



TEL AVIV UNIVERSITY- THE INTERNATIONAL SCHOOL
UNDERGRADUATE SPRING SEMESTER 2013

Undergraduate

Spring 2013

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GUIDELINES & COURSE DESCRIPTION

<http://international.tau.ac.il>

SPRING SEMESTER 2013

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Spring Semester 2013

- The Spring Semester start on *Monday, February 25th 2013* and ends on *Thursday, May 30th 2013*.
- Last day in the dorms is *Sunday, June 2nd 2013*.
- Courses Registration: *Thursday, February 7th 2013*.
- Class Changes and finalizing schedule: *Sunday – Monday, March 3rd - 4th, 2013*.

Students are advised to register to more than the required 5 courses but not to more than 7 courses. Students will be allowed to delete courses from their schedules, (not add), on *Sunday – Monday, March 3rd - 4th, 2013*.

Since the Spring Semester lasts 11 weeks, most courses will be given 4 hours per week, (two hours, twice a week), 3 credits each course. As a result, no early departures will be approved prior to *Thursday, May 30th, 2013* inclusive.

Early departures will only be approved for students whose Summer Semester in their school coincides 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.

The student's letter with the date of departure will be forwarded to your school with your transcript.

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 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 for the course. Up to three classes meeting of justified absence from classes will be accepted (f.ex: 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.

Registration Procedure

1. The registration form must be handed personally or by email to the staff of The International School at Tel Aviv University by [Thursday, February 7th, 2013](#).
2. Students will be responsible for checking their registration form for the following:
 - a. Correct name, passport number, student number, GPA, address, email and telephone number.
 - b. All courses detailed should be complete with the correct number and course name.

Hebrew

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

Students who are registered for Hebrew classes are not allowed to change 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 in the academic office, this in addition to the School registration form.

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

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

Students should note that the regular university Spring Semester starts on [Thursday, February 26th, 2013](#) and ends on [Sunday, June 21st, 2013](#). Final Exams start after this date and the first term continues usually until a month later.

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 at The International School.

Withdrawal from courses

Students who register to more than 5 courses, and drop a course after [Monday, March 11th, 2013](#), (W) Withdrawal will be recorded on the final transcript.

If a course is dropped later than [Thursday, April 4th, 2013](#), W/F (Withdrawal with Failure) will be recorded on the transcript. Forms are available in the office.

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 coordinator.

- Final Date for informing the office of your P/F choice [Thursday, April 4th, 2013](#). Forms are available in the office.

American and Canadian 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.

Once a Pass/Fail grade is entered into a student's record, it cannot be changed to a letter grade, and vice versa. The Pass/Fail option is not open to SUNY, SYRACUSE, POMONA & PENN STATE students studying abroad.

- A Pass grade indicates D or higher-level work. 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 Overseas Students 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 [July 1st, 2013](#). After this date an "F" (fail) will be automatically recorded.

Grading System

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

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 school for overseas students and Tel Aviv University 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.

Hebrew Studies Regulations

1. Attendance is mandatory in all the Hebrew classes. Up to three days of justified absence from classes will be accepted (f.ex: 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.

3. 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.

4. Examinations. The course will consist of 2 mid-term exams and final exam.

Participation in all exams is mandatory. Non-participation will result in failure, (F).

5. Grades. The final grade is made up as follows:

First mid-term exam	-	25%
Second mid-term exam	-	25%
Final exam	-	35%
Homework and participation in class	-	15%

Bibliographical Services in the Libraries Of Tel Aviv University

The following is a list of libraries that function on campus, and that are open to the student body of Tel Aviv University. This information has been prepared for the students of the Overseas Student Program in order to increase access to the various sources of information as they exist on campus.

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

Sunday - Thursday - 9:00am - 8:00pm
Friday - 9:00am - 12:30pm

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

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

Beit Milman Library:

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

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

TIMES FOR THIS LIBRARY ARE SUBJECT TO CHANGE, PLEASE MAKE ENQUIRIES WITH THEM

TRANSCRIPT REQUEST INSTRUCTIONS

PLEASE READ THE FOLLOWING CAREFULLY

The first official transcript is sent to your university free of charge. All students will get a free copy sent home.

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 and attn, 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 main office in Israel.

Please note: Requesting course descriptions for your home university is your responsibility. We strongly advise you to save this course description for future use.

SCHEDULE OF COURSES – SPRING 2013

DD	Dan David Building
SW	Social Work Building
L	Law Building
M	Mexico Building
G	Gilman
R	Rosenberg
N	Naftali

JEWISH STUDIES

132-2	CONTEMPORARY JEWISH ISSUES <i>DR. M. GRESSER</i>	TUE THU	10:15-11:45 10:15-11:45
176-2	JEWISH IDENTITY IN ISRAEL AND THE DIASPORA <i>PROF. Y. BAR-SHALOM</i>	MON	16:15-19:45
103-2	MODERN JEWISH HISTORY <i>PROF. R. ROCKAWAY</i>	MON WED	10:15-11:45 10:15-11:45
124-2	"AFTER AUSCHWITZ": IMAGES OF THE HOLOCAUST IN CONTEMPORARY CULTURE <i>PROF. R. PERRY</i>	MON WED	12:15-13:45 12:15-13:45
539-2	HISTORY OF ANTI-SEMITISM <i>DR. K. BELLER</i>	MON WED	10:15-11:45 10:15-11:45
256-2	THE JEWS AND THE PASSION< FROM THE GOSPELS TO GIBSON <i>PROF. J. COHEN</i>	TUE	14:15-17:45
166-2	JEWISH EDUCATION- THE REALITY AND THE VISION <i>MR. D. ROSE</i>	MON	14:15-15:45

ISRAEL STUDIES

343-2	THE ZIONIST MOVEMENT: FROM A VISION TO A STATE 1870-1967 <i>DR. G. GREIF</i>	WED	16:15-19:45
111-2	ISRAELI POLITICS <i>DR. E. KLAUBER</i>	TUE THU	12:15-13:45 12:15-13:45
533-2	ONE HUNDRED YEARS: HISTORY AND MEMORY IN TEL AVIV <i>DR. M WEIN</i>	TUE	16:15-19:45

MANAGEMENT AND ECONOMICS

117-2	THE ISRAELI ECONOMY <i>DR. P. RIVLIN</i>	MON WED	14:15-15:45 14:15-15:45
100-2	BUSINESS ETHICS <i>DR. A. GERMAN</i>	TUE THU	14:15-15:45 14:15-15:45

MIDDLE EAST STUDIES

110-2	THE STRUGGLE FOR PALESTINE: THE ROOTS OF THE ARAB-ISRAELI CONFLICT <i>DR. B. FRIEDMAN</i>	MON WED	12:15-13:45 12:15-13:45
344-2	INTRODUCTION TO THE RELIGION OF ISLAM <i>DR. A. HAKIM</i>	MON WED	10:15-11:45 10:15-11:45
419--2	POLITICS RELIGION AND TERROR IN THE MIDDLE EAST <i>DR. U. SHAVIT</i>	TUE THU	10:15-11:45 10:15-11:45
121-3	FOREIGN POLICY OF THE U.S. 1945-1990: THE MIDDLE EAST AND THE ARAB ISRAELI CONFLICT <i>PROF. A. GUTFELD</i>	THU	14:15-17:45
216-3	IDEOLOGIES AND INTELLECTUAL MOVEMENTS IN THE MODERN MIDDLE EAST <i>PROF. I. GERSHONI</i>	TUE THU	14:15-15:45 14:15-15:45

ART STUDIES

987-2	INTRODUCTION TO ISRAELI ART: FROM THE FOUNDING OF BEZALEL (1906) UP TO THE 21ST CENTURY <i>DR. R. SHUSTERMAN</i>	TUE THU	12:15-13:45 12:15-13:45
794-2	SCREENED IDEAS: THINKING THROUGH FILM AND TELEVISION <i>DR. S. BIDERMAN</i>	MON WED	18:15-19:45 18:15-19:45
127-1	CREATIVE WRITING <i>DR. D. BARNAT</i>	TUE THU	10:15-11:45 10:15-11:45
468-2	ISRAELI CINEMA AND THE CULTURE OF MODERN ISRAEL <i>DR. S. DUVDEVANI</i>	MON	12:15-15:45
947-2	ISRAELI SOCIETY THROUGH THE CINEMATIC LENS <i>MR. Y. KOSH</i>	WED	16:15-19:45
478-2	ACTING WORKSHOP <i>M. BAT-ADAM</i>	MON	18:15-19:45
950-2	MUSIC AND SOCIETY IN ISRAEL <i>MS. T. SERMER</i>	MON	16:15-19:45

LIFE SCIENCES

139-2	ISRAEL AND THE ENVIRONMENT <i>DR. S. FLEISCHER</i>	TUE	16:15-19:45
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SOCIAL SCIENCE

944-2	INTRODUCTION TO ANTHROPOLOGY <i>DR. R. ROMBERG</i>	MON WED	12:15-13:45 12:15-13:45
187-2	INTRODUCTION TO PSYCHOLOGY <i>MS. B. MOR</i>	TUE THU	14:15-15:45 14:15-15:45
558-2	SOCIOLOGY OF RELIGION <i>DR. S. FISHER</i>	WED	16:15-19:45

LANGUAGES

980-2	INTRODUCTION TO MODERN STANDARD ARABIC (MSA) AND PALESTINIAN ARABIC (PA) MR. M. GUGGENHEIMER	MON	12:15-15:45
		WED	12:15-15:45

Courses with less than 10 students will be cancelled

EXAM TIMETABLE

Sunday May 26th, 2013

12:00-14:00	Jewish Identity in Israel and the Diaspora Music and Society in Israel Screened Ideas	Prof. Y. Bar Shalom Ms. T. Sermer Dr. S. Biderman
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Monday May 27th, 2013

10:00-12:00	Introduction to the Religion of Islam History of Anti- Semitism Modern Jewish History	Dr. A. Hakim Dr. K. Beller Dr. R. Rockaway
14:00-16:00	Introduction to (MSA) and (PA) Israeli Cinema and the Culture of Modern Israel The Israeli Economy Jewish Education- the Reality and the Vision Introduction to Anthropology	Mr. Guggenheimer Dr. S. Duvdevani Dr. P. Rivlin Mr. D. Rose Dr. R. Romberg

Tuesday May 28th, 2013

12:00-14:00	Introduction to Israeli Art The Jews and the Passion Israeli Politics The Struggle for Palestine	Dr. R. Shusterman Prof. J. Cohen Dr. E. Klauber Dr. B. Friedman
16:00-18:00	Israeli and the Environment One Hundred years: History and Memory in Tel Aviv	Dr. S. Fleischer Dr. M. Wein

Wednesday May 29th, 2013

12:00-14:00	After Auschwitz	Dr. R. Perry
16:00-18:00	The Zionist Movement Israeli Society through the Cinematic Lens Sociology of Religion	Dr. G. Greif Mr. Y. Kosh Mr. S. Fisher

Thursday May 30th, 2013

10:00-12:00	Contemporary Jewish Issues Politics Religion and Terror in the Middle East Creative Writing	Dr. M. Gresser Dr. U. Shavit Dr. D. Barnat
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14:00-16:00 Ideologies and Intellectual Movements in the
Modern ME
Business Ethics
Foreign Policy of the U.S. 1945-1990:
The Middle East and the Arab Israeli Conflict
Introduction to Psychology

Prof. I. Gershoni
Dr. A. German

Prof. A. Gutfeld
Ms. B. Mor

COURSE DESCRIPTION

CONTEMPORARY JEWISH ISSUES

Instructor: Dr. Moshe Gresser

Course Description:

This course will explore a series of issues that engage and concern contemporary Jews. These issues will be set in the context of relevant Jewish traditions and selected texts, which will 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 at the Galsi Copy Shop on the corner of Einstein and Bart St. Occasional handouts.

Grading System:

- 1) **Two individual** take-home **Reading Quizzes** (15% each). **Email submission not accepted.**
- 2) **Midterm Exam** (35%);
- 3) **Final Exam** (35%): Exams will be based on readings and class discussion. Students are responsible for assigned readings whether they are reviewed in class or not.

N.B. - Attendance is required. Unexcused absences will lower your grade.

Weekly Schedule and Reading Assignments:

First Week:

Tues – 26 February -- 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)?

For next class, read Handout from Encyclopedia Judaica: "Who is a Jew?"

Thurs – 28 February - 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? Can one doubt God's existence and still be a good Jew? Does a good Jew need to keep the commandments?

Second Week:

Tues — March 5 – 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?

Thurs — March 7 - 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?

Third Week:

Tues – Mar. 12 – 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?

Thurs – Mar. 14 – Conversion: Why are circumcision (Brit Milah) and ritual immersion in a mikveh necessary? (Are they?) If circumcision is the sign of the Covenant, how are women included?

Passover Vacation – March 19th – April 3rd

Fourth Week:

Thurs – April 4 – Antisemitism, Anti-Judaism, Anti-Zionism: Why hate Jews? Five stages in the development of Jew-Hatred.

Tues – April 9 – Christianity, Jew-Hatred and Antisemitism. Jewish self-hatred.

**** First Reading Quiz Due Thursday, March 29th ****

Fifth Week

Thurs – April 11 – Anti-Zionism and anti-Semitism. Israel and the Media. The case of Jonathan Pollard. Jewish views of non-Jews. What role does the Holocaust play in contemporary Jewish identity? What role should it play?

Tuesday, April 16 – ** MIDTERM EXAM (35%) **

Sixth Week

Thursday, April 18 - Jewish women and men, Feminism and Halakha (Jewish law); Men's and Women's roles. Gender as a Jewish category. How does Judaism challenge feminism?

Tuesday – April 23 – Feminism and Judaism: Women's Torah, women's rituals, women's leadership. What do women want? What does God want?

Seventh Week:

Thurs – April 25 – Issues in Jewish Dating: 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?

Tues – April 30 – Issues in Jewish Dating: 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?

Eighth Week:

Thurs – May 2 – Intermarriage: Why marry a Jew? Isn't love all that matters? Should Jews not date non-Jews? What is at stake? What are the benefits of intermarriage? Should Rabbis agree to officiate at mixed marriage ceremonies?

Tues – May 7 – What is Jewish marriage? The Jewish Wedding ceremony ("Kiddushin") as an expression of values. Why marry Jewish? **** Second Reading Quiz Due – Tues May 7th**

Ninth Week:

Thurs – May 9 – Judaism and Sexuality; Premarital sex. Hooking up with friends.

Tues – May 14 – Jewish Marital Sexuality and Family Purity Laws.

No class on Thursday, May 16th - Shavuot

Tenth Week:

Tues – May 21 – Homosexuality, sexual identity, and Judaism. A modern argument for the sake of heaven?

Thurs – May 23 – Summing Up and Looking Back. What's this all about? Does it matter?

*****Final Exam – Date to be Announced*****

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 & Reinharz, The Jew in the Modern World. A Documentary History

Prager and Telushkin, Nine Questions People Ask about Judaism

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

Marc Kelner, Contemporary Jewish Ethics

Maurice Lamm, The Jewish Way in Love and Marriage

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

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

Gila Manolson, The Magic Touch. A Jewish Approach to Relationships, 1992.

Gila Manolson, Outside Inside. A Fresh Look at Tzniut, 1997.

Kathleen Bogle, Hooking Up: Sex, Dating, and Relationships on Campus, 2008.

Robert Wistrich, Antisemitism: The Longest Hatred

Rachel Biale, Women and Jewish Law

Susannah Heschel, On Being A Jewish Feminist

S. Grossman, R. Haut, Daughters of the King

Tamar Ross, Expanding the Palace of Torah: Orthodoxy and Feminism 2004.

Irving Greenberg, The Jewish Way. Living the Holidays

Mordicai Waxman, ed., Tradition and Change. The Development of Conservative Judaism.

Bruce A. Philips, Re-Examining Intermarriage: Trends, Textures, Strategies, 1995.

Egon Mayer, Love and Tradition. Marriage between Jews and Christians, 1985.

Sacks, Jonathan. Crisis and Covenant (1992)

David Hartman, A Heart of Many Rooms: Celebrating the Many Voices within Judaism

David Hartman, Israelis and the Jewish Tradition

Yeshayahu Leibowitz, Judaism, Human Values and the Jewish State (1992)

JEWISH IDENTITY IN ISRAEL AND THE DIASPORA

Prof. Yehuda Bar-Shalom

In the course we will discuss and explore Jewish identity from an interdisciplinary perspective. We will try to cover all major trends, developments and different ways that groups and individuals define themselves and their Jewish identity in an ever changing and dynamic world.

Key Subjects:

- Identity research and definitions
- The actual “doing” of Jewish identity research
- Identity in modern and postmodern worlds
- Identity and ethnicity
- Israel versus Diaspora
- Changing family structures in the Jewish World
- Demographic trends and impact on identity

Each student has to hand in a midterm paper and a final essay.

Reading list:

Bar Shalom, Y, Glaser, Y, (2007) Jewish Pastoral Counseling: a window of opportunity for Israeli Academia. *Journal for the study of Religions and Ideologies*. (16).
www.jsri.ro/new/?download=jsri_16.pdf

Bokser L, et al (2008) *Identities in an Era of Globalization and Multiculturalism: Latin America in the Jewish World*. Boston: Brill.

Cohen, E. Eisen, A.M. (2001) *The Sovereign Self: Jewish Identity in Post Modern America*.
<http://www.jcpa.org/jl/vp453.htm>

Dahan, Y, Levi, G. (2000) Multicultural Education in the Zionist State – The Mizrahi Challenge. *Studies in Philosophy and Education* 19, 423–444
http://www.openu.ac.il/Personal_sites/gal-levy/Download/DahanLevy.pdf.

Dashefsky, A., B. Lazerwitz, and E. Tabory. (2003). A Journey of the ‘Straight Way’ or the ‘Roundabout Path:’ Jewish Identity in the United States and Israel. Pp. 240-260 in M. Dillon (ed.), *Handbook of the Sociology of Religion*. Cambridge, UK and New York: Cambridge University Press.
<http://www.policyarchive.org/handle/10207/bitstreams/10255.pdf>

Dodin, S. (2007) An interview with Sami Shalom Chetrit. In *Culture Identity and Borders*.
http://www.levantinecenter.org/pages/chetrit_dodin_interview.html

Infeld, A. (2001) We will Not Survive as a Nation Without a Sovereign State
Article published at the opinions section, MELITZ Website:
http://www.melitz.org.il/opinions/opinions_0001.htm

Levin-Rozalis, M., (2000). Social Representations as Emerging from Social Structure: The Case of the Ethiopian Immigrants to Israel. *Papers on Social Representations*. (9), 1-22. Available: http://www.psych.lse.ac.uk/psr/PSR2000/9_1Levin.pdf

Mayer, E, Kosmin, B , Keisar, A. (2002) American Jewish Identity Survey. http://www.gc.cuny.edu/faculty/research_studies/ajis.pdf

Odneheimer, M. (2005) Wise guy, wise man. Haaretz article, Oct 2, 2005 . <http://www.pardeslevavot.org/articles/haaretz-2005-10-02.html>

Schwartz, S. (2005) A new identity for identity research: Recommendations for expanding and refocusing identity literature, *Journal of Adolescent Research* 20 (3) http://www.sethschwartz.info/pdfs/JAR_Editorial_Essay.pdf

Shamai, S, Ilatov, Z. (2005) Acculturation models of immigrant Soviet adolescents in Israel. *Adolescence*, (Fall, 2005). Also found at: http://findarticles.com/p/articles/mi_m2248/is_159_40/ai_n15966355

Siegel, R, Cole, E (1997) *Celebrating the Lives of Jewish Women: Patterns in a Feminist Sampler*. Haworth Press.

MODERN JEWISH HISTORY

Prof. Robert Rockaway

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 discussions of major themes in American Jewish history.

Course Requirements

Every student must read the following text:

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

It can be purchased at the campus bookstore.

Students will also read a number of primary documents. The assigned documents are taken from, Paul R. Mendes-Flohr and Jehuda Reinharz, *The Jew in the Modern World: A Documentary History* (Second Edition, 1995). The documents are listed on the program's course website.

Book Report:

In addition to the readings, 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 must contain source notes. No novels, personal memoirs, or autobiographies will be accepted. Students are to inform me by e-mail or in person, the title and subject of the book no later than the fourth week of class. All book reports are to be turned in on or before the last week of class. Late reports will not receive credit.

The final grade is based on the mid-semester and final exams, the book report, and class attendance and participation.

WEEK and TOPICS

1. The Jews in Central and Western Europe before Emancipation: 16th-18th Centuries (Sachar, chapter 1, 2)

Emancipation of the Jews in Western Europe
(Sachar, ch. 3, 5, 6)

2. The Impact of Emancipation on the Jews
(Sachar, ch. 7,19)
Document: Rahel Levin Varnhagen: "O how Painful to Have been Born a Jewess!" (1795); "Deathbed Statement to Her Husband" (1834)

2. Modern Racial and Political Anti-Semitism
(Sachar, ch. 11)
Document: Karl Duehring, "The Question of the Jew Is a Question of Race" (1881)

3. Russian Jewry: Nineteenth Century to the Russian Revolution

(Sachar, ch. 4, 9, 10, 12, 14)
Document: The Pale of Settlement, 1835-1917.

The Rise of Zionism
(Sachar, ch. 13)
Document: "The Basle Program" (1897)

4. The Jews in America, 1776-1880
(Sachar, ch. 8)
Document: The Newport Congregation to George Washington and Washington's Reply (1790)

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

5. MID-TERM EXAM

World War I and Its Impact on the Jews
(Sachar, ch. 14)
Document: "The Balfour Declaration" (1917)

6. The Jews of Western Europe between the World Wars, 1919-1939
(Sachar, ch., 20)
Document: Adolf Hitler interview with Joseph Hell (1922)

The Jews of Eastern Europe between the World Wars, 1919-1939
(Sachar, ch. 17)
Document: Description of Central and Eastern European Jewry, 1919-1939

7. The Jews of the Soviet Union, 1917-1939
Document: Yevsektsia: The Liquidation of Bourgeois Jewish Institutions
(October 1918)

The Zionist Movement and the Yishuv between the World Wars
(Sachar, ch. 18)
Document: The Peel Commission Report (July 1937)

8. American Jewry between the World Wars
(Sachar, ch. 16, 26)

8. European Jewry on the Eve of World War II
(Sachar, ch. 17)

9. World War II and the Holocaust
(Sachar, ch. 20, 21.)
Document: Heinrich Himmler, "A Secret Speech on the Jewish Question"
(Oct. 8, 1943)

FILM: "America and the Holocaust"

10. The Establishment of the State of Israel

(Sachar, ch. 22, 27, 28, 29)

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

American Jewry after WWII

(Sachar, ch. 26)

Book Report Due

11. World Jewry after WWII

(Sachar, ch. 23, 24, 25)

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

FINAL EXAM: January 2, 2013 at 10:00

(Moed B make-up exam is scheduled for Wednesday, February 20)

"AFTER AUSCHWITZ": IMAGES OF THE HOLOCAUST IN CONTEMPORARY CULTURE

Professor Rachel E. Perry

Course Description:

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

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

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

Course Requirements: This course is designed as a seminar. In addition to frontal lectures with powerpoint presentations, this course requires active participation in class and on museum visits. As such, it is imperative that you come to class prepared to discuss and respond to course readings.

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

Required Readings: There is no course packet to purchase. Reading assignments are posted online on the TAU website under Course Library. It is strongly suggested that you download

and print copies of these texts and bring them to class with you as we will devote a portion of each class to close textual analysis.

Web Page: To access the web page for this course, go to <http://virtual2002.tau.ac.il/> and log in. Documents may be downloaded or printed directly from the screen for your use, including PDF files of assigned articles. All course announcements, information, documents, etc. are or will be posted here. Your readings are organized by medium (lit., film, etc.) In addition, there is a folder labeled Images which will contain slides shown in class, listed by the week and topic. Please review these periodically: it will make studying for your exams easier. Also, note the heading, External Links: Web sites that provides access to other Holocaust resources, introductory materials, documents, photos, maps, general information. Please make use of these resources.

Grade Distribution: for the course will be based on your performance on two midterm exams, each worth 30% and a final exam or paper worth 30%. The remaining 10% of your final grade is for class participation and occasional response papers.

Midterm Exams (x 2) 30% x 2

Final Exam/Paper 30%

Class Participation/Response Papers 10%

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

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

Office Hours: By appointment.

I can be reached at 054-772-1169.

Email: perryrub@bezeqint.net

Course Schedule:

Week 1: Introduction -“Facing the Holocaust”

Film Screening: Through These Eyes, 2007.

Reading: (under Literature folder)

- Paul Celan, "Todesfuge"

- Dan Pagis, "Written in Pencil in the Sealed Railway Car"

- Charlotte Delbo, “Arrivals, Departures” in Auschwitz and After

Week 2: “Facing the Holocaust”: Art in the Ghettos, Camps and in Hiding - Bacon, Olere, Fantl, Szajna, Tolkachev, Salomon, Nussbaum

Reading: (under Literature folder)

- Raul Hilberg, "I Was Not There." Writing and the Holocaust. Ed. Berel Lang. New York: Holmes & Meier, 1988. 17-25.

- Primo Levi, The Drowned and the Saved, Survival in Auschwitz

- Tadeusz Borowski, This Way for the Gas, Ladies and Gentlemen

Web sites: <http://www.jhm.nl/collection/themes/charlotte-salomon>

<http://www.osnabrueck.de/fnh/english/default.asp>

Week 3: Film

Screening in class: Night and Fog (1955)

Screening Sunday night: Lanzmann, Shoah.

Reading:

- Lawrence Langer, *Preempting the Holocaust*, Yale University Press, 1998.
- Claude Lanzmann, Seminar at Yale 1990; Excerpts (Lanzmann #1-10)
- Begin reading Maus

Week 4: 1st MIDTERM

Screening Sunday Night: Schindler's List

Reading:

- Lanzmann, "Why Spielberg has distorted the truth" *Village Voice*, 3/29/94
- Lanzmann, "Schindler's List is an Impossible Story"
- Tim Cole, "Oskar Schindler," in *Selling the Holocaust: From Auschwitz to Schindler; How History is Bought, Packaged and Sold*. Routledge, 1991.

Week 5: Maus

Reading:

- Maus, vol. 1 and 2
- Terrence Des Pres. "Holocaust Laughter?" *Writing and the Holocaust*. Ed. Berel Lang. New York: Holmes & Meier, 1988. 216-233
- James Young, "Maus" in *At Memory's Edge*, ch. 2
- M. Hirsch, "Surviving Images: Holocaust Photographs and the Work of Postmemory"

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

Reading:

- Susan Sontag, *On Photography*. Picador, 2001
- Young, "Sites Unseen: Shimon Attie" in *At Memory's Edge*, ch. 3

Week 7 : Monuments

Reading:

- Young, "The Biography of a Memorial Icon: Nathan Rapoport's Warsaw Ghetto Monument," *Representations* 26 (Spring 1989).
- Nathan Rapoport, "Memoir of the Warsaw Ghetto Monument"
- Matthew Baigell, "George Segal's Holocaust Monument"

Week 8: 2nd MIDTERM

Counter-Monuments

Reading:

- Hans Haacke, "Und ihr habt doch gesiegt"
- Young, "Memory, Countermemory and the End of the Monument," *At Memory's Edge*, ch. 4.
- Young, "Memory Against itself in Germany Today: Jochen Gerz," *At Memory's Edge*, ch. 5.

Week 9: Museum Visit to Yad Vashem:

- Tim Cole, "Yad Vashem," in *Images of the Holocaust*
- Omer Bartov, "Chambers of Horror: Holocaust Museums in Israel and the United States", *Israel Studies*, Volume 2, Number 2, Fall 1997: 66-87.

Week 10: Contemporary responses - *Mirroring Evil*: Zbigniew Libera, David Levinthal, Boaz Arad, Tom Sachs, Ram Katzir

Reading:

- Norman Kleeblatt, "The Nazi Occupation of the White Cube" in *Mirroring Evil*
- Young, "David Levinthal," ch. 2, *At Memory's Edge*
- Stephen Feinstein: "Zbigniew Libera's Lego Concentration Camp"
- Tami Katz-Frieman, "Don't Touch My Holocaust," in *Impossible Images: Contemporary Art After the Holocaust*, ed. Shelley Hornstein. NYU Press, 2003

Week 11: Institutional Memory and The Museum

Reading:

- Young, "Daniel Libeskind's Jewish Museum in Berlin" *At Memory's Edge*, ch. 6.
- Young, "The U.S. Holocaust Memorial Museum and the Politics of Identity"
- Saul Friedlander with Adam Seligman, "Memory of the Shoah in Israel: Symbols, Rituals and Ideological Polarization", in *The Art of Memory: Holocaust Memorials in History*, Prestel: Munich and New York, 1994, pp. 149-158.
- Omer Bartov, "Chambers of Horror: Holocaust Museums in Israel and the United States", *Israel Studies*, Volume 2, Number 2, Fall 1997: 66-87

Final papers due in hard copy the last day of class

FINAL EXAM – To be announced

JEWISH EDUCATION THE REALITY AND THE VISION

MR. D. ROSE

Introduction

This course is an introduction to Jewish education in North America. It will explore the context in which contemporary Jewish educational ideas, programs and institutions emerge and function. We will also explore how they currently view Jewish living and learning. We will specifically examine how different visions of Jewish education translate into practice, as American Jews grapple with maintaining and enhancing Jewish identity in a world of competing demands on their attention. Our conversations will be enhanced by the bibliography as we explore the issues that Jewish educators must address if they are to impact upon peoples' lives.

Instructional Objectives

By the end of this semester, participants in the course should be able to:

- Articulate the central concerns which are confronted by Jewish educational practitioners and institutions in North America today.
- Understand the educational theories which underpin (or otherwise) North American Jewish education
- Reflect upon educational situations and questions through the prism of educational theory and research.

Course Requirements

25% Attendance at class and supplementary programs

25% Contribution to course discussions (based on the assigned readings)

20% Review of 2 articles or websites (I will explain more in class)

30% Final course paper

Contribution to course

50% of your final grade will be determined by your attendance and participation. I will not be giving any 90 minute lectures, but rather I will adopt a guided facilitation style with short teaching sections interspersed throughout. These will be highly interactive (and I hope engaging) classes which will be based upon discussions and activities that model effective educational strategies.

Final Paper

Toward the end of the semester I will give a take-home final paper in which students will have a choice of questions which will address issues of vision and realities. Your task will be to answer these questions in the light of the course readings and discussions. More information will be given nearer the time.

Class Dates and Topics

Part One – The Context

1. Tuesday, March 6 2012: What is (Jewish) education and what are the goals?

Neil Postman and Charles Weingartner, *Teaching as a Subversive Activity* (London, Penguin Books, 1971), Chapters 1-2

Neil Postman, *The End of Education* (New York, Vintage Books, 1995), Chapters 1-2

Isa Aron, To create a liberal philosophy of Jewish education, *Religious Education* Vol 81 Fall 1986 (545-567)

Zygmunt Bauman, *Educational Challenges of the Liquid-Modern Era*, *Diogenes* 2003 (15-26)

2. Tuesday, March 13, 2012: The context for what we do: A brief look into the sociology of the American Jewish community

Steven M. Cohen and Arnold Eisen, *The Jew Within* (Bloomington, Indiana University Press, 2000), Chapter 2

Jonathan D. Sarna, *American Judaism: A History* (New Haven: Yale University Press, 2004), 356-374, 419-421 (“Conclusion: American Judaism at a Crossroads” and accompanying notes)

3. Tuesday, March 20, 2012: Vision and practice in Jewish education: Developing a shared language of understanding

Daniel Pekarsky, *Vision and Education*

4. Tuesday, March 27, 2012 Jewish texts in search of readers

Moshe Greenberg, “On Teaching of the Bible in Religious Schools,” *Jewish Education*, 29/3 (1959), 45-53

Michael Rosenak, *Roads to the Palace* Part one, Education, Language and Literature, , Berghahan Books, 1995, (3-30)

Jonathan A Cohen, *Hermeneutic Options for the teaching of Canonical texts: Freud, Fromm, Strauss, and Buber read the Bible*, *Courtyard* 1999 (35-65)

Part 2 – The Israel Question

5. Tuesday, April 17, 2012: Teaching Israel in America

David Resnick, Teaching Israel: What Do We Believe?”, January 2003

Steven M Cohen and Jack Wertheimer, Whatever Happened to the Jewish People, Commentary Magazine June 2006 33-37

Sasson, Kadushin and Saxe, American Jewish Attachment to Israel, Steinhardt Research Center at Brandeis, 2008

Steven M Cohen and Ari Y Kelman Beyond Distance, Jewish Identity Project of REBOOT 2008

6. Tuesday, April 24, 2012 Teaching Israel in Israel

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

Gil Troy, "Birthright Israel-- Why I Was Wrong,
<http://www.giltroy.com/zionismandisrael/BirthrightIsraelwhyIwaswrong.htm>

Part 3 – Realities and Visions in Practice

7. Tuesday, May 1, 2012: The Jewish Day School

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>

Jack Wertheimer, “Who’s Afraid of the Jewish Day Schools?”, Commentary (December 1999), 108, 49-54

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

Before the Gates of the School: An experiment in developing Educational Vision from Practice. Daniel Marom in Visions of Jewish Education, Cambridge (2003), 296-331

8. Tuesday, May 8 2012: Afternoon/Religious schools

Jack Wertheimer Schools That Work: What we can learn from good Jewish supplementary schools 2009, Avi Chai Foundation <http://avichai.org/wp-content/uploads/2010/06/Schools-That-Work-What-We-Can-Learn.pdf>

Philip Roth The Conversion of the Jews Goodbye, Columbus 1959

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

9. Tuesday, May 15, 2012: Informal Jewish Education: Jewish Camping and Experiential Education

Amy Sales and Leonard Saxe, *How Goodly are thy Tents: Summer Camps as Jewish Socializing Experiences* (Hanover, MA: Brandeis University Press, 2004), 77-95

Barry Chazan, "A Philosophy of Informal Jewish Education",
http://infed.org/informaljewisheducation/informal_jewish_education.htm

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

10. Tuesday, May 22, 2012: Adult education

Diane Tickton Schuster, *Jewish Lives, Jewish Learning: Adult Jewish Learning in Theory and Practice*, (New York: UAHC Press, 2003), 80-101 (Chapter 4: "More than Just 'Standing' at Sinai: Jewish Adults as Learners and Teachers)

Moshe Halbertal and Tova Halbertal, *The Yeshiva*

Conclusion

11. Tuesday, May 29, 2012: What are the unasked or unanswered questions?

Web Sites

www.jesna.org

http://digitallearning.org/what_is_online_learning.php

Other mandatory events together with Hebrew University students

Opening event: Thursday March 15 (evening) in Jerusalem

Shabbaton: Thursday night to Saturday night April 19-21

Closing event: Sunday May 20 (evening) in Jerusalem

A HISTORY OF ANTISEMITISM

Dr. Katherine Aron-Beller

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

Required Reading

Richard S. Levy, *Antisemitism in the Modern World: An Anthology of Texts*. Lexington, MA: D. C. Heath, 1991.

Paul-Mendes Flohr and Jehuda Reinharz (eds.) *The Jews in the Modern World* (New York, 1995) (The first two works have primary sources in them that will be used during the course)

Rosemary Ruether, *Faith and Fratricide: The Theological Roots of Anti-Semitism*. New York: Seabury Press, 1974.

Leonard Dinnerstein, *Anti-Semitism in America*. New York: Oxford University Press, 1994.

Bernard Lewis, *Semites and Antisemites*. New York: W. W. Norton, 1986.

Course Outline

1. Introduction to the Course and pagan Antisemitism.

Studies:

Ruether, pp. 23- 63.

Additional Bibliography:

Peter Schäfer, *Judaophobia: Attitudes Toward the Jews in the Ancient World*. Cambridge, Harvard University Press, 1997.

2. New Testament, Church Fathers

Allocation of topics for oral reports.

Sources:

New Testament (any translation): Matthew 23; 26:57-27:54; John 5:37-40, 8:37-47; Acts 7:51-53; Gal. 4:21-31; I Thes. 2:13-16; Rom. 9:1-33.

John Chrysostom, *Discourses Against Judaizing Christians*, Homily 1.

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

Studies:

Ruether, pp. pp. 64-195.

Additional Bibliography:

Jules Isaac, *The Teaching of Contempt: Christian Roots of Anti-Semitism*, New York, 1964.

Marcel Simon, *Verus Israel*. Oxford: Littman Library, 1986, esp. chap. 8.

James Parkes, *The Conflict of the Church and the Synagogue*. Philadelphia: Jewish Publication Society, 1961.

John Crossan, *Who killed Jesus: Exposing the Roots of Antisemitism in the Gospel story of the death of Jesus* (San Francisco, 1995)

3. The Crusades

Sources

Albert of Aix and Ekkehard of Aura: Emico and the Slaughter of the Rhineland Jews

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

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

Additional Bibliography:

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

Jacob Katz, *From Prejudice to Destruction*. Cambridge: Harvard University Press, 1980.

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

4. Jews and the Devil, the Antichrist and ritual murder accusations

Sources:

From "The Life and Miracles of St. William of Norwich,"

<http://www.fordham.edu/halsall/source/1173williamnorwich.html>

Texts of Simon of Trent to be handed to students

Texts of Adam of Bristol to be handed to students

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

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

Additional Bibliography:

Langmuir, Gavin, *Toward a Definition of Antisemitism*. (Berkeley: University of California Press, 1990) esp. chaps. 9-12 on ritual murder and blood libel.

Joshua Trachtenberg, *The Devil and the Jews* (Philadelphia, 1983) pp.1-108, 109-220

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. Oral Reports (4)

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?

Additional Bibliography:

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:

Susanna Buttaroni and Stanislaw Musial (eds.) *Ritual Murder: Legend in European History* (Krakow, 2003)

Ronnie Po-chia Hsia *Trent 1475, Stories of a Ritual Murder* (New Haven, 1992)

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) 1-19

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

6. The History of Iconographic Anti-Semitism

Additional Bibliography:

Ruth Mellinkoff, *Outcasts: Signs of Otherness in Northern European Art of the Late Middle Ages* 2 vols. (Berkeley, 1993)

Isaiah Schahar *The Judensau* (London, 1974)

Heniz Schreckenberg *The Jews in Christian Art: An Illustrated History* (New York, 1996)

7. Shylock: Anti-Semitism on stage?

Sources:

William Shakespeare's *The Merchant of Venice*.

Additional Bibliography:

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. Enlightenment, Emancipation, Liberalism, Socialism: The Changing Image of the Jew in the Age of Reason

Sources:

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,

Studies:

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

Additional Bibliography

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

9. Nationalism

Sources:

Wagner in *The Jew in the Modern World*, pp. 268-71, 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, pp. 31-46.

Studies:

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

Additional Bibliography:

On Marr:

Moshe Zimmerman, *Wilhelm Marr: Patriarch of Antisemitism*. New York: Oxford University Press, 1986.

On Wagner:

Paul Lawrence Rose, *German Question Jewish Question: Revolutionary Antisemitism from Kant to Wagner*. Princeton: Princeton University Press, 1990.

Rose, *Wagner: Race and Revolution*, New Haven: Yale University Press, 1992.

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)

On Voltaire:

Alfred Jules Ayer, *Voltaire* (London, 1986)

10. Oral Reports (4) :

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?

11. Anti-Semitism in Russia and Eastern Europe

Sources:

Jew in the Modern World: Dostoievsky, 337-38, Beilis Trial, 412-13, Sikorsky, 367-71.

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

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

Additional Bibliography

On Russian Antisemitism:

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

On Hilsner:

Michal Frankl “The background of the Hilsner case; political antisemitism and allegations of ritual murder, 1896-1900” *Judaica Bohemiae* 36 (2001) 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)

12. Oral Reports:

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?

13. Anti-Semitism in France

Sources:

Levy, pp. 104-12, 224-34

Studies:

Jacob Katz, *From Prejudice to Destruction*. pp107-44, 292-300

Additional Bibliography

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

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. Oral Reports: The Dreyfus affair (4)

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. Hitler and Nazism

Sources:

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

Levy, pp. 97-103, 113-44.

Mein Kampf 265-278. The whole work is available to read on the internet

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

Studies:

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

Additional Bibliography

Pulzer, Peter, *The Rise of Political Anti-Semitism in Germany and Austria*. Cambridge: Harvard University Press, 1988.

Jacob Katz, "Was the Holocaust Predictable?" *Commentary* 56 (May 1975), 41- 48

16. Screening of films (Leni Riefenstahl *Triumph of the Will* (1934) and Fritz Hippler *The Eternal Jew* (1940) followed by discussion.

To read about these films go to:

Leni Riefenstahl, *Triumph of the Will* (1934):

<http://history.sandiego.edu/gen/filmnotes/triumph.html>

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

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

Discussion to follow

17. The Protocols and World Jewish Conspiracy, Henry Ford:

Sources:

Levy, pp. 147-65

Studies

Dinnerstein, p. 81-83, 102

Additional Bibliography

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.

Benjamin Segal, *A Lie and a Libel: The History of the Protocols of the Elders of Zion*. Lincoln" University of Nebraska Press, 1995 (transl. of 1926 German work).

Neil Baldwin, *Henry Ford and the Jews: The Mass Production of Hate*. New York: PublicAffairs, 2001.

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

18. Oral Report: Henry Ford: *The International Jew* (Boring, Oregon, , 1995); see above (3)

1. A study of Henry Ford – what he did and how he interpreted the Protocols using specifically the text *The International Jew*.

2. Discuss Ford's relationship with Nazism.

3. Studying the Protocols on the Internet.

19. Anti-Semitism in America

Studies:

Dinnerstein, pp. 58-149

Additional Bibliography:

Jeansonne, Glen, *Gerald L. K. Smith: Minister of Hate*. Baton Rouge: Louisiana State University Press, 1997.

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

20. Antisemitism in the Arab World

Sources:

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

(Read through at least two of the documents)

Studies:

Bernard Lewis, *Semites and Antisemites* (entire book)

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

21. Oral Report:

1. 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)
2. The Damascus Affair: To what extent would you argue that the Damascus Affair was a modern tale of ritual murder?

22. 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)

1. Neo-Nazi – <http://www.natvan.com> (National Alliance)
<http://www.ourhero.com/>
2. Nation of Islam - <http://www.blacksandjews.com>
3. Christian Identity – <http://www.christianseparatist.org/>
4. White Power - <http://www.wpww.com/>
<http://www.wckkkk.com> (Ku Klux Klan) – note Links
5. Miscellaneous - <http://www.jewwatch.com> , <http://www.biblebelievers.org.au/repute.htm>

Studies:

Dinnerstein, pp. 197-227

RULES AND REGULATIONS FOR MY COURSES

1. I do not take class attendance. But if you do miss a class you are responsible for the material in that class.
2. Make every effort to come on time. In fact, come early and then you'll be *sure* you're on time. It's very distracting to have students wandering into class late.
3. If you want to speak with me, please talk to me after class so we can arrange an appointment. You are welcome to call me at home between 8.30 and 10.30 p.m., except Friday night.
4. I like to meet everyone in my courses. If I haven't already met you, please introduce yourself.

Requirements for the Course:

1. Regular Attendance and Participation in Meetings
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. (20% 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. (30% of final grade)
4. A final exam, which must be taken by all students (50% of final grade). This exam will be both a selection of textual and essay questions.

JUDAISM AND CHRISTIANITY IN CONFLICT— AND IN CONVERSATION

Professor Jeremy Cohen

Office: 321 Carter Building

03-6409342; jecohen@post.tau.ac.il

Office hours: Tuesdays 10:30, and by appointment



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

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

1. (16.10) The Jewish World of Christian Origins

2. (23.10) Jesus the Jew *or* Jesus vs. the Jews

the Gospel of Matthew, selections from Paul’s epistles

3. (30.10) The Jews in the New Testament

the Gospel of John

4. (6.11) Partings of the Ways

selected sermons of the church fathers

5. **(13.11) Jesus and Christianity in the Writings of the Rabbis**

from the Passover Haggadah, Talmud, and Midrash

6. **(20.11) Religion and Law, Church and State**

from the laws and letters of churchmen and Christian princes

7. **(27.11) On the Muslim Frontier**

readings: selections from Judah Halevi, Moses Maimonides

8. **(4.12) The End of the “Dark Ages”**

Jewish reports of the First Crusade; Jews and the “renaissance” of the twelfth century; Innocent III and the zenith of papal power

9. **(11.12) The Church Discovers the Talmud**

the trial and burning of the Talmud in thirteenth-century Paris

10. **(18.12) The Great Disputations**

Jewish and Christian reports of public debates; *The Disputation* in film (1986) and on stage (2005)

11. **(25.12) literature, folklore, art**

blood libels; Chaucer’s “Prioress’s Tale”; Jews and Judaism in Christian art

Course Requirements:

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

THE ZIONIST MOVEMENT: FROM A VISION TO A STATE 1894-1967.

Dr. Gideon Greif

"No nation on earth has survived such struggles and sufferings as we have gone through...the Zionist movement will stop it, she will return the Jews to Judaism and to the Jewish land...this is not a vision or a legend it depends on a Jewish historical willpower"...

(Altneuland 1902)

Course Summary: The aim of the course is to introduce the background of the birth of the Zionist movement in the 19th and 20th century, to describe its basic ideology and main historical and moral values and its development, starting from its first step of existence until the establishment of the state of Israel.

Among the main topics, which the course emphasizes, are: the reasons for the late emergence of Zionism, the influence of Emancipation and Modern anti-Semitism on the emergence of Zionism, the personal contribution of Theodor Herzl to the translation of the ideological idea of Zionism into a political modern movement, and the main streams of the Zionist movement. We will also discuss the periods of crisis, which threatened to destroy the young movement after its establishment, and we will try to answer the question, why the masses of Jewish people in the world did not accept Zionism as their solution for being hated and discriminated and preferred to remain in the Diaspora.

Later on, we will discuss the questions of the first Zionist emigrations ("Aliyot"), the Balfour Declaration and the creation of new Zionist Yishuv in Mandatory Palestine, and analyze the weakness of the Zionist movement during the Holocaust and its failure to save the Jewish People from annihilation during the "Final Solution".

Finally we will raise the question, whether the creation of the State of Israel in May 1948, was the natural completion of the Zionist dream or just an important and meaningful climax.

During the meetings of the course we will watch several PowerPoint presentations, documentary films and will read historical sources related to the Zionist movement.

Time: Wednesday 16 - 20h

Course program:

Meeting number	Topic of the meeting
1.1	The National Idea of the Jewish People from the Ancient Times until the 19th Century. An historical Survey
1.2	The Political, Social and Cultural Situation of the Jewish People in the 19th Century
2.1	Modern Phenomena, which affected the Birth of Jewish modern Nationalism: Emancipation, European Nationalism and Modern anti-Semitism
2.2	The Forerunners of Zionism
3	Theodor Herzl: The Man and his Idea
4.1	The Beginnings of the Zionist Movement
4.2	The Basel Program and the First Zionist Congresses
5.1	The Crisis after the Death of Herzl
5.2	Patterns of Zionism: Religions Zionism, Practical Zionism, Spiritual Zionism, Political Zionism, Synthetic Zionism, Social Zionism
6.1	Zionism in Russia
6.2	The Uganda-Crisis and the El-Arish-Plan
7.1	Mid-Term Exam
7.2	Anti-Zionist Jewish Groups
8.1	The Conditions in Eretz Israel in the 19th and 20th Century
8.2	The first Zionist "Aliyot" (Emigrations).
9.1	The Zionist Movement after World War I, the Balfour-Declaration and the British Mandate over Palestine
9.2	The Zionist Movement 1933-1939
10.1	The Zionist Movement during the Holocaust
10.2	The Climax: The Birth of the State of Israel
11.1	The Zionist Movement after the Creation of the State of Israel
11.2	The Meaning of Zionism in the 21st Century

Bibliography for the Course 'From a Vision to a State: The Zionist Movement'.

Secondary Sources:

Bein, Alex: Theodor Herzl, A Biography, Atheneum 1970. (pages will be submitted)

Cohen, Israel, The Zionist Movement, London: Frederick Muller LTD, 1944, pp: 67-82.

Engel, David: Zionism, Harlow: Pearson Education Limited 2009, Chapters 2: "Crystallization of a Movement, 1881-1897 and Chapter 3: Diplomacy and Settlement, 1897-1914, pp. 27-76.

Friedman, Isaiah, 'The Response to the Balfour Declaration', Jewish Social Studies, 35, 1973, pp: 105-124.

Hertzberg, Arthur, The Zionist Idea: a Historical Analysis and Reader, New York: D. H. Publish, 1959, pp: 15-45.

Laqueur, Walter: A History of Zionism. From the French Revolution to the Establishment of the State of Israel, New York: Schocken Books, 1972, Chapter 2: The Forerunners, Chapter 7: In Blood and Fire: Jabotinsky and Revisionism, Chapter 9: The Weizmann Era, pp.: 40-83, 338-383, 441-504.

Porat, Dina, 'March to 19 July 1944, What did the Yishuv Know?' in Genocide and Rescue, edited by David Cesarani, Oxford, 1997, pp: 179-192.

Rabin, Chaim, 'The National Idea and the Revival of Hebrew', Studies in Zionism, 7. Spring 1983, pp: 31-48.

Robertson, Ritchie, Timms, Edward: Theodor Herzl and the Origins of Zionism, Edinburgh: Edinburgh University Press 1997. (pages will be submitted)

Sachar, Howard M.: A History of Israel. From the Rise of Zionism to our Time, New York: Random House 1976, Chapter 1: The Rise of Jewish Nationalism, Chapter 2: The Beginning of the Return, pp. 3-35.

Shapira, Antia: Essential Papers on Zionism, New York: NYU Press, 1995. (pages will be submitted)

Shilo, Margalit, 'The Immigration Policy of the Zionist Institutions', Middle Eastern Studies, 30, 3, 1994, pp: 597-617.

Vital, David: The Origins of Zionism, Oxford: Oxford University Press 1980. (pages will be submitted)

ISRAELI POLITICS

Dr. Engeni Klauber

ROOM:

OFFICE HOURS: Mondays 4:00pm-6:00pm

OFFICE: Naftali, Room 531

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

Course Description:

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

Course Objectives:

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

Texts and Readings:

The texts for this course will provide students with the necessary background information and facts for understanding of Israeli politics. The texts will be available on Moodle 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 will be available as downloadable documents (Microsoft Word or PDF formats) on the Moodle 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 several equally weighted take-home 2-pages length tasks.

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 of the five parts 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), which will be due by the beginning of the class on Monday, TBD, by 6:15pm. 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) will be due by the beginning of the class on Tuesday, December 27, 2012, 6:15pm. You will be asked to write an analytical report on some important issue of the international politics. The topic of the paper should cover issues, or key relationships between concepts of developing countries that interest you. This could be a country analysis or a study on international event in general. 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 Sakai 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.

Extra Credit Opportunity:

Integrative analysis of one of the articles from *Haaretz* (op-ed) will provide you with additional 3 credits. Articles in *Haaretz* (op-ed) concentrate on the current events in Israeli politics. You will receive extra 3 credits for finding an article from *Haaretz* newspaper about political event and writing a 2 pages coherent analysis of what happened in and how that event can be explained by means of the learned theories. There are two restrictions on the article you choose. First, the article must have been written between October 15, 2012 and December 27, 2012. Second, the event for your analysis cannot be the same event you are researching for your final paper. You must turn in your newspaper article and the analysis paper by the last class (January 3, 2013) to receive extra credit.

Grading Summary:

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

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 Assignments¹:

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

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

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

4. Immigration, Political Culture and Israel's Society
 - Arian, A. (1989). *Politics in Israel: the Second Generation*, Chaham House, N.J., 1989, Chapter 1, pp. 1-29.

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

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

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

- 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. (2004). The Role of the Supreme Court in a Democracy. *Israel Studies*, 3, 2, pp. 6-29.
- Israeli Government's Portal is [here](#).

6. Elections and Voting

- 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*, Rowman & 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.

7. Parties and Interest Groups

- 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.

8. Coalition Politics in Israel

- 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.

9. Public Policy in Israel

- 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.

10. 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](#).

11. Israeli Arabs: Israel as an Ethnic Democracy

- 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.

12. State and Religion: Judaism in the Jewish State

- 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.

13. The Socio-Economic Cleavage in Israel

- 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, (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.

14. Gender Issues in the Israeli Politics

- 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.

15. The Future of Israel as a Jewish State.

- 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

mjwein@gmail.com

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

We will familiarize ourselves with multidisciplinary methodology that will enrich our understanding of Tel Aviv–Jaffa, Israel 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, Arabs and Jews, ports and maritime history, industrialization and urban planning, politics and government, business and crime, education and cultural venues, old British influences and migrant workers or refugees today, sports and parks, transportation and infrastructure, memorials and archeological sites, language use in public space, and the city’s representation in Israeli film and literature.

You will also be required to participate in one walking tour of four hours, in small groups, “hands on” and on-site. The meeting point is Diezengoff Square in central Tel Aviv near the colorful fountain on designated Mondays at 4:30 pm. Tours end in Jaffa by 8:30 pm. A list of tour dates will be passed around, please make sure to sign up in time. It is important that you are well fed, bring comfortable shoes and clothes, a cap, umbrellas, sun glasses/sun lotion and water, as well as change for drinks and the bus. We will stop on the way for explanations, discussions, short visits and a coffee break.

Requirements: *Presentation of readings (ca. 30 minutes, 2-4 persons per reading, 10% of grade), participation in one walking tour (10%), one book report on *City of Oranges* (5-10 pages, due by e-mail by April 15, 10%), class attendance (20%), a final paper (50%, topic your choice, 10-15 pages, due by e-mail by May 31, 2010).*

Please buy the following books:

LeBor, Adam. *City of Oranges*. New York and London: W. W. Norton, 2006.

Tel Aviv pocket guide & atlas. Published/Created: Tel Aviv, Israel: MAPA - Mapping and Pub., c1998. Description: 1 atlas (132 p.) : col. ill., col. maps; 20 cm (English or Hebrew).

1. Session: Introduction

- Introduction
- Slide Show of Tel Aviv–Jaffa
- Discussion of the Syllabus and Questions
- Distribution of Reading Presentations
- Campus Tour

2. Session: North Tel Aviv

Slide Show:

- The Yarkon/Al-Auja River Valley
- Tel Aviv University Campus/Sheikh Munis
- 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

Reading Presentations:

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

- Dolev, Diana, “Shaping a Modernist University Campus.” *Docomomo* 40, March 2009, 52-56.
 - PalestineRemembered.Com “Welcome To al-Shaykh Muwannis.” Available from: <http://www.palestineremembered.com/Jaffa/al-Shaykh-Muwannis/index.html> [follow up on the tabs for pictures and other material]
 - Rapaport, Meron. “History Erased.” *Haaretz*, 06/07/2007.
 - “TAU History: The Making of a University.” Available from: <http://www.tau.ac.il/tau-history-eng.html>
 - Zokhrot, “Sheikh Munis.” Available from: <http://www.zochrot.org/index.php?id=143>
- Schlör, Joachim, *Tel Aviv: From Dream to City*. London: Reaktion Books Ltd, 1999, 162-211.
- 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.

3. Session: Kikar Rabin to Kikar Hamedina

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/Muslim Cemetery

Reading Presentations:

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. 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.

Architectural Styles (all six items together constitute one reading!):

- Bauhaus Foundation Dessau. Available from: <http://www.bauhaus-dessau.de/en/index.asp>, accessed.
- Levin, Michael. "The Modern Movement in Israel." Docomomo 40, March 2009, 36-40.
- Smolsky, Raz. "History in the Unmaking." Haaretz, 01/12/2008.
- "Tel Aviv Architectural Styles." Architec.tour.a. Available from: http://www.telavivarchitecture.com/Architectural_Styles.html
- "The White City of Tel Aviv." UNESCO, 2003. Available from: http://whc.unesco.org/archive/advisory_body_evaluation/1096.pdf
- Ziesling, Yael. "Bauhaus Architecture." Jewish Virtual Library, 2000. Available from: http://www.jewishvirtuallibrary.org/jsource/Society_&_Culture/Architecture/Bauhaus.html

4. Session: Bauhaus and Eclectic City

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:

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

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

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

5. Session: South Tel Aviv and Jaffa

Slide Show:

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

Reading Presentations:

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

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

Kark, Ruth. Jaffa: A City in Evolution, 1799–1917. Jerusalem: Yad Izhak Ben–Zvi Press, 1990, 135-203.

6. Session: Jaffa in Film

Ajami by Scandar Copti and Yaron Shani, Israel, Palestine, Germany, 2009: Movie Viewing and Discussion

7. Session: Tel Aviv in Film

The Blaumilch Canal (The Big Dig) by Ephraim Kishon, Israel, 1969: Movie Viewing and Discussion

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

- Classroom Discussion
- Overview of Walking Route
- Sign Up for Walking Tour
- Instructions for the Final Paper
- Conclusions

Reading Presentations:

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

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.

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

9. Session, Diezengoff Square:

Walking Tour 1

10. Session, Diezengoff Square:

Walking Tour 2

11. Session, Diezengoff Square:

Walking Tour 3

THE ISRAELI ECONOMY

Dr. Paul Rivlin

The history of the pre-independence and modern economy. The role of population growth and immigration; problems of inflation and stabilization; the balance of payments; sectoral developments. The Histadrut, defense spending; the economics of the peace process and Israel's integration into the world economy. The effects of the second Intifada.

Grading System: Attendance and mid-term exam: 25%, final exam 75%

Course outline and readings

- The Pre-State Economy
(Ben Porat: chapter 1; Halevi and Klinov-Malul: chapter 2)
- Economic Development 1948-1973
(Halevi and Klinov-Malul: chapters 1,3,4; Patinkin: chapters 1,2; Rivlin: chapter 1)
- The Economic Crisis of the 1980s and the 1985 Stabilization Program
(Ben Porath: chapters 14,15,17; Rivlin: chapter 2, Bruno: chapters 2,4,5)
- The Defense Burden
(Ben Porath: chapter 8; Rivlin: chapter 3)
- Industry, Agriculture and Services
(Rivlin: chapter 4; Bank of Israel: Annual Reports)
- The Balance of Payments, Foreign Debt, Exchange Rate Policies
(Ben Porath: chapters 14-17; Rivlin: chapter 5)
- Capital Markets and Monetary Policies
(Rivlin: chapter 6; Bank of Israel: Annual Reports)
- The Labor Movement and the Histadrut
(Halevi and Klinov-Malul: chapter 5; Rivlin: chapter 7)
- The Budget and the Public Sector

(Ben Porat: chapter 9; Rivlin: chapter 8; Bank of Israel: Annual Reports, Ben Bassat chapter 1)
- The Peace Process, Immigration in the 1990s and Israel's Integration in the World Economy (Bank of Israel: Annual Reports)
- The Second Intifada and the Current Situation
(see websites: mof.gov.il; bankisrael.gov.il)

Readings

Introduction to economics:

Rudiger Dornbusch, Stanley Fischer and Richard Startz,
Macro-Economics, 8th edition (McGraw-Hill Higher Education)
Chapters 1, 2, 3, 7.1, 7.2, 12.1, 18.4 (not in 7th edition)
N. Gregory Mankiw, Principles of Economics, (Worth Publishers) Chapters 22 and 29

Israeli Economy:

Ben Bassat, A. ed.
The Israeli Economy 1985-1998 (Cambridge, Mass. MIT Press, 2002)
Ben Porat, Y. ed.
The Israeli Economy: Maturing Through Crisis (Cambridge, Mass: Havard University Press, 1986)
Bruno, Michael
Crisis, Stabilization, and Economic Reform: Therapy by Consensus (Clarendon Press, Oxford, 1993)
Halevi N. and Klinov Malul R.
The Economic Development of Israel (New York: Praeger, 1968)
Patinkin, D.
The Israeli Economy: The First Decade (Jerusalem: Falk Institute, 1967)
Rivlin, P.
The Israeli Economy (Boulder: Westview, 1992),
Two Middle Eastern Inflation: Israel and Turkey, 1980-2001 in
British Journal of Middle East Studies, Vo. 30 no. 2, November 2003
Rivlin, P.
The Israeli Economy from the Foundation of the State through the
Twenty-First Century (New York: Cambridge University Press, 2011).
E-book available at:
http://www.cambridge.org/us/knowledge/isbn/item6446856/?site_locale=en_US
Zilberfarb, B. in *Israel Affairs*
Vol. 1. no.1, Autumn 1994, The Effects of the Peace Process on the Israeli Economy
Vol. 5. no.1, Autumn 1996, The Israeli Economy in the 1990s
Vol. 11, no. 1, January 2005, From Socialism to Free Markets, The Israeli Economy 1990-2003
Vol. 12, no.1, April 2006, From Boom to Bust: The Israeli Economy 1990-2003

Websites

www.cbs.gov.il
www.mof.gov.il
www.bankisrael.gov.il (Annual Report)
www.tau.ac.il/jcss/sa/v6nlp5Tov.html The Jaffee Center, Strategic Assessment, Vol. 6 no. 1, May
2003: Economy in a Prolonged Conflict: Israel 2000-2003
www.oecd.org

BUSINESS ETHICS: PROFIT, POVERTY AND PROSPERITY AND THE GLOBALIZING WORLD

Mr. Andrew German

Course Description

Business, or capitalism more generally, is one of the two of three most powerful forces that have made and continue to remake our world. Our class will be a philosophical examination of some issues arising from the overwhelming importance of business to our lives. We approach the question from two angles: First, since people have not always thought the same way about the status of business, we will undertake a general study of how great economic and political thinkers tried to establish, justify or critique the role of business. We will ask: Does business contribute to virtue and happiness? How do commerce and capitalism affect society? In light of their importance in a globalizing economy, what kind of responsibilities, if any, should corporations have? Then, we turn to a study of the dominant schools of philosophical ethics and their applications to the business world. We will try to understand what constitutes ethical behavior and see if and how this can be applied to practical situations which one might encounter as a business manager, decision-maker, or even a consumer.

Requirements

- 3 in class quizzes (15%)
- Midterm exam (in-class)(40%)
- Final exam (in-class) (45%)
- Attendance is taken in all classes. No more than 3 absences without a doctor's note are allowed. Tel Aviv University policy requires deducting one third of a letter grade for each further unexcused absence. (i.e. an A becomes an A-, another absence would reduce it to a B+, then B, etc.)
- We will be engaging with texts from a variety of disciplines: philosophy, economics, political science and management theory. All students must come to class having read and understood the assigned material, ready to discuss it. ***Everyone must bring the assigned reading to class.***

Course Materials

Reading material will be provided on the course website (VIRTUAL TAU). Below are some of the textbooks from which readings are drawn.

- Steven Cahn and Peter Markie, *Ethics: History, Theory, and Contemporary Issues*.
- James Rachels, *The Right Thing to Do: Basic Readings in Moral Philosophy*
- Blackwell Press – *A Companion to Business Ethics*. Edited by Robert E. Frederick
- Campbell Jones, Martin Parker and Rene ten-Bos, *Business Ethics: A Critical Approach*, Routledge.

Plagiarism

Plagiarism means “stealing or passing off the words or works of another as one’s own, using a created production without citing the source” (Webster’s Ninth Collegiate Dictionary, 1988). This includes: (1) copying words, phrases, or whole sections from a website, book, article or other source without citing that source; (2) paraphrasing words from a source without citing that source; (3) writing about ideas that are not yours originally (aside from mere ‘common knowledge’) without citing that source; (4) submitting all or part of someone else’s written work as if it were your own. If I suspect a student has plagiarized on any assignment, I will alert the OSP Director. If it is concluded that plagiarism has taken place, you may be subject to disciplinary action by Tel Aviv University. Regardless of what the University administration decides to do with such a case, it goes without saying that plagiarism will mean instant failure of this course.

Schedule (subject to change):

Introduction: What is Business? What is Ethics? Property and Profit Motive (Bible)
Property and Profit Motive (Plato’s Republic) Rethinking Property and Profit (Locke)
The Virtues of Capitalism (Hume) The Virtues of Capitalism (Adam Smith)
Capitalism and Vice (Rousseau and Karl Marx) Capitalism, Culture and Society (Fukuyama) + Quiz
Capitalism, Culture and Society (Fukuyama) Is there “Corporate Responsibility?” (Richard Freeman)
Is there “Corporate Responsibility?” (Milton Friedman) Midterm (In Class)
Kantian Ethics Kantian Ethics (Practical Applications)
John Stuart Mill and Utilitarian Ethics + Quiz John Stuart Mill and Utilitarian Ethics (Practical Applications)
Aristotelian Virtue Ethics+ Quiz Aristotelian Virtue Ethics
Corporate “Community” and Business Virtue (Robert Solomon) Case Study (Apple and China)
Case Study (Advertising, business and human nature) Case Study (Globalization and its effects) + Final Exam Review
Final Exam (In Class) – Do NOT make any travel plans which conflict with this date

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

Dr. Brandon Friedman

This course introduces students to the initial stages of the Arab-Israeli conflict, starting from the first waves of Zionist immigration to Palestine through the 1948 war and the establishment of the state of Israel. It will focus on the emerging features of the conflict, the struggle between the Palestinian Arab and Jewish Nationalist movements, and the international involvement in these events. A variety of scholarly studies will provide the background for class discussions.

The course will focus on the emergence of the Zionist and Palestinian nationalist movements, British policy in Palestine, the rise of new Zionist and Palestinian leaders, the 1936-1939 Arab Revolt, and the post-World War II efforts to establish a Jewish state.

Our focus on these events will be linked to broader regional developments in the Middle East, which also play a role in the struggle for Palestine. These include the breakup of the Ottoman Empire, the rise of Arab nationalism, and the modern Arab state system that emerged in the inter-war period. This backdrop links the discussion of the roots of the Arab-Israeli conflict to the wider realm of Middle East studies, and expands this course's scope of inquiry.

Week 1: Introduction and Preliminary Discussion

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

Week 2: Introduction to Nationalism

The Warwick Debates and beyond:

<http://www2.lse.ac.uk/researchandexpertise/units/gellner/Warwick.html>

Week 3: The Origins of Jewish Nationalism

Walter Laqueur, *A History of Zionism*, (London, 1972), pp. 3-39; 84-135.

Benny Morris, *Righteous Victims: A History of the Zionist-Arab Conflict, 1881-1999* (New York, 1999), pp. 14-26; 37-68.

Week 4: Arabs and Jews in Ottoman Palestine

Israel Kolatt, "The Organization of the Jewish Population of Palestine and the Development of its Political Consciousness before World War I", in Moshe Maoz (ed.), *Studies on Palestine during the Ottoman Period* (Jerusalem, 1975), pp. 311-245.

Baruch Kimmerling and Joel S. Migdal, *Palestinians: The Making of a People* (Cambridge MA, 1993), pp. 3-20; 35-61; 64-72.

Week 5: The Emergence of Palestinian Nationalism

Muhammad Y. Muslih, *The Origins of Palestinian Nationalism* (New York, 1988), pp. 1-11, 69-88, 175-224. Yehoshua Porath, *The Emergence of the Palestinian Arab Movement, 1918-1929* (London, 1974), pp. 31-69.

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

Week 6: British Policy in Palestine

Bernard Wasserstein, *The British in Palestine: The Mandatory Government and the Arab-Jewish Conflict, 1917-1929* (London, 1978), pp. 73-88, 139-164, 236-241.

Taysir Nashif, "Palestinian Arab and the Jewish Leadership in the Mandate Period", *Journal of Palestine Studies*, Vol. 6 No. 2 (Summer, 1977), pp. 113-121.

Week 7: Towards a Jewish State

Kenneth W. Stein, *The Land Question in Palestine, 1917-1939* (Chapel Hill and London, 1984), pp. 40-79; 212-221.

Kimmerling and Migdal, pp. 51-63; 96-123.

Week 8: The End of the British Mandate:

Steven Spiegel, *The Other Arab-Israeli Conflict: Making America's Middle East Policy, from Truman to Reagan* (Chicago, 1985), pp. 16-44.

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

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

Week 9 & 10: The 1948 War and the Historiographic Debate

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

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

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

Anita Shapira, "Politics and Collective Memory: The Debate over the 'New Historians' in Israel," *History and Memory*, 7, (1995), pp. 9-40.

INTRODUCTION TO THE RELIGION OF ISLAM

Dr. A. Hakim

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

IDEOLOGIES AND INTELLECTUAL MOVEMENTS IN THE MODERN MIDDLE EAST

PROF. ISRAEL GERSHONI

General:

The seminar will deal with the formation, evolution and diffusion of intellectual views and ideologies in the Modern Middle East, in particular during the years 1880-1950. It will focus on individual thinkers and intellectuals as well as intellectual movements and ideological bodies. It will trace the processes of the emergence of new intellectual discourses, their formation, dissemination and transmission; their changes and their social reception in the different levels of Middle Eastern cultures and societies. Special attention will be given to interaction between ideas and their socio-political contexts.

Grading system: One final exam.

Detailed outline:

First week:

Second week:

1. Introduction: Medieval History of Islamic states and societies

Third week:

1. Introduction: The 18th and 19th centuries

Fourth week:

2. The Reforming Governments-19th century

Fifth week:

3. J.D. Afghani and Muhammad Abduh

Sixth week:

4. Egyptian Nationalism, 1860-1919

Seventh week:

5. Arab Nationalism, 1860-1919

Eighth week:

6. Ideologies in Egypt, 1919-1952

Ninth week:

7. Ideologies in the Arab Middle East. Iraq, Syria, Jordan, Palestine 1919-1956

Tenth week:

8. Nasserism, 1950s, 1960s.

Eleventh week:

9. Ba'athism 1950s, 1960s. The Emergence of Islamic Radicalism

Reading texts (compulsory)

General background

1. Albert Hourani: A History of the Arab Peoples (Harvard, 1991)
2. **Islamic Modernism**
Albert Hourani: Arabic Thought in the Liberal Age, 1788-1939 (Oxford 1970), pp. 130-160.
3. **Egyptian Nationalism**
Ibid., pp. 161-221.
4. **Arab Nationalism**

R. Khalidi, L. Anderson, U. Unslieh and R. S. Simon (eds.), The Origins of Arab Nationalism (Columbia, NY 1991), pp.3-30, 50-69.
Sylvia Haim, Arab Nationalism: An Anthology, (Los Angeles, CA 1962), pp. 1-35.
5. **Nationalism and Culture in Egypt in the Interwar Era, 1919-1945**
I. Gershoni and J. Jankowski, Egypt, Islam and the Arabs, 1930-1945 (Oxford, 1987), pp. 77-132.
6. I. Gershoni and J. Jankowski, Redefining Egyptian Nationalism, 1930-1945 (Cambridge, 1995), pp. 1-31.
7. **Arab Nationalism in the Interwar Era**
Haim, Arab Nationalism, pp. 35-70.
8. **The Islamic Reaction**
R.P. Mitchell, The Society of the Muslim Brothers (Oxford, 1969), pp. 1-34, 232-250, 263-270.
9. **Nasserism**
N. Rejwan, Nasserist Ideology: Its Exponents and Critics (Jerusalem, 1974).
pp. 91-115, 195-234.
10. **Contemporary Radical Islamic Ideology**
E. Sivan, Radical Islam-Medieval Theology and Modern Politics (Yale, 1985), pp. 1-49.

POLITICS, RELIGION AND TERROR IN THE MIDDLE EAST

Dr. Uriya Shavit

The course will examine the emergence of Islamist movements as a major political force in modern Arab societies. In particular, it will pay attention to Islamist views on the crisis of Islam in the modern period; the meaning of jihad; the compatibility between Islam and democracy; Islamist attitudes to Israel; the origins of the war in Iraq and Arab responses to its democratization; the rise of Islam and the decline of the West in Islamist scholarship; and Islamic concepts on the role and identity of Muslims living in the West.

Grade Distribution:

for the course will be based on your performance on the midterm exams/paper, worth 20% and a final exam or paper worth 70%. The remaining 10% of your final grade is for class participation and occasional response papers and presentations.

Midterm Exam 20%

Final Exam/Paper 70%

Class Participation/Response Papers/Presentation 10%

1. A Clash of Civilizations?

With the end of the Cold War, prominent Western scholars cautioned that the ideological clash with Communism will be substituted by a clash of civilizations between the West and Islam. The intellectual origins of this paradigm will serve as a point of departure for discussion of other issues – does a Muslim civilization really exist, and should it be considered a threat?

Bernard, Lewis, "The Roots of Muslim Rage", **The Atlantic Monthly**, September 1990, 47-60.

Samuel P. Huntington, "The Clash of Civilizations?", **Foreign Affairs**, Summer 1993, 22-49.

2. The Rise of Islamism

What is the difference between Islam and Islamism? Discussion will focus on the religious, intellectual, cultural, social and political origins of one of the most influential movements in the modern Arab world – the Muslim Brothers.

Richard P. Mitchel, **The Society of Muslim Brothers** (London: Oxford University Press, 1969).

Ali Rahnema, **Pioneers of Islamic Revival** (London: Zed Books, 1994), 125-53.

Nazih N. Ayubi, **Political Islam** (London: Routledge, 1993), 48-69, 120-34.

3. Violence in the Name of Islam

Contemporary radical Islamist movements use violence to pursue their goals. What are the intellectual foundations and the political origins of this concept? Discussion will focus on the writings and the legacy of the main source of inspiration for radical Islam – Sayyid Qutb.

Sayyid Qutb, **Milestones** (Indianapolis: American Trust Publications, 1993).

Ahmad S. Mousalli, **Radical Islamic Fundamentalism: The Ideological and Political Discourse of Sayyid Qutb** (Beirut: American University of Beirut, 1992).

4. Democracy, Democratization and Islamism

Why have Arab societies not been part of the Third Wave of Democratization? Discussion will focus on the historical foundations of regimes in the Middle East, on contesting Islamist conceptualization of democracy (the "shura" debate) and on two main methodologies developed to analyze the democracy gap in the region – the cultural-essentialist, and the structural-social.

Charles Issawi, "Economic and Social Foundations of Democracy in the Middle East", **International Affairs**, Vol.32, No.1 (January 1956), 27-42.

Giacomo, Luciani, "The Oil Rent, The Fiscal Crisis of the State and Democratization", in **Democracy Without Democrats**, ed. Ghassan Salame (London and New York, 2001), 130-152.

Elie Kedourie, **Democracy and Arab Political Culture** (London, 1994).

Uriya Shavit, "Is Shura a Muslim Form of Democracy?", **Middle Eastern Studies**, Vol. 46, No. 3, May 2010, 1-26.

5. The Rise of al-Qaeda

From where did al-Qaeda come from? Discussion will focus on the movement's intellectual origins, as well as on its modes of operations and the strategic implications of the 9/11 attacks.

Uriya Shavit, "al-Qaeda's Saudi Origins", **Middle East Quarterly**, Vol. XIII, Number 4 (Fall 2006), 3-13:

<http://www.meforum.org/999/al-qaedas-saudi-origins>

Abdel Bari Atwan, **The Secret History of Al-Qaeda** (London, 2006), 31-56.

6. The War in Iraq

Perhaps more than any other war in history, the war in Iraq was a highly controversial intellectual enterprise. Discussion will focus on the rise and fall of the second generation of neoconservatives and on the notional roots of Arab resistance to the war.

Letter to President Clinton, The Project for the New American Century, 26.1.98:

<http://www.newamericancentury.org/iraqclintonletter.htm>

Letter to President Bush, The Project for the New American century, 29.9.01:

<http://www.newamericancentury.org/Bushletter.htm>

Stephan Halper and Jonathan Clarke, **America Alone: The Neo-Conservatives and the Global Order** (Cambridge, 2004), 112-156.

George Packer, **The Assassins Gate** (New York, 2006), 8-38.

Uriya Shavit, "The Road to Democracy in the Arab World", **Azure**, No. 26, 2006, 34-62:

7. Failure of Islamism

Arab Islamist movements have resorted to mass, peaceful mobilization as well as to different modes of violent uprisings; all attempts at capturing power failed. What are the reasons for that failure – and how do Islamists rationalize it?

Olivier Roy, **The Failure of Political Islam** (Cambridge MA: Harvard University Press , 1994), 61-74.

Emmanuel Sivan, "Why Radical Muslims Aren't Taking over Governments," **Middle East Review of International Affairs Journal**, Vol. 2 No. 2 (May 1998).

8. Internet, Satellite Television, Democracy and Islam

Has al-Jazeera revolutionized Arab societies? Are the internet and Arab satellite television a force for democratization – or tools used by Arab regimes to tighten their control on their societies and by Islamists to enhance their revolution? Contesting analyses on these issues will be deliberated.

Jon B. Alterman, **New Media, New Politics?** (Washington, 1998), pp. 15-69.

9. Islam in the West: Between Integration and Introversion

Contemporary Muslim religious scholars, intellectuals and activists fiercely debate the role and identities of Muslims living in the West. Discussion will focus on two of the most influential leaders addressing the issue: Yusuf al-Qaradawi and Amr Khaled.

Yusuf al-Qardawai (7.5.2006), "Duties of Muslims Living in the West", in *IslamOnline.net*.
http://www.islamonline.net.servlet/Servlet/Satellite?pagename=IslamOnline-English-Ask_Sc

Amr Khaled, *Between Integration and Introversion* (n.d):
<http://amrkhaled.net/articles/articles542.html>

Uriya Shavit, "Should Muslims integrate into the West?", **Middle East Quarterly**, Vol. XIV, Number 4 (Fall 2007), pp. 13-21:

<http://www.meforum.org/1761/should-muslims-integrate-into-the-west>

Uriya Shavit, **The New Imagined Community** (Brighton and Portland: 2009), pp. 101-190.

10. The Decline of the West

The idea that the West is declining is central (albeit in different ways) to Western as well as Muslim scholarship on "the course of history". Discussion will focus on Islamist "declinist" conceptualizations and the social, religious and intellectual functions they serve.

Paul Kennedy, **The Rise and Fall of the Great Powers** (New York, 1987).

Niall Ferguson, "Complexity and Collapse", **Foreign Affairs**, March/April 2010, 18-32.

Uriya Shavit and Frederic Wiesenbach, "Muslim Strategies to Convert Western Christians", **Middle East Quarterly** (Spring 2009, Vol. 16, Nr. 2), 3-14:

<http://www.meforum.org/2104/muslim-strategies-to-convert-western-christians>

Sayed Kotb, "The World is an Undutiful Boy!", **Fulcrum**, Fall 1949, 29.

Zakir Naik, **Why The West is Coming to Islam?** (n.d), DVD distributed by Islam Dawah Center International, Birmingham

Rachid al-Ghannouchi, "Secularism in the Arab Maghreb", in Azzam Tamimi and John L. Esposito (editors), **Islam and Secularism in the Middle East** (London: Hurst & Company, 2000), 97-123.

FOREIGN POLICY OF THE U.S. 1945- 1990: THE MIDDLE EAST AND THE ARAB-ISRAELI CONFLICT

Prof. A. Gutfeld

The course will focus on the history and on analysis of major themes that influence the formation of American foreign policy using the Middle East and the Arab-Israeli conflict as a case study.

The lectures will provide a description of the background and major constraints in each administration global policy and examples of its implementation in the Middle East and in the Arab-Israeli conflict.

The course will cover the clash of the Great Powers - Cold War in the Middle East 1945-1990.

Lecture topics and required readings

Week 1:

Description of the major themes influencing the formation of US foreign policy and a strategic- historic definition of the US as a superpower.

Michael Roskin, "From Pearl Harbor to Vietnam: Shifting Generational Paradigms and Foreign Policy," *Political Science Quarterly* 89 (Fall 1974), 563 – 568.

Arnon Gutfeld, "United States Policy in the Middle East," in Avigdor Levy(ed.). *The Arab-Israeli Conflict: Risks and Opportunities*. 26 - .

Week 2:

Major themes in US involvement in the Middle East to 1945

David Finnie, *Pioneers East: The Roots of American Interests in the Middle East* 1 -18, 271 – 277.

John De Novo "American Interests in the Middle East 1919 – 1939," in Uriel Dann(ed.) *The Great Powers in the Middle East 1900 – 1939*. 225 -237.

Week 3:

US in the Middle East during World War II

John C. Campbell, *Defense of the Middle East*. 11 – 29, 49 – 62.

Week 4:

Establishment of Israel

David McCullough, *Truman*. 584 – 620.

Clark Clifford, "Factors Influencing President Truman's Decision to Support Partition and Recognition of the State of Israel, 24 -45.

Walter Russell Mead, "The New Israel and the Old: Why Gentile Americans Back the Jewish State," *Foreign Affairs* July/August 2008

Week 5:

Cold War in the Middle East in the 1950s: Mutual Defense Pacts.

John C. Campbell, *Defense of the Middle East*. 99 - 130.

Week 6:

The Suez Crisis and Its Consequences

William Roger Louis, "Dulles, Suez and the British," In Richard E. Immerman(ed.). John Foster Dulles and the Diplomacy of the Cold War. 158 - 193.

Week 7:

Kennedy and "Flexible Response" in the Middle East

Abraham Ben-Zvi, Decade of Transition. 66 – 84.

Week 8:

The 1967 War and its Aftermath

William Quandt, Peace Process. 1 – 54.

Week 9:

The Yom Kippur War

Henry Kissinger , Crisis. Part I

William Quandt, Peace Process. 130 – 176.

Week 10:

Carter and Camp David

William Quandt, Peace Process. 177 – 244.

Week 11:

Reagan and end of the Cold War

Steven Spiegel, The Other Arab –Israeli Conflict. Ch. On Reagan's administration.

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

Dr. Rivka Shusterman

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

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

Grading system:

- Class participation, sculpture presentation and day trip -20%
- Two mid-term tests- 20%
- Final exam 60%.

Subjects:

- Boris Shatz and the founding of Bezlalel school of Arts and Crafts in Jerusalem-1906.
- Bezalel Style :E. M. Lilien, Z. Raban ,A.S. Schurr.
- The Erez Israel Style–the influence of modern trends on local Art in the 20's: R. Rubin, A. Lubin, Z. Tagger N. Gutman)
- The 30's -Israeli Expressionism: I. Frenkel, M. Shemi and the Ecole de Paris.
- The Archeological style (Canaanite), A. Melnikov , I. Danziger.
- Late 1940's –early 1950's Local and Universal trends.
- The 60's-Israeli Pop Art.
- From Conceptual to Post Modernist aesthetics:
- East and West.
- Revival of painting and Jewish Motifs.
- Gender.

Bibliography:

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

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

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

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

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

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

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

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

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

Manor, 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.

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

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

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

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

SCREENED IDEAS: THINKING THROUGH FILM AND TELEVISION

Shai Biderman

It is hard today to imagine life without movies. The medium of film, although little more than a century old, outpaces virtually all other artistic and communicative media in its powers to mold our beliefs, desires, fears, and even our identities in accordance with its images and narratives—sometimes for better, sometimes for worse. It is clear that movies do much more than entertain their audience; many skillfully raise questions which philosophers have been asking and trying to answer for centuries.

In this course we will use movies and TV shows to focus our discussion on some of these longstanding philosophical questions. These include, for example, ideas about such perennial philosophical subjects as reality and appearance, good and evil, and knowledge and skepticism. We will be reading a variety of philosophical texts, both historical and contemporary, with two fundamental aims: to understand what these authors were trying to say, and to attempt to form reasonable opinions about the problems and puzzles they were writing about.

Main Textbooks

Burton F. Porter (Ed.), *Philosophy Through Fiction and Film*, Pearson, 2004 [Henceforth: PFF].

Christopher Falzon (Ed.), *Philosophy Goes to the Movies: An Introduction to Philosophy*, Routledge, 2002 [Henceforth: PGM]

Damian Cox and Michael P. Levine, *Thinking Through Film: Doing Philosophy, Watching Movies*, Wiley-Blackwell, 2012 [Henceforth: TTF]

Richard Fumerton and Diane Jeske (Eds.), *Introducing Philosophy through Film: Key Texts, Discussion, and Film Selections*, Blackwell, 2010. [Henceforth: IPF]

Requirements

- Midterm exam (45%)
- Final exam (50%)
- Class Participation (5%)
- Attendance will be taken in all classes. No more than three (3) absences are allowed. I will deduct half a grade-point for each further absence.
- Reading the assigned texts is mandatory, and essential for a successful discussion. I conduct my lectures on the assumption that all students have read and understood the assigned material. Hence, it is impossible to succeed without coming to class prepared.

Class Schedule (subjected to changes)

Class Topic Reading

Class Schedule (subjected to changes)

Class		Topic	Reading
Week 1:	A	Introduction: <i>Philoso...what?!</i> - What is philosophy? And is thinking on screen possible?	TTF, pp. 3-18. * Devlin, 89-94 (<i>South Park</i>)
	B	Critical thinking, logic and argumentation	PGM, pp. 181-211 * Arp, pp. 40-53 (<i>South park</i>)
Week 2:	A	Epistemology and Metaphysics: What do we know? What can we know? What is there to know? ... Who knows?	PGM, pp. 17-48 PFF, pp. 4-7 (Plato)
	B		IPF, pp. 17-20 (Descartes I) PFF, pp. 28-36 (Hume)
Week 3:	A		TTF, pp. 65-78 (<i>The Matrix</i>) * Biderman & Devlin, pp. 300-311 (<i>Lost/Locke</i>)
	B	Who am I? Who are you? – Personal identity and the idea of the Self	PGM, pp. 49-80 IPF, pp. 91-97 (Ayer)
Week 4:	A		IPF, pp. 98-105 (Putnam) IPF, pp. 121-124 (Nozick)
	B		TTF, pp. 49-64 (<i>Total Recall</i>) * Biderman, pp. 39-54 (<i>Total Recall</i>) TTF, pp. 132-146 (<i>Memento</i>)
Week 5:	A	Midterm	
	B	The Right, The Wrong and... the murky – Ethics and Moral Judgment	IPF, pp. 258-280 (Kant)
Week 6:	A		IPF, pp. 243-257 (Mill)
	B		IPF, pp. 377-382 (Aristotle)
Week 7:	A		TTF, pp. 191-208 (<i>Crimes and Misdemeanors</i>)
	B		TBA
Week 8:	A	In God we Trust? – free choice, determinism and philosophy of religion	PFF, pp. 254-260 (Augustine)
	B		TTF, pp. 115-131 (<i>Minority Report</i>) * Biderman & Eisikovits, pp. 242-255 (<i>Minority Report</i>)
Week 9:	A	For God and Country – Social and Political Philosophy	PGM, pp. 115-148
	B		* Biderman & Devlin, pp. 109-124 (<i>Intolerable Cruelty</i>)
Week 10:	A	The dance of the Machine – Philosophy of Science and Technology	PGM, pp. 149-180
	B	It's all in the Eyes of the Beholder – Beauty, Art and Aesthetic Judgment	* Biderman & Devlin, pp. 149-159 (<i>Family Guy</i>)
Week 11:	A	The meaning of life, the universe and everything	Excerpts (Nietzsche) Excerpts (Camus)
	B		Excerpts (Sartre)

Class	Topic	Reading
		Excerpts (Kafka)
Final exam		

Course Filmography (Films which will be mentioned and discussed throughout the course)

A Clockwork Orange (Kubrick, 1971)
 A Serious Man (Coen Bros, 2009)
 Avatar (Cameron, 2009)
 Bicentennial Man (Columbus, 1999)
 Crimes and Misdemeanors (Allen, 1989)
 Dogma (Smith, 1999)
 Dr. Strangelove (Kubrick, 1964)
 Extreme Measure (Apted, 1996)
 Fight Club (Fincher, 1999)
 High Noon (Zinnemann 1952)
 Inception (Nolan, 2010)
 Intolerable Cruelty (Coen Bros, 2003)
 Memento (Nolan, 2000)
 Minority Report (Spielberg, 2002)
 Monty Python's the Meaning of Life (Jones, 1983)
 Saving Private Ryan (Spielberg, 1998)
 The Matrix (Wachowski Bros, 1999)
 The Prestige (Nolan, 2006)
 The Third Man (Reed, 1949)
 Total Recall (Verhoeven, 1990)

As well as selected episodes from the TV shows:

Family Guy (MacFarlane, 1999-)
 Lost (Abrams, 2004-2010)
 South Park (Parker & Stone, 1997-)
 The Simpsons (Groening, 1989-)

CREATIVE WRITING

Ms. Dara Barnat

Email: barnatda@post.tau.ac.il

Office Hours: Webb 509, by appointment

In this course we will work on developing creative texts through the processes of close reading, writing exercises, peer critique, and revision. Our main goals will be to find inspiration, to learn more about our individual voices, to give and take productive criticism, and to acquire a greater appreciation of the art(s) of creative writing. During each class we will do writing exercises and critique work that you submit. On Thursdays we will also be reading and discussing texts that relate to the topic of the week. The texts will be placed on the virtual site at: virtual.tau.ac.il. In addition, you will be asked to keep a Writing Journal.

■ Week 1 – Introduction: The Writing Process

Text: From Letters to a Young Poet, by Rainer Maria Rilke

■ Week 2 – Finding Your Voice

Text: Chapter 2 of *The Writer Within*, by Rivka Rass

■ Week 3 – The Art of Revision

Text: From *Leaves of Grass*, by Walt Whitman
(Short assignment due)

■ Week 4 – On Poetry

(Mid-term assigned)

Text: Sonnet 23, by William Shakespeare and a poem by E. E. Cummings

■ Week 5 – On Fiction

Text: Chapter 1 of *The House of Mirth*, by Edith Wharton and *The Real Winner of the Preliminary Games*, by Etgar Keret

■ Week 6 – On Non-fiction

(Mid-term assignment due)

Text: “A Sacred Magic Can Elevate the Secular Storyteller” and an excerpt from *Night*, by Elie Wiesel

■ Week 7 – Responding to Place

Text: Poems by Karen Alkalay-Gut, Linda Zisquit, Rachel Back, and Shirley Kaufman

■ Week 8 – Building (a) Character

Text: From *Huckleberry Finn*, by Mark Twain
(Short assignment due)

■ Week 9 – Dialogue/Dialect

(Final project assigned)

Text: From Call it Sleep, by Henry Roth

■ Week 10 – Descriptive Language

Text: From The Inheritance of Loss, by Kiran Desai

■ Week 11 – Choosing Your Story

Text: TBA

(Final project due)

* Each week you should write one entry in a Writing Journal. Your entries can be handwritten or on in a computer file. They will be handed in as part of your final project.

* Final project:

1. Submit a portfolio with piece or pieces of writing that have been revised 3-4 times. Include earlier drafts.
2. Submit a written reflection of your creative work. This can include comments on your writing process, the strengths or weaknesses you perceive in your work, the direction of the work, or anything else you wish to discuss in a self-reflective manner.
3. Submit the entries from your Writing Journal.

* The grade for this course will be decided 10% on attendance, 20% on participation (including in-class participation and 2 short assignments), 30% on a mid-term assignment and 40% on a final project.

ISRAELI CINEMA AND THE CULTURE OF MODERN ISRAEL

Dr. Shmulik Duvdevani

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

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

Feb. 21 Introduction

Early beginnings – the advent of Zionism and Zionist films

Feb. 28 Zionist myths and their manifestation in early Israeli cinema

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

Mar. 7 The Bourekas

Popular Israeli cinema and the ideology of the melting pot. Sephardic and Ashkenazi

Mar. 14 The blade and the vessel

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

Mar. 21/28 Auteurs

The significance of Ephraim Kishon, Menachem Golan, Uri Zohar and Assi Dayan as representatives of major patterns in Israeli cinema

Apr. 4 “He’s got his part wrong”

Images of the Arab-Israeli conflict in the 1980s

Apr. 11 Due to that war

Holocaust and survivors – from repression to recognition

May 2 1990s and beyond

Multiculturalism and diasporic cinema

May 9 Memorial Day – no class

May. 16 Conclusions

The place of Israeli cinema within the framework of Israeli culture

Course requirements

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

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.

Selected filmography

This is the Land (Baruch **Agadati**, 1935)

Hill 24 doesn't Answer (Thorold Dickinson, 1955)

Eldorado (Menachem Golan, 1963)

Sallah Shabati (Ephraim Kishon, 1964)

Peeping Toms (Uri Zohar, 1972)

Charlie and A Half (Boaz Davidson, 1974)

Paratroopers (Judd Ne'eman, 1977)

Avanti Popolo (Rafi Bukai, 1986)

Summer of Avia (Eli Cohen, 1988)
Life According to Agfa (Assi Dayan, 1992)
Late Marriage (**Dover Kosashvili, 2001**)
Turn Left at the End of the World (Avi Neshet, 2004)
Walk on Water (Eytan Fox, 2004)

THE ISRAELI SOCIETY THROUGH THE CINEMATIC LENS

Yoav Kosh

koshy@smile.net.il

COURSE DESCRIPTION

From its earliest days, Israeli cinema has dealt with the difficulties of representing the culture and history of a country fighting an ongoing war for survival. Today, Israeli cinema attracts large audiences and earns recognition and respect worldwide. The course will explore the remarkable evolution of Israeli cinema toward a sophisticated maturity. It will examine cinematic representations of various aspects of Israeli life (including state-building, military service, the Holocaust, the Israeli/Palestinian conflict, and Israeli identity) as well as the development of cinematic aesthetic and cinematic language in the Israeli cinema.

COURSE EXPECTATIONS

Attendance at class and active participation in class discussions.

One-page response papers to three of the first six films being screened, submitted via email.

An in-class, research-based presentation on an aspect of Israeli cinema or Israeli society, to be delivered during the second half of the semester.

Final project: preparing a short personal film (2-4 minutes) that reflects one's own personal identity and roots. It can be a short video clip about a person, a place, special food, an event, or anything else with which one has a strong emotional connection.

Students are strongly encouraged to contact me via email or in person in order to schedule one-on-one meetings over the course of the semester to check in regarding their presentation research, and their work on the final assignment.

Reading:

Judd Ne'eman, "The Death Mask of Moderns: A Genealogy of *New Sensibility* Cinema in Israel," *Israel Studies* 4

Session 1: Fears and Frustrations in Israeli Society

Screening: Life According to Agfa

Short clips: Heaven Now, Beyond the Walls, On a Narrow Bridge.

Reading:

Ilan Avisar, "The National and the Popular in Israeli Cinema," *Shofar* 24 (2005)

Session 2: Fears and Frustrations in Israeli Society

Screening: Summer of Avia

Short clips: Because of that War, Wooden Gun, Walk on Water, Lemon Tree

Reading:

Nurith Gertz, "Gender and nationality in the new Israeli cinema," *Assaph* 2001: 227-46 -

Session 3: Multicultural Society

Screening: Summer Vacation (My Father my Lord)

Short clips: Ha-Ushpizin, Sweet Mud, Children of the Sun.

Reading:

Donna Rosenthal, "The Haredim," "The [Zionist] Orthodox," and "The Non-Orthodox" in *The Israelis*

Session 4: Multicultural Society

Screening: Vasermil

Short clips: Sallah, A Bit of Luck, Beyond the Sea, Sh'chur.

Reading:

Ella Shohat, "The 'Bourekas' and Sephardi Representation," in *Israeli Cinema: East/West and the Politics of ReReading*, University of Texas Press, 1989

Session 5: Holocaust Day and Memorial Day

Screening: Mapping, to kill a bumble Bee, Nocturnal variation on a theme (short films)

Session 6: Multicultural Society

Screening: Ajami

Short clips: Atach, The Syrian Bride, Heaven Now.

Reading:

Ephraim Yuchtman-Yaar and Ze'ev Shavit, "The Cleavage between Jewish and Arab Israeli Citizens," in *Jews in Israel*

Session 7: The Army and State of War

Screening: Avanti Popolo

Short clips: Lebanon, Kippur, The Tunnel (student film)

Reading:

Donna Rosenthal, "One of the World's Most Volatile Neighborhoods," and "A People's Army" in *The Israelis*

Session 8: The Army and State of War

Screening: Beaufort

Session 9: The Big City and the Periphery

Screening: The Band Visit

Short clips: Aviva My Love, Desert Trains, Turn Left at the End of the World

Reading:

S. Ilan Troen, "From New Towns to Development Towns," in *Reimagining Zion*

Session 10: The Israeli Family

Screening: Seven Days (Shiv'a)

Short clips: Late Marriage

Reading:

Donna Rosenthal, "Dating and Mating Israeli Style" and "Marriage, Polygamy, Adultery, and Divorce Israeli-style," in *The Israelis*

Session 11

Screening final video projects in class.

ACTING WORKSHOP

Michal Bat-Adam

mizadam@netvision.net.il

Workshop subject:

The actor's role and importance in the filmmaking process

Workshop objective:

Acting is not a theoretical proposition but a process you have to go through and experience it. That is why the students will work on both sides of the camera, as directors and actors, and practice telling a story through the use of actors.

Workshop field of work:

Phase one: The students of film directing will perform as actors and actresses and get to familiarize themselves with the acting language and its use.

Phase two: The students will direct scenes written by them with emphasize of directing the characters and without leaving out the other elements of their filmic expression.

At the end of the course each student will bring two filmed scenes he practiced in the workshop.

MUSIC AND SOCIETY IN ISRAEL

Tanya Sermer

Course Description:

Music holds a very important place in Israeli culture and is a fascinating medium through which to study many aspects of Israeli life and politics. In this course, we will explore many different genres of music, including, Songs of the Land of Israel (what has come to be regarded as “Israeli folk” music), rock, religious music, art music, and “ethnic” music, as well as Arab music and Israeli-Palestinian musical collaborations. Among the social and political issues that emerge from music in Israel, we will discuss the development of “Hebrew culture,” the invention of tradition, the tension between Israeli and Jewish identities, spirituality and engagement with religion, discourses of authenticity, racial and ethnic politics, peace and conflict, and the expression of place.

All engagement with music will be based on listening and reading lyrics. No musical training is necessary to be successful in this course, though students with musical skills may choose to augment their projects with performance or theoretical analysis.

Assignments

Reading and listening assignments will be given every week. Active participation in class is expected.

Concert reports: Students will be expected to attend two performances of their choice over the course of the semester and write a short report on each, analyzing the music, the performers’ ideology and image, interaction with the audience, and function in Israeli culture, with reference to topics discussed in class. Performances must be approved beforehand.

Album analysis: Students will write a short analysis of an album of their choice, discussing the music, genre, image portrayed by liner notes and cover art, target audience, and function in Israeli culture, with reference to topics discussed in class. Albums must be approved beforehand.

Final project: A larger final project on a topic of the students’ choice. Projects may be historical, ethnographic, performative or theoretical (musical analysis) and may be presented in creative ways. Students will be required to submit a proposal and resource list no later than week eight.

Semester Schedule

Week 1: Introduction

What can we learn from a society’s music? What constitutes Israeli music? Why is music such an interesting medium through which to study Israeli society and culture?

We will discuss how to approach listening assignments, providing students with tools to guide their listening as well as vocabulary with which to talk about what they hear.

UNIT ONE: Musical Creation of “Tarbut Ivrit” and the “New Jew”

Weeks 2-3: Songs of the Land of Israel

(This lesson will begin in Week 1 and continue in Week 2.)

An exploration of the invention of an Israeli “folk” culture and the role of music in indoctrinating immigrants in the philosophy of “tarbut ivrit.” Topics to include Hebrew language, shirah b’tzibur, l’hakot tzvaioi, and song festivals.

Weeks 4-5: Israeli rock

We will look at how Israeli rock of the ‘60s and ‘70s represented both a development out of and a break from the SLI genre, discussing how rock expressed a continuing interest in generating uniquely Israeli music while simultaneously engaging in global cultural trends.

UNIT TWO: Race Relations and Identity Politics

Week 6: Musiqā Mizrahit

We will explore how the struggle of Mizrahki Jews against the cultural dominance of the Ashkenazim plays out in music, the gradual inclusion of Middle Eastern musical elements into the mainstream of popular music, and the discourse of authenticity surrounding Yemenite Jews which allowed for the special status of Yemenite singers.

Week 7: Jewish Spirituality in Mainstream Popular Music

We will look at references to God, religious texts, and Jewish tradition in popular music, discussing Israeli engagement with Jewish heritage, Israeli “secular” spirituality, the tensions between Israeli and Jewish identities, and the case of celebrities who become ba’alei t’shuvah. We will also discuss the recent “Piyut Revival” and what this may say about changing Israeli attitudes towards Jewish tradition.

Weeks 8-9: Art Music

A discussion of the various ways in which Israeli composers since the 1930s have sought to create Israeli art music and how their approaches have been different from popular song writers. Given that these composers followed European models of composing national music, we will also discuss the fine lines between nationalism, exoticism, and orientalism in the creation of Israeli identity.

UNIT THREE: Music and Place

Week 10: The Tel Aviv – Jerusalem Binary

We will discuss the stereotypes of the cultural character of Tel Aviv in contradistinction to Jerusalem and how this binary is both reinforced and undermined in music.

Week 11: Soundscapes—Sound, Music, and Performance in Public Spaces

In conclusion, we will explore how sounds and music that occur in public spaces contribute to the character of the public sphere and what we can learn about a place from its soundscape.

ISRAEL AND THE ENVIRONMENT

Dr. Stuart Fleischer

Tel: 052-4-738979
sfleischer@wbais.org

The course description is:

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

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

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

Content covered:

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

Dates to remember:

No Class on Nov 20, 2012

Exam Schedule: Midterm: November 13

Final Exam Schedule: (TBD)

Research Paper and Presentations: December 25 (delay past this date is 10% per day for 3 days, then a “zero!”)

Optional Jeep Trek: TBD

The Research Paper:

Problem solving paper and presentation

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 (2-3 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. You or Your Group will have a 5-8 minute digital presentation of your research in class on December 25.

Exam Format:

- Midterm Exam will only be multiple choice format.
- The Final Exam will be short essay and multiple choices.

It will include case studies for essay from beginning of the semester as well. These case studies will be listed prior to the final exam.

Grade Breakdown:

Midterm Exam 25%

Research Report and Presentation 50%

Final Exam 25%.

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)

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.

INTRODUCTION TO PSYCHOLOGY

DR. MOR BLAIR

Instructor: Dr. Blair Mor
3:45p.m.

Class Meetings: M & Wed. 2:15-

Phone: 050-392-1745

Class Location: Room DD

Office Hours: Wed.4-5:00 PM

E-mail: BlairPsych@hotmail.com

- Text:**
- 1) King, A. Laura. (2011). *The Science of Psychology: An Appreciative View (2nd Edition)*. New York: McGraw-Hill Companies, Inc.
 - 2) American Psychiatric Association. (2000). *Diagnostic and Statistical Manual of Mental Disorders DSM- IV-TR Fourth Edition (Text Revision)*. New York: American Psychiatric Association.

(*The Diagnostic and Statistical Manual is merely suggested and not required for this class.)

Overview:

This class is designed for those students who wish to gain an introductory and broad understanding of the field of psychology as one of the great social sciences. Psychology is the study of behavior and mental processes. It is a science with roots in the fields of biology, philosophy and physiology. The philosophical background causes psychologists to wonder about the behavior and thinking of humans, and the more science-based knowledge allows us to test our hypotheses. Discussions, lectures, and reading will introduce the student to developing an understanding of human behavior. The primary questions addressed in this course will be "Why do people act the way that they do in specific situations?" and "How can people change their behaviors?"

This introductory course will expose students to many of the fields of interest within Psychology.

Topics covered will be personality development, states of consciousness (sleep, dreams, and hypnosis), learning, memory, and abnormal behavior.

Students will also study the biological basis of behavior, motivation, sensation, perception, health psychology and social psychology. The methods, including statistics, for completing psychological research will also be introduced. Students will learn about the methods psychologists use in their science and practice. In addition, students are expected to develop their critical thinking skills throughout the course, while building their reading and discussion skills.

Course Objectives: An overriding course goal is to provide access to the way psychologists conduct science, communicate research findings, and apply psychological knowledge. Toward this goal, our objectives are that each student will:

- Become familiar with current scientific theory and research in the major topic areas of psychology.
- Discover the personal relevance of course material, including an understanding of the role of psychological forces in their lives and the lives of others, and an appreciation of the practical value of psychology.
- Develop skills necessary to evaluate and think critically about information concerning psychological phenomena obtained from research, the general public, and the media.
- Be well prepared for advanced study in psychology.

**What your grade will be based on as well as a general description of topics covered in each week is depicted below.*

Course Breakdown (How Your Grade Will Be Determined)

Examinations (2 exams = 30% Mid-Term and 30% Final Exam):

There will be a mid-term and a final for this course. The exams will cover material from the readings, handouts, class discussion, and lectures. All exams are in the same format and may include some short answer and essay, as well as multiple-choice. The mid-term will test the first half of the course and the final exam will cover the second half of the course.

Applied Group Psychology Project (25%):

You will have the opportunity to apply what you are learning in the form of a group presentation. For this assignment, you will be divided into small groups and asked to give a 15-20 minute presentation on one topic of your choosing. No two groups may use the same topic and you must pick something that has or will be covered in my class. The presentation should include a visual and oral component, as well as a short 2 minute role play exemplifying 3 key points. Your grade will be based on information presented, organization and creativity. More detailed information on this exercise will be provided later on.

Participation (15%):

THIS CLASS HAS A STRONG PARTICIPATION COMPONENT.

This class requires more than just a simple regurgitation of material found in the text; classes consist of classroom discussions, group activities, knowledge of the assigned reading, in addition to lectures. If you are not comfortable expressing yourself in large and small groups this class may be an excellent opportunity for you to overcome those fears.

Lectures for this class include material from the book as well as supplementary information and helpful ways to organize the material in your own minds. Because of the group project, class discussion, and lecture material not in the book, attendance is an integral part of this class. It will also be to your benefit to complete reading assignments prior to the class sessions for which they are assigned, in order to be able to contribute to class discussions and activities.

The bottom line is that if you show up to class and are engaged in what is happening around you, you should do well in this area, which can greatly improve your overall grade.

Detailed Description of Each Week: (Subject to change depending on progress of the class)

Week 1

-Go over syllabus in detail and answer any questions students may have. Introduce what psychology is and open the floor for discussion.

- Lecture on the scientific basis of psychology including how psychologists test their hypothesis and what research methods they use.

Week 2	- Introduce basic statistics. -Lecture of biology of the brain
Week 3	-Lecture on the physiology of the brain. -Lecture on states of consciousness, which will include awareness and hypnosis
Week 4	-Lecture on cognition and learning. How people think and learn.
Week 5	-Memory; why people remember some things forever and forget other things right away. Lecture on what memory is and how is it produced. How memories are stored and are they accurate? Are there limitations to what we can learn?
Week 6	-Review for the mid-term, which will include key topics, hints and addressing any points of clarification students may have.
Week 7	-Mid-Term Examination -Lecture on thinking, intelligence, and Language. IQ testing.
Week 8	- Lecture on motivation. What makes people do what they do and how it impacts us differently.
Week 9	-Lecture on theories of personality. This discussion will include different theorists and their ideas, as well as what a personality disorder is and how it develops.
Week 10	-Lecture on social psychology. Discussion of famous social experiments and known concepts of how people effect each other in group situations. - Lecture on abnormal psychology, which will include description of key mental disorders, how they are diagnosed and differentiated. What is the DSM IV?
Week 11	-Continued lecture on psychological disorders. -Lecture on how these mental health disorders are treated by different types of psychologist. What is theoretical orientation?
Week 12	-Continued lecture on Therapies. Presentations (Students will begin to present their group projects.) -Presentations (Students will continue to present their group projects).

Week 13
projects.)

-Presentations (Students will continue presenting group
- Review for the final exam, which will include review of key
topics, hints and addressing any points of clarification
students may have.

Week 14

-Final Exam

Policies and Standards:

Academic honesty and integrity:

All students are expected to conform to the University Code of Conduct, and to adhere to the principles of academic integrity as defined by the University.

Policy on Plagiarism:

“To commit plagiarism means to present as one’s own the ideas, writings, computer-generated material, etc., of others without proper acknowledgement of those sources by means of quotation marks and or specific references (footnotes) to the original source from which the material was

taken. Plagiarism also includes the submission of the work of a commercial writing service or of a ‘ghost write’ as one’s own work.”¹

Policy on Cheating:

A. No students shall give or receive assistance in the preparation of any assignment or examination without the authorization of the instructor of the course. Common examples of cheating include: copying from another student’s paper; using books, notes, calculator, when these are not authorized; obtaining tests before the scheduled date of the examination; copying laboratory work; and sending in a substitute to take an examination. B. Stealing, falsifying or otherwise altering documents or records containing grades, examination materials, or anecdotal information is forbidden.

Class Policies: First and foremost is *The Golden Rule*: Treat others as you wish to be treated. Class discussions should be open and considerate of the views of others.

POLICY ON RE-SCHEDULING EXAMS If you are ill before an exam / quiz and cannot take it, you must obtain permission **in advance** for missing the exam, or you must bring in written documentation from a professional explaining why you were absent. In the case that you cannot make the scheduled time for the Final Exam, you will need to receive **formal consent**, and a time must be arranged at my convenience.

Instructional support:

If for any reason you are finding it hard to maintain a grade you are happy with or would like to discuss your progress, feel free to come and see me during office hours or by scheduling an appointment. The best way to contact me is via e-mail, so if you have any questions or comments you may also email me for the quickest response. I would also like to say here that **IT IS OK TO CALL ME!** If there is something important you need to discuss, please don't be afraid to pick up the phone.

Incomplete grades:

A grade of 'I' (Incomplete) may only be granted, at the option of the instructor and the Department Chairperson, to a student who, due to serious, documented, and verifiable extenuating circumstances beyond his/her control (such as an illness requiring hospitalization) is unable to complete the work required to obtain a grade for a course. In no case shall a grade of 'I' be granted to a student because he/she is not passing a course and desires additional time to attempt to obtain a passing grade.

Special needs:

Students with disabilities who may need special accommodations should contact and immediately register with the Office of Disabilities Services so that arrangements can be made to accommodate their needs. In addition, they are encouraged to inform the instructor that they will be contacting the aforementioned office to arrange special accommodations.

Syllabus: The dates and times listed below are given to you as an outline only of how the course should progress. The exam and project dates may be altered depending on the overall progress of the class. The exact schedule of which topics are covered will probably be changed occasionally throughout the semester. My belief is that every course has a life of its own, and as a group we will determine together which topics require more attention and detail. I will continue to update this syllabus for our class as the semester progresses.

Class Schedule & Topics to be Covered

(SUBJECT TO CHANGE)

2/25/13	First Day. Syllabus, Introduction, Discussion; Reading: 1
2/27/13	Lecture (Scientific Basis of Psychology & Statistics) & Activity; Reading: 2
3/4/13	Lecture (Scientific Basis of Psychology & Research Methods) & Activity; Reading: 2

3/6/13	Lecture (Biological Foundations of Behavior)&Activity;Reading:3
3/11/13	Lecture (States of Consciousness) & Activity; Reading: 5
3/13/13	Lecture (Learning) & Activity; Reading: 6
3/18/13	Lecture (Memory) & Activity; Reading: 7
3/20/13	NO CLASS: PASSOVER BREAK
3/25/13	NO CLASS: PASSOVER BREAK
3/27/13	NO CLASS: PASSOVER BREAK
4/1/13	NO CLASS: PASSOVER BREAK
4/3/13 Reading: 8	Lecture (Thinking, Intelligence and Language) Activity;
4/8/13	Review
4/10/13	Mid-Term Examination
4/15/13	<i>No Class (Israel Independence Day)</i>
4/17/13	Lecture (Motivation & Emotion) & Activity; Reading: 10
4/22/13	Lecture (Personality) & Activity; Reading: 12
4/24/13	Lecture (Personality) & Activity; Reading: 12
4/29/13	Lecture (Social Psychology) & Activity; Reading: 13
5/1/13	Lecture (Social Psychology) & Activity; Reading: 13
5/6/13	Lecture (Psychological Disorders) & Activity; Reading: 15
5/8/13	Lecture (Psychological Disorders) & Activity; Reading: 15
5/13/13	Lecture (Therapies) & Activity; Reading: 16
5/15/13	NO CLASS: SHAVUOT

5/20/13	Lecture (Therapies) & Presentations 16 + Presentations
5/22/13	Presentations + Review
5/27/13	Final Exam

INTRODUCTION TO MODERN STANDARD ARABIC (MSA) AND PALESTINIAN ARABIC (PA)

Michael Guggenheimer

Course Description and Goals

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

Students will be trained to acquire the following skills:

1. Familiarity with the Arabic alphabet and reading words in the Arabic script, including all vowels and other added signs.
2. Arabic typing and using online Arabic-English dictionaries.
3. Basic grammar and vocabulary of MSA.
4. Understanding and participating in basic conversations in PA.
5. Reading and translating basic MSA texts.

Emphasis is on basic reading comprehension skills in MSA and holding basic conversations in PA, including common greetings, wishes, congratulations and everyday idioms.

Each session (four academic hours) will consist of three main elements: (i) MSA – learning and practicing the Arabic alphabet and later basic aspects of MSA grammar; (ii) PA (beginning in the third week of the semester) – learning and practicing basic elements of the local colloquial language. (iii) Reading simple texts in MSA.

Course requirements

- Bi-weekly quizzes
- Assignments and class participation
- Final Exam

Grading system

Quizzes and mid-term exam:	25%
Homework and class participation	25%
Final exam	50%

Selected References

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

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

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

McManus, Ernest, H. Kafisheh and R. Rammuni. 1978. *A Course in Levantine Arabic*. Department of Near Eastern Studies, The University of Michigan, Ann Arbor.

Piamenta, Moshe. 1968. *Dabber 'Arvit: An Introduction to the Spoken Arabic of Palestine*. Maariv Publishing House, Tel-Aviv.