is 59% and under

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

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

Classroom etiquette, cell phones and laptops

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

Course Schedule and Reading Assignments:¹

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

Required reading:

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

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.

- Garfinkle, A. M. (1997). *Politics and Society in Modern Israel: Myths and Realities*. Armonk, N.Y: M.E. Sharpe. Chapter 1, pp. 3-19..

Recommended reading:

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

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

Required reading:

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

Recommended reading:

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

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

Required reading:

- Lachmann, L. M. (2007). *The Legacy of Max Weber*. London: Heinemann. Introduction, pp. 1-17.
- Sorek, T., & Ceobanu, A. M. (2009). Religiosity, National Identity and Legitimacy: Israel as an Extreme Case. *Sociology*, 43, 3, pp. 477-496.
- Gavison, R. (November 01, 1999). Jewish and Democratic? A Rejoinder to the "Ethnic Democracy" Debate. *Israel Studies*, 4, 1, pp. 44-72.

Recommended reading:

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

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

Required reading:

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

Recommended reading:

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

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

Required reading:

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

Recommended reading:

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

6. Israel in the International Arena

Required reading:

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

Recommended reading:

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

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

Required reading:

- Eisenstadt, S. N. (July 01, 1964). Breakdowns of Modernization. *Economic Development and Cultural Change*, 12, 4, pp. 345-367.

- Robertson, R. (August 01, 2011). S.N. Eisenstadt: A Sociological Giant. *Journal of Classical Sociology*, 11, 3, pp. 303-311.
- Shafir, G. (April 01, 1996). Israeli Decolonization and Critical Sociology. *Journal of Palestine Studies*, 25, 3, pp. 23-35.

Recommended reading:

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

8. Immigration, Political Culture and Israel's Society

Required reading:

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

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

Required reading:

- Chazan, N. (2005). The Knesset. *Israel Affairs*, 11, 2, pp. 392-416.

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

Recommended reading:

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

10. Elections and Voting

Required reading:

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

11. Parties and Interest Groups

Required reading:

- Arian, A. & Shamir, M. (2005). "On Mistaking a Dominant Party in a Dealignment System" in Arian A. & Shamir, M. (eds.), *The Election in Israel – 2003*, Transaction New Brunswick (USA), and London (UK), pp.13-31.

- Goldberg, G. (1998). Trade Unions and Party Politics in Israel: The Decline of Party Identification. *The Journal of Social, Political, and Economic Studies*, 23, 1, pp. 51-70.
- Mahler, G. (2004). Politics and Government in Israel: The Maturation of a Modern State. Lanham, Md: Rowman & Littlefield Publishers. Chapter 6: Political Parties and Interest Groups, pp. 171-191.
- Yishai, Y. (2001). Bringing Society Back In: Post-Cartel Parties in Israel. *Party Politics*, 7, 6, pp. 667-687.

12. Coalition Politics in Israel

Required reading:

- Horowitz, D. (1977). More than a Change in Government. *The Jerusalem Quarterly* 5, pp. 3-20.
- Mahler, G. (2004). Politics and Government in Israel: The Maturation of a Modern State. Lanham, Md: Rowman & Littlefield Publishers. Chapter 5: The Prime Minister and the Knesset, pp. 141-169.
- Mahler, G. & Trilling, R. (1975). Coalition Behavior and Cabinet Formation: The Case of Israel. *Comparative Political Studies*, 8, pp. 200-233.

13. Public Policy in Israel

Required reading:

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

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

Required reading:

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

Recommended reading:

- Ross, D. (2007). *Statecraft: And How to Restore America's Standing in the World*. New York: Farrar, Straus, and Giroux.

Recommended videos:

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

15. Israeli Arabs: Israel as an Ethnic Democracy

Required reading:

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

16. State and Religion: Judaism in the Jewish State

Required reading:

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

17. The Socio-Economic Cleavage in Israel

Required reading:

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

18. Gender Issues in the Israeli Politics

Required reading:

- Kuntsman, A. (2008). The Soldier and the Terrorist: Sexy Nationalism, Queer Violence. *Sexualities*, 11, pp. 142-170.

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

19. The Future of Israel as a Jewish State.

Required reading:

- Gruen, G. (2000) "Israel and the American Jewish Community: Changing Realities Test Traditional Ties," in Freedman, R. (ed.), *Israel's First Fifty Years*, University Press of Florida, Gainesville, pp. 29-66.
- Seliktar, O. (2002). Divided we Stand: American Jews, Israel, and the Peace Process. Westport, Conn: Praeger, pp. xiii-xvi and pp. 207-210.
- Shain, Y., & Sherman, M. (1998). Dynamics of Disintegration: Diaspora, Secession and the Paradox of Nation-states. *Nations and Nationalism: Journal of the Association for the Study of Ethnicity and Nationalism*, 4, 3, pp. 321-346.
- Grinberg, L. (2010). The Israeli-Palestinian Union: The "1-2-7 states" Vision of the Future. *Journal of Palestine Studies*, 39, 2, pp. 46-53.

ONE HUNDRED YEARS: HISTORY AND MEMORY IN TEL AVIV–JAFFA

DR. MARTIN J. WEIN

www.mjwein.net

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)**, 50 points

- minus 10 points of total grade for every missed or partly missed class without a doctor's note scanned and submitted by e-mail within one week of absence

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

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

Tel Aviv University
Martin J. Wein, Ph.D.
www.mjwein.net

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 formatting style you like, 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 by e-mail to martinjwein@yahoo.com

Where do I find sources?

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

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

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

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

Please note:

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

Good luck!!!

1. Session: Introduction

Course Overview and Syllabus
Slide Show Focusing in on Tel Aviv-Jaffa
Reading Presentations and Walking Tours Sign Up

2. Session: Campus

Campus Tour Slide Show
Mini Walking Tour on Campus
Map Exercise

Reading Presentation:

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

- Dolev, Diana, "Shaping a Modernist University Campus." *Docomomo* 40, 3/2009, 52-56.
- PalestineRemembered.Com "Welcome To al-Shaykh Muwannis." Available from: <http://www.palestineremembered.com/Jaffa/al-Shaykh-Muwannis/index.html> [follow up on the tabs for pictures and other material]
- Rapaport, Meron. "History Erased." *Haaretz*, 06/07/2007.

- “TAU History: The Making of a University.” Available from: <http://www.tau.ac.il/tau-history-eng.html>
- Zokhrot, “Sheikh Munis.” Available from: <http://www.zochrot.org/index.php?id=143>
- LeBor, Adam. *City of Oranges*. New York and London: W. W. Norton, 2006, 112-34.

3. Session: North Tel Aviv

Slide Show

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

Slide Show

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

Reading Presentations:

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

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

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

4. Session: Central Tel Aviv

Midterm Map Test

Slide Show

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

Reading Presentations:

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

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

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

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

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

5. Session: South Tel Aviv and Jaffa

Slide Show

- Shuk HaCarmel/Kerem Hateymanim
- Kovshim Street Gan Hakovshim/Manshiyah, Hassan Beck Mosque, Dolfinarium
- Charles Chlor Park, Tayelet Promenade, Etzel Museum, Old Train Station
- Neve Tsedek, Suzan Dalal Dance Center, Shlush Street
- Florentin, American Village/Small German Templar Colonies
- Noga Compound, Jerusalem Boulevard, Raziel Street
- Clock Square Jaffa, Old City, Egyptian Archeology Site, Jaffa Port
- Jaffa Seaside park, Ajami, Peres Peace Center

Reading Presentations:

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

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

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

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

6. Session: Tour 1

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

Excursion: meeting on Kikar Atarim Square

Finish on Herzl Street near Shalom Tower

7. Session: Tour 2

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

Excursion: meeting on Dizengoff Square

Finish in Old Jaffa

8. Session: Tour 3

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

Excursion: meeting on Clock Tower Square

Finish at the Old Central Bus Station

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

General Discussion

Futures Game

Reading Presentations:

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

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

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

10. Session: Tel Aviv-Jaffa Film Festival in Class

11. Session: Graffiti Analysis and Linguistic Landscaping Workshop



HISTORY OF THE MIDDLE EAST IN THE MODERN PERIOD

DR. BRANDON FRIEDMAN

Course Description:

Writing in the *New York Review of Books* in 2012, Robert Malley and Hussein Agha noted that in today's Middle East, "Games occur within games: battles against autocratic regimes, a Sunni–Shiite confessional clash, a regional power struggle, a newly minted cold war. Nations divide, minorities awaken, sensing a chance to step out of the state's confining restrictions. The picture is blurred. These are but fleeting fragments of a landscape still coming into its own, with only scrappy hints of an ultimate destination. The changes that are now believed to be essential are liable to be disregarded as mere anecdotes on an extended journey."

This course will explore the roots of these high stakes "games within games," and attempt to identify the important questions to ask about the roots of this blurry picture of the new Middle East landscape. Together, we will begin to delve into the history of the region in order to provide important context for the sea-changes that have taken place since 2011.

Grading:

Class preparation, attendance and participation – 15%

Midterm essay – 15%

Final Exam – 70%

Introduction

Robert Malley and Hussein Agha, "This is not a Revolution," *The New York Review of Books*, November 8, 2012.

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

I. The Fertile Crescent: Iraq-Lebanon-Syria

Tareq Y. Ismael and Jacqueline S. Ismael, *Government and Politics of the Contemporary Middle East: Continuity and Change* (Routledge, 2011), pp. 186-279 (Chapters 6 & 7)

William L. Cleveland, *A History of the Modern Middle East*, Second Edition (Westview Press, 2000), pp. 385-409 (Chapter 19)

Phillippe Droz-Vincent, "State of Barbary" (Take Two): From the Arab Spring to the Return of Violence in Syria," *The Middle East Journal* 68:1 (Winter 2014), 33-58.

II. The Islamic State (also known as ISIS, ISIL, and [Da'sh](#))

Michael Weiss and Hassan Hassan, *ISIS: Inside the Army of Terror* (New York: Simon & Schuster, 2015), TBA.

Michael W.S. Ryan, *Decoding Al-Qaeda's Strategy* (Columbia University Press, 2013), pp. 147-192 (Chapter 4).

III. The Sunni-Shi'i Divide

Phillip Smyth, *The Shiite Jihad in Syria and Its Regional Effects* (The Washington Institute for Near East Policy, 2015), pp. 37-47 (Chapter 5).

Yusri Hazran, "The Rise of Politicized Shi'ite Religiousity and the Territorial State in Iraq and Lebanon," *The Middle East Journal* 64:4 (Autumn 2010), 521-541.

Fanar Haddad, "A Sectarian Awakening: Reinventing Sunni Identity in Iraq After 2003," *Current Trends in Islamist Ideology*, Vol. 17. (The Hudson Institute)

IV. Turkey and Iran

Ismael, pp. 75-181 (Chapters 5 & 6)

Cleveland, pp. 267-292 (Chapter 14)

S. Gulden Ayman, "Turkey and Iran: Between Friendly Competition and Fierce Rivalry," *Arab Studies Quarterly* 36:1, 6-26.

Aaron Stein, "Stumbling in Iraq and Syria, 2011-2013," in *Turkey's New Foreign Policy: Davutoglu, the AKP and the Pursuit of Regional Order*, *Whitehall Papers* 83:1, 60-87 (Chapter IV).

V. The Kurds

David Romano, "Iraqi Kurdistan: challenges of autonomy in the wake of US withdrawal," *International Affairs* 86:6 (2010), 1345-1359.

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

VI. Egypt-Jordan-GCC

Ismael, pp. 341-435 (Chapters 9 & 10)

Nathan J. Brown, *Egypt's Failed Transition*, *Journal of Democracy* 24: 4 (October 2013), 45-58.

Asher Susser, "Jordan –in the Maze of Tribalism, Jordanianism, Palestinianism, and Islam," in *Challenges to the Cohesion of the Arab State* (The Moshe Dayan Center, Tel Aviv University, 2008), Asher Susser, ed., pp. 103-120.

Sean Yom, "Tribal Politics in Contemporary Jordan: The Case of the Hirak Movement," *The Middle East Journal* 68:2 (Spring 2014), 229-247.

Matteo Legrenzi, *The GCC and the International Relations of the Gulf* (I.B. Tauris, 2011), pp. 27-39, 113-137 (Chapters 1 & 7).

Emile Hokayem, "Iran, the Gulf States, and the Syrian Civil War," *Survival: Global Politics and Strategy* 56:6 (2014), 56-86.

VII. Muslim Brotherhood vs. Salafis

Hazim Kandil, *Inside the Brotherhood* (Polity Press, 2014), pp. 1-80 (Chapter 1).

Roel Meijer, ed., *Global Salafism* (C. Hurst & Co., 2009), pp. 1-32.

Marc Lynch, "Islam Divided Between Salafi-jihad and the Ikhwan," *Studies in Conflict & Terrorism* 33:6 (2010), 467-487.

VIII. Israel and Palestine

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

Asher Susser, *Israel, Jordan & Palestine: The Imperative of the Two State Solution* (Brandeis University Press, 2012), pp. 24-113 (Chapters 2 & 3).

MOBILIZATION, SOCIAL PROTEST, REVOLUTION:
CIVIL RESISTANCE FROM THE ARAB AWAKENING TO OCCUPY WALL STREET
DR. BENEDETTA BERTI

benedettabe@gmail.com
OFFICE HOURS BY APPOINTMENT.

Class schedule: The class meets Mondays 10:00 AM-2:00 PM

Course Description: How do social movements and civil society groups mobilize and engage in 'contentious politics'? How do these actors adopt non-violent tactics and strategies to challenge the status quo and under what circumstances are they successful? What are the main ethical and practical debates surrounding the use of strategic nonviolent action?

In the course of the semester we will answer these questions. Some of the key themes that will be explored include: conceptualizing civil resistance in its various forms and understanding the history and meaning of the term; deconstructing and criticizing the myth of the 'effectiveness of violence' and discussing realistic alternatives to armed struggle (from grassroots nonviolent mobilizations, to digital activism to local forms of 'everyday resistance'); and examining under what circumstances strategic nonviolence is most likely to succeed.

Throughout the semester, we will rely heavily on case studies from the Middle East and North Africa region (but not exclusively) to better understand the practical implications of the theoretical, normative and ethical debates surrounding the topic of civil resistance. The course is highly interdisciplinary and draws a variety of disciplines from political theory, to organizational sociology, social anthropology and international relations.

Reading Material: All the reading and visual material will be available on Moodle.

Course Requirements and Grading:

- 1) *Class Attendance and Participation:* the seminar will be interactive, and students have to complete the required readings before each lecture. Students will be expected to come prepared to class and to actively participate. **Attendance is mandatory and, together with participation, makes up for 20% of the final grade.**

- 2) *Individual Reaction Paper*: Throughout the semester the instructor will be posting on MOODLE short newspaper articles on current events related to the topics and case studies analyzed in class. In the course of the semester each student is required to choose a news item that is especially interesting and relevant to him/her and to write a short (1-2 pages) reaction paper. In analyzing and commenting the news item, students will be expected to employ the tools and frameworks discussed in class. **The short paper will make up for 10% of the final grade.**
- 3) *Group Project and Presentation*: at the end of the semester students will deliver a group presentation focused on a non-violent social movement/civil society group of their choice. The presentation will describe the chosen case study, as well as analyze its non-violent strategy and tactics (according to the framework and parameters discussed in class). Each group is then expected to discuss the chosen group's strengths and weaknesses. **The group presentation will make up for 30% of the final grade.**
- 4) *Short Analytical Paper*: on the basis of their group presentation, students will additionally be required to write a short analytical paper that delves deeper into the question of effectiveness and 'success'. In addition to evaluating more in-depth what are the main strengths and weaknesses behind the chosen case study's strategy, students—building on relevant readings and class discussions—will also offer recommendations on what courses of actions should the chosen group implement to maximize its effectiveness. **The final paper will account for 40% of the final grade.**

PART I: FRAMEWORK, ACTORS

Class 1 Setting the Stage: Introduction to Civil Resistance

No required Readings

[Introductory session: This class lays out the foundations of the seminar by defining the concept of contentious politics and its manifestations, with an emphasis on the notion of civil resistance. It begins exploring the idea of civil-resistance and it discusses how civil resistance studies can challenge pre-set notions of history, agency and power.]

Class 2 Setting the Stage: Non-State Actors in a Shifting International Order

[Class 2 is structured around the broad concept of the 'rise of non-state actors in the international order.' The lecture first lays out a typology of different non-state actors (from NGOs to different non-state armed groups), looking specifically at their relationship with armed vs. unarmed politics. Then the lecture discusses what endogenous and exogenous factors may account for their seeming rise in the post-Cold War period, assessing their ever-growing impact.]

Readings

Richard Shultz, Douglas Farah, and Itamara Lochard, *Armed Groups: A Tier-One Security Priority*, (Colorado Springs, CO: INSS, USAF Academy, 2004), 14-45.

Kegley Jr., Charles and Eugene R. Wittkopf. "Nonstate Actors in the International System." *World Politics, Trends and Transformation: Instructor's edition* (ninth ed.) California: Thompson Wadsworth, 2004, pp. 135-185.

Civil Society and Social Movements: working definitions

[Next we will delve further into understanding the concepts of 'civil society' and 'social movements,' offering an operational definition for both terms whilst underlining their inherently elusive and contested nature. In addition, drawing on Tilly's seminal work, class 3 briefly accounts for the historical rise of social movements as important domestic (and later international) socio-political actors.]

Readings:

D. A. Snow, S. A. Soule and H. Kriesi, *The Blackwell Companion to Social Movements*. (Malden, MA and Oxford: Blackwell Publishing, 2007). Chapter 1.

Charles Tilly, *Social Movements, 1768-2004* (Boulder: Paradigm Press, 2004), Chapter 1-2.

(Optional) Michael Foley and Bob Edwards, "The Paradox of Civil Society," *Journal of Democracy* 7:3 (1996).

Class 3 How to Study Different Cycles of Protests?

[Class 3 briefly addresses the issue of how contemporary social movement theory has tackled the question of 'why people act collectively' and 'what are the possible range of outcomes produced

by these collective actions'? It briefly describes the main psychological, organizational and structural explanations to those questions, encouraging a discussion on the limits and merits of each described approach].

Readings:

Doug McAdam, *Political Process and the Development of Black Insurgency, 1930-1970*. (Chicago: University of Chicago Press, 1999), chapter 1-4.

Charles Tilly and Sidney Tarrow, *Contentious Politics* (Boulder: Paradigm Press, 2006) chapter 1.

(Optional) Jack A. Goldstone, "Toward a Fourth Generation of Revolutionary Theory," *Annual Review of Political Science* 4 (2001).

MOBILIZATION: FROM VIOLENT TO NON-VIOLENT REPERTOIRES **Repertoires and the Effectiveness of Violence (the case of Terrorism)**

[Here we will begin to analyze the *strategies and tools* non-state armed groups and organizations employ to carry out their collective actions and campaigns. The discussion begins by examining the dynamics of collective violence and its effectiveness. Focusing on the question "*does terrorism work?*" this lecture begins to question the 'mythology of the effectiveness of violence.'

Readings:

Doug McAdam, Sidney Tarrow, and Charles Tilly, "Revolutionary Trajectories" in *Dynamics of Contention* (New York: Cambridge University Press, 2001): 193-226 [Skim].

Andrew H. Kydd and Barbara F. Walter, "The Strategies of Terrorism," *International Security* 31:1 (2006).

Max Abrahms, "Why Terrorism Does Not Work," *International Security* 31: 2 (2006).

Class 4 'There are Realistic Alternatives'—Strategic Nonviolence

[This section begins to delve deeper into the concept of civil resistance as a field of study, briefly discussing its rise and its main scholarly and policy impact. The lecture also focuses on explain how strategic non-violence (SNV) works in practice, describing not only the vision behind the

concept, but also its practical implementation. Finally, the question of the effectiveness of civil-resistance is discussed and analyzed in-depth, on the basis of case-studies as well as broader empirical evidence.

The second lecture includes a longer class discussion on the effectiveness of SNV and on what factors (internal and external) could help civil resistance in succeeding. The hypothesis formulated by the students on the basis of the readings will be then used in PART III of the course (to look at specific case-studies).

Excerpts from “*Bringing down a Dictator*” will be watched in class and discussed.]

Readings:

Peter Ackerman and Jack DuVall. *A Force More Powerful: A Century of Nonviolent Conflict*, (New York: St. Martin’s Press, 2000), chapter 13 and conclusion.

Véronique Dudouet, *Nonviolent Resistance in Power Asymmetries*, Berghof Foundation

Martin Luther King, *Letter from Birmingham Jail*, 1963.

Maria Stephan and Erica Chenoweth. “Why Civil Resistance Works: The Strategic Logic of Nonviolent Conflict.” *International Security* 33: 1 (2008).

(Optional) Kurt Schock, “The Practice and Study of Civil Resistance.” *Journal of Peace Research* 50:3 (2013).

[Reference Book for presentation templates: Gene Sharp, *From Dictatorship to Democracy: A Conceptual Framework for Liberation*, (Boston, MA: The Albert Einstein Institution, June 2003)]

Class 5 Virtual Civil Resistance: Exploring Digital Activism

[Class 5 focus on digital activism, analyzing the role digital technologies have played in furthering campaigns for social and political change and discussing the question of impact (and how to measure it). The lectures describe how different types of digital activism work, while also analyzing the main limitations of online-based social and political actions.

In addition, the second lecture is structured around a broader class discussion based on the case studies of ‘Anonymous’ (and specifically its role in the Arab Spring) and ‘WikiLeaks.’ Each case

serves to discuss the timely question of how to conceptualize and understand evolving forms of digital activism (for example: should DDOS be seen as illicit acts or online forms of civil protests? what should be the 'limits' of digital activism and how should we conceptualize 'hacktivism'?) The lectures heavily rely on multi-media videos and a number of relevant websites are also going to be explored in class.]

Readings:

"Activism Transforms Digital: The Social Movement Perspective" and "Digital Transforms Activism: The Web Ecology Perspective" in Mary Joyce, ed. *Digital Activism Decoded: The New Mechanics of Change* (New York: International Debate Education Association, 2010).

Philip N. Howard et al. "Opening Closed Regimes What Was the Role of Social Media During the Arab Spring?" *Project on Information Technology and Political Islam*, University of Washington, 2011.

Christie Thompson, "Hacktivism: Civil Disobedience or Cyber Crime?" *ProPublica*, January 18, 2013.

PART III: Civil Society, Social Movements and Civil Resistance in the Middle East

Class 6 Civil Society, Social Movements and Civil Resistance in the Middle East: 'Before the Spring'

[Lecture 6 describes what civil society and social movements have historically looked like in the Middle East and North Africa region, highlighting points of convergence and divergence with the conventional definitions of the terms. The anti-colonial past history of civil resistance and armed struggle will also be briefly framed and contextualized.

After mapping the relevant stakeholders, we will begin examining social activism and civil resistance occurring 'before the Spring,' by focusing on the 2005 "Independence Intifada" in Lebanon and the 2009-2010 "Green Movement" in Iran. For each case study, actors, dynamics, processes, strategies and tactics behind each cycle of mobilization are to be discussed in-depth, focusing on these movements' reliance on nonviolent actions. The lectures rely on multi-media material produced and circulated by the analyzed movements.]

Civil Society in MENA:

Key questions include:

- How do we define civil society in the MENA region?
- Who are the relevant actors and what are the traditional forms of social activism and civil resistance?
- What are the main obstacles towards the emergence of strong civil societies?

Readings:

Augustus Richard Norton, "The Future of Civil Society in the Middle East," *Middle East Journal* 47: 2 (1993).

Ziad Abdel Samad, "Civil Society in the Arab Region: Its Necessary Role and the Obstacles to Fulfillment" *International Journal of Not-for-Profit Law* 9:2 (2007).

Asef Bayat, "Activism and Social Development in the Middle East," *International Journal of Middle East Studies* 34: 1 (2002).

Before the "Spring": Lebanon and the Independence Intifada:

Key questions include:

- What external and internal factors account for the emergence of the movement behind the Independence Intifada?
- Who were the main actors behind the cycle of protests and what were their objectives, visions and strategies?
- What forms of strategic nonviolent action were employed by the protesters?
- What role did external actors play and did they help or hinder the process?

Readings:

Benedetta Berti, "The Ongoing Battle for Beirut: Old Dynamics and New Trends", INSS Memorandum 111, December 2011, chapter 1 and 2.

Oussama Safa, "Lebanon Springs Forward," *Journal of Democracy* 17: 1 (2006).

Vanessa Shields, "Political Reform in Lebanon: Has the Cedar Revolution Failed?" *The Journal of Legislative Studies* 14:4 (2008).

Janine A. Clark and Marie-Joëlle Zahar, "Critical Junctures and Missed Opportunities: The Case of Lebanon's Cedar Revolution," *Ethnopolitics* (2015).

Class 7 Civil Society, Social Movements and Civil Resistance in the Middle East: 'Before the Spring'—part II

Before the "Spring": Iran and the "Green Movement"

Key questions include:

- What external and internal factors account for the emergence of the Green Movement?
- Who were the main actors behind the cycle of protests and what were their objectives, visions and strategies?
- What forms of strategic nonviolent action were employed by the protesters?
- What role did external actors play and did they help or hinder the process?

Readings:

Mohammad Chaichian, "Structural Impediments of the Civil Society Project in Iran: National and Global Dimensions," *International Journal of Comparative Sociology* 44:1 (2003). [skim]

Kevan Harris, "The Brokered Exuberance of the Middle Class: An Ethnographic Analysis of Iran's 2009 Green Movement," *Mobilization* 17:4 (2012).

Kevin Cross, "Why Iran's Green Movement Faltered: The Limits of Information Technology in a Rentier State," *SAIS Review* 30:2 (2010).

Hooman Majd, "Think Again: Iran's Green Movement," *Foreign Policy*, January 6, 2010.

Green Movement, *Manifesto*.

Class 8 Civil Society, Social Movements and Civil Resistance in the Middle East: The Arab Awakening

[We will look more closely at case-studies from the Arab Awakening: First, we will explore the main preconditions and precipitants behind the regional revolutions, looking at the pre-2010 MENA region through the prism of human security. Second, we will discuss the cases of Tunisia, Egypt and Syria. For each case study, actors, dynamics, processes, strategies and tactics behind each cycle of mobilization are to be discussed in-depth, focusing on these movements' reliance on nonviolent actions. The lectures rely on multi-media material produced and circulated by the analyzed movements].

Understanding the 'Spring'

Key questions include:

- What are the main political, social and economic factors behind the Arab Awakening?
- What are the 'triggers' that led to the beginning of the different cycles of protest?
- How has the Arab Awakening evolved? Where do we stand today?

Readings:

F. Gregory Gause III, "Why Middle East Studies Missed the Arab Spring The Myth of Authoritarian Stability," *Foreign Affairs*, July/August 2011.

Adeel Malik and Bassem Awadallah, "The Economics Of The Arab Spring," *Center for the Study of African Economies Working Paper* 23 (2011), Oxford University.

Eva Bellin, "Lessons from the Jasmine and Nile Revolutions: Possibilities of Political Transformation in the Middle East?" *Middle East Brief* 50, Crown Center, Brandeis University, May 2011.

Tunisia

Key questions include:

- What external and internal factors account for the revolution?
- Who were the main actors behind the cycle of protests and what were their objectives, visions and strategies?

- What forms of nonviolent strategic action were employed by the protesters? - Was strategic nonviolent action employed effectively?
- What role did external actors play and did they help or hinder the process?

Readings:

"Popular Protests in North Africa and the Middle East (IV): Tunisia's Way," *International Crisis Group*, Middle East/North Africa Report 106, April 28, 2011.

Mohamed A. El-Khawas, "Tunisia's Jasmine Revolution: Causes and Impact," *Mediterranean Quarterly*, 23:4 (2013).

Thomas Carothers, "The 'Jasmine Revolution' in Tunisia: Not Just another Color," *Carnegie Endowment for International Peace*, January 19, 2011.

Nicole Rowsell and Asma Ben Yahia, "Revolution to Reform: Citizen Expectations on the One-Year Anniversary of the Tunisian Uprising," *National Democratic Institute*, (2012).

Class 9 Civil Society, Social Movements and Civil Resistance in the Middle East: 'Before the Spring'—Part II

Egypt

Key questions include:

- What external and internal factors account for the revolution?
- Who were the main actors behind the cycle of protests and what were their objectives, visions and strategies?
- What forms of nonviolent strategic action were employed by the protesters?
- Was strategic nonviolent action employed effectively?
- What role did external actors play and did they help or hinder the process?
- What forms of interaction developed between violent and non-violent repertoires?
- **How do revolutionary objectives translate into revolutionary outcomes and what are the main obstacles of the post-revolutionary transition?**

[Excerpts from 'We are Egypt' and 'the Square' are going to be shown and discussed in class.]

Readings

"Popular Protest in North Africa and the Middle East (I): Egypt Victorious?" *International Crisis Group*, Middle East/North Africa Report 101, February 24, 2011.

Simon Mabon, "Aiding Revolution? WikiLeaks, communication and the 'Arab Spring' in Egypt," *Third World Quarterly* 34:10 (2013).

Mohamed Elshahed, "Breaking the Fear Barrier of Mubarak's Regime," *Social Science Research Council*.

Khaled Elgindy, "Egypt's Troubled Transition: Elections without Democracy," *The Washington Quarterly* 35:2 (2012).

Mohamed El Dahshan, "Dear Egyptians: Happy January 25th. For What It's Worth," *Foreign Policy*, February 25, 2014.

Class 10 Civil Society, Social Movements and Civil Resistance in the Middle East: 'Before the Spring'—Part III

Syria

Key questions include:

- *What external and internal factors account for the revolution?*
- *Who were the main actors behind the cycle of protests and what were their objectives, visions and strategies?*
- *What forms of nonviolent strategic action were employed by the protesters?*
- *Was strategic nonviolent action employed effectively?*
- *What forms of interaction developed between violent and non-violent repertoires?*
- *What role did external actors play and did they help or hinder the process?*
- ***How can nonviolent action survive in the face of extreme violent repression?***

Readings

Sharon Erickson Nepstad, "Nonviolent Resistance in the Arab Spring: The Critical Role of Military-Opposition Alliances," *Swiss Political Science Review*, 17:4 (2011).

"Syria's Phase of Radicalisation," *International Crisis Group*, Policy Brief 33, April 10, 2012.

(optional) Reinoud Leenders, "Social Movement Theory and the Onset of the Popular Uprising in Syria," *Arab Studies Quarterly* 35: 3 (2013).

(optional) Benedetta Berti, "Beyond Sectarianism: Geopolitics, Fragmentation, and the Syrian Civil War," *INSS* 16: 4, January 2014 (with Jonathan Paris)

Closer to Home: Civil Resistance in Israel and Palestine

[This lecture explores the character and nature of civil society and civil resistance in the context of the Israeli-Palestinian conflict, looking at its history, characteristics and contemporary manifestations. Excerpts from the documentary 'Five Broken Cameras' are going to be shown and discussed in class].

Tamar S. Hermann, "The Israeli Peace Movement: A Shattered Dream" (Cambridge University Press, 2009), chapter 3-4.

Mary Elizabeth King, "Palestinian Civil Resistance against Israeli Military Occupation" in Stephan, Maria J., ed. *Civilian Jihad: Nonviolent Struggle, Democratization, and Governance in the Middle East* (New York: Palgrave Macmillan, 2009).

Maria J. Stephan, "Fighting for Statehood: The Role of Civilian-Based Resistance in the East Timorese, Palestinian, and Kosovo Albanian Self-Determination Movements," *The Fletcher Forum of World Affairs* 30:2 (2006).

(Optional) Omri Arens, Edward Kaufman, "The Potential Impact of Palestinian Nonviolent Struggle on Israel: Preliminary Lessons and Projections for the Future," *The Middle East Journal* 66:2 (Spring 2012).

Class 11 Wrapping up: From the Arab Awakening to OWS

[Class 11 wraps the course up with a broad discussion about what we learned about civil resistance as well as with an assessment of how and when it can be a useful tool to promote social and political change. Key emerging trends in global social movements are also going to be explored and discussed.]

Charles Tilly, *Social Movements, 1768-2004* (Boulder: Paradigm Press, 2004), chapter 6 and 7.



Sidney Tarrow, "Why Occupy Wall Street is Not the Tea Party of the Left" *Foreign Affairs*, October 10, 2011.

Michael Hardt and Antonio Negri, "The Fight for 'Real Democracy' at the Heart of Occupy Wall Street," *Foreign Affairs*, October 11, 2011.



THE STRUGGLE FOR PALESTINE: THE ROOTS OF THE ARAB-ISRAELI CONFLICT

DR. DANIEL ZISENWINE

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. 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.

COURSE REQUIREMENTS

Attendance:

Students must attend every class session prepared to participate.

Participation: (10%):

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.

Mid Term Exam: (20%)

An in-class exam that will cover 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.

Final Take Home Exam: (70%)

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.

Reading Assignments:

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

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

Course Schedule:

Week 1:

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

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

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

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

Week 2:

The Emergence of Arab/Palestinian Nationalism

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

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

Supplementary Reading:

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

Week 3:

The Jewish Community in Palestine under the British Mandate

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

Week 4:

The Arab Revolt 1936-1939

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

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

Week 5:

World War II and the Struggle for a Jewish State

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

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

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

Week 6:

1948: The First Arab-Israeli War

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

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

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

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

Week 7:

1956 Suez War

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

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

Week 8:

The 1967 Six Day War

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

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

Week 9:

From June 1967 to October 1973

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

Week 10

The First Intifada

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

Week 11

The Oslo Accords and the Prospects for Peace

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

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

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

Week 12:

The Second Intifada and the Breakdown of Israeli-Palestinian Negotiations

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

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

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

Week 13

The Age of Uncertainty: Non State Actors and their Impact

Meir Litvak, "The Islamization of the Palestinian-Israeli Conflict: The Case of Hamas," *Middle Eastern Studies* 34, No. 1 (Jan. 1998), pp. 148-163.

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

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

Week 14:

Summary and Conclusion



CREATIVE WRITING SYLLABUS

DR. DARA BARNAT

Email: darabarnat@post.tau.ac.il

Office: Webb 502

Writing Memoir: What's the Story?

Course Description

Many people at different stages of life have ideas for stories to write. In this course we will be exploring memoir. The material for memoir is one's own life experiences. We will be working to uncover these experiences, effectively describe them, and shape them into stories that engage readers.

Components of this course include: reading; responding to creative writing prompts; "workshopping"; and developing a writing portfolio. Students will also study literary devices used in prose.

No prior experience with creative writing is necessary. However, to benefit from the course in a meaningful way, students must possess 1) the desire to explore written expression in various forms and 2) the willingness to immerse oneself in the study of writing as a craft.

We will be reading, analyzing, and responding to selections of memoir and other personal writing with emphasis on writers from the region. Authors may include Etgar Keret, Sayed Kashua, Judy Labensohn, Karen Alkalay-Gut, Mahmoud Darwish, and Rachel Tzvia Back.

* Regular attendance is mandatory.

* The course Moodle site will be used for announcements and reading material. Students must check this site and their Tel Aviv University email account on a regular basis.



Assignments and Grading

The course grade will be comprised of the following assignments:

1. Midterm portfolio 30%
2. Final portfolio with weekly journal entries 40%
3. Attendance, preparedness, participation 30%

* Complete instructions for each assignment will be posted on the Moodle site, as well as discussed in class.

* Only students who have been attending class on a regular basis will be permitted to submit assignments.

A complete course schedule will be posted on Moodle at the beginning of the semester.

INTRODUCTION TO ISRAELI ART: FROM THE FOUNDING OF BEZALEL (1906), UP TO THE 21ST CENTURY.

DR. RIVKA 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 mid –term tests and final exam.

Grading system:

- 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.
- Bezalel Style :E. M. Lilien, Z. Raban ,A.S. Schurr.
- The Erez Israel Style—the influence of modern trends on local Art in the 20's: R. Rubin, A. Lubin, Z. Tagger N. Gutman)
- The 30's -Israeli Expressionism: I. Frenkel, M. Shemi and the Ecole de Paris.
- The Archeological style (Canaanite), A. Melnikov , I. Danziger.
- Late 1940's –early 1950's Local and Universal trends.
- The 60's-Israeli Pop Art.
- From Conceptual to Post Modernist aesthetics:
- East and West.
- Revival of painting and Jewish Motifs.
- Gender.

Bibliography:

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

Ballas, Gila, Ofakim Hadashim,(New Horizons),forth coming edition-beginning of 2013.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ISRAELI CINEMA AND THE CULTURE OF MODERN ISRAEL

DR. SHMULIK DUVDEVANI

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.

March 6th – 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)

March 13th – 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)

March 20th – Popular Israeli Cinema

Popular Israeli cinema (the ideology of the melting pot)

Screening: *The Troupe* (Avi Nesher, 1978)

March 27th – Family Portrayals

The "absent father" motif in new Israeli cinema

Screening: *Broken Wings* (Nir Bergman, 2002)

Excerpts: *Sweet Mud* (Dror Shaul, 2006)

April 3rd – 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)

Mid-term exam

April 24th – 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)

May 8th – 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)

May 14th – 1990s and Beyond

Images of Judaism in Current Israeli Cinema

Screening: *Fill the Void* (Rama Burshtein, 2012)

Excerpts: *The Holly Guests* (Gidi Dar, 2004)

May 22nd – Return to Lebanon: Trauma and Redemption in Current Israeli War Films

Screening: *Waltz with Bashir* (Ari Folman, 2008)

Excerpt: *Lebanon* (Shmuel Maoz, 2009)

May 29th – Multiculturalism

NO SCREENING

Submission of take home exam

Course requirements

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

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

Mandatory reading materials appear on course site

Selected bibliography

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

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

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

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

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

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

Yosef Raz, "Bodies of Redemption: Zionism, Masculinity and Cinema," in: Thomas Edlinger (ed.) *Remapping the Region: Culture and Politics in Israel/Palestine*, Linz: O.K. Books, 2004, pp. 14-27.

ISRAEL AND THE ENVIRONMENT

DR. STUART FLEISCHER

Preferred email: sfleischer@wbais.net

Phone: 052-4-738979

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
- 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%) – April 25, 2017
- Final Test: (20%) – May 23, 2017
- Take Home Final Test will cover specific environmental themes – Short Essay (30%) – Due June 2, 2017: send via email.
- Research Paper (30%) – Due June 4, 2017: send via email.

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

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

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

HYPERLINK will be listed on the Moodle Class Site.

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

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

Judean Desert Jeep Trek

(No obligation to attend)

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

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

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

Daytime Focus:

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

Nighttime Focus:

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

Weekly Reading List:

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

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

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

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

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

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

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



BUSINESS ETHICS

MS. SARIT SMILA SENED

Email: sarits@mail.tau.ac.il

Course Description:

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

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

Texts: *The Elements of Moral Philosophy / Rachels*

Business in Ethical Focus: An Anthology

Course Work: 5 memos (25%), 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.

Memos – each student will turn in 5 short memos (1-2pp) throughout the semester. The memos are summaries of the readings for that day. A memo has to be turned in at the beginning of the class in which the reading is scheduled to be discussed.

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

Plagiarism – plagiarism or other forms of academic dishonesty will result in a failing grade for the course. Please see me if you have any questions about proper citation or incorporation of other texts into your work.

Course Outline:

Week 1: Introduction to Ethics and Business Ethics

Amartya Sen “Does Business Ethics makes Economic Sense?”

Utilitarianism: Chapters 6&7 in Rachels

Week 2: Ethical Theories

Kantian Ethics: Chapter 8&9 in Rachels

Week 3: Ethical Theories

Care and Virtue Ethics: Chapters 11&12 in Rachels

Robert C. Solomon “Business Ethics and Virtue”

Week 4: Corporate Social Responsibility

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

Edward Freeman “A Stakeholder Theory of the Modern Corporation”



George Brenkert "Private Corporations and Public Welfare"

Joseph Heath "Business Ethics Without Stakeholders"

Case Study1: IDB

Week 5: Environmental Responsibility

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

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

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

Tibor R. Machan "Environmentalism Humanized"

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

Week 6: Globalization and Its Ethical Significance

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

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

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

Case Study 2: The Global Fashion Industry/High Tech

Week 7: Rights and Obligations of Employers and Employees

Richard T. De George “Whistleblowing”

Robert A. Larmer “Whistleblowing and Employee Loyalty”

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

Tibor R. Machan, “Human Rights, Workers’ Rights, and the Right to Occupational Safety”

Case Study 4: Remedia

Week 8: Justice and Fair Practice

Edwin C. Hettinger “What is Wrong with Reverse Discrimination?”

Louis P. Pojman “The Moral Status of Affirmative Action”

Anita M. Superson “A Feminist Definition of Sexual Harassment”

Stephen Griffith “Sexual Harassment and the Rights of the Accused”

Case Study 5: Google sexual harassment

Week 9: Distributive Justice

Classical Theories of Contracts, Property, and Capitalism

Excerpts from Hobbes, Locke, Smith and Marx



Contemporary Theories of Distributive Justice

Excerpts from Rawls and Nozick

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

NUCLEAR NONPROLIFERATION AND SECURITY IN THE 21ST CENTURY

DR. AZRIEL BERMANT

Tel: 0506 507920

azrielb@tauex.tau.ac.il

This course will examine the major international security challenges facing the world today. It will use both empirical and theoretical materials to study the evolution of these challenges, from the cold war to the present day. The course will discuss the challenge that ballistic missile and nuclear proliferation poses to the stability of the international system, including an analysis of the Iran nuclear weapons program, the conflict between India and Pakistan and the situation in east Asia. There will also be an examination of arms control efforts in the Middle East. It will include lectures from leading Israeli experts in the field.

Grade Composition:

Full attendance is required

25% - Course participation

25% - Mid-term 'take home' examination

50% - Final paper

Course Outline and Reading List

Lesson One - Introduction: Course Overview: Nuclear Nonproliferation and Security

Lesson Two: Nuclear Deterrence – Lessons from the Cold War

Lesson Three: The Changing International System and its Impact on Nuclear Proliferation

Readings:

Patrick M. Morgan, "Deterrence Now", (Cambridge University Press), pp. 1-42

Y. Evron, "Changes in the International System and their Impact on Proliferation", *The Nuclear Nonproliferation Regime at a Crossroads*, Emily B. Landau and Azriel Bermant (eds), 2014, INSS Memorandum No.137, pp.135-144

Lesson Four: The United States, NATO and Russia

Film Screening: TBC

Readings:

John Lewis Gaddis, "The Cold War", (Penguin Books: London), pp.195-237

Matthew Kroenig & Walter B. Slocombe, "Why Nuclear Deterrence Still Matters to NATO", *Issue Brief*, Atlantic Council, August 2014

George P. Shultz, William J. Perry, Henry A. Kissinger and Sam Nunn, "Deterrence in the Age of Nuclear Proliferation", *The Wall Street Journal*, 7 March 2011

Lesson Five: Nuclear Weapons Proliferation - South Asia

Readings:

Sumit Ganguly and S. Paul Kapur, "India, Pakistan and the Bomb: Debating Nuclear Stability in South Asia" (New York: Columbia University Press, 2010), pp.23-35

Kapur, S. Paul, "India and Pakistan's Unstable Peace: Why Nuclear South Asia Is Not Like Cold War Europe", *International Security*, Fall 2005, Vol. 30, No. 2: 127–152.

Azriel Bermant, "Pakistan: Reducing the Risks of a Nuclear Disaster" in Emily B. Landau and Anat Kurz (eds) *Arms Control and National Security: New Horizons* (Tel Aviv: Institute for National Security Studies, April 2014), pp.31-42

Lesson Six: Nuclear Weapons Proliferation - The case of North Korea

Film Screening: TBC

Readings:

Emily B. Landau, "Decade of Diplomacy: Negotiations with Iran and North Korea and the Future of Nuclear Nonproliferation", *INSS Memorandum*, March 2012, pp.63-99

Lesson Seven: The Prospect of Nuclear Proliferation in the Middle East

Readings:

Kenneth Waltz, "The Spread of Nuclear Weapons: More May Be Better," *Adelphi Papers*, Number 171 (London: International Institute for Strategic Studies, 1981)

Kenneth Waltz, "Why Iran Should Get the Bomb", *Foreign Affairs*, July/August 2012, Volume. 91, No. 4, pp.2-6

Emily Landau, "When Neorealism Meets the Middle East: Iran's Pursuit of Nuclear Weapons in (Regional) Context", *Strategic Assessment*, Vol. 15, No.3, October 2012, pp.27-38

Lessons Eight and Nine: Israel's Nuclear Policy and Arms Control in the Middle East

12:45 Guest Lecturer: (TBC)

Readings:

Avner Cohen and Marvin Miller, "Bringing Israel's Bomb out of the Basement: Has Nuclear Ambiguity Outlived its Shelf Life?" *Foreign Affairs*, September-October 2010.

Gerald M. Steinberg, "The History of Arms Control in the Middle East" in Avi Becker (ed.) *Arms Control without Glasnost: Building Confidence in the Middle East* (Jerusalem: Israel Council on Foreign Relations, 1993) pp. 7-27.

Emily B. Landau, "ACRS: What Worked, What Didn't, and What Could be Relevant for the Region Today" *Disarmament Forum* (no. 2, January 2008).

Lesson Ten: The Chemical and Biological Weapons Threat, The Threat of Nuclear Terrorism and Implications for Nuclear Security

Guest Lecturer: (TBC)

Readings:

Joseph Cirincione, Jon B. Wolfsthal and Miriam Rajkumar, *Deadly Arsenals: Nuclear, Biological and Chemical Threats*, (Carnegie Endowment for International Peace: Washington DC, 2005), pp.315-364

Arabinda Acharya, "ISIS' Chemical Weapons: Where They Came From, How They are Used, and What Will Come Next", *Foreign Affairs*, February 29, 2016

<https://www.foreignaffairs.com/articles/2016-02-29/isis-chemical-weapons>

Lessons Eleven and Twelve: Arms Control Regimes – Successes and Failures/ Missile Defense

Guest Lecturer: (TBC)

Readings:

Joseph S. Nye, Jr., "NPT: The Logic of Inequality" *Foreign Policy* (59, Summer 1985) pp. 123- 131.

Carlo Masala, "Don't Beat a Dead Horse: The Past, Present, and Future Failures of the NPT", *The Nuclear Nonproliferation Regime at a Crossroads*, Emily B. Landau and Azriel Bermant (eds), 2014, INSS Memorandum No.137, pp.45-54

James M. Smith, "A Brief History of Arms Control", in Jeffrey A. Larsen and James J. Wirtz (eds.) *Arms Control and Cooperative Security* (Boulder: Lynne Rienner, 2009) pp. 27-36.

Lessons Thirteen and Fourteen: Missile Defence – the cases of NATO, east Asia, the Gulf States and Israel / Conclusions

Reading:

Azriel Bermant, "The Russian and Iranian Missile Threats: Implications for NATO Missile Defense", *INSS Memorandum* No.143, November 2014, pp.13-33, 65-69

Azriel Bermant and Emily B. Landau, "Iron Dome Protection: Missile Defense in Israel's Security Concept" in Anat Kurz and Shlomo Brom (eds), in *The Lessons of Operation Protective Edge* (Tel Aviv: Institute for International Security Studies, November 2014), pp.37-42

George P. Shultz, William J. Perry, Henry A. Kissinger and Sam Nunn, "Toward a Nuclear-Free World", *Wall Street Journal*, 15 January 2008

INTRODUCTION TO MODERN STANDARD ARABIC (MSA)

MR. MICHAEL GUGGENHEIMER

Course Description and Goals

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

Students will be trained to acquire the following skills:

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

Emphasis is on basic reading comprehension in MSA.

Each session (two academic hours) will consist of two main elements: (i) Learning and practicing the Arabic alphabet and later basic aspects of MSA grammar; (ii) using basic vocabulary to form simple expressions and sentences.

Course requirements

- Assignments and class participation
- Final Exam (take-home)

Grading system

Quizzes : 20%

Homework and class participation 20%

Final exam (take-home) 60%

Selected References

The course does not follow a specific book but is based on various sources, including the following:

Abboud, P.F. and E.N. Markus (eds.). 1983. *Elementary Modern Standard Arabic*. Cambridge University Press.

Abu-Chacra, Faruk. 2004. *Arabic around the World: Grammar and Exercises*. Ammatour Press, Finland.

ENTREPRENEURSHIP FROM A TO Z

MR. MEISHAR MEIRI

meishar@gmail.com

+972-52-3633911

Course Objectives

The purpose of this course is to learn and practice the latest theories and models on entrepreneurship from academia and the industry best practice, to develop an understanding of those principles and models through the examination of case studies, as well as to **provide the practical hands-on skills** and knowledge necessary to transform a promising idea into a successful reality.

This course will be taught in **English**.

Methods of Learning

Through reading material and lectures, the course will expose students to pioneering methods from academic research, experienced entrepreneurs. Students will engage in implementation of the various theories of entrepreneurship and start-ups. Each participant will take part in the formation of a start-up, including the practice of each and every skill required to found a new and innovative company.

Methods and Theories Discussed

Innovation plays an essential role in today's business arena, and is vital not only for start-up companies but also for growth and survival of established organizations. For that reason, a good understanding of the entrepreneurship process is important not only for entrepreneurs, but for corporate employees - allowing them to recognize the "big picture" from the owner's perspective and to evaluate and act upon new opportunities for the firm.

This course will provide a practical, real-world knowledge and methods that will enhance knowledge and abilities in the following topics:

"The idea"

1. Finding a need and evaluating an idea.
2. Devising an effective business plan, presentation and "elevator pitch"
3. Characterizing a project.
4. Creating value and capturing value.

Audia, P. G., & Rider, C. I. (2005). A garage and an idea: what more does an entrepreneur need?. *California Management Review*, 48(1), 6.

Market

1. Identifying market needs, growth and trends.
2. Understanding the market
3. Identifying the market players, their motivation and strategy.

Choi, Y. R., & Shepherd, D. A. (2004). Entrepreneurs' decisions to exploit opportunities. *Journal of Management*, 30(3), 377-395.

People and the Team

1. Team building and role assignment.
2. Recruiting employees and investors.
3. Identifying distribution channels and business partners.

Hmieleski, K. M., & Ensley, M. D. (2007). A contextual examination of new venture performance: entrepreneur leadership behavior, top management team heterogeneity, and environmental dynamism. *Journal of Organizational Behavior*, 28(7), 865-889.

Interpersonal Communication

1. Communicating a vision in one-on-one talks and presentations.
2. Negotiation
3. Building a demo.

Chen, X. P., Yao, X., & Kotha, S. (2009). Entrepreneur passion and preparedness in business plan presentations: a persuasion analysis of venture capitalists' funding decisions. *Academy of Management Journal*, 52(1), 199-214.

Strategy Models

1. Creating value through lowering the uncertainty factor in a venture (lean start-up method and more).
2. Pros and cons of common business models

3. Web-generated user base management models

Osterwalder, A., & Pigneur, Y. (2010). *Business model generation: a handbook for visionaries, game changers, and challengers*. Wiley. com.

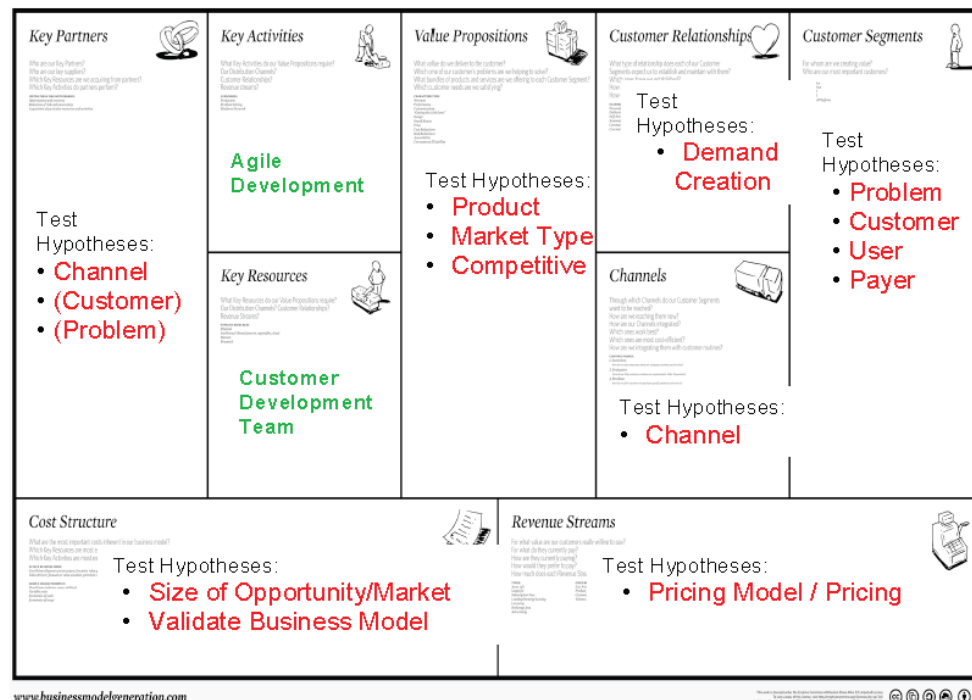
Chesbrough, H. (2007). Business model innovation: it's not just about technology anymore. *Strategy & leadership*, 35(6), 12-17.

Management Throughout the Life-cycle

1. Soft launch and in-motion product improvement
2. Management strategies at various company lifecycle stages
3. Product improvement through A/B testing and measurement

Avnimelech, G., & Teubal, M. (2006). Creating venture capital industries that co-evolve with high tech: Insights from an extended industry life cycle perspective of the Israeli experience. *Research Policy*, 35(10), 1477-1498.

See below an excerpt from Steve Blank's *Business Model Generation*



Evaluation of Student and Composition of Grade

Students will be required to study the underlying theories that drive modern-day entrepreneurship and to display an understanding and ability to analyze case studies. Furthermore **every participant will engage in the creation of a start-up**, openly discuss their ideas and share their opinions with the group. The course is about building skills and ability, not only obtaining knowledge about start-ups.

Students will form work-groups which will develop an entrepreneurial business plan. The assessment in this course will be based on the implementation of the theories, models and best-practices learnt in the class, as portrayed in a group presentation and business plan. The final grades will be based on the following allocation:

1. In-class presentation
2. Working paper – business plan
3. Peer assessment

Grading Policy

In the 2008/9 academic year the Faculty instituted a grading policy for all graduate level courses that aims to maintain a certain level of the final course grade. Accordingly, the final average grade for this course (which is an elective course) will be in the range 83-87%. Additional information regarding this policy can be found on the Faculty website.

Evaluation of the Course by Student

Following completion of the course students will participate in a teaching survey to evaluate the instructor and the course, to provide feedback for the benefit of the students, the teachers and the university.

Recommended Reading

The course material will include ideas and theories from the following sources:

Ries, E. (2011). *The Lean Startup: How today's entrepreneurs use continuous innovation to create radically successful businesses*. Random House Digital, Inc..

Blank, S. G., & Dorf, B. (2012). *The startup owner's manual: the step-by-step guide for building a great company*. K&S Ranch, Incorporated.

Collins, J., & Porras, J. I. (2004). *Built to last: Successful habits of visionary companies*. HarperCollins.

Collins, J. (2001). *Good to great: Why some companies make the leap... and others don't*. HarperCollins.

Covey, S. R. (2011). *The 7 Habits of Highly Effective People*. Enterprise Media.

Osterwalder, A., & Pigneur, Y. (2010). *Business model generation: a handbook for visionaries, game changers, and challengers*. Wiley. com.

INNOVATION - THEORY AND PRACTICE

DR. IRIS GINZBURG

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052-4470044

Office Hours: By appointment

Course Units

3 semester hours.

1 course unit = 4 ECTS units

The ECTS (European Credit Transfer and Accumulation System) is a framework defined by the European Commission to allow for unified recognition of student academic achievements from different countries.

Course Description

Innovation has been an integral part of any growing economy and any successful organization around the world. In the course we will address innovation and its management in organizations, mostly business orientated but not only. We will review key events and cases, as well as theories and academic studies related to the sources of innovation, the enabling and stifling of innovation, and key success innovation factors. We will review the key terms used to describe innovation and analyze it, the leading schools, and the thought leaders in this domain. These will include types of innovation, emerging trends, innovation to the base of the pyramid, social innovation, agile and scrum as innovation management methodologies, creating , mockups to support iterative learning and fast prototyping, creative problem solving techniques and open innovation.

The students will practice innovation, using a variety of educational tools, including simulations, debates, active brainstorming and case studies.

This course will be taught in **English**.

Course Objectives

Upon completion of the course, the student will be successfully able to:

1. Master theoretical framework as well as a collection of useful tools to promote innovations in real-life situations .
2. Identify emerging trends in the local and global environment
3. Utilize a variety of ideation techniques to solve problems and brainstorm new concepts
4. Create mockups , part of an iterative process that is required for innovation

Evaluation of Student and Composition of Grade

Percentage	Assignment	Date	Group Size	Comments
10%	Attendance		Individual	You are allowed to miss one class after which we deduct 2 points per missed class
30%	2 individual assignments		individual	
60%	3 team assignments		3-4	

* According to University regulations, participation in all classes of a course is mandatory (Article 5).

* Students who absent themselves from classes or do not actively participate in class may be removed from the course at the discretion of the lecturer. (Students remain financially liable for the course even if they are removed.)

Course Assignment

The course will comprise of frontal lectures (combined with guest lecturer), open discussion, workshops and presentations.

There will be 2 individual assignment and 3 team assignments, where the students practice new frameworks and utilize them on real life projects/concepts/activities. The last team assignment will require class presentation.

Students who are unable to complete an assignment or course requirement must notify the TA of the course in advance via email

Grading Policy

In the 2008/9 academic year the Faculty instituted a grading policy for all graduate level courses that aims to maintain a certain level of the final course grade. Accordingly, the final average grade for this course (which is an elective course) will be in the range 83-87%. Additional information regarding this policy can be found on the Faculty website.

Evaluation of the Course by Student

Following completion of the course students will participate in a teaching survey to evaluate the instructor and the course, to provide feedback for the benefit of the students, the teachers and the university.

Course Site (Moodle)

The course site will be the primary tool to communicate messages and material to students. You should check the course site regularly for information on classes, assignments and exams, at the end of the course as well. Course material will be available on the course site. Please note that topics that are not covered in the course material but are discussed in class are considered integral to the course and may be tested in examinations.

Course Outline

Week	Date	Subject	Description	Comments/ Workshops
1		Intro to innovation: definitions, basic concepts. Innovation types: disruptive, radical, incremental, transformational	Introduction to the course, objectives and process.	
2		Trends: definitions, types Identifying emerging trends. Trends that dominate our present and those that will dominate our future	Work together in class to identify and crystalize emerging trends	Active workshop
3		Creative problem solving	Practice brainstorming, SCAMPER, six thinking hats and more	Active workshop
4		Innovation to the Base of the Pyramid. Innovation in emerging markets	Definitions, motivations, examples A guest talk	
5		Open innovation and innovation management in corporations	Organizations realize that most talent is not in the company but outside. What do they do to reach out to those external resources.	Simulation
6		New methodologies for project management, including Agile and SCRUM	Can everything be managed using agile methodologies? What does it mean and how do we do that.	
7		Mockup design and practice	We will learn how to create mockups using tools like Balsamiq.	Active workshop
8		The learning strategy as a practical tool for moving forward in	How can one make plans for the long term future, when so much is unknown? Learning principle become key.	

9		Service innovation and application development	Innovation in services has typical characteristics that are extremely useful in developing anything that is not a product	Active workshop
10		Final Assignment – class presentation	Team assignment	Work in groups

Required Reading and Viewing

- <http://www.bustpatents.com/timetable.html>
- <http://resources.woodlands-junior.kent.sch.uk/homework/victorians/inventiotimeline.html>
- Rachel Schuster: The Israel Effect <http://www.haaretz.com/news/the-israel-effect-1.4560>
- Ilene Prusher Innovation Center? <http://www.csmonitor.com/World/Middle-East/2010/0309/Innovation-center-How-Israel-became-a-Start-Up-Nation> .
- Innovation indices – the global Innovation index (TBD)
- Hargadon, A. B., & Douglas, Y. (2001). When innovations meet institutions: Edison and the design of the electric light. *Administrative Science Quarterly*, 46(3), 476-5
<http://www.cs.princeton.edu/~sjalbert/SOC/Douglas.pdf>
- Furr and Dyer <http://hbr.org/video/3769919760001/managing-the-uncertainty-of-innovation>
- Innovation and Individual Creativity
- <https://medium.com/the-rules-of-genius>
- Mathematics Genius: <http://nautil.us/issue/18/genius/the-twin-prime-hero-rd>
- Innovation and Intellectual Property
- <http://scienceprogress.org/2009/01/patent-reform-101/>
- <http://www.forbes.com/sites/henrychesbrough/2011/03/21/everything-you-need-to-know-about-open-innovation/>

- Jill Lepore: The Disruption Machine, New Yorker, June 2014
- <http://www.newyorker.com/magazine/2014/06/23/the-disruption-machine>
- http://www.washingtonpost.com/opinions/five-myths-about-business-disruption/2014/06/27/57396950-fd4b-11e3-932c-0a55b81f48ce_story.html
- Robert Lambert, <http://robertlambert.net/2013/02/a-fistful-of-agile-criticisms/>
- Everything's amazing and nobody's happy
<http://www.economist.com/blogs/freeexchange/2012/09/growth>
- Is U.S. Economic Growth Over? Faltering Innovation Confronts the Six Headwinds.
<http://www.nber.org/papers/w18315>

Recommended Reading

- The four steps to Epiphany – Steven Blank
- The Lean Start-up – Eric Ries
- Business Model Generation – Alex Osterwalder

FOUNDATION OF ENTREPRENEURSHIP

MS. NOGA KAP

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Teaching Assistant (TA): TBD

Office Hours: By appointment

Course Units

3 semester hours.

1 course unit = 4 ECTS units

The ECTS (European Credit Transfer and Accumulation System) is a framework defined by the European Commission to allow for unified recognition of student academic achievements from different countries.

Course Description

The course focuses on understanding the terms as well as the implementation principals of establishing a new business venture. The course will combine practical and academic aspects, examples and case studies (local and global) discussing the practical attributes of entrepreneurial activity.

The course will provide approaches and tools for generating, validating and presenting entrepreneur ideas. It will focus on principles and basic concepts in entrepreneurship and intrapreneurship including theoretical aspects based on research and practical terms and real examples from the Israeli start-up nation and global arena.

The course will include the fundamentals regarding the entrepreneurial process and how to establish a new business, business plan – purpose and structure, financial aspects of start-ups, entrepreneurship within corporates, social entrepreneurship, reasons for success and failures of entrepreneurs, unique approach to technology start-ups in the web and mobile world, design thinking, presentation skillset and how to pitch to investors.

This course will be taught in **English**.

Course Objectives

Upon completion of the course, the student will be successfully able to:

5. Understand and implement the start-up foundation process
6. Important concept, terms and ideas in entrepreneurship and intrapreneurship
7. Understand and create Business plan of new venture or later stage venture

8. Different types of ventures being impact ventures, medical, software, hardware, mobile, commerce, etc.
9. Venture valuation, funding, funding sources, timing; how to protect the entrepreneur
10. Presentation your venture in front of investors

Evaluation of Student and Composition of Grade

Percentage	Assignment	Date	Group Size	Comments
15%	Attendance		Individual	You are allowed to miss one class after which I deduct 2 points per missed class
25%	Mid-term presentation		3-4	
15%	Written assignment		3-4	
45%	Exam		Individual	

* According to University regulations, participation in all classes of a course is mandatory (Article 5).

* Students who absent themselves from classes or do not actively participate in class may be removed from the course at the discretion of the lecturer. (Students remain financially liable for the course even if they are removed.)

Course Assignment

The course will combine frontal lectures (combined with guest lecturer), open discussion, workshops and presentations.

Team assignment guidelines: The assignment is based on presentation and written, team based real-case analyses. Each submitted analysis should address the study question(s) as posted on the course website. You will work in groups of three (3) students. The written assignment should not exceed three (3) typewritten pages, (with 1" margins, 12 point font, and 1.5 line spacing). **Any text beyond the page limit will not be evaluated.** You may place graphs and tables in a separate appendix. The appendix does not count towards your page limit. Your group's answers should be based on your own group's analysis and reflect your original, individual, and independent thinking. The assignment to groups is not designed to divide labor between students but to benefit from interactive brainstorming, discussion, and comprehension. A submission should include on a separate cover page the team members' ID numbers. Only students listed on the cover page will be eligible to receive credit for the analysis. The written analysis is due up to one week after the exam. **Late submissions will not be accepted.** The written assignment will be submitted by one (1) group member via the course website or to the teacher's e-mail.

Presentation: The purpose of the presentation is to see how well you have mastered the concepts discussed in class. You will choose a firm of your choice and prepare an investment deck presentation in which you apply the theoretical concepts discussed in class to help the audience better understand their business model and other related issues. The objectives of the presentations are to obtain constructive feedback from the course participants and the instructor.

You are expected to prepare an effective 10 minutes PowerPoint presentation to fit the allotted time.

Students who are unable to complete an assignment or course requirement must notify the TA of the course in advance via email

Grading Policy

In the 2008/9 academic year the Faculty instituted a grading policy for all graduate level courses that aims to maintain a certain level of the final course grade. Accordingly, the final average grade for this course (which is an elective course) will be in the range 83-87%. Additional information regarding this policy can be found on the Faculty website.

Evaluation of the Course by Student

Following completion of the course students will participate in a teaching survey to evaluate the instructor and the course, to provide feedback for the benefit of the students, the teachers and the university.

Course Site (Moodle)

The course site will be the primary tool to communicate messages and material to students. You should check the course site regularly for information on classes, assignments and exams, at the end of the course as well. Course material will be available on the course site. Please note that topics that are not covered in the course material but are discussed in class are considered integral to the course and may be tested in examinations.

Course Outline

Week	Date	Subject	Description	Comments/Workshops
1		Introduction Meeting	Introduction to the course, objectives and process.	View chapter 1
		The Entrepreneurship process	Entrepreneurship, type of Entrepreneurships, GEM – Global Entrepreneurship Monitor	Reading chapter 1

2		Technology Entrepreneurship Medical and Pharma Entrepreneurship	Essence and characteristics of software and hardware ventures vs digital ventures Essence and characteristics, technology transfer from labs and research inst. To the industry, IP, FDA, etc.	Reading chapter 2
3		Social Entrepreneurship Intrapreneurship in global corporates	How we change the world – social ventures and their impact Christensen model, Open innovation, large corp failures, P&G model, etc.	Reading chapter 4 With Dr. Eyal Benjamin
4		Marketplace The Business Plan and Business Model Canvas		With Liran Kotzer
5		Case Study		
6		The Entrepreneur The Government	Entrepreneurs characteristics Government role in start-ups	
7		Venture development stages	Case study, Lean start-up	View chapter 3 Work in groups
8		Funding a new venture	Funding process, alternative sources, founders-investors relations, failures reasons	
9		Business Plan The Pitch	Objectives, structure, process of business plan including examples. The way to pitch. The ideal presentation to investors.	View chapter 2
10		Presentation	Students assignment	Work in groups

Required Reading

1. Stevenson HH, Gumpert DE. 1985. The heart of entrepreneurship. *Harvard Business* **184**
2. O Reilly CA, Tushman ML. 2004. The ambidextrous organization. *Harvard Business Review* **82**(4): 74-83
3. Bessant J, Tidd J. 2011. *Innovation and Entrepreneurship* (2nd ed.). John Wiley and sons Ltd. Chapters 3.
4. Christensen K. 2003. The Innovators Dilemma. *Harper Business*, Chap. 2 (pp.31-68) and pp. 111-115

Required Viewing

1. Saras Sarasvathy interview <http://bigthink.com/users/sarassarasvathy>
2. Jim Ellis movie at Stanford http://www.youtube.com/watch?v=yG6_6UbprFw
1. The business model Canvas <http://www.businessmodelgeneration.com/canvas/bmc>

Recommended Reading

- The four steps to Epiphany – Steven Blank
- The Lean Start-up – Eric Ries
- Business Model Generation – Alex Osterwalder

REGISTRATION FORM – SPRING 2017

PASSPORT NO _____

STUDENT NUMBER _____

STUDENT NAME _____

HOME ADDRESS _____

E-MAIL _____

TEL _____

DATE OF BIRTH _____

COURSE NO.	TITLE OF COURSE	LECTURER

- Courses Registration Deadline: **Sunday, February 12th 2017.**
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, March 13th 2017.**
- Courses with less than 10 students will be cancelled.

EXTERNAL REGISTRATION FORM

NAME _____ DATE _____
 PASSPORT _____
 NO _____ STUDENT NUMBER _____
 E-MAIL _____
 TEL _____ DATE OF BIRTH _____

Note: It is not possible to take courses taught in Hebrew if you did not complete level Gimel of Ulpan.

Students should note that the regular university Spring Semester starts on March 13th 2017 and ends on June 29th 2017. Final Exams start after this date and the first term continues until July 23rd 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:

- Fill document and print.
- Get the registration approved by the host dept during the first week of the semester.
- Bring this form completed to Ms. Yael Gazit / TAU International office signed by the host d