

**COURSE  
DESCRIPTION  
SPRING 2016**

TEL AVIV UNIVERSITY

# TEL AVIV UNIVERSITY INTERNATIONAL STUDY ABROAD - SPRING SEMESTER 2016

## COURSE DESCRIPTION

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3130 Bathurst Street, Suite 214  
Toronto, Ontario M6A 2A1  
[orna@cftau.org](mailto:orna@cftau.org)

[INTERNATIONAL.TAU.AC.IL](http://INTERNATIONAL.TAU.AC.IL)

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# SPRING SEMESTER 2016

## IMPORTANT DATES

- The Spring Semester starts on Thursday, February 25<sup>th</sup> 2016 and ends on Thursday, June 2<sup>nd</sup> 2016 (inclusive):  
The last week of the semester starts on Sunday, May 22 2016 and ends on Thursday, May 26 2016.  
Week of exams starts on Sunday, May 29 2016 and ends on June 2 2016.
- Academic Orientation: Sunday, February 7<sup>th</sup> 2016.
- Course registration deadline: Thursday, February 11<sup>th</sup> 2016.
- Class changes and finalizing schedule (see hereunder): Sunday, March 6<sup>th</sup> 2016.
- Last day in the dorms: Sunday, June 5<sup>th</sup> 2016.

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 2<sup>nd</sup> 2016 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 2016 ACADEMIC CALENDAR

### 2016 Spring Arrival Dates - Study Abroad Students

**Note:** Ulpan is required for study abroad students only (Spring semester)

Group Flight Departure (USA/Canada)	Jan. 18, 2016
Arrival at TAU	Jan. 19, 2016
Academic Orientation & Hebrew Placement Exam	Jan. 20, 2016
Winter Ulpan	Jan. 24 - Feb. 18, 2016
<b>Spring Semester 2016</b>	<b>Feb. 25 – June 02, 2016</b>
Purim Vacation Day	Mar. 24, 2016
Passover Vacation	Apr. 17 - 30, 2016
Memorial Day for Israel's Fallen Soldiers - University is closed	May 11, 2016
Israel's Independence Day - University is closed	May 12, 2016
TAU Student Day	May 26, 2016
Last Day in the Dorms for Spring and Year Students	June 5, 2016

**Please note the following:**

- Ulpan is mandatory for study abroad students and is a requirement for our MASA participants.
- BA in Liberal Arts academic year begins on a 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 2015-2016

**The following is the standard Tel Aviv University calendar.**

### **Spring Semester**

Passover Vacation

Memorial Day (University is closed)

Independence Day (University is closed)

Shavuot Vacation

**Feb. 25 - June 10, 2016**

Apr. 17 - 30, 2016

May 11, 2016

May 12, 2016

June 12, 2016

Summer Semester Starts

Summer Semester Ends

July 3, 2016

Aug 19, 2016

### **Vacation and Holidays**

- Purim vacation day: March 24, 2016 no classes and university offices are closed, on May 03, 2016 Fast of Esther day no classes after 19:00
- On Holocaust Memorial evening May 04, 2016 classes end at 19:00
- On Yom Hazikaron Memorial evening May 10, 2016 classes end at 18:00
- On student day May 26, 2016 classes end at 12:00
- Tisha B'Av Fast - no classes and university offices are closed Aug. 14, 2016.
- University offices are closed August 28, 2016 – Sep 2, 2016.

### **Memorial ceremonies on campus 12:00 - 13:00**

Holocaust memorial ceremony May 05, 2016

Israel's fallen soldiers - memorial ceremony May 10, 2016



ACADEMICS

# ACADEMICS

## ACCREDITATION

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

## ACADEMIC REQUIREMENTS

### Credit & Course Load

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

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

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

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

# 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 [Thursday, February 11<sup>th</sup> 2016](#). 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: [Sunday, March 6<sup>th</sup> 2016](#). 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 **Thursday, March 10<sup>th</sup> 2016**, (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, April 7<sup>th</sup> 2016**. 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 30<sup>th</sup>, 2016**. 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](mailto:espector@post.tau.ac.il).

## HEBREW STUDIES REGULATIONS

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

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

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

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

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

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

	<b>Summer Ulpan</b>	<b>Summer Short Ulpan – Track 2, and Winter Ulpan</b>	<b>Hebrew Semester Course</b>
<b>Weekly exams</b>	5 Exams – Total 60%	3 Exams – Total 60%	2 Exams – Total 50%
<b>Final exam</b>	25%	30%	35%
<b>Teacher's evaluation (based on homework, participation, etc)</b>	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](mailto: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 - 9:00 a.m. - 8:00 p.m.

Friday - 9:00 a.m. - 12:30 p.m.

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

Sunday - Thursday - 9:00 a.m. - 7:45 p.m.

Friday - 9:00 a.m. - 12:45 p.m.

**Beit Milman Library:**

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

Sunday - Thursday - 9:00 a.m. - 4:00 p.m.

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, 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>

## STUDY ABROAD COURSES – SPRING 2016

<b>JEWISH STUDIES</b>					
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 Exam	Tue, May 31 10:00-12:00
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	Final Exam	Take Home
Jewish Education The Reality And The Vision - Mr. M. Kaye (2 credits)	2120.0166.02	TUE	14:00-16:00	Final Paper	
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	Final Exam	Take Home
<b>ISRAEL STUDIES</b>					
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	Final Exam	Take Home
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	
<b>MIDDLE EAST STUDIES</b>					
Course Number	Day	Hours	Final	Date & Hour	
Introduction to the Religion of Islam - Dr. Avraham Hakim	2120.0344.03	TUE, THU	10:00-12:00	Final Exam	Tue, May 31 10:00-12:00
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. T Greene	2120.1102.02	MON	14:00-18:00	Final Paper	
<b>ART STUDIES</b>					
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 Exam	Thu, June 2 12:00-14:00
Israeli Cinema and the Culture of Modern Israel - Dr. S. Duvdevani	2120.0468.03	MON	12:00-16:00	Final Paper	
<b>LIFE SCIENCES</b>					
Course Number	Day	Hours	Final	Date & Hour	
Israel And The Environment - Dr. S. Fleischer	2120.0139.03	TUE	16:30-20:00	Final Exam	Tue, May 31 16:30-18:30

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	Final Exam	Thu, Jun 02 12:00-14:00

**Midterm Exams are not listed above and will be notified by the lecturers in class.**

**Courses not mentioned in the list above are graded either based on a take home exam or on a final paper.**

## ENTREPRENEURSHIP COURSES - SPRING 2016

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	Mon, May 30 10:00-12:00

## BA IN LIBERAL ARTS COURSES - SPRING 2016

COURSE	COURSE NUMBER	DAY	HOURS
Civilizing Nature Mr. Yaron Balslev	1662.2210.01	Tuesday	14:00-18:00
Classics of Western Feminism Prof. Shulamit Magnus	1662.1113.01	Sunday	16:00-20:00
Digital Discourse Dr. Carmel Vaisman	1662.1500.01	Monday	10:00-14:00
Guided Reading in Philosophical Texts Mr. Adrian Sackson	1662.1401.01	Thursday	10:00-14:00
Introduction to Modern Jewish Thought Mr. Ynon Wygoda	1662.1300.01	Sunday	12:00-16:00
Islamic Law in the Modern Era Ms. Rachel Kantz	1662.2207.01	Monday Thursday	10:00-12:00
Modern Philosophy Dr. Itay Snir	1662.1403.01	Sunday Tuesday	10:00-12:00
Modernity and its Discontents Dr. Yoav Fromer	1662.1111.01	Tuesday Thursday	16:00-18:00
Philosophical Dialogues after the Holocaust Dr. Lina Baruch	1662.2412.01	Monday Wednesday	10:00-12:00
Philosophy and Transformation Dr. Daniel Raveh	1662.2413.01	Monday	12:00-16:00
Philosophy of Science Dr. Ori Belkind	1662.1103.02	Tuesday	10:00-14:00
Psychoanalysis and the Age of Melodrama Dr. Idit Alphandary	1662.2607.01	Monday	16:00-20:00
Rhetoric and Social Justice Dr. Sharon Avital	1662.2510.01	Tuesday	10:00-14:00
Social and Cultural History of the Middle East Dr. On Barak	1662.1201.01	Tuesday	10:00-14:00
Virtual Reality and Digital Culture Dr. Noa Gedi	1662.2500.01	Wednesday	10:00-14:00
Visions and Visionaries of the Net Dr. Yael Maurer	1662.2509.01	Monday Wednesday	14:00-16:00
What is Metaphysics? Dr. Shai Frogel	1662.1402.01	Monday Wednesday	16:00-18:00

## 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.

## EXAM TIME TABLE – BA – SPRING 2016

Please check the [website](#) for updated schedule as it may differ.

COURSE	COURSE NUMBER	FINAL	DAY & HOUR
Civilizing Nature Mr. Yaron Balslev	1662.2210.01	Take Home Exam	Wed, June 15 16:00
Classics of Western Feminism Prof. Shulamit Magnus	1662.1113.01	Paper	Thu, July 14
Digital Discourse Dr. Carmel Vaisman	1662.1500.01	Paper	Fri, June 24
Guided Reading in Philosophical Texts Mr. Adrian Sackson	1662.1401.01	Paper	Fri, June 17
Introduction to Modern Jewish Thought Mr. Ynon Wygoda	1662.1300.01	Take Home Exam	Sun, June 19 09:00
Islamic Law in the Modern Era Ms. Rachel Kantz	1662.2207.01	Paper	Thu, June 16
Modern Philosophy Dr. Itay Snir	1662.1403.01	Take Home Exam	Tue, June 28 13:00
Modernity and its Discontents Dr. Yoav Fromer	1662.1111.01	Paper	Fri, July 8
Philosophical Dialogues after the Holocaust Dr. Lina Baruch	1662.2412.01	Take Home Exam	Mon, June 13 16:00
Philosophy and Transformation Dr. Daniel Raveh	1662.2413.01	Paper	Thu, June 23
Philosophy of Science Dr. Ori Belkind	1662.1103.02	Take Home Exam	Sun, July 3
Psychoanalysis and the Age of Melodrama Dr. Idit Alphandary	1662.2607.01	Paper	Fri, July 1
Rhetoric and Social Justice Dr. Sharon Avital	1662.2510.01	Paper	Sun, July 10
Social and Cultural History of the Middle East Dr. On Barak	1662.1201.01	Take Home Exam	Wed, June 22 16:00
Virtual Reality and Digital Culture Dr. Noa Gedi	1662.2500.01	Take Home Exam	Wed, June 29 16:00
Visions and Visionaries of the Net Dr. Yael Maurer	1662.2509.01	Take Home Exam	Tue, July 5 13:00
What is Metaphysics? Dr. Shai Frogel	1662.1402.01	Paper	Wed, July 6

## 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.**

An abstract graphic consisting of three overlapping hexagonal shapes. The top hexagon is a dark blue color and contains the text 'DESCRIPTIONS AND SYLLABI'. Below it, a light blue hexagon is partially visible. At the bottom right, there is an orange trapezoidal shape.

## DESCRIPTIONS AND SYLLABI

## THE JEWISH WORLD IN THE MODERN ERA

PROF. ROBERT ROCKAWAY

SPRING SEMESTER 2016

[rockaway@post.tau.ac.il](mailto:rockaway@post.tau.ac.il)  
[robertrockaway@gmail.com](mailto:robertrockaway@gmail.com)

Office hours: by appointment: 204 Carter Bldg.

This course is an introductory undergraduate survey course 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. The course also includes lectures on major themes in American Jewish history.

### 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.

### Book Report:

In addition to the readings and documents, each student will be required to write a short, critical book review of no more than four pages. Each student must read one book of history dealing with a subject of the course. The book can be on any topic covered in the lectures or readings. The book chosen must contain source notes. No novels, personal memoirs, or autobiographies are acceptable. The book reports are to be turned in before the last week of class. Credits will be deducted for late reports.

The course includes two exams: an hour exam given during the fourth week, and a final exam given during the exam period. In addition, students have the option of doing a take-home exam. The take-home exam together with instructions will be handed out on the last day of class. Students who select this option have 48 hours to complete and turn in this exam. Late take-home exams will not be accepted without a valid excuse. Both final exams cover material from the lectures and readings only from the hour exam.

The final grade is based on the mid-term and final exams, the book report, 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.

### **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. HOUR EXAM**

The Jews in America, 1776-1880  
(Sachar, ch. 8)

Document: The Newport Congregation to George Washington and Washington's  
Reply (1790)

#### **5. American Jewry, 1881- 1914** (Sachar, ch. 15)

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

Document: "The Balfour Declaration" (1917)

#### **6. The Jews of Western Europe 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: Yevseksia: The Liquidation of Bourgeois Jewish Institutions (1918)

The Zionist Movement and the Yishuv between the World Wars  
(Ben-Sasson, 989-1016)

Document: The Peel Commission Report (July 1937)

8. American Jewry between the World Wars  
(Sorin, 179-193)

European Jewry on the Eve of World War II  
(Gartner, 294-318)

9. World War II and the Holocaust  
(Ben-Sasson, pp. 1017-1039)

Document: Heinrich Himmler, "A Secret Speech on the Jewish Question"  
(Oct. 8, 1943)

FILM: "America and the Holocaust"

10. Book Report Due

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)

## A HISTORY OF ANTI-SEMITISM

DR. KATHERINE ARON-BELLER

SPRING SEMESTER 2016

[Kathybeller8@gmail.com](mailto:Kathybeller8@gmail.com)

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

### **Course Outline**

#### 1. **Monday 29<sup>th</sup> February Antisemitism – the oldest hatred**

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

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

#### 2. **Wednesday 2<sup>nd</sup> March Jews as Christ Killers – the deepest accusation**

Allocation of topics for oral reports.

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](http://www.fordham.edu/halsall/source/chrysostom-jews6.html)

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

#### 3. **Monday 7<sup>th</sup> March 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](http://www.fordham.edu/halsall/source/1096jews-mainz.html)

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

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

#### 4. **Wednesday 9<sup>th</sup> March: Jews and the Devil: the beginnings of Ritual Murder**

Simon of Trent texts

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

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

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

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

#### 5. **Monday 14<sup>th</sup> March: Oral Reports (4 students)**

Take texts of 1. William of Norwich, 2. Adam of Bristol 3. Simon of Trent 4. Martin Luther and the Jews. To what extent do these texts have an agenda? What is it?

On William of Norwich

Gavin Langmuir "Thomas of Monmouth: Detector of Ritual Murder" *Speculum* 59, 4 (1984) 820-849

John McCulloh "Jewish Ritual Murder: William of Norwich, Thomas of Monmouth and the Early Dissemination of the Myth" *Speculum* 72:3 (July 1997)

On Adam of Bristol:

Robert Stacey "From Ritual Crucifixion to Host Desecration: Jews and the Body of Christ," *Jewish History* 12, 1 (1998) 11-28.

On Simon of Trent:

Ronnie Po-chia Hsia *Trent 1475, Stories of a Ritual Murder* (New Haven, 1992) Get book from library.

On Martin Luther:

Mark U. Edwards Jr. "Toward an understanding of Luther's attacks on the Jews," Philip F. Gallagher (ed.) *Christian, Jews and Other Worlds* (1988) pp. 1-19

Heiko Oberman, *The Roots of Anti-Semitism in the Age of the Renaissance and Reformation* (Philadelphia: Fortress Press, 1984) pp.95-137

#### 6. **Wednesday 16<sup>th</sup> March: Jews with pointed hats and long noses: The History of Jews in Visual Representations**

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

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

### 7. **Monday 21<sup>st</sup> March : 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. **Wednesday 23<sup>rd</sup> March 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. **Monday 28<sup>th</sup> March : 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. **Wednesday 30<sup>th</sup> March: Oral Reports (4 students)**

1. Was Karl Marx an anti-Semite?

2. How anti-Semitic was William Marr or was "anti-Semitism" just an expression he coined for intellectual purposes?

3. To what extent would you argue that Wagner's anti-Semitism is new?

4. Where is the violent response to Jews coming from in Voltaire's writings?

On Marr:

Moshe Zimmerman, *Wilhelm Marr: Patriarch of Antisemitism*. New York: Oxford University Press, 1986 (read whole book).

On Wagner:

Paul Lawrence Rose, *Wagner: Race and Revolution*, New Haven: Yale University Press, 1992. (read whole book)

On Marx:

Robert Solomon Wistrich "Karl Marx and the Jewish Question," *Soviet Jewish Affairs* 4 (1974) 53-60.

Julius Carlebach, *Karl Marx and the Radical Critique of Judaism*. (London: Routledge & Kegan Paul, 1978) 344-358.

On Voltaire:

Alfred Jules Ayer, *Voltaire* (London, 1986) (read whole book)

### 11. Monday 4<sup>th</sup> April: The Eastern Flavor: Russian and European Antisemitism

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

*Antisemitism in the Modern World* 113-44.

Bernard Malamud *The Fixer* (New York, 1966)

Mendel Beilis *Scapegoat on Trial: The Story of Mendel Beilis* (New York, 1992)

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

### 12. Wednesday 6<sup>th</sup> April: Oral Reports (4 students)

1. What makes anti-Semitism in Russia different?

2. Was the Hilsner trial an act of blatant anti-Semitism?

3. To what extent would you argue that Malamud depicts Bok as a timeless Jewish suspect standing wrongly accused before a gentile prosecutor?

4. Why is Mendel Beilis's work *Scapegoat on Trial* historically so problematic?

On Hilsner:

Michal Frankl "The background of the Hilsner case; political antisemitism and allegations of ritual murder, 1896-1900" *Judaica Bohemiae* 36 (2000) 34-118

Hillel Joseph Kieval "Death and the nation; ritual murder as political discourse in the Czech Lands" *Jewish History* 10,1 (1996) 75-91

On Beilis:

Aleksandr Semonovich Tager *The Decay of Czarism: The Beiliss Trial: A Contribution to the history of the political reaction during the last years of Russian Czarism* (Philadelphia, 1935) read whole book.

**13. Monday 11<sup>th</sup> April 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.

**14. Wednesday 13<sup>th</sup> April Oral Reports: The Dreyfus affair (4 students)**

1. Why was it a turning point?
2. Why was the trial so problematic?
3. How did it change the way the Jew was perceived?
4. To what extent was Dreyfus a scapegoat?

**15. Monday 2<sup>nd</sup> May: 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/](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

**16. Wednesday 4<sup>th</sup> May: 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.

**(NB: Paper Topic with Preliminary Bibliography and Tentative Outline to be handed in at class).**

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**17. Monday 9<sup>th</sup> May: Oral Reports (3 students)**

Henry Ford: *The International Jew* (Boring, Oregon, , 1995

1. A study of Henry Ford – what he did and how he interpreted the Protocols using specifically the text *The International Jew*. Give students my copy of the International Jew.
2. Discuss Ford's relationship with Nazism.
3. Studying the Protocols on the Internet.

Neil Baldwin, *Henry Ford and the Jews: The Mass Production of Hate*. New York: Public Affairs, 2001 (read whole book)

**18. Monday 16<sup>th</sup> May: The American Version: Antisemitism in US**

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.

**19. Wednesday 18<sup>th</sup> May: The Islamic Version: Antisemitism in the Arab World**

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

**20. Monday 23<sup>rd</sup> May: Oral Presentations (7 students)**

a) The Damascus Affair: To what extent would you argue that the Damascus Affair was a modern tale of ritual murder?

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

b) An assessment of the MEMRI material in light of Lewis and the previous course readings. Print out and present material. Work together on this as a team and present materials to us. (2 students )

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

(Read through at least two of the documents)

Discussion of contemporary issues, based on internet sites -- any student who has not already done a report will report on one of the following: (4 or 5)

c) [www.Jewwatch.com](http://www.Jewwatch.com)

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

e) [http://en.metapedia.org/wiki/Main\\_Page](http://en.metapedia.org/wiki/Main_Page)

- f) [www.stormfront.org](http://www.stormfront.org)
- g) Anti Defamation League fighting antisemitism at [www.adl.org](http://www.adl.org)

21. **Wednesday 25<sup>th</sup> May Conclusions**

#### RULES AND REGULATIONS FOR MY COURSES

1. I expect you to attend all lectures and to do the readings for each class. I take a class register at the beginning of all classes.
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, reading material and participation in Meetings (20% of grade)
2. Oral Report in class on topic chosen on first meeting in conjunction with me. To be delivered in class, (approximately 15-20 minutes depending on number of delegates). Students will not be allowed to speak longer than the amount of time designated to them, so should ensure that their report fits well into the time limit. (30% of final grade)
3. One long paper (10–12 pages) analyzing 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. (50% of final grade)

## THE JEWS AND THE PASSION, FROM THE GOSPELS TO GIBSON

### PROF. J. COHEN

SPRING SEMESTER 2016

321 Carter Bldg.; 03-6409342; [jecohen@post.tau.ac.il](mailto: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

## JEWISH EDUCATION: REALITY & VISION

### MR. MARC KAYE

SPRING SEMESTER 2016

Tuesdays, 2:00- 4:00 PM

Cell: 052-707-5208 Email: marckaye@mail.tau.ac.il

Office Hours: Tuesdays by appointment only

#### **Introduction**

This course will introduce participants to key issues in the emerging field of Jewish experiential education, with a particular focus on camping, youth movements, Israel travel, and rites of passage. We will grapple with key issues in the field, including fundamental sociological, philosophical, psychological, and religious questions that are generating debate and controversy. The program of study will include case studies, field trips, as well as experiential activities. The course will emphasize the translation of theory to practice and will allow participants to acquire tools and knowledge to become reflective practitioners as well as enabling them to attain a more rigorous and nuanced understanding of the field. The internship experience is the “laboratory” for considering these issues in the field, and is an integral part of the course.

#### **Course Objectives**

Participants will gain an overview of key achievements, challenges, and opportunities facing experiential Jewish education in North America.

Participants will be exposed to a host of different pedagogic approaches to experiential education, and will experiment with them in order to weigh their relevance and effectiveness.

Participants will acquire a language and be exposed to approaches and ideas that will enable them to approach educational challenges in a sophisticated and nuanced way.

Participants will analyze case studies in Jewish education and suggest creative and realistic ways to address these issues.

#### **Course Requirements**

55% - **Final written paper** that addresses one of the topics discussed in the course and demonstrates a sophisticated understanding of the issue's complexity. The format of the project is flexible and students will be encouraged to pursue an area that engages them in a meaningful way.

20% - **Internship experience**. 10% attendance and 10% for a short paper assessing the internship in terms of the ideas and issues raised in the course.

15% - **Oral Presentation** (10 minutes) of a planned educational program based on one of the topics from the course, making reference to at least one of the articles read

10% - **Contribution** to course discussions (based on the assigned readings)

#### **Course Syllabus**

##### **1. Introduction to the Course.**

##### **Foundational Midrashic Folk Tales on Jewish Education – Their Implications for Today**

A. Resnick, D. (2006) “What Could be Better Than This? Conflicting Visions of the Good Life in Traditional Education” *Journal of Philosophy of Education*, 40(3), 329-344.

B. Resnick, D. (1998) "Hillel and the Hothouse: An Enduring Dilemma of Jewish Education" in *Judaism & Education: Essays in Honor of Walter Ackerman*, Ben-Gurion University Press. 97-108

### **Being a participant-observer in the internship**

C. Lawrence-Lightfoot, Sara and Hoffman Davis, Jessica. *The Art and Science of Portraiture* (San Francisco: Josey Bass, 1997)

## **2. What is Experiential Education anyway? And what does it have to do with North American Jewry?**

A. Barry Chazan, "A Philosophy of Informal Jewish Education",

[http://infed.org/informaljewisheducation/informal\\_jewish\\_education.htm](http://infed.org/informaljewisheducation/informal_jewish_education.htm)

B. Libenson, D (2012) "Jewish Education for a Time of Wandering" in *ejewishphilanthropy.com*

<http://ejewishphilanthropy.com/jewish-education-for-a-time-of-wandering/>

C. Joseph Reimer, "Beyond More Jews Doing Jewish: Clarifying the Goals of Informal Jewish Education", *Journal of Jewish Education*, 75 (2007), 5-23

## **3. The Impact of the Educator as a Role Model: Power for the Good and the Bad**

A. Rose, D. "Uncovering New Paradigms of Role Modeling: The Case of Aliyah", Unpublished doctoral thesis (Hebrew University, 2010)

B. Fox, Seymour and R. Novick. *Visioning Jewish Education at Camp Ramah*, 2003

C. Karcher, M.J. "Cross-Age Peer-Mentoring", in *Handbook of Youth Mentoring*, 2005

## **4. Jewish Camping and Experiential Education: How and Why it Works**

A. Cohen, Steven M. et al "Camp Works: The Long-term impact of Jewish Overnight Camp",

[http://www.jewishcamp.org/static/website/uploads/Camp\\_Works\\_for\\_Web.pdf](http://www.jewishcamp.org/static/website/uploads/Camp_Works_for_Web.pdf)

B. Cohen, Steven M. and Judith Veinstein. "Jewish Campers: A Study of the Midwestern Market", Foundation for Jewish Camp, 2010

[http://www.jewishcamp.org/static/website/uploads/Midwest\\_Research\\_Report\\_FINAL.pdf](http://www.jewishcamp.org/static/website/uploads/Midwest_Research_Report_FINAL.pdf)

C. Amy Sales and Leonard Saxe, *How Goodly are thy Tents: Summer Camps as Jewish Socializing Experiences* (Hanover, MA: Brandeis University Press, 2004), 55-75

D. Reimer, Joseph, "Providing Optimal Jewish Experiences: The Case of Camp Ramah in Wisconsin" *Journal of Jewish Education*, 78:2 (2010)

## **5. The Birthright Experience as a Model for Educational Travel**

A. Saxe, Leonard. "Generation Birthright Israel"

<http://www.brandeis.edu/cmjs/pdfs/Taglit.GBI.10.22.09.final.pdf> (Executive Summary pages 1-5)

B. Saxe, Leonard et al. "Intermarriage: The Impact and Lessons of Taglit-Birthright Israel". *Contemporary Jewry*, vol. 31, #2, 2011, pp.151-172

C. Heilman, Samuel C., "From T-Shirts to Peak Experiences: Teens, The Israel Trip and Jewish Identity" in Y. Rich and M. Rosenak (eds.), *Abiding Challenges: Research Perspectives on Jewish Education* (London and Tel Aviv: Freund Publishing), 231-250

D. Gil Troy, "Birthright Israel-- Why I Was Wrong",

<http://www.giltroy.com/zionismdisrael/BirthrightIsraelwhyIwaswrong.htm>

## **6. Using the Field Site as an Educational Resource**

A. Comins, Michael. "It's Only Natural: The Powerful Connection of Jewish Spirituality in the Great Outdoors," May 27, 2011

<http://ejewishphilanthropy.com/it-s-only-natural-the-powerful-connection-of-jewish-spirituality-in-the-great-outdoors/>

B. Reimer, Joseph and Bryfman, David. "What We Know About Jewish Experiential Jewish Education" 2008

[http://www.jesna.org/document-manager/doc\\_download/506-what-weknow-about-experiential-jewish-education](http://www.jesna.org/document-manager/doc_download/506-what-weknow-about-experiential-jewish-education)

## **7. Teaching Israel in America**

A. Cohen, Steven M. and Ari Y. Kelman, Beyond Distancing: Young Adult Jews and their Alienation from Israel, 2007, available online at

<http://www.acbp.net/About/PDF/Beyond%20Distancing.pdf>

B. Pomson, Alex and Howard Deitcher, "Much Ado About Something", *Yedion*, 2008, available online at:

<http://www.ravsak.org/news/195/126/Much-Ado-About-SomethingClarifying-Goals-and-Methods-of-Israel-Education/d,HaYidion/>

C. Pomson, Alex and Howard Deitcher, "Day School Israel Education in the Age of Birthright", *Journal of Jewish Education*, 76:1 (2010)

D. David Resnick, "Teaching Israel: What Do We Believe?", January 2003

## **8. Experiential Education in the Jewish Day School**

A. Marvin Schick, "A Census of Jewish Day Schools in the United States 2008-2009", (New York: Avi Chai Foundation, 2005),

<http://www.avi-chai.org/census.pdf>

B. Jack Wertheimer, "Who's Afraid of the Jewish Day Schools?", *Commentary* (December 1999), 108, 49-54

C. Carol Ingall, *Down the Up Staircase: Tales of Teaching in Jewish Schools* (New York, JTS Press, 2006), Conclusion, 105-121

D. David Resnick, "What if Formal Education is Really Informal?" *Agenda: Jewish Education*, Issue 3 (Fall 1993), 9-14

E. Baker, M. and Shimshak, B. "What Schools Can Learn From Camps", *Hayidion*, Winter 2011 Pages 12-15

<http://www.ravsak.org/news/514/172/Deepening-the-ConversationAbout-What-Schools-Can-Learn-From-Camps/d,HaYidion>

## **9. The Power of Ritual in Experiential Education: Shabbat and Pesach Seder Case Studies**

A. Heschel, Abraham Joshua. *The Sabbath*, pp. 12-24

B. Rose, D, "The Passover Seder as a Paradigm for Informal Jewish Education",

[http://www.infed.org/informaljewisheducation/passover\\_seder\\_service.htm](http://www.infed.org/informaljewisheducation/passover_seder_service.htm)

## **10. Technology and Experiential Education**

A. Pittinsky, Tzvi, "The Rationale for Educational Technology for General and Jewish Studies", *Hayidion* Spring 2010

<http://www.ravsak.org/news/313/139/The-Rationale-for-EducationalTechnology-for-General-and-Jewish-Studies/d,HaYidion>

B. Feldman, Esther. "Video Conferencing", *Hayidion* Spring 2010

<http://www.ravsak.org/news/325/139/Video-Conferencing/d,HaYidion>

C. Mendelsohn Aviv, D. "We Must Be Bold: Jewish Learning and the Challenge of Social Media", *Hayidion* Spring 2010

<http://www.ravsak.org/news/311/139/WeMust-Be-Bold-Jewish-Learning-and-the-Challenge-of-Social-Media/d,HaYidion>

D. "The Flipped Classroom in Jewish Studies"

<http://techrav.blogspot.co.il/2012/06/flipped-classroom-in-jewish-studies-by.html>

### **11. Rites of Passage as Experiential Adult Jewish Education**

A. Schuster, Diane Tickton, "Jewish Lives, Jewish Learning: Adult Jewish Learning in Theory and Practice,"

B. Grant, Lisa. "Finding her Right Place in the Synagogue: The Rite of Adult Bat Mitzvah", in Prell, Riv Ellen (ed) *Women Remaking American Jewry*, 2007

## CONTEMPORARY JEWISH ISSUES

### DR. MOSHE GRESSER

SPRING SEMESTER 2016

#### **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 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 **Reader for Contemporary Jewish Issues**, available online on the course Moodle site. Occasional handouts.

#### **Grading System:**

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

In order to facilitate a non-distracting and intellectually productive learning environment, cell phones, texting, Ipods, laptops, PDAs, and their accompanying earpieces are NOT allowed during class.

2) **Jewish Issue paper with a partner (4-5 pages):** 20% (Email submission not accepted. You must turn in a paper copy to receive credit.)

3) **Midterm Exam:** 35% [based on both readings and class discussion]

4) **Cumulative Final Paper (8-10 pages):** 35%

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** – Thurs. Feb. 25 - 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** – Tues. Mar 1 - 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?

**Class 3** – Thurs. Mar 3 – 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** – Tues. Mar. 8 - 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** – Thurs. Mar. 10 - 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** – Tues. Mar. 15 - 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** – Thurs. Mar. 17 - 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** – Tues. Mar 22 - Antisemitism, Anti-Judaism, Anti-Zionism: Why hate Jews? Five stages in the development of Jew-Hatred.

**Thursday, March 24<sup>th</sup> – PURIM – NO CLASS**

**Sixth Week**

**Class 9** – Tues. Mar 29 - Christianity, Jew-Hatred and Antisemitism.

**Class 10** – Thurs. Mar 31 - 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** – Tuesday, April 5<sup>th</sup> - **MIDTERM EXAM (35%)** \*\*

**Class 12** – Thurs. Apr 7 - 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 Apr 12 - 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?

**Class 14** – Thurs. Apr 14 - Issues in Jewish Dating 1: Modesty (tsniut) and Jewish dress. What do our clothes say about how we see ourselves and how we see others? What do we want them to say? Gender Display and Power.

**Passover Vacation – April 17-30, 2016**

**Ninth Week:**

**Class 15** – Tues. May 3 – Tniut 2: Covering one's hair and sexiness as a way of feeling good about oneself (social conditioning and self-esteem; the naked body as artistic expression (Steven Tunick)

**Class 16** – Thurs. May 5 – Jewish Dating and Non-Marital sex: Issues in Jewish Dating 2: Touching (negi'ah) and not touching. Is this a relevant issue today? Sex and the single Jew. Does virginity have any value to Jews today?

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

**Tenth Week:**

**Class 17** – Tues. May 10 - 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?

**Thursday, May 12<sup>th</sup> – Yom HaAtzmaut – NO CLASS**

### **Eleventh Week:**

**Class 18** – Tues. May 17 – Judaism and Sexuality; Premarital sex. Jewish Marital Sexuality and Family Purity Laws. What is the goal of sex in Judaism? Should a Jewish marriage include the Jewish way in love and sex? Hooking up with friends: Why not?

**Class 19** – Thurs. May 19 - 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. May 24 – Open topic

**Class 21** – Thurs. May 26 - Summing Up and Looking Back. What's this all about? Does it matter?

**\*\*Cumulative Final Paper (35%) – Due Thursday, 2 June 2016**

### **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 Inter-marriage: 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

SPRING SEMESTER 2016

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.

### Course Requirements

- Full attendance in class. (10%).
- Preparation of class readings and participation in class discussion. (15%).
- Mid-term exam (15%).
- Final exam (60%).

### 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.

Chrisopher Brwoning "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.

Yarael 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**

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.

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

SPRING SEMESTER 2016

**PAUL LIPTZ**

Mondays 12.15-13.45  
2120.1005.03

**Spring 2016**

Wednesdays 12.15-13.45

### **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: April 4 = 20%

Simulation Game [Class oral presentation] May 2 & 4 = 20%

Simulation Game [Written Paper] May 16 = 30%

Final Take Home Exam: handed out on May 25:

Responses emailed by 20.00 (8.00pm)

on Sun May 29. = 25%

Class Participation = 5%

**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).** Feb 29 & March 2, 2016.

**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) Mar 7. 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) Mar 9. **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) Mar 14. **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) Mar 16. **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 19<sup>th</sup> 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) Mar 21. 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) Mar 23. 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) Mar 28 & Mar 30. 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) Apr 4. MID-TERM EXAM**

**12) Apr 6. THE FIFTH ALIYAH: 1933-1939 THE RISE OF NATIONAL SOCIALISM AND THE CONSEQUENCES.**

Cohen, Palestine to Israel. pp 139-157.

Gorny pp 91-105.

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

(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) Apr 11. 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.

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) Apr 13. 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) May 2 & May 4. SIMULATION GAME.** Each student will be required to choose one character related to the course as part of an interactive regional conference

**17) & 18) May 9 & May 16. 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) May 18 & May 23. 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.

\* 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) May 25. THE EARLY YEARS: 1949-1952.** What concepts and values were included or rejected in

the early Statehood period?

**FINAL EXAMINATION: handed out Wed May 25. Responses to be emailed by 20.00 [8.00pm] on Sunday May 29.**

#### 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: April 4, 2016: 20%** A written closed-book exam in class based on all the required readings up to and including topic 10 as well as information from the lectures.
2. **Simulation Game: Oral Presentations: May 2 & May 4. 20%.** 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.
3. **Simulation Game: Written Paper: To handed in by Mon May 16. 30%** [either by internet or hard copy]. 3000-4000 words, *largely* based on the Oral Presentations. At least 5 different sources should be quoted in the endnotes/footnotes. A bibliography must be included.
4. **Final Take Home Exam: handed out on Wed May 25: 25%.** Responses to be e-mailed by **20.00 (8.00pm) on Sunday May 29.** The take-home exam is based on all the semester's material.
5. **Class Participation: 5%.** Both attendance and involvement in discussions.

*You are encouraged to set up individual appointments.*

*I am usually free on Mondays between 11.00-12.00 and 14.00-15.00  
or Wednesdays 11.00-12.00 and 14.00-15.00*

[Pliptz@gmail.com](mailto:Pliptz@gmail.com) 050-565-1770

## ISRAELI POLITICS

### DR. EVGENI KLAUBER

**SPRING SEMESTER 2016**

OFFICE HOURS: Tuesdays 11:00-12:00 and by appointment  
ROOM: N/A  
OFFICE: Naftali, Room 531  
E-MAIL: [klaubere@post.tau.ac.il](mailto:klaubere@post.tau.ac.il)

#### Course Description:

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

#### Course Objectives:

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

#### Texts and Readings:

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

### Course Requirements:

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

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

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

Finally, a long paper (15%), (approximately 4-6 double-spaced pages). You will be asked to write an analytical report on some important issue of the Israeli politics. The topic of the paper will cover issues, or key relationships between concepts of Israeli politics and society that interest you. This assignment will count as 15% of the course grade. Further instructions about the organization and format of the paper will be announced in a timely manner through the Virtual TAU website. All assignments must be printed out (not e-mailed) and submitted to me before the lectures or to my mailbox in Naftali building, fifth floor.

### Grading Summary:

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

### 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:<sup>1</sup>

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

#### *Required reading:*

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

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<sup>1</sup> 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.

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

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

*Required reading:*

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

*Recommended reading:*

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

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

*Required reading:*

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

*Recommended reading:*

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

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

*Required reading:*

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

*Recommended reading:*

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

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

*Required reading:*

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

*Recommended reading:*

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

6. Israel in the International Arena

*Required reading:*

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

- Gilpin, R. (1981). *War and Change in World Politics*. Cambridge: Cambridge University Press, pp. 1-8.

*Recommended reading:*

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

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

*Required reading:*

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

*Recommended reading:*

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

8. Immigration, Political Culture and Israel's Society

*Required reading:*

- Arian, A. (1989). *Politics in Israel: the Second Generation*, Chaham House, N.J., 1989, Chapter 1, pp. 1-29.
- Goldstein, K. & Gitelman, Z. (2003) "From 'Russians' to Israelis?" in Arian, A. & Shamir, M. (eds.), *The Elections in Israel – 2003*, Transaction, New Brunswick (US) & London (UK), pp. 245-260.
- Hacoheh, 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.
- Smooha, S. (1990). Minority Status in an Ethnic Democracy: The Status of the Arab Minority in Israel. *Ethnic and Racial Studies*, 13, 3, pp. 389-413.
- Peled, Y. (1992). Ethnic Democracy and the Legal Construction of Citizenship: Arab Citizens of the Jewish State. *The American Political Science Review*, 86, 2, pp. 432-443.

#### 16. State and Religion: Judaism in the Jewish State

*Required reading:*

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

#### 17. The Socio-Economic Cleavage in Israel

*Required reading:*

- Almog, O. (2002). "Shifting the Centre from Nation to Individual and Universe: The New 'Democratic Faith' of Israel", in E. Karsh (ed.) *Israel: The First Hundred Years*, Frank Cass Publishers, London, pp. 31-42.
- Bernstein, D., & Swirski, S. (1982). The Rapid Economic Development of Israel and the Emergence of the Ethnic Division of Labour. *British Journal of Sociology*, 33, 1, pp. 64-85.
- Seliktar, O. (2000). "The Changing Political Economy of Israel: From Agricultural Pioneers to the "Silicon Valley" of the Middle East", in Robert O. Freedman (ed.) *Israel: First Fifty Years*, Florida University Press, Gainesville, pp.197-218.

- Zilberfarb, B. (2005). From Socialism to Free Market - The Israeli Economy, 1948-2003. *Israel Affairs*, 11, 1, pp. 12-22.
- Hermann, T. (2003). Do They Have a Chance? Protest and Political Structure of Opportunities in Israel. *Israel Studies*, 1, 1, pp. 144-170.

#### 18. Gender Issues in the Israeli Politics

*Required reading:*

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

#### 19. The Future of Israel as a Jewish State.

*Required reading:*

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

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

DR. MARTIN J. WEIN

SPRING SEMESTER 2016

[www.mjwein.net](http://www.mjwein.net)

[martinjwein@yahoo.com](mailto:martinjwein@yahoo.com)

Office hours: 4-7:30 pm (note variations of schedule on tour dates)

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
- one obligatory tour participation, 20 points
- a 10 full pages double spaced **final paper (due by e-mail by May 10, 2016)**, 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  
School for Overseas Students  
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/malvad.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***)

1. (*transitive or intransitive*) To use, and pass off as one's own, someone else's writing/speech.

Good luck!!!

**1. Session, March 1, Introduction**

Course Overview and Syllabus

Slide Show Focusing in on Tel Aviv-Jaffa

Reading Presentations and Walking Tours Distribution and Sign Up

**2. Session, March 8, Campus**

Campus Tour Slide Show

Mini Walking Tour on Campus

Map Exercise

Reading Presentations

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

- Dolev, Diana, "Shaping a Modernist University Campus." *Docomomo* 40, 3/2009, 52-56 [scroll and find under "All Other Texts" on course website in "Student Forum"].
- 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.[scroll and find under "All Other Texts" on course website in "Student Forum"].

- “TAU History: The Making of a University.” Available from: [https://english.tau.ac.il/tau\\_history](https://english.tau.ac.il/tau_history)
- Zokhrot, “Sheikh Munis.” Available from: <http://www.zochrot.org/en/village/49480>
- LeBor, Adam. *City of Oranges*. New York and London: W. W. Norton, 2006, 112-34.

### **3. Session, March 15, 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, March 22, 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](http://whc.unesco.org/archive/advisory_body_evaluation/1096.pdf)
- Ziesling, Yael. "Bauhaus Architecture." *Jewish Virtual Library*, 2000. Available from: [http://www.jewishvirtuallibrary.org/jsource/Society\\_&\\_Culture/Architecture/Bauhaus.html](http://www.jewishvirtuallibrary.org/jsource/Society_&_Culture/Architecture/Bauhaus.html)
- Rotbard, Sharon. *White City – Black City, Architecture and War in Tel Aviv-Jaffa*. London: Pluto Press, 2014, reviews and discussion: <http://whitecityblackcity.blogspot.co.il/>

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.

## March 22 and April 5: NO CLASSES

### 6. Session, SUNDAY April 10, 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, April 12, Tour 2****Walking the Hyphen, 4:30-8:30 pm****Excursion: meeting on Dizengoff Square**

Finish in Old Jaffa

**PASSOVER BREAK****8. Session, May 3, South Tel Aviv and Jaffa**

## Slide Show

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

## Reading Presentations

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

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

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

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

### **9. Session, May 10, Tour 3**

**Walking Jaffa Road, 4:30pm – 8:30pm**

**Excursion: meeting on Clock Tower Square, Jaffa**

Finish at Old Central Bus Station

### **10. Session, May 17, 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.

### **11. Session, May 24, Guest Lecture**

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## INTRODUCTION TO THE RELIGION OF ISLAM

DR. A.VRAHAM HAKIM

**SPRING SEMESTER 2016**

This course consists of a series of lectures and readings into various aspects of the classical Islamic religion from its earliest period. The purpose of the course is to provide the student detailed knowledge, from the Muslim point of view, on the foundations of the faith of more than one billion and two hundred and fifty million believers around the world. It is an eleven week course, two lectures a week, each of ninety minutes.

The student is required to read and comprehend articles and modern researches dealing with the various topics of Islam. Each student is required to write a research paper on a topic based on provided bibliography (50 %), and to pass a final exam (50 %).

Following is a proposed schedule for the various lectures:

### Week 1

Introduction: The various approaches of the modern research on Islam.

The meaning of the term Islam.

The Arabic alphabet, its vocalization and transliteration.

### Week 2

The Qur'ān, the Word of God

The exegesis of the Holy book.

### Week 3

The Islamic Tradition.

The canonical compilations.

The Sunna.

### Week 4

The biography of the Messenger of God.

The biblical prophets.

Biographies of the founding fathers of Islam.

### Week 5

The five pillars of Islam.

### Week 6

History and historiography.

Muslim historiography: the rightly guided caliphs.

### Week 7

Muslim Historiography:  
Umayyads and Abbasides.

### Week 8

The Islamic Law.  
The four legal schools.

### Week 9

Heresiography: Sects in Islam.

### Week 10

Ethics: *Zuhd* and Sufism.

### Week 11

Trends in Modern Islam  
The advent of Fundamentalism

### **Reading List**

- Joseph Henninger. Pre-Islamic Bedouin Religion. in Studies on Islam. Ch 1. pp 1-21 .
- S. P. Brock. Syriac Views of Emergent Islam. pp 9-21 and 199-203 .
- Bell. Introduction. in G.H.A. Juynboll. Studies on the First Century of Islamic Society .
- Goldziher. Hadith and Suna. On The Development of the Hadith. pp 17-39 .
- Mihael Cook. The Koran as Codex. in The Koran. pp 51-76 .
- Madelung. Succession. Uthman- The Vicegerent of God and the Reign of Abd Shams. pp 78-140 .
- G. R. Hawting. The Origins of the Muslim Sanctuary at Mecca. pp 23-47 and 202-211 .
- I.K.A. Howard. The Development of the Adhan and Iqama of The Salat in Early Islam. pp 219-228. and Goldziher. Theology. The Sects. Pp 167-229 .
- Jafri. The Re-emergence of the Alid Party. Origins. pp 80-98 .
- Jafri. The Martyrdom of Husayn. pp 174-223 .
- Farhad Daftary. The Earliest Ismailis. in Kohlberg. Shiism. pp 235-276 .

- Stern. Ismailism. Ch 4 - Cairo as the Centre of the Ismaili Movement. pp 234-253 .
- Stern. Ismailism. Ch 6 - Ismailis and Qarmatians. pp 289-298 .
- Goldziher. Theology. Asceticism and Sufism. pp 116-164 .
- The Sects
- Taqiyya in Shii Theology and Religion
- D. Z. H. Baneth. What did Muhammad Mean When he Called his Religion Islam. The Original Meaning of Aslama
- Bell. Introduction. in G.H.A. Juynboll. Studies on the First Century of Islamic Society. The External Form of the Qur'an. pp 56-87
- Bell. Introduction. in G.H.A. Juynboll. Studies on the First Century of Islamic Society. The Doctrines of the Qur'an. pp 148-175
- Madelung. Succession. Abu Bakr - The Successor of the Messenger of God and the Caliphate of Quraysh. pp 28-56
- Douglas Karim Crow. The Death of Al-Husayn B. Ali and Early Shii Views of the Imamate. in Kohlberc. Shiism. pp 41-80
- S. A. Arjomand. The Crisis of the Imamate and the Institution of Acculturation in Twelver Shiism - a Sociohistorical Perspective. pp 109-133. (Kolberg. Shiism.)
- Uri Rubin Morning and Evening Prayers In Early Islam.

## HISTORY OF THE MIDDLE EAST IN THE MODERN PERIOD

DR. BRANDON FRIEDMAN

SPRING SEMESTER 2016

### **Course Description:**

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

### **Grading:**

Class preparation, attendance and participation – 25%

Midterm essay – 25%

Final Exam – 50%

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

Dror Ze'evi, "Back to Napoleon? Thoughts on the Beginning of the Modern Era in the Middle East," *Mediterranean Historical Review*, Vol. 19, No. 1(2004): 73-94.

Albert Hourani, *A History of the Arab Peoples* (Cambridge, MA, 1991), 265-298.

Albert Hourani, "Ottoman Reform and the Politics of Notables," in *The Modern Middle East: A Reader* (University of California Press, 1993) 83-109.

Bernard Lewis, *The Emergence of Modern Turkey* (Oxford University Press, second edition, 1964), 80-128.

### **2. *The Middle East after World War I and Reforms towards Modernization***

Roger Owen, *State, Power and Politics in the Making of the Modern Middle East*, 1-26.

Touraj Atabaki, Erik J. Zurcher, *Men of Order: Authoritarian Modernization Under Atatürk and Reza Shah* (I.B. Tauris, 2004), 1-44.

Bernard Lewis, *The Emergence of Modern Turkey*, 240-293.

### **3. Middle Eastern Modernity and Islamic Responses to European Penetration**

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

Richard Paul Mitchell, *The Society of the Muslim Brothers* (Oxford University Press) 209-259.

Bernard Lewis, "The Idea of Freedom in Modern Islamic Political Thought," in his *Islam in History* (Chicago, 1993), pp. 323-336.

### **4. The Emergence of Nationalism**

Benedict Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism* (Verso, 1983) 1-46.

Albert Hourani, *Arabic Thought in the Liberal Age, 1789 – 1939*, 193-323.

Ernest Dawn, "From Ottomanism to Arabism: The Origin of an Ideology," *The Review of Politics*, Vol. 23, 3 (1961): 378-400.

Mark Juergensmeyer. "The New Religious State," *Comparative Politics*, Vol. 27, No. 4, (1995): 379-391.

Meir Litvak, *Palestinian Collective Memory and National Identity* (Palgrave Macmillan, 2009) 1-39.

### **5. The New States**

William L. Cleveland, *A History of the Modern Middle East* (Westview Press, 2000, 2nd edition), pp. 169-232.

Nikkie Keddie, "Is there a Middle East?" *International Journal of Middle Eastern Studies* 4, No. 3 (1973): pp. 255-271.

Elie Podeh, "The emergence of the Arab state system reconsidered," *Diplomacy & Statecraft* 9, No. 3 (1998): 50-82.

Ami Ayalon, "Malik in Modern Middle East Titulature," *Die Welt des Islams* 23/24 (1984): 304-319.

### **6. Revolution and Tradition**

William L. Cleveland, *A History of the Modern Middle East* (Westview Press, 2000, 2nd edition), pp. 265-335

Leonard Binder, "Nasserism: The Protest Movement in the Middle East," in *The Ideological Revolution in the Middle East* (John Wiley & Sons, Inc., 1964), pp. 198-229.

Lisa Anderson, "Absolutism and the Resiliency of Monarchy in the Middle East," *Political Science Quarterly* 106, No. 1 (1991): 1-15.

### **7. Inter-Arab Relations**

Adeed Dawisha, *Arab Nationalism in the Twentieth Century: From Triumph to Despair* (Princeton University Press, 2002), Chapters 4-7.

### **8. The Consolidation of the Territorial States**

Adeed Dawisha, *Arab Nationalism in the Twentieth Century: From Triumph to Despair* (Princeton University Press, 2002), Chapters 4-7.

Maridi Nahas, "State-Systems and Revolutionary Challenges: Nasser, Khomeini, and the Middle East," *International Journal of Middle Eastern Studies* 17, No. 4 (1985): pp. 507-527.

Hisham Sharabi, *Neopatriarchy: A Theory of Distorted Change in Arab Society* (Oxford University Press, 1988).

### **9. Political Islam**

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

Thomas Heghammer, "Jihadi-Salafis or Revolutionaries?," in *Global Salafism: Islam's New Religious Movement* (C. Hurst & Co., 2009), ed. by Roel Meijer, pp.244-266.

### **10. The 2011 Arab Uprisings**

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

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

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

SPRING SEMESTER 2016

[benedettabe@gmail.com](mailto:benedettabe@gmail.com)

OFFICE HOURS BY APPOINTMENT.

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.**

Key Dates to Keep in Mind:

**March 23rd:** Deadline to submit 1) group members; 2) chosen case-study;

**May 23th, May 30th:** Class presentations;

**June 2nd:** Final paper due.

**PART I: FRAMEWORK, ACTORS**

**CLASS1**

29/2

SETTING THE STAGE: INTRODUCTION TO CIVIL RESISTANCE

*No required reading*

[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.]

## CLASS2

07/03

### 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).

### **CLASS3**

14/03

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).

**CLASS4**

21/3

***‘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**

28/03

### 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**

#### **CLASS6**

04/04

#### **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).

## CLASS7

11/4

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*.

## CLASS8

02/05

### 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**

09/05

## 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

16/05

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 :**

**23/05**

### **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. TOBY GREENE

SPRING SEMESTER 2016

Office Hours: Monday afternoons, 2pm-3.30pm, 3.45pm-5.15pm.

The on-going clash between Jewish and Palestinian-Arab national movements in the area known as Palestine under the British mandate ending in 1948, is a source of global political fascination and intrigue. It is considered to many to be intractable. But what are its causes, and can it in fact be resolved? This course charts the history of the conflict from the rise of political Zionism and Palestinian-Arab nationalism to the present day. It will provide the student with knowledge and understanding of the causes for the dispute, key historical events that define the conflict, and the factors – domestic and international – which continue to fuel it. It will include an examination of attempts to resolve the conflict and the factors shaping peace-making efforts to the present day.

### Assessment:

- Class attendance: 15%
- Midterm test: 30%
- Final essay: 55% (Final term papers due: 2/6/2016)

### Recommended Texts:

- Mark Tessler, *A History of the Israeli-Palestinian Conflict* (Bloomington: Indiana University Press, 1994)
- Benny Morris, *Righteous Victims: A History of the Zionist-Arab Conflict, 1881-2001*, (New York: Vintage Books, 2001)
- Dennis Ross, *The Missing Peace: The Inside Story of the Fight for Middle East Peace* (New York: Farrar, Straus and Giroux, 2005)

### 29/2/2016

1. General Introduction
2. The rise of Jewish nationalism and the Zionist movement
  - Benny Morris, *Righteous Victims: A History of the Zionist-Arab Conflict, 1881-2001*, (New York: Vintage Books, 2001), 14-26.

### 7/3/2016

3. Arab and Palestinian nationalism
  - Rashid Khalidi, *Palestinian Identity, The Construction of Palestinian National Consciousness* (New York: Columbia University Press, 1997), p. 145-177.

4. The First World War, British promises and the Balfour Declaration

- Avi Shlaim, 'The Balfour Declaration and Its Consequences,' in W. R. Louis ed, *More Adventures with Britannia: Personalities, Politics and Culture in Britain* (London: IB Tauris 2005) Available here:  
<http://users.ox.ac.uk/~ssfc0005/The%20Balfour%20Declaration%20and%20its%20consequences.html>

**14/3/2016**

5. The British Mandate period

- Tessler (1994): 233-246 (Cycles of Violence Prior to World War II)
- Document: The Peel Commission Report: p. 370-376. Available here:  
<http://unispal.un.org/pdfs/Cmd5479.pdf>

6. Shoah, the first Arab-Israeli war and Palestinian refugees

- Avi Shlaim, The Debate About 1948, *International Journal of Middle East Studies*, 27:3, 1995, 287-304.
- Document: Israel's Declaration of Independence. Available here:  
<http://www.mfa.gov.il/mfa/foreignpolicy/peace/guide/pages/declaration%20of%20establishment%20of%20state%20of%20israel.aspx>

**21/3/2016**

7. The legacy of the Six Day War: occupation, land for peace, and settlement

- Tessler (1994): 407-422 ('Obstacles to a settlement' and 'UN Resolution 242')
- Document: UNSC Resolution 242, available here:  
<http://unispal.un.org/unispal.nsf/0/7D35E1F729DF491C85256EE700686136>

8. The development of the PLO up to the First Lebanon War

- Baruch Kimmerling and Joel S. Migdal, *The Palestinian People: A History* (Harvard University Press, 2003), Chapter 9.

**28/3/2016**

9. Film and discussion: The Gatekeepers (Dror Moreh, 2013)

**4/4/2016**

10. First Intifada and arrival of Hamas

- Morris (2001); Chapter 12, 561-610.
- Document: Hamas Charter - M. Maqdsi, 'Charter of the Islamic Resistance Movement (Hamas) of Palestine,' *Journal of Palestine Studies* 22, no. 4 (1993).

- Document: Palestinian Declaration of Independence (1988). Available here (Annex III) <http://unispal.un.org/UNISPAL.NSF/0/6EB54A389E2DA6C6852560DE0070E392>

11. How to write your final paper

**10/4/2016:** FIELD TRIP TO KEY STRATEGIC POINTS ON THE GREEN LINE (TBC)

**11/4/2016:** MID TERM TEST – MULTIPLE CHOICE (1 hour)

**18 April: Pesach**

**25 April: Pesach**

**2/5/2016**

12. The Israeli-Palestinian peace process, Madrid to Clinton Parameters (Part 1)

- Itamar Rabinovich: (Princeton: Princeton University Press, 2004) 38-180.

13. The Israeli-Palestinian peace process, Madrid to Clinton Parameters (Part 2)

**9/5/2016**

14. The Second Intifada

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

15. 9/11, the Clash of Civilizations, and shifting global attitudes to the Israeli-Palestinian question

- Toby Greene, *Blair, Labour and Palestine: Conflicting Views on Middle East Peace After 9/11* (New York: Bloomsbury, 2013) 73-94.

**16/5/2016**

16. Disengagements, rocket wars and their impact on 'land for peace'

- Jonathan Rynhold and Dov Waxman, 'Ideological change and Israel's disengagement from Gaza', *Political Science Quarterly*, Vol. 123. No. 1 (2008). Available here: [http://v-www.baruch.cuny.edu/wsas/academics/political\\_science/documents/IdeologicalChangeandIsrael.pdf](http://v-www.baruch.cuny.edu/wsas/academics/political_science/documents/IdeologicalChangeandIsrael.pdf)

17. Lessons of the Annapolis Process (examining the Palestine Papers)

All documents in Clayton Swisher, *The Palestine Papers: The End of the Road?* (Hesperus, 2011)

- Document 1: *Meeting Minute on Borders, 8 April 2008*, p. 133-138
- Document 2: *Meeting Minute on Borders, 4 May 2008*, p. 139-150.
- Document 3: *Summary of Olmert's Package Offer*, p. 211.

**23/5/2016**

18. Current trends in local and global discourse on the Israeli-Palestinian issue

Asher Susser, *Israel, Jordan and Palestine: The Two-State Imperative*, (Brandeis University Press, 2011), p. 114-170.

19. Recap and conclusion

## ART AND IMMIGRATION IN ISRAEL IN THE 20TH AND 21ST CENTURIES

DR. RIVKA SHUSTERMAN

SPRING SEMESTER 2016

Immigration is a central aspect of Israeli history, society and culture. In this course we will discuss the relationship between Israeli art and immigration in the 20<sup>th</sup> -21<sup>st</sup> centuries. Among other subjects, we will examine the major role of Zionism in establishing Israeli art in the early 20<sup>th</sup> century and ask in what way do the ideas of Zionism, Diaspora and immigration interact in the biographies and art produced by Israeli artists. We will discuss the influence of the styles brought by generations of immigrant artists on Israeli art and how were the new immigrant artists welcomed by the establishment. We will study the influence –if at all- of local art, culture and Ideology on new arrivals. Employing Aesthetic, Post Colonial and Identity theories we will also enquire into the image of the exile and refugee in Israeli Art.

In this course we will refer to (among others), works of art situated on TAU Campus.

**Requirements:** 85% attendance, assigned readings, active participation in class discussion, class presentation, mid –term test and final paper.

**Grade:** Class participation and presentation -20%, mid-term test- 20%, final paper 60%.

### **Subjects:**

Introduction and terminology

Immigration and culture in Israel

M Regev, E Seroussi

Popular music and national culture in Israel

- 2004 - books.google.com

[https://books.google.co.il/books?hl=en&lr=&id=kAxLAn6sOb4C&oi=fnd&pg=PR7&dq=+immigration+and+circulation+of+culture+in+israel&ots=wkKkncgzBf&sig=fY6lkD0lnkM0w17o5yiq3u8MGZQ&redir\\_esc=y#v=onepage&q&f=false](https://books.google.co.il/books?hl=en&lr=&id=kAxLAn6sOb4C&oi=fnd&pg=PR7&dq=+immigration+and+circulation+of+culture+in+israel&ots=wkKkncgzBf&sig=fY6lkD0lnkM0w17o5yiq3u8MGZQ&redir_esc=y#v=onepage&q&f=false)

(Pages will be assigned in class)

Bezlel School of Arts and Crafts

The 1920's-The immigrant, the pioneer and the Native:

S.Y. Agnon, *Only Yesterday*, 1945 (Barbara Harshav, translator, Princeton University Press, 2002). (Handouts in class).

The Ecole de Paris-Jewish and Israeli Artists in Paris: 1920's-1930's-

Émigrés and refugees

1930's-1940's from Germany to working in the New Bezalel in Jerusalem.

The image of the refugee and immigrant in Israeli Art 1948-1950's.

[http://www.museumeinharod.org.il/english/about/articles/land\\_of\\_refuge.html](http://www.museumeinharod.org.il/english/about/articles/land_of_refuge.html)

The influence of Anglo Saxon and American immigrant artists on Israeli Art from the 1960's.

The wandering Jew

Nochlin, L., "Art and the Conditions of Exile: Men/Women, Emigration, Expatriation"

*Poetics Today*, Vol. 17, No. 3, Creativity and Exile: European/American Perspectives I (Autumn, 1996), pp. 317-337

Duke University Press

The 1980's –21<sup>st</sup> cent - 'New' voices and questions of Identity: 'Leviathan', the 'orient', 1990's Russian immigrants, Ethiopians.

### **General Bibliography:**

Bormann, Beatrice von, "Traces of Exile in Art: Max Beckmann and Herbert Fiedler in

the Netherlands, 1939-1945" in Stephan, Alexander (Editor), Exile and Otherness: New Approaches to the Experience of the Nazi Refugees, Oxford, 2006. pp.153-176

Goldscheider, C., Israeli society in the twenty-first century : immigration, inequality, and religious conflict, Brandeis University Press, 2015

Laor, D., "American Literature and Israeli Culture: The Case of the Canaanites

Israel Studies, "Volume 5, Number 1, Spring 2000, pp. 287-300 (Article)

[http://muse.jhu.edu/journals/israel\\_studies/v005/5.1laor.pdf](http://muse.jhu.edu/journals/israel_studies/v005/5.1laor.pdf)

Mana Adi, Emda Orr & Yossi Mana, "An Integrated Acculturation Model of Immigrants' Social Identity", *The Journal of Social Psychology*, 2009, 149(4), 450–473

<http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=7fd9b73d-27d4-4d43-b605-d42ee335ffff%40sessionmgr4005&vid=1&hid=4212>

pp.297-314 0 . Manor, Dalia, Art in Zion: The Genesis of National Art in Jewish Palestine, New York, .2005

Ram , u., "National, Ethnic or Civic? Contesting Paradigms of Memory, Identity and Culture in Israel" Studies in Philosophy and Education, November 2000, Volume 19, Issue 5-6, pp 405-422

<http://link.springer.com/article/10.1023/A:1005211009924#page-1>

Said, W., E., "Reflections on Exile", Reflections on Exile and Other Essays, Harvard University Press, 2002.

[http://www.dartmouth.edu/~germ43/pdfs/said\\_reflections.pdf](http://www.dartmouth.edu/~germ43/pdfs/said_reflections.pdf)

Yuchtman-Yaar, "Continuity and Change in Israeli Society: The Test of the Melting Pot" Israel Studies, 2005, Vol.10(2), pp.91-128 [Peer Reviewed Journal]

<http://web.b.ebscohost.com/ehost/pdfviewer/pdfviewer?sid=566083fd-7bd5-4c62-be6a-c4827e9991b3%40sessionmgr115&vid=1&hid=116>

### **Israeli Art, General Bibliography:**

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

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

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

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

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

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

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

Katz, Freiman, Tami, Postscripts, "End" Representations in Contemporary Israeli Art, exh. Cat. The Genia Schreiber University Art Gallery, Tel Aviv, 1992.

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

Manor, Dalayah, 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.

Scwarz, 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.

## CREATIVE WRITING

DR. DARA BARNAT

SPRING SEMESTER 2016

Email: darabarnat@mail.tau.ac.il  
Monday 4:15-7:45 p.m.  
Office Hours: Monday 2-4 p.m. and by appt.  
Office: Webb 502

### Course Description

Throughout the semester students will be developing their own works of poetry, fiction, and non-fiction. We will engage in creative writing exercises and close reading. We will practice giving/receiving constructive criticism, as well as using this feedback to revise. A fundamental goal of this course is build awareness of how and why we write what we write. This goal can be achieved if students possess 1) the willingness to explore written expression in various forms 2) the desire to deeply immerse oneself in the study of writing as a craft.

Since this course takes place at Tel Aviv University, the experience of studying on this campus and living in Tel Aviv will often be used as points of departure for our writing. We will turn to examples of poetry and prose by writers in Israel who explore place, outsidersness, language, and immigration, such as Shirley Kaufman, Karen Alkalay-Gut, Rachel Tzvia Back, Tuvia Ruebner, Sayed Kashua, Etgar Keret, and others.

It is not necessary to have prior experience in creative writing to “succeed” in this course; however, in order to progress in a meaningful way, students must be committed to each of the aspects above and more. Regular attendance is essential.

### Course Objectives

- To read and analyze works of poetry and prose.
- To learn to access one’s thoughts, reflections, imagination, and perspectives, and to channel these into well thought-out works of creative writing.
- To develop creative writing portfolios, which contain drafts, as well as revised works of creative writing.
- To receive constructive criticism on one’s writing in a workshop setting.
- To respond constructively to the writing of others in a workshop setting.
- To revise one’s creative works effectively, based on critique offered by your instructor and classmates.

## **Course Policies**

### Attendance

As stated above, attendance is mandatory for this course. Three two-hour absences are permitted without affecting the grade (unless the student was scheduled for a workshop), but will not be looked upon favorably. After six hours of absence, the participation grade will be brought down five points for each subsequent absence. Assignments will be accepted only if a student has been attending class on a regular basis. Arriving late to class will count as half an absence for the class.

If you have extenuating circumstances that require you to be absent, make arrangements to speak to me beforehand. In the case of an absence students are expected to follow the syllabus, stay informed of class updates, as well as come prepared to the next lesson. If you miss a class your first resource for notes, information, and “catching up” should be your peers.

### Classroom Etiquette

Please respect your classmates and conduct yourself in the classroom as you would in a professional setting. It is acceptable to bring a laptop to class; however, there should be no emailing, facebooking, tweeting, texting, etc. Any of these activities will be considered disrespectful to the class. If they are pursued, the student will be asked to leave and will receive an absence for the day. In addition, the student’s participation grade will be affected negatively.

### Reading

Reading material will be sent by email AND/OR handed out in class AND/OR posted on the Moodle site. All reading assignments MUST be completed and the texts brought to class. It is preferable to bring printed copies, but you can also bring the files on any electronic device except a cell phone. Readings are also subject to be added and amended during the semester.

### Workshopping

An important tool in this course is “workshopping,” which involves giving and receiving constructive criticism in large and small groups. Students are responsible for bringing in photocopies of their own writing on the day(s) their writing is up for review.

### Late Assignments

Each student has one “free” extension of two days, which can be used during the semester on any assignment, unless otherwise stated. An email must be sent to me on the day that the assignment is

due, indicating that the extension is being used. Due to the amount of writing in this course, late assignments are not accepted, unless we have agreed upon an extension in advance. Extensions are generally not granted after a deadline has passed. If a student does not contact me stating that they would like to use an extension, or the extension has been used and an assignment not handed in, the assignment will be marked down 10 points for each day it is late.

### Format of Papers

Unless otherwise indicated, formal assignments must be submitted as typed documents. Assignments will be accepted as .doc or .docx files ONLY. Assignments submitted as PDF, .rtf, and other types of files will not be graded. If you expect to have a problem submitting your work as a Microsoft Word file, let me know at least two days before the assignment is due.

### Academic Integrity and Plagiarism

Plagiarism is the act of presenting another person's ideas, research, or writings as your own. This includes copying from websites and using uncited sources in your work. Academic integrity violations can result in an F on the assignment, and/or a failing grade in the course, and/or referral to the department or program.

### Assignments and Grading

The final course grade will include these components:

1. Midterm Portfolio (written works and self-reflective questions) 30%
2. Final Portfolio Description 10%
3. Final Portfolio (written works and self-reflective questions) 40%
4. Attendance, Preparedness, Participation 20%

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

### **Course Schedule – February 25th-June 2nd**

Week 1 – Introduction: What is Creativity and What is Writing?

Feb. 29

- Syllabus and course requirements review
- Reading "Animals Of Tel Aviv," Karen Alkalay-Gut
- Writing exercise

Assignments: Read for next class, define poetry terms, complete writing exercise

Week 2 – Poetry Unit

Mar. 7

- Reviewing poetry terms and discussing “place poetry”
- Reading “The pines on our street,” Shirley Kaufman
- Writing exercise

Assignments: Read for next class, complete writing exercise, and work on

Midterm Portfolio

Week 3 – Poetry Unit Cont.

Mar. 14

- Reading “A Postcard from Tel Aviv,” Tuvia Ruebner trans. by Rachel Tzvia Back
- Writing exercise

\* Midterm Portfolio assigned

Assignments: Read for next class, complete writing exercise, and work on

Midterm Portfolio

Week 4 – Prose Unit

Mar. 21

- Workshop midterm poems
- Defining prose terms
- Reading “The Real Winner of the Preliminary Games,” Etgar Keret (fiction)
- Writing exercise

Assignments: Read for Nov. 16 and work on Midterm Portfolio

Week 5 – Prose Unit Cont.

Mar. 28

- Reading “Creative Writing,” Etgar Keret (fiction)
- Writing exercise

\* Midterm Portfolios due by midnight

Assignments: Read for next class and complete writing exercise

Week 6 – Prose Unit Cont.

Apr. 4

- Non-fiction
- Reading column by Sayed Kashua in Haaretz
- Writing exercise
- \* Final Portfolio Description assigned

Assignments: Work on Final Portfolio Description and bring in material for workshop

Week 7

Apr. 11

Workshop

Assignments: Work on Final Portfolio Description and bring in material for workshop

Week 8

May 2

Workshop

- \* Schedule individual meetings
- \* Final Portfolio Description due by midnight

Assignments: Work on Final Portfolio

Week 9

May 9

- \* Individual meetings about portfolios

Assignments: Work on Final Portfolio and prepare for class reading

Week 10

May 16

- Workshop

Week 11

May 23

- Semester review – reflective questions
- Class reading!
- \* Final Portfolios due by midnight

## ISRAELI CINEMA AND THE CULTURE OF MODERN ISRAEL

DR. SHMULIK DUVDEVANI

SPRING SEMESTER 2016

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.

### **February 29<sup>th</sup> – Introduction**

Israeli culture and Israeli cinema in the first decade of the 21<sup>st</sup> century

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

Excerpt: *The Band's Visit* (Eran Kolirin, 2007)

### **March 7<sup>th</sup> – 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 14<sup>th</sup> – Popular Israeli Cinema**

Popular Israeli cinema (the ideology of the melting pot)

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

**March 21<sup>st</sup> – Family Portrayals**

The New Sensibility in Israeli cinema of the 1960's and 1970's

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

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

**March 28<sup>th</sup> – the Blade and the Vessel**

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

Screening: *Zero Motivation* (Talya Lavie, 2014)

Excerpts: *Walk on Water* (Eytan Fox, 2004)

**April 4<sup>th</sup> – He's Got the Wrong Part"**

Images of the Arab-Israeli conflict in the 1980s

Screening: *Bethlehem* (Yuval Adler, 2013)

Excerpts: *Beyond the Walls* (Uri Barbash, 1984)

**April 11<sup>th</sup> – 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)

Submission of mid-term assignment

April 17-30 Passover Vacation

**May 2<sup>nd</sup> – 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 9<sup>th</sup> Return to Lebanon – Trauma and Redemption in Current Israeli War Films**

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

Excerpt: *Lebanon* (Shmuel Maoz, 2009)

**May 16<sup>th</sup> – Multiculturalism**

Screening: *Sh'hur* (Shmuel Hasfari, 1994)

Excerpts: *Home* (Daviv Ofek, 1994)

**May 23<sup>rd</sup> – Multiculturalism (continued)**

Screening: TBA

**May 30<sup>th</sup> – Conclusion**

NO SCREENING

Submission of take home exam

**Course requirements**

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

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

Mandatory reading materials appear on course site

**Selected bibliography**

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

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

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

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

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

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

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

## ISRAEL AND THE ENVIRONMENT

DR. STUART FLEISCHER

SPRING SEMESTER 2016

Dr. Stuart Fleischer (052-4-738979)  
Preferred email: sfleischer@wbais.net

### **Course description:**

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

**Dates to remember:**

**Midterm Quiz: March 29, 2016**

**Final Exam Schedule: May 31, 2016**

**Research Paper: Day of the Final Exam**

**Jeep Trek: TBD**

The Research Paper:

Problem solving paper:

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

Exam Format:

- Midterm Exam will be multiple-choice (20%)
- Final Exam will be short essay and multiple-choice (40%)
- Research Paper (40%)

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.**

**WARNING: You should not plan on leaving the semester early! Any changes to the schedule and final exam can ONLY be made by The OSP Office and not your lecturer. Please see the appropriate people in the OSP soon. There will be no final exam for those leaving early, in lieu of an exam, an additional research report will be assigned and due prior to your departure. Those leaving early and do not attend classes after the midterm exam will lose the right to take the final exam. You must attend all classes up to the time you leave. You must have the final exam paper completed prior to leaving the country if you leave early. No exemptions.**

### **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

DR. SARIT SMILASENED

SPRING SEMESTER 2016

Email: [sarits@mail.tau.ac.il](mailto: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:** mid-term exam (40%), take-home exam (40%) 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.

Exams – we will have an in-class, mid-term exam, and a final, take-home exam. Specific details will be provided closer to the exams 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:** Review and Mid-Term exam

**Week 5:** 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 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:** Environmental Responsibility

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

Kristin Shrader-Frechttle “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 8:** 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 9:** Justice and Fair Practice

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

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

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

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

Case Study 5: Google sexual harassment

**Week 10:** Advertising and Marketing

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

Roger Crisp “Persuasive Advertising, Autonomy, and the Creation of Desire”

Robert L. Arrington “Advertising as Behavior Control”

Lynn Sharp Paine “Children as Consumers: An Ethical Evaluation of Children’s Television Advertising”

Case Study 6: Photoshop

**NUCLEAR NONPROLIFERATION AND SECURITY IN THE 21ST CENTURY**  
**DR. AZRIEL BERMANT**

**azriel@bermant.com**

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. It will also include lectures from leading Israeli experts in the field. As part of the course, students will be offered the opportunity to visit an Iron Dome site in Ashkelon.

**Grade Composition:**

**Full attendance is required**

20% - Course participation

30% - Half term 'take home' paper

50% - Final paper

**Course Outline and Reading List**

**Lesson One: An Introduction to Nuclear Deterrence – Lessons from the Cold War**

Readings:

Henry Kissinger, "Diplomacy", (Simon & Schuster: New York), pp.586-619

John Lewis Gaddis, "We Now Know: Rethinking Cold War History", (Oxford University Press: 1998), pp.85-113; 221-260

### Lesson Two: Why do States Pursue Nuclear Weapons?

#### Readings:

Scott Sagan, "Why do States Build Nuclear Weapons? Three Models in Search of a Bomb" *International Security* (21:3, Winter 1996/97) pp. 54-86.

Bradley Thayer, "The Causes of Nuclear Proliferation and the Utility of the Nuclear Nonproliferation Regime", *Security Studies* (4:3, Spring 1995) pp. 463-519.

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

#### Readings:

Scott D. Sagan, "The Perils of Proliferation: Organization Theory, Deterrence Theory and the Spread of Nuclear Weapons", *International Security*, Vol.18, No.4 (Spring 1994), pp.66-107

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

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: Arms Control Regimes – Successes and Failures

#### Readings:

Andrew O'Neil, "Nuclear Proliferation and Global Security: Laying the Groundwork for a New Policy Agenda" *Comparative Strategy* (24, 2005) pp. 343-359.

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.

Joseph Cirincione, Jon B. Wolfsthal and Miriam Rajkumar, *Deadly Arsenals: Nuclear, Biological and Chemical Threats*, (Carnegie Endowment for International Peace: Washington DC, 2005), pp.27-49

### **Lesson Five: The United States, NATO and Russia**

Reading:

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

Barry Blechman & Russell Rumbaugh, "Bombs Away: The Case for Phasing Out U.S. Tactical Nukes in Europe", *Foreign Affairs*, July/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 Six: Nuclear Weapons Proliferation I- 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

Vipin Narang, "Posturing for Peace: Pakistan's Nuclear Postures and South Asian Stability," *International Security* 34, no. 3 (2009/10): 38-78.

### **Lesson Seven: Nuclear Weapons Proliferation II- The cases of North Korea and Iran**

Readings:

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

Emanuele Ottolenghi, "Under a Mushroom Cloud: Europe, Iran and the Bomb", (London, Profile Books: 2009)

Ray Takayh, "Iran Builds the Bomb", *Survival*, Winter 2004-2005.

**Lesson Eight: Israel's Nuclear Policy**

Guest Lecturer: Prof. Yair Evron (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.

Yair Evron, "Israel's Nuclear Dilemma", (Ithaca, Cornell University Press: 1994)

**Lesson Nine: The Threat of Nuclear Terrorism and Implications for Nuclear Security**

Readings:

Graham Allison, "Nuclear Terrorism: The Ultimate Preventable Catastrophe" (New York: Times Books, 2004)

Henry Kissinger, Sam Nunn, William J. Perry, and George P. Shultz, "Next Steps in Reducing Nuclear Risks: The Pace of Nonproliferation Work Today Doesn't Match the Urgency of the Threat," *Wall Street Journal*, March 5, 2013.

**Lesson Ten: Missile Defence I – the cases of NATO, east Asia and the Gulf States**

Reading:

Azriel Bermant, "The Russian and Iranian Missile Threats: Implications for NATO Missile Defense", *INSS Memorandum* No.143, November 2014

Yousaf Butt and Theodore Postol, "Upsetting the Reset: The Technical Basis of Russian Concern over NATO Missile Defense," *FAS Special Report No. 1*, (September 2011).

Wu Riqiang, "China's Anxiety About US Missile Defense: A Solution," *Survival: Global Politics and Strategy* 55, no. 5 (2013): 29-52.

**Lesson Eleven: Missile Defence II – Lessons from Iron Dome**

Guest Lecturer: Dr. Uzi Rubin (TBC)

Reading:

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)

Nathan Farber, "Is the State of Israel Safe from Missiles and Rockets?," *Magen Laoref*, 30 September 2013 (Hebrew), <http://www.magenlaoref.org.il/doesIsraelsafe.pdf>

Theodore A. Postol, "The Evidence that Shows Iron Dome is not Working," *Bulletin of the Atomic Scientists*, July 19, 2014.

**Lesson Twelve: Visit to Iron Dome battery site with IDF representatives, Ashkelon (TBC)**

**Lesson Thirteen: What is the Future for Nuclear Weapons?**

Reading:

George P. Shultz, William J. Perry, Henry A. Kissinger and Sam Nunn, "A World Free of Nuclear Weapons" *Wall Street Journal*, 4 January 2007.

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

Emily B. Landau, "Obama's Nuclear Disarmament Agenda: Blurred Aims and Priorities", in Emily B. Landau and Tamar Malz-Ginzburg (eds.) *The Obama Vision and Nuclear Disarmament*, *INSS Memorandum no.107*, March 2011.

George Perkovich, "Do Unto Others: Towards a Defensive Nuclear Doctrine", (Carnegie Endowment for International Peace: Washington, 2013)

## INTRODUCTION TO MODERN STANDARD ARABIC (FIRST LEVEL)

MR. MICHAEL GUGGENHEIMER

SPRING SEMESTER 2016

### 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

### Grading system

Quizzes	20%
Homework and class participation	20%
Final exam	60%

### Selected References

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

1. Abboud, P.F. and E.N. Markus (eds.). 1983. Elementary Modern Standard Arabic. Cambridge University Press.
2. Abu-Chacra, Faruk. 2004. Arabic around the World: Grammar and Exercises. Ammatour Press, Finland.
3. Becker, Dan. 1996. Arabic for Beginners. Tel-Aviv University.

# ENTREPRENEURSHIP PROGRAM SPRING 2016 SYLLABI

## Course # 1221.8000- Entrepreneurship from A to Z

### Spring Semester – 2016

Exam date	Lecturer	Email	Telephone
No exam	Mr. Meishar meiri Mr. Gad Maor	<a href="mailto:meishar@gmail.com">meishar@gmail.com</a> <a href="mailto:maorgad@gmail.com">maorgad@gmail.com</a>	+972-52-3633911

**Teaching Assistant (TA):** TBD

**Office Hours:** By appointment

### 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.

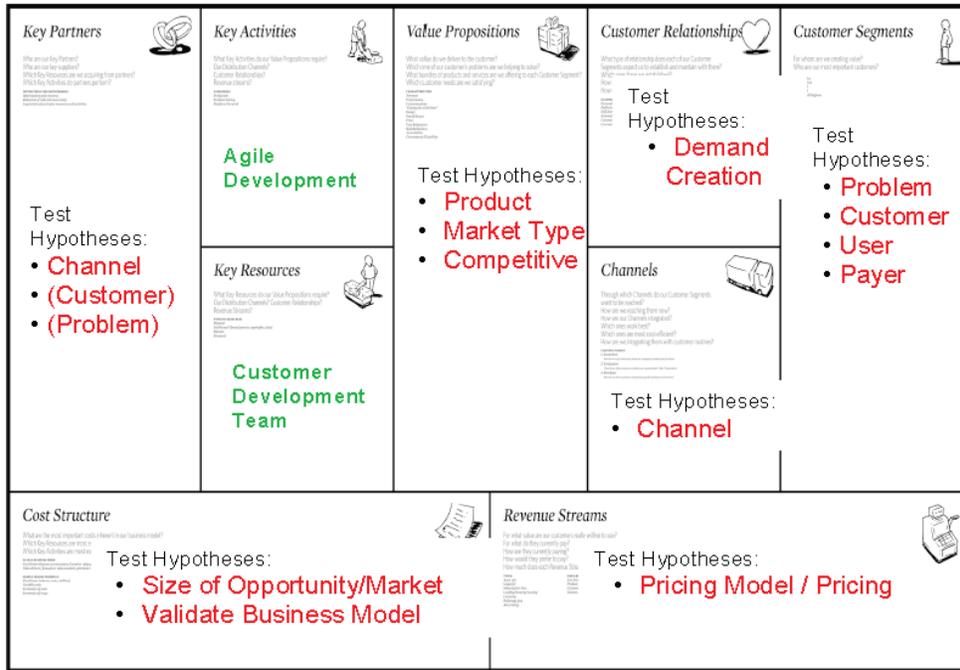
Chesbrough, H. (2007). Business model innovation: it's not just about technology anymore. *Strategy & leadership*, 35(6), 12-17.

### **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.

## 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"

5. Finding a need and evaluating an idea.
6. Devising an effective business plan, presentation and "elevator pitch"
7. Characterizing a project.
8. 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

4. Identifying market needs, growth and trends.
5. Understanding the market
6. 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**

4. Team building and role assignment.
5. Recruiting employees and investors.
6. 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**

4. Communicating a vision in one-on-one talks and presentations.
5. Negotiation
6. 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**

4. Creating value through lowering the uncertainty factor in a venture (lean start-up method and more).
5. Pros and cons of common business models
6. Web-generated user base management models

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

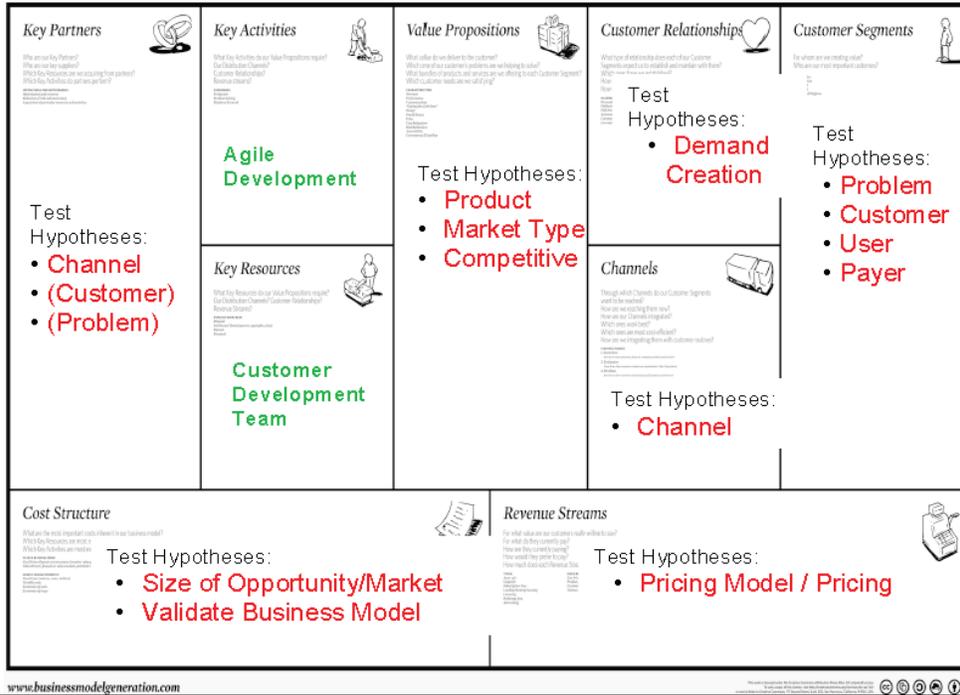
Chesbrough, H. (2007). Business model innovation: it's not just about technology anymore. *Strategy & Leadership*, 35(6), 12-17.

### **Management Throughout the Life-cycle**

4. Soft launch and in-motion product improvement
5. Management strategies at various company lifecycle stages
6. 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*



## 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.

## 1221-8003-01 – Foundation of Entrepreneurship

2<sup>nd</sup> Semester – 2015/16

Section	Day	Hour	Class room	Exam date	Lecturer	Email	Telephone
01	Monday	10:00-14:00	408	1 <sup>st</sup> exam – May 30 <sup>th</sup> 10:00-12:30pm 2 <sup>nd</sup> exam – June 29 <sup>th</sup>	Ms. Noga Kap	<a href="mailto:nogakapp@gmail.com">nogakapp@gmail.com</a>	054-4428289

**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:

1. Understand and implement the start-up foundation process
2. Important concept, terms and ideas in entrepreneurship and intrapreneurship
3. Understand and create Business plan of new venture or later stage venture
4. Different types of ventures being impact ventures, medical, software, hardware, mobile, commerce, etc.
5. Venture valuation, funding, funding sources, timing; how to protect the entrepreneur
6. 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  The Entrepreneurship process	Introduction to the course, objectives and process.  Entrepreneurship, type of Entrepreneurships, GEM – Global Entrepreneurship Monitor	View chapter 1  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](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

## 1221-8004 – "Innovation - Theory and Practice"

2<sup>nd</sup> Semester – 2015/16

Section	Day	Hour	Class room	No Exam	Lecturer	Email	Telephone
01	Thurs.	12:00-16:00	408		Dr. Iris Ginzburg	<a href="mailto:irisgi@post.tau.ac.il">irisgi@post.tau.ac.il</a>	052-4470044

**Teaching Assistant (TA):** Ido Sekely

**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:

7. Master theoretical framework as well as a collection of useful tools to promote innovations in real-life situations .
8. Identify emerging trends in the local and global environment
9. Utilize a variety of ideation techniques to solve problems and brainstorm new concepts
10. 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](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



## 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 Feb. 25, 2016 and ends on June 10, 2016. Final Exams start after this date and the first term continues until the end of July 2016.*

*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 \_\_\_\_\_  
Course Weekly Hours \_\_\_\_\_  
Secretary Name \_\_\_\_\_  
Secretary Tel number  
& Email \_\_\_\_\_  
Office Stamp and  
Signature \_\_\_\_\_

Steps to Register:

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