



TEL AVIV UNIVERSITY INTERNATIONAL STUDY ABROAD SPRING SEMESTER 2018

MAIN OFFICE

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

UNITED STATES

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

CANADA

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

Table of Content

TEL AVIV UNIVERSITY INTERNATIONAL study ABROAD SPRING SEMESTER 2018	1
MAIN OFFICE	1
UNITED STATES.....	1
CANADA	1
Calendar	4
Important Dates	5
Academic Calendar.....	5
ACADEMICS	6
Accreditation	7
Academic Requirements	7
Credit & Course Load.....	7
Instructions for registration to courses.....	8
Hebrew	8
Regular Courses at TAU.....	8
Withdrawal from courses.....	9
Pass / Fail grading option	9
Incomplete Courses.....	10
Grading System	10
Code of Honor and Academic Integrity.....	11
Right to Appeal.....	12
Special Accommodations	12
Hebrew Studies Regulations	13
Grades	13
Moodle	14
TAU Writing Center - Division of Foreign Languages	15
Bibliographical Services in the tau Libraries.....	15
Transcript Request Instructions	17
COURSES.....	18
Study Abroad Courses	19
IMPORTANT NOTES.....	22

DESCRIPTIONS AND SYLLABI	23
Study Abroad Courses	24
The Jewish World in the Modern Era - Professor Robert Rockaway	24
A History of Antisemitism - Dr. Katherine Aron-Beller	28
Contemporary Jewish Issues - Dr. Moshe Gresser	34
“After Auschwitz”: Images of the Holocaust in Contemporary Culture - Dr. Rachel E. Perry.....	41
A History Of Modern Israel: Challenges And Realities - Paul Liptz.....	48
Israeli Politics - Dr. Evgeni Klauber	58
One Hundred Years: History and Memory in Tel Aviv–Jaffa - Martin J. Wein, Ph.D.....	75
An Introduction to the History of the Middle East in the Modern Period	85
The Struggle for Palestine: The Roots of the Arab-Israeli Conflict	90
Writing the Experience of Tel Aviv - Dr. Dara Barnat	97
Israeli Cinema and the Culture of Modern Israel - Dr. Shmulik Duvdevani	105
Israel and the Environment - Dr. Stuart Fleischer	109
Business Ethics - Sarit Smila-Sened	114
The Israeli Economy - Dr. Paul Rivlin	119
Nuclear Nonproliferation and Security in the 21st Century - Dr. Azriel Bermant.....	123
Global Ethics - Dr. Sarit Smila-Sened	128
Public Diplomacy and the Media in a Changing World - Dr. Michal Hatuel-Radoshitzky	132
Introduction to Modern Standard Arabic (MSA) - Michael Guggenheimer	138
EXTERNAL REGISTRATION FORM	140

Calendar

Group Flight Departure (USA/Canada)	Jan. 16, 2018
Arrival at TAU	Jan. 17, 2018
Orientation & Hebrew Placement Exam	Jan. 18, 2018
Winter Ulpan	Jan. 21 - Feb. 15, 2018
Semester Break	Feb. 16 – March 4, 2018, inclusive
First Day Of The Semester	March 5, 2018
Last Day of the Semester	May 31, 2018
Dorms Checkout	May 31 – June 2, 2018
Last Day In the Dorms	June 3, 2018

1. Ulpan is mandatory for study abroad students and is a requirement for our MASA participants.
2. BA in Liberal Arts semester begins on Sunday.
3. Tel Aviv University follows a slightly different calendar. If you wish to participate in courses in Hebrew, please check the following link: https://english.tau.ac.il/academic_calendar

Important Dates

- The Spring Semester starts on [Monday, March 5th 2018](#) and ends on [Thursday, May 31st 2018](#) (*inclusive*).
- Academic Orientation: [Sunday, February 4th 2018](#).
- Course registration deadline: [Sunday, February 11th 2018](#).
- Class changes and finalizing schedule (see hereunder): [Sunday, March 11th 2018](#).
- Last day in the dorms: [Sunday, June 3rd 2018](#).

Since the Spring Semester lasts 10-11 weeks, most courses will be given 4 hours per week, (two hours, twice a week), in most cases 3 credits each course. As a result, **no early departures will be approved** prior to [Thursday, May 31st 2018](#) inclusive.

Early departures may in some case be approved for students whose summer Semester in their school overlaps with the Tel Aviv University schedule. Written proof from the school is required. An explanatory formal letter from the student is required as well. **All documents will be examined by the academic committee to be formally approved.** In case of early departure, the student's formal letter will be forwarded to his school with the transcript.

Academic Calendar

First Day of Spring Semester		March 5th
Passover Break		March 26 th - April 7 th
Holocaust Memorial Eve	Classes end at 19:00	April 11 th
Holocaust Memorial Day	Classes are suspended 12:00-13:00	April 12 th
Memorial Eve for Israel's Fallen Soldiers	Classes are suspended 12:00-13:00 and classes end at 18:00	April 17 th
Memorial Day for Israel's Fallen Soldiers	University is closed	April 18 th
Israel's Independence Day	University is closed	April 19 th
TAU Student Day	Classes end at 12:00	May 24 th

Last Day of Spring Semester

May 31st

Memorial ceremonies on campus

Holocaust Memorial Ceremony April 12, 2018, 12:00-13:00

Israel's Fallen Soldiers Memorial Ceremony April 17, 2018, 12:00-13:00

ACADEMICS



Accreditation

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

Academic Requirements

Credit & Course Load

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

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

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

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

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

Instructions for registration to courses

Registration Procedure

1. The registration is done online by February 11th 2018. Students are advised to register to more than the required 5 courses but not to more than 7 courses
2. Students are responsible for entering the correct information during the registration process.
3. Class Changes and finalizing schedule: Sunday, March 11th 2018. Students will be allowed to drop courses from their schedule (not add).

Hebrew

Registration for the Spring Semester Hebrew course will be done by your Hebrew teacher during the last week of the intensive Ulpan.

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

Regular Courses at TAU

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

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

If a student decides to drop the course/s, it is extremely important that the academic office be notified. Failing to do so will result in "INC or W/F" (Incomplete, or Withdrawal with Failure depending on student participation and course regulation) being recorded as the course grade.

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

PROGRAM EARLY.

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

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

Please note that the regular TAU follows a different calendar, which you can find by [clicking here](#)

Withdrawal from courses

For students who register to more than 5 courses, and drop a course after Sunday, March 11th 2018, (W) Withdrawal will be recorded on the final transcript.

Pass / Fail grading option

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

Final Date for informing the office of your P/F choice, Tuesday, April 17th 2018. Forms are available in the office.

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

STATE students studying abroad).

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

Incomplete Courses

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

If the professor and the Academic committee agree, a student may complete the course requirements after the semester; the incomplete grade (INC) will be changed accordingly. The time limit for satisfactory completion of course requirements will be set by the Academic committee.

Grading System

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

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

Code of Honor and Academic Integrity

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

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

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

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

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

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

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

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

Right to Appeal

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

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

Special Accommodations

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

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

Hebrew Studies Regulations

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

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

2. Homework: Home assignments are part of the course. Students who do not prepare their home assignments will be considered as not having met the requirements of the course.
3. Exams: The course will consist of a weekly exam and a final.

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

Grades

The final grade is made up as follows:

Percentage	Assignment	Comments
10%	Attendance	<ul style="list-style-type: none">· Up to three days of justified absence from classes will be accepted (e.g.: emergency matter, doctor's note). Past the approved absence, 2 points per missed class will be deducted from the final grade.· Arrival on time- students will not be permitted to enter class late. Entering the class will only be permitted during breaks and an absence will be written up to the

		student.
10%	Participation and teacher's evaluation	<ul style="list-style-type: none"> · Including: active participation in class and handing in homework assignments · The use of cell phones during class is strictly prohibited
45%	Written assignments	<ul style="list-style-type: none"> · Short Ulpan- 3 exams · Long Ulpan- 5 exams · Semester course- 2 exams
35%	Final Exam	

Moodle

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

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

TAU Writing Center - Division of Foreign Languages

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

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

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

Bibliographical Services in the tau Libraries

Hereunder, please find some practical information libraries on campus, that we believe you will use the most. For more information in English regarding libraries, you can click here:

<http://english.tau.ac.il/libraries>

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

Sunday – Thursday 8:30am - 8:00pm

Friday 8:30am - 12:30pm

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

Sunday – Thursday 9:00am - 7:45pm

Friday 9:00am - 12:45pm

Beit Milman Library:

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

Sunday – Thursday 9:00am - 4:00pm

Friday - CLOSED

TIMES FOR THESE LIBRARIES ARE SUBJECT TO CHANGE

Transcript Request Instructions

PLEASE READ THE FOLLOWING CAREFULLY

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

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

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

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

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

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

FOR ANY QUESTIONS OR INFORMATION REGARDING TRANSCRIPTS,

PLEASE WRITE DIRECTLY TO THE SCHOOL FOR OVERSEAS STUDENTS IN ISRAEL.

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

COURSES



Study Abroad Courses

Jewish Studies	Course Number	Day	Hour	Final
The Jewish World in the Modern Era - Prof. R. Rockaway	2120.5300.03	TUE, THU	10:00-12:00	Final Paper
History of Anti-Semitism - Dr. K. Beller	2120.0539.03	MON, WED	10:00-12:00	Final Paper
Contemporary Jewish Issues - Dr. M. Gresser	2120.0132.02	TUE, THU	10:00-12:00	Final Paper
"After Auschwitz": Images of the Holocaust in Contemporary Culture - Dr. R. Perry	2120.0124.03	MON, WED	10:00 - 12:00	Take Home Exam
Israel Studies	Course Number	Day	Hour	Final
A History of Modern Israel: Challenges and Realities - Mr. Liptz Paul	2120.1004.01	MON, WED	12:00-14:00	Take Home Exam
Israeli Politics - Dr. E. Klauber	2120.0112.03	TUE, THU	12:00-14:00	Final Paper

One Hundred Years: History and Memory in Tel Aviv-Jaffa - Dr. M Wein Group A	2120.0533.06	TUE	16:00-20:00	Final Paper
One Hundred Years: History and Memory in Tel Aviv-Jaffa - Dr. M Wein Group B	2120.0533.07	WED	16:00 – 20:00	Final Paper
Middle East Studies	Course Number	Day	Hour	Final
History of the Middle East in the Modern Period - Dr. B. Friedman	2120.0120.01	TUE, THU	14:00-16:00	Final Paper
The Struggle for Palestine: The Roots of the Arab-Israeli Conflict- Dr. Daniel Zisenwine	2120.0110.03	TUE, THU	12:00-14:00	Final Paper
Art Studies	Course Number	Day	Hour	Final
Writing the Experience of Tel Aviv - Dr. D. Barnat	2120.0128.03	MON	16:00-20:00	Final Paper
Israeli Cinema and the Culture of Modern Israel - Dr. S. Duvdevani	2120.0468.03	TUE, THU	14:00-16:00	Final Paper

Life Science	Course Number	Day	Hour	Final
Israel And The Environment - Dr. S. Fleischer	2120.0139.03	TUE	16:30-20:00	Take Home Exam
Management, Economics, Communication	Course Number	Day	Hour	Final
Business Ethics - Dr. S. Smila-Sened	2120.0100.03	TUE, THU	10:00-12:00	Final Paper
The Israeli Economy - Dr. P. Rivlin	2120.0117.03	MON, WED	14:00-16:00	Final Paper
International Relations	Course Number	Day	Hour	Final
Nuclear Nonproliferation and Security in the 21st Century - Dr. Azriel Bermant	2120.1017.03	MON, WED	14:00 - 16:00	Final Paper
Global Ethics – Dr. S. Smila-Sened	2120.0101.03	WED	16:00 – 20:00	Final Paper
Public Diplomacy and the Media in a Changing World – Dr. Michal Radoshitzky	2120.0500.03	MON, WED	12:00 – 14:00	Final Paper

Arabic	Course Number	Day	Hour	Final
Introduction to Modern Standard Arabic (First Level) - Mr. M. Guggenheimer	2120.0980.03	TUE, THU	12:00-14:00	Take Home Exam

IMPORTANT NOTES

1. Spring Semester students cannot join year courses.
2. Courses with less than 10 students might be cancelled.
3. Study Abroad Students have only one final term, even if they join BA classes.
4. BA in Liberal Arts semester begins on Sunday; some courses last longer and run in parallel with the regular TAU calendar. For the course descriptions and syllabi please check the program page [online](#).
5. Please check the exam schedule, Study abroad students cannot take exams on different dates.
6. The following exemptions for taking a final exam not on its date are: IDF Reserves, Illness – Doctor's/Hospital notes, Birth, or Immediate family death.
7. Please check online for the final exam date. You cannot join the course unless you are able to stay in Israel for the final exam.

DESCRIPTIONS AND SYLLABI



Study Abroad Courses

The Jewish World in the Modern Era - Professor Robert Rockaway

Office: 204

Carter Building

Office hours by appointment

rockaway@post.tau.ac.il

robertrockaway@gmail.com

Course Description

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

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

Course Requirements

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

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

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

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

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

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

Research Paper:

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

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

Grading Points

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

Week and Topics

1. The Jews in Central and Western Europe before Emancipation (Ben-Sasson, 777-789; Gartner, 1-25) Emancipation of the Jews in Western Europe I (Gartner, 128-161) Document: The Emancipation of the Jews of France (September 28, 1791)
2. The Impact of Emancipation on the Jews II (Ben-Sasson, pp. 825-840) Document: Rahel Levin Varnhagen: "O how Painful to Have been Born a Jewess!" (1795); "Deathbed Statement to Her Husband" (1834) Modern Racial and Political Anti-Semitism Document: Theodor Fritsch, "The Racists' Decalogue" (1883)
3. Russian Jewry: Nineteenth Century to the Russian Revolution (Ben-Sasson, pp. 813-824; 881-890) Document: The Pale of Settlement, 1835-1917. The Rise of Zionism (Ben-Sasson, 891-907) Documents: "The Basle Program" (1897).
4. The Jews in America, 1776-1880 (Sachar, ch. 8) Document: The Newport Congregation to George Washington and Washington's Reply (1790) American Jewry, 1881- 1914 (Sachar, ch. 15)
5. QUIZ # 1 World War I and Its Impact on the Jews (Ben-Sasson, pp. 939-948) Document: "The Balfour Declaration" (1917)
6. The Jews of Germany between the World Wars, 1919-1939 (Ben-Sasson, pp. 979-988) Document: "The Operation Against the Jews" (November 9-10, 1938) The Jews of Eastern Europe between the World Wars, 1919-1939 (Ben-Sasson, pp. 949-963)
7. The Jews of the Soviet Union, 1917-1939 (Ben-Sasson, pp. 964-978) Document: Jewish Red Army Soldiers: "Appeal to Jewish Workers" (1920) The Zionist Movement and the Yishuv between the World Wars (Ben-Sasson, 989-1016) Document: The Peel Commission Report (July 1937)
8. American Jewry between the World Wars (Sorin, 179-193) European Jewry on the Eve of World War II (Gartner, 294-318)
9. World War II and the Holocaust (Ben-Sasson, pp. 1017-1039) Document: Heinrich Himmler, "A Secret Speech on the Jewish Question" (Oct. 8, 1943)
10. QUIZ # 2
11. The Establishment of the State of Israel (Ben-Sasson, pp. 1040-1062) Document:

"Proclamation of the State of Israel" (May 14, 1948) World Jewry after WWII (Ben-Sasson, pp. 1063-1074; Gartner, 396-420) Document: Jean Amery, "Reflections of a 'Holocaust Jew'" (1966) **RESEARCH PAPER DUE**

A History of Antisemitism - Dr. Katherine Aron-Beller

Kathybeller8@gmail.com

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

Course Outline

1. Monday March 5th: Antisemitism – the oldest hatred
Gavin Langmuir, *Toward a Definition of Antisemitism*. (Berkeley: University of California Press, 1990) pp. 311-352.
Peter Schäfer, *Judaeophobia: Attitudes Toward the Jews in the Ancient World*. Cambridge, Harvard University Press, 1997, pp. 34-64, 197-211.
2. Wednesday March 7th: Jews as Christ Killers – the deepest accusation
New Testament (any translation): Matthew 23; 26:57-27:54; John 5:37-40, 8:37-47
John Chrysostom, *Discourses Against Judaizing Christians*, Homily 1 at:
www.fordham.edu/halsall/source/chrysostom-jews6.html
Marcel Simon, *Verus Israel*. Oxford: Littman Library, 1986, pp. 179-233.
3. Monday March 12th: The Crusades: The First Massacre of the Jews
Soloman bar Samson: *The Crusaders in Mainz, May 27, 1096* at:
www.fordham.edu/halsall/source/1096jews-mainz.html
Robert Chazan, “Anti-Jewish violence of 1096 – Perpetrators and dynamics” in Anna Sapir Abulafia *Religious Violence between Christians and Jews* (Palgrave, 2002)
Daniel Lasker, “The Impact of the Crusades on the Jewish-Christian debate” *Jewish History*

13, 2 (1999) 23-26

4. Wednesday March 14th: Jews and the Devil: the beginnings of Ritual Murder
Langmuir, Gavin, *Toward a Definition of Antisemitism*. (Berkeley: University of California Press, 1990) pp. 209-236 and 263-298
Alan Dundes, "The Ritual Murder or Blood Libel Legend: A Study of Anti-Semitic Victimization through projective inversion," Alan Dundes (ed.) *The Blood Libel Legend: A Casebook in Antisemitic Folklore* (Wisconsin, 1991).
5. Monday March 19th: Simon of Trent and Martin Luther
Martin Luther, selections from "On the Jews and Their Lies," at:
<http://www.humanitas-international.org/showcase/chronography/documents/luther-jews.htm> Simon of Trent texts
6. Wednesday March 21st: Jews with pointed hats and long noses: The History of Jews in Visual Representations
Sara Lipton, *Images of Intolerance: The Representation of Jews and Judaism in the Bible moralisée* (Berkeley: University of California Press, 1999) pp. 14-29.
Robert Bonfil, "The Devil and the Jews in the Christian consciousness of the Middle Ages," in Shmuel Almog (ed.) *Antisemitism through the Ages* (Oxford: Oxford University Press, 1980) 91-98.
7. Monday March 26th: Shylock: Hath not a Jew eyes? Antisemitism on Stage
William Shakespeare's *The Merchant of Venice*.
Marvin Perry and Frederick M. Schweitzer *Anti-semitism: Myth and Hate from Antiquity to the Present* (New York, 2002) Chapter Four: Homo Judaicus Economicus – The Jew as Shylock, Parasite and Plutocrat
Catherine Cox "Neither gentile nor Jew; performative subjectivity in "The Merchant of Venice," *Exemplaria* 12, 2 (2000) 359-383
8. Wednesday March 28th: The Change from Anti-Judaism to Antisemitism : Our Modern World
The Jew in the Modern World, Dohm 28-36, Michaelis 42-44, French National Assembly, 114-8; Berr 118-21, Napoleon, 123-26, Jewish Notables, 128-33,

- Jacob Katz, From Prejudice to Destruction. pp. 13-47; 119-38, 147-74.
- Arthur Hertzberg, The French Enlightenment and the Jews: The Origins of Modern Anti-Semitism (New York: Columbia University Press, 1990)pp. 138-87, 248-267.
9. Monday April 9th: Nationalism and its Resulting Xenophobia
- The Jew in the Modern World, Voltaire 304-8.
- Dohm, Michaelis, Abbe Gregoire, Bauer, Marx from The Jew in the Modern World, pp. 27-34, 36-38, 262-68.
- Eisenmenger and Voltaire, in Levy, Antisemitism in the Modern World: An Anthology of Texts pp. 31-46.
- Jacob Katz, From Prejudice to Destruction. pp. 51-104, 175-220.
10. Wednesday April 11th: The Eastern Flavor: Russian Antisemitism
- Jew in the Modern World: Beilis Trial, 412-13.
- Antisemitism in the Modern World 113-44.
11. Monday April 16th: MIDTERM (this exam will consist of short primary sources that you will be expected to analyze).
12. Monday April 23rd: The French Version: Antisemitism in France
- Levy, Antisemitism in the Modern World: An Anthology of Texts pp. 104-12, 224-34
- Jacob Katz, From Prejudice to Destruction. pp107-118, 292-300
- Stephen Wilson, Ideology and Experience: Antisemitism in France at the Time of the Dreyfus Affair. Rutherford: NJ: Fairleigh Dickenson University Press, 1982, pp, 655-93.
- Michael R. Marrus "Popular Anti-Semitism," in Norman Kleeblatt (ed.) The Dreyfus Affair: Art, Truth, and Justice (Berkeley, 1987) 50-61.
- Pierre Birnbaum, The Anti-Semitic Moment: A Tour of France in 1898. Hill and Wang, 2003.
13. Wednesday April 25th: Hitler and Nazism
- Jew in the Modern World Hitler, Nazi Laws, 636-39, 645-49
- Levy, Antisemitism in the Modern World: An Anthology of Texts , pp. 97-103,
- Mein Kampf . The whole work is available to read on the [internethttp://www.hitler.org/writings/Mein_Kampf/](http://www.hitler.org/writings/Mein_Kampf/)
- Jacob Katz, From Prejudice to Destruction. pp245-291.

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

14. Monday April 30th: Screening of film Terra Filmkunst's "Jud Suss" or Fritz Hippler The Eternal Jew (1940) followed by discussion.

To read about this films go to:

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

Fritz Hippler, The Eternal Jew (1940):

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

Discussion to follow

15. Wednesday May 2nd: Anti-semitism in Poland: A comparison with Germany.

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

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

16. Monday May 7th: The Pamphlet Version: The Protocols and World Conspiracy

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

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

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

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

17. Wednesday May 9th: Antisemitism in America

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

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

Discussion of contemporary issues, based on internet sites:

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

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

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

Anti Defamation League fighting antisemitism www.adl.org

18. Monday May 14th: The Islamic Version: A History of Antisemitism in the Arab World

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

(Read through at least two of the documents)

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

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

19. Wednesday May 16th: A Trip to the museum: Beit Hatfutsoth on Campus

20. Monday May 21st: Anti –Zionism: The De-legitimization of Israel

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

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

21. Wednesday May 23rd Papal anti-Judaism and anti-Semitism: Recent Progress

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

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

1998 document "We Remember: A Reflection on the Holocaust."

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

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

22. Monday May 28th: Antisemitism and the Internet

www.Jewwatch.com

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

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

www.stormfront.org

Anti Defamation League fighting anti-semitism at www.adl.org

23. Wednesday May 30th: Conclusions.

Rules and Regulations

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

Requirements for the Course:

Regular Attendance and Participation in lectures (10% of final grade)

MIDTERM (40% of final grade).

Final paper, which must be completed by all students (50% of final grade).

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

Contemporary Jewish Issues - Dr. Moshe Gresser

Course Description:

This course will explore in a personal way a series of issues that engage and concern contemporary Jews, through readings and class discussions. Issues will be set in the context of relevant Jewish laws, traditions and selected texts, to provide necessary Jewish substance and background. The tension between tradition and modernity, as well as that between Israel and the Diaspora, especially America, will serve as the backdrop for many of these issues, so vital to the Jewish future. Class discussion will attempt to develop the skill of articulating the intelligence of opposing views while struggling to discern the truth, the classic Jewish procedure in an "argument for the sake of Heaven."

Required Reading: Articles and texts in the Readings for Contemporary Jewish Issues, available online on the course Moodle site. Occasional handouts.

Grading System:

1. Attendance, class preparation and participation: 10%
Please Note: In order to facilitate a non-distracting and intellectually productive learning environment, cell phones, texting, Ipods, laptops, PDAs, and their accompanying earpieces are NOT allowed during class.
2. Midterm Exam [based on both readings and class discussion]: 30% (if you do the paper with a partner), or 40% (if you choose not to do a paper)
3. Optional Jewish Issue paper with a partner (4-5 pages): 20% - Email submission not accepted. You must turn in a paper copy to receive credit. 10 point penalty for email submission.
4. Cumulative Individual Final Paper (8-10 pages): 40% (with the issue paper) or 50% (without a paper). Email submission NOT accepted. 10 point penalty for email submission.

Students are responsible for assigned readings whether they are reviewed in class or not.

Please Note: In accordance with OSP policy, class attendance is required.

*More than 3 unexcused absences will lower your grade by at least 10%.

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

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

Weekly Schedule and Reading Assignments

First Week:

Class 1 – Tues. Mar 6 - Introductions and overview: Issues bind, issues divide. What is a Jewish Issue? What are the most important issues that engage Jews today, and why? Judaism as a generative culture of debate. Jewish literacy as an issue of Jewish survival. Is Judaism a religion, a nation, a family or a civilization (or all four)? What do you think are the most important Jewish issues today? For next class, read Handout from Encyclopedia Judaica: "Who is a Jew?"

Class 2 – Thurs. Mar 8 - The "Who is a Jew?" Debate in Israel and in Judaism: A defining issue. What is at stake? Who cares? Brother Daniel, the Shalit case and the State of Israel: What is a Jewish State? How do religion and ethnicity intertwine in Jewish identity? What is the role of law in Judaism? What's the difference between a law and a religious requirement or obligation?

Second Week:

Class 3 – Tues. Mar 13 – 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?

Class 4 – Thurs. Mar 15 - 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:

Class 5 – Tues Mar. 20 - The Chosen versus the Choosing People: the role of autonomy. What is the Jewish Role in the World? Is "The Chosen People" necessarily chauvinistic? Does a Jew have an obligation to anything other than individual self-interest?

Class 6 – Thurs. Mar. 22 - Conversion: Why are circumcision (Brit Milah) and ritual immersion in a mikveh necessary to conversion? (Are they?) If circumcision is the sign of the Covenant, how are women included? How does conversion help us understand Jewish identity?

Fourth Week:

Class 7 – Tues. Mar. 27 - What is a "good Jew"? Can one doubt God's existence and still be a good Jew? Does a good Jew need to keep the commandments? Should a "good Jew" make aliyah? Can a Jew live a fully authentic Jewish life outside of Israel? Why don't Zionists think so?

Class 8 – Thurs. Mar. 29 - Antisemitism, Anti-Judaism, Anti-Zionism: Why hate Jews? Five stages in the development of Jew-Hatred.

Passover Vacation: March 30th - April 7th

Fifth Week

Class 9 – Tues. Apr 10 - Christianity, Jew-Hatred and Antisemitism.

Class 10 – Thurs. Apr 12 - Anti-Zionism and anti-Semitism. Israel and the Media. Does antisemitism affect American Jews? Jewish views of non-Jews. What role does the Holocaust play in contemporary Jewish identity? What role should it play?

Sixth Week

Class 11 — Tuesday, April 17th - MIDTERM EXAM (30% or 40%) **

Thursday, April 19th – Yom HaAtzmaut – NO CLASS

Seventh Week:

Class 12 – Tues. April 24 - Jewish women, Jewish men, Feminism and Halakha (Jewish law); Men's and Women's roles. How do Judaism and feminism challenge each other?

Class 13 – Thurs April 26 - Feminist Judaism: Women's Torah, women's rituals, women's leadership. What do women want? What do men want? What does God want? Can we be friends?

Eighth Week:

Class 14 – Tues. May 1 - The Abortion Debate Pro and Con: Can feminism include an opposition to abortion?

Class 15 – Thurs May 3 – Issues in Jewish Dating 1: Modesty (tsniut) and Jewish dress. Gender Display and Power. What do our clothes say about how we see ourselves and how we see others? What do we want them to say? What does self-restraint say? Covering one's hair and sexiness as ways of feeling good about oneself (social conditioning and self-esteem); the naked body as artistic expression of the innocence of the body (Steven Tunick) .

Ninth Week:

Class 16 – Tues. May 8 – Issues in Jewish Dating 2: Hooking up, non-marital sex and Judaism: Touching (negi'ah) and not touching: What do they mean? Does virginity have any value to Jews

today? What role does self-restraint play in Jewish dating?

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

Class 17 – Thurs. May 10 - What is Jewish marriage? Why marry Jewish? The Jewish Wedding ceremony ("Kiddushin") as an expression of values. Does the tradition have a right to define my marriage?

Tenth Week:

Class 18 – Tues. May 15 – Intermarriage and Assimilation: What's the Issue?

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

Class 19 – Thurs. May 17 - Sex and Judaism. What's love got to do with it? Jewish Marital Sexuality and Family Purity Laws. Should a Jewish marriage include the Jewish way in love and sex? Can a Jewish marriage include consensual extra-marital sex? Sex as partnership.

Eleventh Week:

Class 20 – Tues. May 22 - Judaism and Adultery. Is it any of Judaism's business?

Class 21 - Thurs. May 24 - Homosexuality, Gay marriage. A modern argument for the sake of heaven, or simple prejudice and fear? What do we do if we believe the halakha is wrong?

Twelfth Week:

Class 22 - Tues. 29 - Open Discussion of issues

Class 23 - Thurs. 31 - Summing Up and Looking Back. What's this all about? Why does it matter?

**Cumulative Final Paper (40% or 50%) – Due May 31st

Suggested Supplementary Reading:

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

Jacob Neusner, Judaism in Modern Times. An Introduction and Reader, 1995.

Jack Wertheimer, A People Divided: Judaism in Contemporary America

Shaye Cohen, Why Aren't Jewish Women Circumcised? Gender and Covenant in Judaism, 2005.

Mendes-Flohr & Reinhartz, The Jew in the Modern World. A Documentary History

Prager and Telushkin, Nine Questions People Ask about Judaism

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

Marc Kelner, Contemporary Jewish Ethics

Maurice Lamm, The Jewish Way in Love and Marriage

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

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

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

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

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

Robert Wistrich, *Antisemitism: The Longest Hatred*

Rachel Biale, *Women and Jewish Law*

Susannah Heschel, *On Being A Jewish Feminist*

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

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

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

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

Bruce A. Philips, *Re-Examining Inter-marriage: Trends, Textures, Strategies*, 1995.

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

Sacks, Jonathan. *Crisis and Covenant* (1992)

David Hartman, *A Heart of Many Rooms: Celebrating the Many Voices within Judaism* (1999)

David Hartman, *Israelis and the Jewish Tradition*

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

“After Auschwitz”: Images of the Holocaust in Contemporary Culture - Dr. Rachel E. Perry

Office Hours: By appointment.

Phone: 054-772-1169

Email: perryrub@bezeqint.net

Course Description

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

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

In addition to developing visual skills, throughout the semester we will encounter and debate ethical, pedagogical, theological and philosophical dilemmas such as: What is the role of memory (as opposed to institutionalized history) in our relationship to and representations of the Shoah? What is the relationship between the historical event and representations of it, between what happened

and how it is passed down to us? How has memory and awareness of the Shoah been produced and transmitted through representational practices and cultural forms? Can the horror of the Holocaust be represented, or should it, given the uniqueness and immensity of its horrors? What is—or should be—the primary role of art about the Shoah: didactic, redemptive, cathartic? Are some media or genres more, or less, suitable to the task? What strategies have been and are being used to represent the Shoah in the visual arts? What place does comedy or parody have? Can a representation of the Shoah be beautiful, sublime or enjoyable? Does aesthetic pleasure trivialize or exploit the pain of others? When does representation fall prey to sentimentality or melodrama, and at what costs?

Course Requirements

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

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

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

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

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

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

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

Course Schedule

Week 1 : Introduction: "Facing the Holocaust"

Reading:

- Paul Celan, "Todesfuge"

- Dan Pagis, "Written in Pencil in the Sealed Railway Car"
- Charlotte Delbo, Arrivals, Departures, "You'd like to know," Auschwitz and After
- Benjamin Fondane, "Exodus," 1944

Week 2 : Cinematic Representations

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

Reading:

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

Week 3: Shoah and Schindler's List

Reading:

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

Week 4 : MIDTERM 1 in class

Begin reading Art Speigelman's Maus !!!

Week 5: Maus

Reading:

- Art Speigelman, Maus, vol. 1 and 2.
- - James Young, "Maus" in At Memory's Edge, ch. 2
- M. Hirsch, "Mourning and Postmemory," in The Holocaust: Theoretical Readings. Eds. Neil Levi and Michael Rothberg. Rutgers University Press, 2003.

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

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

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

Reading:

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

Week 7 : Monuments and Counter-Monuments

Reading:

Nathan Rapoport, "Memoir of the Warsaw Ghetto Monument"

- Matthew Baigell, "George Segal's Holocaust Monument"

Hans Haacke, "Und ihr habt doch gesiegt"

- Young, "Memory, Countermemory and the End of the Monument," At Memory's Edge, ch. 4;
- Young, "Memory Against itself in Germany Today: Jochen Gerz," At Memory's Edge, ch. 5.

Week 8 : MIDTERM 2 in class

Week 9: Institutional Memory and the Museum

Reading:

- Saul Friedlander with Adam Seligman, "Memory of the Shoah in Israel: Symbols, Rituals and Ideological Polarization", in *The Art of Memory: Holocaust Memorials in History*, Prestel: Munich and New York, 1994, pp. 149-158.
- Tim Cole, "Yad Vashem," in *Selling the Holocaust*: pp. 146-171.
- Omer Bartov, "Chambers of Horror: Holocaust Museums in Israel and the United States", *Israel Studies*, Volume 2, Number 2, Fall 1997: 66-87

Week 10 : Museum Visit to Yad Vashem: Sunday

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

Reading:

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

FINAL PAPER due - NO EXTENSIONS

A History Of Modern Israel: Challenges And Realities - Paul Liptz

Email: Pliptz@gmail.com

Phone: 050-565-1770

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

Course Requirements

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

** An excellent source book is by Anita Shapira, *Israel. A History*, Brandeis University Press, 2012 which deals with many of the topics covered in the course.

A more detailed book is by Howard M. Sachar, *A History of Israel. From the Rise of Zionism to Our Time*, New York, Alfred Knopf, Third Edition, 2007.

A central component of the course is a Simulation Game where each student will choose to discuss the personality, role and impact of an important Israeli. This case study will be the basis of the final paper.

GRADES.

A) Overall Class Participation = 20%

B) Mid Term Exam = 25%

C) Simulation Game Participation and Final Paper = 55%

1. 2000 Years of Jewish History: The Jew – Initiator or Victim?

Conflicting analyses of the Old Testament. The Second Temple period and its implications.

The Talmud and significant Jewish sages. Anti-Semitism in the middle Ages. The Spanish

"Golden Age". The Jews of Poland and Russia from the 17th century. Modern global

migratory trends. The role of Eretz Yisrael in Jewish dreams. The Old Yishuv.

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

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

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

2. Conflicts of Two National Movements in the Holy Land: Zionism.

Proto-Zionism as a religious response. Philosophical conflicts between the Zionist streams

discussing the wide range of opinions. Building the proto-State [Yishuv]. Tensions between

goals and actions. The centrality of the events from 1945 to 1947.

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

Larry Collins & Dominique Lapierre, O Jerusalem! (London, Grafton, 1982).

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

Motti Golani & Adel Manna, Two Sides of the Coin, (Dordrecht, 2011)

Anita Shapira, Israel.

A History (Waltham, Brandeis University Press, 2013) 16-24, 42-62, 78-88.

Documentary: You Tube: Pillar of Fire – 2 "The Dream 1914-1929",

7 "A Nation Reborn 1947-1948" 51 minutes.

Documentary: Spielberg Jewish Film Archive, Theodor Herzl-A Living Portrait, 1960, 55 mins.
Palmah Museum, Ramat Aviv.

Conflicts of Two National Movements in the Holy Land: The Palestinians.

The early developments of Palestinian nationalism and the impact of Ottoman rule.

Interpreting Zionist motives and the implications of the Balfour Declaration. British policy-consistent or inconsistent? The political possibilities between 1921 and 1939 and 1945 to 1948. The centrality of Al-Hajj Amin El-Husayni. Local Palestinians and the "foreigners". The battles for Jerusalem and Jaffa.

Abdelaziz Ayyad, Arab Nationalism and the Palestinians, 1850-1939, (Jerusalem, PASSIA, 1999). Taysir Jbara, Palestinian Leader. Hajj Amin Al-Husayni, Mufti of Jerusalem (Princeton, Kingston Press, 1985) 141-177.

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

Philip Mattar, "The Mufti of Jerusalem and the Politics of Palestine", The Middle East Journal, 42,4,(Spring 1988) 227-240.

Benny Morris, The Birth of the Palestinian Refugee Problem Revisited (Cambridge, Cambridge University Press, 1985), 9-38.

Yosef Nevo, "Al-Hajj Amin and the British in World War 11", Middle Eastern Studies, 20, 1 (1984) 3-16.

Itamar Radai, "Jaffa, 1948: The Fall of a City", Journal of Israeli History, 30, 1(March 2011)23-43. Documentary: You Tube: "The Jew Returns-The Arab Awakens, 1895-1914", Pillar of Fire, Part 1.

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

3. Political Realities: 1948 to 1977.

The Declaration of Independence. The Law of Return. German Reparations and the tensions between the center against the right and left. The challenges of sovereignty and understanding democracy. The formation of institutions under the domination of Mapai. Ethnicity in political realms. The periphery-Ultra-Orthodox and Arabs.

Yael Aronoff, *The Political Psychology of Israeli Prime Ministers. When Hard-Liners Opt for Peace*, (Cambridge University Press, 2014)

Efraim Inbar, "The Decline of the Labor Party", *Israel Affairs*, 16, 1 (Jan 2010), 69-81.

Anita Shapira, *Israel. A History*, 179-221: 248-270.

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

Yehiam Weitz, "The Road to the 'Upheaval': A Capsule History of the Herut Movement, 1948-1977", *Israel Studies*, 10, 3 (Fall 2005), 54-86.

4. Israeli Politics: The Electoral Upheaval of 1977 and Political Events to 2018.

The decline of the Labor Party and rise of the Likud. Menachem Begin. The impact of the wars in Lebanon and in Gaza. The balance of ideology, religion and economics. What is left of the Left? The balance of internal and external components. Israeli perspectives confront the world.

Yael S. Aronoff, *The Political Psychology of Israeli Prime Ministers. When Hard-Liners Opt for Peace*, (New York, Cambridge University Press, 2014).

Abraham Diskin, "The Likud: the Struggle for the Center", *Israel Affairs*, 16, 1 (Jan 2010) 51-68 [pre- and post-2009 elections].

Manfred Gerstenfeld, "The Run-up to the [March 2006] Election" *Israel Affairs*, 13, 2 (2007) 251-266.

Nissim Leon, "Moshe Kahlon and the Politics of the Mizrahi Middle Class in Israel", *Institute of Israel Studies*, 2014, 14p.

Geoffrey Levin, "One Step Forward or Two Steps Back? Unilateralism and the Israeli Gaza Disengagement in the Eyes of the World", *Israel Affairs*, 20, 1 (2014) 87-108.

Vladimir Khanin, "Russian-Jewish Political Experience in Israel: Patterns, Elites and Movements", *Israel Affairs*, 17, 1 (Jan 2011) 55-71.

David Newman, "From Hitnachalut to Hitnatkut. The Impact of Gush Emunim and the Settlement Movement on Israeli Politics and Society", *Israel Studies*, 10, 3 (Fall 2005) 192-

224. Arik Rudinsky (ed) , "Arab Politics in Israel and the 19th Knesset Elections", *Konrad Adenaur Program for Jewish-Arab Cooperation*, 2 (June 21, 2013), 27p

Howard M. Sachar, *A History of Israel from the Rise of Zionism to Our Time*, (New York, Knopf, 2007), 831-838:1003-1007: 1012-1039: 1043-1051.

Anita Shapira, *Israel. A History*, pp 307-325. 357-421.

Stanley Waterman, "The Elections to the 19th Knesset, 2013. Some Thoughts", *Jewish Journal of Sociology*, 55 (2013) 179-188.

Ben-Gurion's House, Sderot Ben-Gurion. Independence Hall, Sderot Rothschild.

Rabin Museum, Ramat Aviv.

5. Leaders and Leadership: Individuals in the Big Picture.

The dominating figures-: philosophies and pragmatism of Ben-Gurion and Begin. Following the "greats"- Moshe Sharett, Levi Eshkol and Yitzhak Shamir. Impact or merely status quo- Golda Meir and Ehud Olmert? The military men- Dayan, Rabin, Sharon, Barak. Did he leave a legacy-Shimon Peres? Dominance of the status quo- Benjamin Netanyahu.

Aronoff, *The Political Psychology of Israeli Prime Ministers*, (New York, Cambridge University Press, 2014 -see Shamir, Netanyahu, Sharon, Rabin, Barak, Peres.

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

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

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

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

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

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

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

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

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

2014).

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

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

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

6. MID TERM EXAM

7. Immigration- 1948 to the Early 1960s.

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

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

Esthel Mer-Glitzenstein, "Operation Magic Carpet: Constructing the Myth of the Magical Immigration of Yemenite Jews to Israel", *Israel Studies*, 16.3 (Fall 2011), 149-173.

Tom Segev, *The Seventh Million. The Israelis and the Holocaust*, (New York, Hill and Wang, 1993).

Hanna Yablonka, "Holocaust Survivors in the Israeli Army during the 1948 War: Documents and Memory", *Israel Affairs*, 12, 3 (July 2006), 462-483.

Documentary:"Flight to Freedom" (Yemenites), You Tube /Spielberg Jewish Film Archive, Hebrew University of Jerusalem. 1949. 14 minutes [poor copy].

Documentary: "The Ingathering". *Tkuma*, Episode 2: [includes later immigration].

Documentary: "Yemen Music of the Yemenite Jews" (in English) You Tube/ The Spielberg Jewish Film Archive. Hebrew University of Jerusalem. 1992, 28 minutes.

8. Integration or Separation: Sociological and Economic Components of the Contemporary Israeli Reality. 1960s to 2018.

The depression of the 1960s and the influence of the Six Day War. Western immigration. The immediate and long-term impact of the "Russian" immigration. Aliyah of the future? The move to capitalism. Start Up Nation and the socio-economic gap. Ethnic divisions and tensions.

- Uri Cohen and Nissim Leon, "The New Mizrahi Middle Class: Ethnic Mobility and Class Integration in Israel", *The Journal of Israeli History*, 27, 1, (March 2008), 51-64.
- Michael Philippov & Anna Knafelman, "Old Values in the New homeland: Political Attitudes of FSU Immigrants to Israel", *Israel Affairs*, 17, 1 (Jan 2011), 38-54.
- Dan Senor and Saul Singer, *Start-Up Nation. The Story of Israel's Economic Miracle*, (N.Y., Hachette Book Group, 2009).
- Anita Shapira, *Israel. A History*, 340-354.
- Ari Shavit, *My Troubled Land*, New York, 2013, Ch XV "Occupy Rothschild, 2011".
- Ephraim Ya'ar, "Change and Continuity in Israeli Society: The Test of the Melting Pot", *Israel Studies*, 10, 2 (Summer 2005), 91-128.
- Rabin Museum, Ramat Aviv.
- Movie: Salah Shabai, 1964, 110 minutes.
- Movie: Turn Left at the End of the World, [סוף העולם שמאלה] 2004, 108 minutes.
9. The Other 20%: The Realities of Israeli Arabs/Palestinians
- Nakba. Military Government. Political affiliation and alienation. "Israelization" and "Palestinianization". Land Day (1976) and the disturbances of 2000. Upward mobility.
- Yakub Halabi, "Democracy Clan Politics and Weak Governance: The Case of the Arab Municipalities", *Israel Studies*, 19, 1 (2014) 98-125.
- Amal Jamal, *Arab Minority Nationalism in Israel. The Politics of Indigeneity*, (London, Routledge, 2011).
- Efraim Karsh, "Israel's Arabs: Deprived or Radicalized?" *Israel Affairs*, 19, 1 (Jan 2013)2-20.
- Adel Manna', "The Palestinian Nakba and its Continuous Repercussions", *Israel Studies*, 18, 2 (Summer 2013), 86-99.
- Theodor Or, "State Commission of Inquiry into the Events of October 2000: A Retrospective", *Israel Studies*, 11, 2 (Summer 2006), 23-53.
- Itamar Radai & A. Rudnitzky, 2015 Elections, *Bayan*, No 5, June 2015.
- Eli Rekhess, "The Arab Minority in Israel: Reconsidering the '1948 Paradigm'", *Israel Studies*, 19, 2 (Summer 2014) 187-217.
- Elie Rekhess, "The Evolvement of an Arab-Palestinian National Minority in Israel", *Israel*

Studies, 12, 3 (Fall 2007), 1-28.

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

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

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

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

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

10. Judaism: From Secular to Modern Orthodox

The "historic relationship" [NRP and Mapai]. Oz Veshalom/ Netivot Shalom and religious radicalization. "Who Is a Jew". Controversial religious issues. Habayit Hayehudi.

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

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

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

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

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

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

11. "Holy" Haredim/Ultra-Orthodox.

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

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

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

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

Pnina Shukrun-Nagar, "About 1000 Haredim, Members of Haeda HaHaredit: Linguistic

Patterns and Rhetorical Functions of Generalizations in the Israeli News", *Israel Studies*, 19, 3 (Fall 2014), 154-186 – [n.b. 154-161]

Nurit Stadler, "Is Profane Work an Obstacle to Salvation? The Case of the Ultra Orthodox (Haredi) Jews in Contemporary Israel", *Sociology of Religion*, 63, 4 (Winter 2002) 455-474.

Orit Yafeh, "The Time in the body: Cultural Construction of Femininity in Ultraorthodox Kindergartens for Girls", *Ethos*, 35, 4 (2007) 516-553.

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

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

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

12. Wars and Warriors.

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

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

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

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

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

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

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

Tali Tadmor-Shimoni, "Female Soldier-Teachers: Army, Education and a New State", *Israel*

Affairs, 16, 2 (April 2010), 297-313.

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

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

Palmach Museum, Ramat Aviv

13. SIMULATION GAME.

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

14. Strategies for the Future in Peace and War.

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

Daniel Bar-Tal, "From Intractable Conflict through Conflict Resolution to Reconciliation: Psychological Analysis", *International Society of Political Psychology*, 21, 2 (June 2000) 351-365.

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

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

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

Ari Shavit, Ch X "Peace, 1993" Ch XVI, "Existential Challenge My Troubled Land, 2013. Movie: *Late Summer Blues*", 1987, 97 minutes. Director –Ranan Shor.

Israeli Politics - Dr. Evgeni Klauber

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

Office Hours: Mondays 13:00-14:00 and by appointment

Office: Naftali, Room 531

Email: klaubere@post.tau.ac.il

Course Description

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

Course Objectives

To develop a critical understanding of the leading analytical and theoretical frameworks in Israeli politics;

To gain a better appreciation of the political challenges faced by Israeli citizens, politicians, and the government in the current globalized world;

To become able to read, understand, and analyze articles of varying complexity on Israeli politics;

become familiar with the resources on Israeli politics and society available through the World Wide Web.

Texts and Readings:

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

Course Requirements

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

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

contemporary issues of the Israeli politics. More details regarding the format and materials of each exam will be announced on Virtual TAU prior to the exam.

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

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

Format of the paper will be announced in a timely manner through the Virtual TAU website. All assignments must be printed out (not e-mailed) and submitted to me before the lectures or to my mailbox in Naftali building, fifth floor.

Grading Summary:

Attendance and participation: 15%

Two exams, midterm and final take-home exam (30% each): 60%

Short paper (2-3 pages): 10%

Long paper: (4-5 pages): 15%

Take-home tasks: (will be announced during the semester)

Grading System:

A+ is 97-100%

B- is 80-82%

D is 63-66%

A is 93-96%

C+ is 77-79%

D- is 60-62%

A- is 90-92%

C is 73-76%

F is 59% and under

B+ is 87-89%

C- is 70-72%

B is 83-86%

D+ is 67-69%

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

Any kind of academic dishonesty will be penalized under [TAU policy of academic integrity](#).

Students who are diagnosed with special needs should see me personally to make their needs known at the beginning of the semester for appropriate accommodations.

If you believe an error has been made in grading one of your assignments or tests, please inform me and arrange a time to discuss your concerns as soon as possible.

No make-up exams will be given, except under certain circumstances, such as personal illness, death or critical illness of family members, participation in a university-sponsored event. Special occasions need proper documentation and prior notice to the instructor.

Classroom etiquette, cell phones and laptops

Please arrive on time.

Please turn off any device that makes noise; Cell phones should be turned off during class; Laptops should be muted if they are to be used during class.

Please do not read newspapers and don't send text messages (your phone should be off).

During the course we will be discussing highly controversial topics, such as Israeli-Arab conflict. Students may have strong feelings that will come in conflict with the feelings of others on these issues. Mutual respect and politeness is required in the classroom at all times.

Course Schedule and Reading Assignments:1

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

Required reading

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

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

Recommended reading:

Garfinkle, A. M. (1997). *Politics and Society in Modern Israel: Myths and Realities*. Armonk, N.Y: M.E. Sharpe

Fukuyama, F. (2005) *How Academia Failed the Nation: The Decline of Regional Studies*, in

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.

Journal of Management and Social Sciences, Volume 1, Number 1, (Spring 2005), pp. 21-23.

Green, S. (2002). Rational Choice Theory: An Overview, in Baylor University Faculty Development Seminar on Rational Choice Theory, 2002.

Kohli, A. (1995). The Role of Theory in Comparative Politics: A Symposium, in World Politics, Volume 48, Number 1.

Power and Influence in Israeli Politics: Who Governs?

Required reading:

Barnett, M. N., & Duval, R. D. (2005). Power in International Politics, in International Organization, 59, 39-75.

Sharkansky, I. A. F. (March 01, 2003). Toward a Typology of Non-decisions: Three Israeli Cases. Human Resources Abstracts, 38, 1, 5-136.

Lorenzi, M. (2006). Power: A Radical View, by Stephen Lukes. ASA

Shafir, G., & Peled, Y. (2002). Being Israeli: Dynamics of Multiple Citizenship. Cambridge University Press. Chapter 1, pp. 1-37.

Recommended reading:

Mandelkern, R., & Shalev, M. (2010). Power and the Ascendance of New Economic Policy Ideas: Lessons from the 1980s Crisis in Israel. World Politics, 62, 3, pp. 459-495.

Lukes, S. (2005). Power: A Radical View (2nd ed.). Houndmills, Basingstoke, Hampshire; New York: Palgrave Macmillan

Legitimacy and Authority. Legitimacy in Israel and the Occupied Territories

Required reading:

Lachmann, L. M. (2007). *The Legacy of Max Weber*. London: Heinemann. Introduction, pp. 1-17.

Sorek, T., & Ceobanu, A. M. (2009). Religiosity, National Identity and Legitimacy: Israel as an Extreme Case. *Sociology*, 43, 3, pp. 477-496.

Gavison, R. (November 01, 1999). Jewish and Democratic? A Rejoinder to the "Ethnic Democracy" Debate. *Israel Studies*, 4, 1, pp. 44-72.

Recommended reading:

Bisharat, G. E. (1994). *Land, Law, and Legitimacy in Israel and the Occupied Territories*.

Avineri, S. (1981). *The Making of Modern Zionism: The Intellectual Origins of the Jewish State*. New York: Basic Books.

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

Required reading:

Poggi, G. (1978). *The Development of the Modern State: A Sociological Introduction*. Stanford, Calif: Stanford University Press. Chapter 1: The Business of Rule, pp. 1-17.

Horowitz, D., & Lissak, M. (1973). Authority without Sovereignty: The Case of the National Centre of the Jewish Community in Palestine. *Government and Opposition*, 8, 1, pp. 48-71.

Spektorowski, A. (2011). *Carl Schmitt: Republican Citizenship, Repression and Liberal Rights*

and Multi-Polarity, in Peled, Y. (ed.), *Democratic Citizenship and War*. New York: Routledge.

Recommended reading:

Peretz, D. & Doron, G. (1997). *The Government and Politics of Israel*, Harper-Collins Publishers Inc. 1997, Chapter 1: Historical Origins of Israel, pp.1-45.

Garfinkle, A. (1997). *Politics and Society in Modern Israel: Myths and Realities*. Armonk, N.Y: M.E. Sharpe. Chapter 2: In the Beginning, pp.20-55.

Peled, Y. (2011). *Democratic Citizenship and War*. New York: Routledge.

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

Required reading:

Peretz, D. & Doron, G. (1997). *The Government and Politics of Israel*, Harper-Collins Publishers Inc. 1997, Chapter 1: Historical Origins of Israel, pp.1-45.

Tilly, C. (1985). *War Making and State Making as Organized Crime in Bringing the State Back*, Evans, P., Rueschemeyer, D., Skocpol T. (eds.) Cambridge: Cambridge University Press, 1985.

Migdal, J. (2004). *State Building and the Non-Nation-State*. *Journal of International Affairs*. Columbia University School of International Public Affairs.

Recommended reading:

Evans, P. B. (1995). *Embedded Autonomy: States and Industrial Transformation*. Princeton, N.J: Princeton University Press.

Sorensen, G. (2001) *War and State-Making - Why doesn't it Work in the Third World?* *Security*

Dialogue, 32, 3, pp. 341-354.

Israel in the International Arena

Required reading:

Freedman, R. O. (2010), *Russia, Israel and the Arab-Israeli Conflict: The Putin Years*. *Middle East Policy*, 17, pp. 51–63.

Gilpin, R. (1988). *The Theory of Hegemonic War*, in *Journal of Interdisciplinary History*, Volume 18, Number 4, pp. 591-613.

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

Recommended reading:

Waltz, K. N. (2007). *Theory of International Politics*. Boston, Mass, McGraw-Hill.

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

Modernization, Dependency, Colonialism and Neocolonialism in Israeli Politics

Required reading:

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

Robertson, R. (August 01, 2011). S.N. Eisenstadt: A Sociological Giant. *Journal of Classical Sociology*, 11, 3, pp. 303-311.

Shafir, G. (April 01, 1996). Israeli Decolonization and Critical Sociology. *Journal of Palestine Studies*, 25, 3, pp. 23-35.

Recommended reading:

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

Immigration, Political Culture and Israel's Society

Required reading:

Arian, A. (1989). *Politics in Israel: the Second Generation*, Chaham House, N.J., 1989, Chapter 1, pp. 1-29.

Goldstein, K. & Gitelman, Z. (2003) "From 'Russians' to Israelis?" in Arian, A. & Shamir, M. (eds.), *The Elections in Israel – 2003*, Transaction, New Brunswick (US) & London (UK), pp. 245-260.

Hacohen, 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.

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

Required reading:

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

Mahler, G. (2004) *Politics and Government in Israel: The Maturation of a Modern State*, Rowmen & Littlefield Publishers, Oxford, Chapter 4: The Constitutional System and Parliamentary Government, pp.117-139, and Chapter 8: The Machinery of Government, pp. 221-247.

Edelman, M. (1994). *The Judicialization of Politics in Israel*. *International Political Science Review*, 15, 2, pp. 177-186.

Barak, A. (1998). *The Role of the Supreme Court in a Democracy*. *Israel Studies*, 3, 2, pp. 6-29.

Recommended reading:

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

Elections and Voting

Required reading:

Bogdanor, V. (1993). "The Electoral System, Government and Democracy," in E. Sprinzak & L. Diamond (eds.) *Israel Democracy Under Stress*, Lynne Rienner Publishers Boulder and London 1993, pp. 83-106.

Hazan, R. Y. (1997). Executive-Legislative Relations in an Era of Accelerated Reform: Reshaping Government in Israel. *Legislative Studies Quarterly*, 22, 3, pp. 329-350.

Lijphart, A. (1993) "Israeli Democracy and Democratic Reform in Comparative Perspective," in E. Sprinzak & L. Diamond (eds.), *Israel Democracy under Stress*, Lynne Rienner Publishers, Boulder and London, pp. 107-123.

Mahler, G. (2004). *Politics and Government in Israel: The Maturation of a Modern State*, Rowmen & Littlefield Publishers, Oxford. Chapter 7: The Electoral Process and Voting Behavior, pp. 193-219.

Shamir, M., & Arian, A. (1999). Collective Identity and Electoral Competition in Israel. *The American Political Science Review*, 93, 2, pp. 265-277.

Parties and Interest Groups

Required reading:

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

Goldberg, G. (1998). Trade Unions and Party Politics in Israel: The Decline of Party Identification. *The Journal of Social, Political, and Economic Studies*, 23, 1, pp. 51-70.

Mahler, G. (2004). *Politics and Government in Israel: The Maturation of a Modern State*.

Lanham, Md: Rowman & Littlefield Publishers. Chapter 6: Political Parties and Interest Groups, pp. 171-191.

Yishai, Y. (2001). Bringing Society Back In: Post-Cartel Parties in Israel. *Party Politics*, 7, 6, pp. 667-687.

Coalition Politics in Israel

Required reading:

Horowitz, D. (1977). More than a Change in Government. *The Jerusalem Quarterly* 5, pp. 3-20.

Mahler, G. (2004). *Politics and Government in Israel: The Maturation of a Modern State*. Lanham, Md: Rowman & Littlefield Publishers. Chapter 5: The Prime Minister and the Knesset, pp. 141-169.

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

Public Policy in Israel

Required reading:

Korn, D. (2002). *Public Policy in Israel: Perspectives and Practices*, Lexington Books, Introduction, pp.1-6.

Don-Yehiya, E. (2002). "Public Policy and Management of Major Political Cleavages," in Korn D. (ed.) *Public Policy in Israel: Perspectives and Practices*, Lexington Books, 2002, pp.9-30.

Nachmias, D. & Arbel-Ganz, O. (2005). *The Crisis of Governance: Government Instability and*

the Civil Service. *Israel Affairs*, 11, 2, pp. 281-302.

Peretz, D. & Doron, G. (1997). *Government and Politics of Israel*, Harper Collins Publishers Inc., Chapter 7: Government Administration and Public Policy, pp.208-243.

Sharkansky, I. (1993). "Israel's Political Economy," in Sprinzak, E. & Diamond, L. (eds.), *Israel Democracy Under Stress*, Lynne Rienner Publishers, Boulder and London, pp.153-170.

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](#).

Israeli Arabs: Israel as an Ethnic Democracy

Required reading:

Jamal, A. (2002). Beyond "Ethnic Democracy": State Structure, Multicultural Conflict and Differentiated Citizenship in Israel. *New Political Science*, 24, 3, pp. 411-431.

Kook, R. (1995). Dilemmas of Ethnic Minorities in Democracies: The Effect of Peace on the Palestinians in Israel. *Politics & Society*, 23, 3, pp. 309-336.

Smooha, S. (1990). Minority Status in an Ethnic Democracy: The Status of the Arab Minority in Israel. *Ethnic and Racial Studies*, 13, 3, pp. 389-413.

Peled, Y. (1992). Ethnic Democracy and the Legal Construction of Citizenship: Arab Citizens of the Jewish State. *The American Political Science Review*, 86, 2, pp. 432-443.

State and Religion: Judaism in the Jewish State

Required reading:

Cohen, A., & Susser, B. (1996). From Accommodation to Decision: Transformations in Israel's Religio-Political Life. *A Journal of Church and State*, 38, 4, pp. 817-839.

Englard, I. (1987). Law and Religion in Israel. *The American Journal of Comparative Law*, 35, 1, pp. 185-208.

Mahler, G. (2004). *Politics and Government in Israel: The Maturation of a Modern State*. Lanham, Md: Rowman & Littlefield Publishers. Chapter 2: Zionism, Religion and the Domestic

Political Environment, pp. 53-88.

C. Waxman, C. (2000). "Religio-Politics and Social Unity in Israel: Israel's Religious Parties" in Robert O. Freedman (ed.), *Israel's First Fifty Years*, Florida University Press, Gainesville, pp. 162-179.

The Socio-Economic Cleavage in Israel

Required reading:

Almog, O. (2002). "Shifting the Centre from Nation to Individual and Universe: The New 'Democratic Faith' of Israel", in E. Karsh (ed.) *Israel: The First Hundred Years*, Frank Cass Publishers, London, pp. 31-42.

Bernstein, D., & Swirski, S. (1982). The Rapid Economic Development of Israel and the Emergence of the Ethnic Division of Labour. *British Journal of Sociology*, 33, 1, pp. 64-85.

Seliktar, O. (2000). "The Changing Political Economy of Israel: From Agricultural Pioneers to the "Silicon Valley" of the Middle East", in Robert O. Freedman (ed.) *Israel: First Fifty Years*, Florida University Press, Gainesville, pp.197-218.

Zilberfarb, B. (2005). *From Socialism to Free Market - The Israeli Economy, 1948-2003*. *Israel Affairs*, 11, 1, pp. 12-22.

Hermann, T. (2003). Do They Have a Chance? Protest and Political Structure of Opportunities in Israel. *Israel Studies*, 1, 1, pp. 144-170.

Gender Issues in the Israeli Politics

Required reading:

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

Shakdiel, L. (2002). Women of the Wall: Radical Feminism as an Opportunity for a New Discourse in Israel. *The Journal of Israeli History*, 21, pp. 126-163.

Halperin-Kaddari, R. & Yadgar, Y. (2010) Religion, Politics and Gender Equality among Jews in Israel. Final Research Report prepared for the project Religion, Politics and Gender Equality, United Nations Research Institute for Social Development.

The Future of Israel as a Jewish State.

Required reading:

Gruen, G. (2000) "Israel and the American Jewish Community: Changing Realities Test Traditional Ties," in Freedman, R. (ed.), *Israel's First Fifty Years*, University Press of Florida, Gainesville, pp. 29-66.

Seliktar, O. (2002). *Divided we Stand: American Jews, Israel, and the Peace Process*. Westport, Conn: Praeger, pp. xiii-xvi and pp. 207-210.

Shain, Y., & Sherman, M. (1998). Dynamics of Disintegration: Diaspora, Secession and the Paradox of Nation-states. *Nations and Nationalism: Journal of the Association for the Study of Ethnicity and Nationalism*, 4, 3, pp. 321-346.

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

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

Group A: Tuesday, 16:15-19:30 pm

Group B: Wednesday, 16:15-19:30

(note variations of schedule on tour dates)

martinjwein@yahoo.com

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

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

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

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

your e-mail for weather related changes up to two hours before tours.

Requirements

Presentation of readings in class, 20 points

A mid-term test, 10 points

Tour participation, 20 points

A 10 full pages double spaced final paper (due by e-mail by May 15), 50 points

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

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

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

Tel Aviv University

Martin J. Wein, Ph.D.

Final Paper FAQs

What should I write?

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

How much should I write?

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

How about footnotes?

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

How many sources should I cite/quote?

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

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

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

Where do I find sources?

1. Class readings (all scanned on my webpage, further most books are in the Educational Library, check the indexes for passages on your topic throughout the books, and book bibliographies for further readings)
2. TAU libraries, talk to a librarian!!! (Check online catalogue by key words, there are catalogues for books, journals and online journals: <http://aleph3.libnet.ac.il/~libnet/malmad.htm> Also check RAMBI, an index of articles on Jewish- and Israeli-related topics: <http://jnul.huji.ac.il/rambi/>) When in the stacks browse for similar books nearby
3. Online (e.g. haaretz.com newspaper web archive in English for small payment; academic websites, official web pages of buildings or institutions etc.)

Please note:

to plagiarize (third-person singular simple present [plagiarizes](#), present participle [plagiarizing](#), simple past and past participle [plagiarized](#)) (transitive or intransitive) To [use](#), and [pass off](#) as one's own,

someone else's [writing/speech](#).

Good luck!!!

1. Session: Introduction

Course Overview and Syllabus

Slide Show Focusing in on Tel Aviv-Jaffa

Reading Presentations and Walking Tours Sign Up

2. Session: Campus

Campus Tour Slide Show

Map Exercise

Reading Presentation:

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

Dolev, Diana, "Shaping a Modernist University Campus." *Docomomo* 40, 3/2009, 52-56.

PalestineRemembered.Com "Welcome To al-Shaykh Muwannis." Available from:

<http://www.palestineremembered.com/Jaffa/al-Shaykh-Muwannis/index.html> [follow up on the tabs for pictures and other material]

Rapaport, Meron. "History Erased." *Haaretz*, 06/07/2007.

"TAU History: The Making of a University." Available from: <http://www.tau.ac.il/tau-history-eng.html>

Zokhrot, "Sheikh Munis." Available from: <http://www.zochrot.org/index.php?id=143>

LeBor, Adam. City of Oranges. New York and London: W. W. Norton, 2006, 112-34.

3. Session: North Tel Aviv

Slide Show

The Ha-Yarkon/Al-Auja River Valley

Tel Aviv University Campus/Sheikh Munis Village

Eretz Israel Museum/Tel Qasile

Gan Habanim

Reading Power Station and River Mouth

Levant Fair/Tel Aviv Port

Wadi Ayalon

Habima/Heyhal Hatarbut

Tel Aviv Museum/Opera

Sarona German Village

Azrieli Towers

Slide Show

Rabin Square/City Hall

Gan Ha'ir/Former Orange Grove/Zoo

Ibn Gevirol Street: Migdal Hame'ah, Summel, New Herzliyah High School

Kikar Hamedina

Ben Gurion House and Boulevard

Atarim Square/Gordon Pool and Marina

Gan Ha'atzma'ut/Abd El Nabi Cemetery

Reading Presentations:

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

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

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

4. Session: Central Tel Aviv

Midterm Map Test

Slide Show

Dizengoff Square and Street

Trumpeldor Cemetery

Gan Meir

Old City Hall and Bialik Street

Magen David Adom Square, Shenkin Street

Rothschild Boulevard

Old Herzliya High School/Shalom Tower

Nahalat Binyamin

Reading Presentations:

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

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

Bauhaus Foundation Dessau. Available from: <http://www.bauhaus-dessau.de/en/index.asp>

Levin, Michael. "The Modern Movement in Israel." *Docomomo* 40, March 2009, 36-40.

Smolsky, Raz. "History in the Unmaking." *Haaretz*, December 1, 2008.

Zandberg, Esther. "The legend of the white city." *Haaretz*, May 16, 2004.

"The White City of Tel Aviv." [UNESCO](http://whc.unesco.org/archive/advisory_body_evaluation/1096.pdf), 2003. Available from:
http://whc.unesco.org/archive/advisory_body_evaluation/1096.pdf

Ziesling, Yael. "Bauhaus Architecture." *Jewish Virtual Library*, 2000. Available from:
http://www.jewishvirtuallibrary.org/jsource/Society_&_Culture/Architecture/Bauhaus.html

Rotbard, Sharon. *White City – Black City, Architecture and War in Tel Aviv-Jaffa*. London: Pluto Press,

2014, 1-13. Available from: http://issuu.com/plutopress/docs/pages_from_21-10-14-1?e=2066883/9830501

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

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

5. Session: South Tel Aviv and Jaffa

Slide Show

Shuk HaCarmel/Kerem Hateymanim

Kovshim Street Gan Hakovshim/Manshiyah, Hassan Beck Mosque, Dolfinarium

Charles Chlor Park, Tayelet Promenade, Etzel Museum, Old Train Station

Neve Tsedek, Suzan Dalal Dance Center, Shlush Street

Florentin, American Village/Small German Templar Colonies

Noga Compound, Jerusalem Boulevard, Raziel Street

Clock Square Jaffa, Old City, Egyptian Archeology Site, Jaffa Port

Jaffa Seaside park, Ajami, Peres Peace Center

Reading Presentations:

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

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

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

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

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

General Discussion and Futures Game

Reading Presentations:

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

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

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

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

TOURS (sign up)

Tour 1:

Tour 2:

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

Excursion: meeting on Kikar Atarim Square

Finish on Herzl Street near Shalom Tower

Tour 3:

Tour 4:

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

Excursion: meeting on Dizengoff Square

Finish in Old Jaffa

Tour 5:

Tour 6:

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

Excursion: meeting on Clock Tower Square

Finish at the Old Central Bus Station

An Introduction to the History of the Middle East in the Modern Period

Instructor: Brandon Friedman, PhD

b.bfried@gmail.com

Office: Gilman Building, 421

Office hours: **To Be Announced**

Course Description:

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

Grading:

Class preparation, attendance, and participation – 15%

Early Term essay – 15%

Final Paper – 70%

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

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

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

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

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

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

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

4. Islamic Modernism: al-Afghani and 'Abduh

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

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

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

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

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

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

6-7. World War I and New States

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

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

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

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

8. Ataturk and Turkey after World War I

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

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

9. Reza Shah and Iran after World War I

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

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

10. Mossadegh: Iran and Oil Nationalization

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

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

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

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

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

12-13. Nasser and Politics of Arab Nationalism

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

14. The June 1967 Six Day War

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

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

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

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

15. The Post-1967 Reckoning

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

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

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

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

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

16. Kurdish Nationalism

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

17. The Iranian Revolution of 1978-1979

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

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

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

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

18. Islamism

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

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

19-20. Israel, Jordan, and Palestine

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

21. The 2011 Arab Uprisings

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

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

2014), 218-238.

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

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

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

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

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

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

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

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

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

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

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

Email: dzisenwine@gmail.com

Office Hours: By appointment

Course Description

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

Class Format

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

Course Requirements

Attendance:

Students must attend every class session prepared to participate.

Participation: (10%):

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

Mid Term Exam: (20%)

An in-class exam that will cover the readings and course lectures of the first part of the semester. Students will be asked to answer two (2) out of (4) essay questions.

Final Take Home Exam: (70%)

A Take Home exam covering the second part of the semester. Students will be asked to provide more in-depth answers to two (2) out of four (4) essay questions.

Reading Assignments:

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

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

Course Schedule

Week 1:

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

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

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

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

Week 2:

The Emergence of Arab/Palestinian Nationalism

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

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

Supplementary Reading:

Rashid Khalidi, *Palestinian Identity: The Construction of Modern National Consciousness* (New York,

1997), pp. 145-175.

Week 3:

The Jewish Community in Palestine under the British Mandate

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

The Arab Revolt 1936-1939

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

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

Week 4:

World War II and the Struggle for a Jewish State

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

Michael J. Cohen, "The Zionist Perspective", in Wm. Roger Louis and Robert W. 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 5:

1948: The First Arab-Israeli War

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

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

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

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

Week 6:

1956 Suez War

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

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

Week 7:

The 1967 Six Day War

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

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

From June 1967 to October 1973

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

Week 8

The First Intifada

F. Robert Hunter, *The Palestinian Uprising: A War by Other Means*, (London, 1991), Chapters 1,3.

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

The Oslo Accords and the Prospects for Peace

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

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

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

Week 9:

The Second Intifada and the Breakdown of Israeli-Palestinian Negotiations

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

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

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

Week 10:

The Age of Uncertainty: Non State Actors and their Impact

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

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

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

Week 11:

Summary and Conclusion

Writing the Experience of Tel Aviv - Dr. Dara Barnat

Email: darabarnat@post.tau.ac.il

Monday 4:00-8:00

Office: Webb 502

Office Hours: Sunday 2:00-3:00 p.m. and by appt.

Course Description

The experience of living in Israel in general and Tel Aviv in particular will inform this course. The main project for the semester will be to create your own blog based on creative writing exercises given throughout the semester. (See detailed instructions for the blog on page six). Writing exercises will be given in class and as homework. You will also practice giving and receiving constructive criticism.

Prior experience with creative writing is not necessary; however, to benefit from the course in a meaningful way, students must possess 1) a willingness to explore written expression in various forms and 2) a desire to immerse oneself in the study of writing as a craft, which includes attention to one's self, one's surroundings, and one's self vis-a-vis their surroundings.

Finally, we will be reading, analyzing, and responding to poetry and prose by writers from the region, focusing on themes of place, witness, identity, and language. Writers may include Shirley Kaufman, Karen Alkalay-Gut, Mahmoud Darwish, Rachel Tzvia Back, Tuvia Ruebner, Sarah Wetzel, Judy Labensohn, Sayed Kashua, and Etgar Keret.

Regular attendance is crucial for success in this course in order to keep up with the writing exercises given throughout the semester.

Course Policies

Attendance

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

In the case of an absence students are expected to follow the syllabus, stay informed of class updates, and come prepared to the next lesson. If you miss a class your first resources for notes, information, and “catching up” should be the Moodle site, where assignments are posted, and your peers.

Classroom Etiquette

Please respect your classmates and conduct yourself in the classroom as you would in a professional setting. It is acceptable to bring a laptop to class; however, sometimes you will be asked to put away laptops, and there should be no emailing, texting, Facebooking, Tweeting, Instagramming, Snapchatting, etc. during class (unless required by that day’s assignment). Any of these activities will be considered disrespectful to the class. If they are pursued, the student will be asked to leave and will receive an absence for the day. In addition, the student’s participation grade will be negatively affected.

Grading

The course grade will be comprised of the following assignments:

1. Blog mid-semester evaluation 30%
2. Blog end of semester evaluation 40%
3. Quiz on close reading of a text 10%
4. Attendance, preparedness, in-class participation 20%

* Instructions for all assignments will be discussed in class, as well as posted on Moodle.

Course Schedule – March 5th-May 31st, 2018

Week 1

March 5th

Introduction to Creative Writing

- Review syllabus and course requirements
- From “A Postcard From Tel Aviv,” Tuvia Ruebner (trans. Rachel Tzvia Back)
- Writing exercise

Assignments: Open blog (link should be sent to me by email – with the subject line “Student Name, Blog” – no later than week three); Writing exercise (posted on Moodle)

Week 2

March 12th

- Blog requirements review
- “Animals of Tel Aviv,” Karen Alkalay-Gut

- Writing exercise

Assignments: Open blog (link should be sent to me by email – with the subject line Student’s Name, Blog Link – no later than week three); Writing exercise (posted on Moodle)

Week 3

March 19th

- “This Place, For Now,” Sarah Wetzel

- Writing exercise

Assignments: Open blog (link should be sent to me by email – with the subject line Student’s Name, Blog Link – no later than this week); Writing exercise (posted on Moodle);

Independent study

Week 4

March 26th

Independent study (instructions discussed in class and posted on Moodle)

* Passover Break March 30th-April 7th (assignment posted on Moodle)

Week 5

April 9th

- Writing exercise

- Blog Exchange

Assignments: Writing exercise (posted on Moodle); Prepare for quiz

Week 6

April 16th

- Quiz on close reading of a text

- Writing Exercise

Assignments: Mid-semester blog evaluation (instructions discussed in class and posted on Moodle);

Writing exercise (posted on Moodle)

Week 7

April 23rd

- "Just Another Sinner," Etgar Keret

- Writing exercise

Assignments: Writing exercise (posted on Moodle); Independent study

Week 8

April 30th

Independent study (instructions discussed in class and posted on Moodle)

Week 9

May 7th

- "Shit Happens," Etgar Keret

- Writing exercise

Assignments: Writing exercise (posted on Moodle)

Week 10

May 14th

- Writing exercise

- Blog exchange

Assignments: Writing exercise (posted on Moodle)

Week 11

May 21st

“Leaving Babylon: A Walk Through the Jewish Divorce Ceremony,” - Judy Labensohn

- Writing exercise

Assignments: Writing exercise (posted on Moodle)

Week 12

May 28th

- Course review

- Writing exercise

Assignments: End of semester blog evaluation – blogs should be completed within one week –

(instructions discussed in class and posted on Moodle)

Blog Requirements

1. Open a blog on a free platform of your choice (I like wordpress.com, but you can work with squarespace, blogger, tumblr, or another site). If you already have a blog, great, no need to abandon it, but you must open a new one specifically for this course.
2. You are welcome to share this blog beyond myself and the class with family, friends, and acquaintances, or not. It is up to you whether to make it public.
3. Give the blog any title you wish, but there must be a subtitle “OSP Creative Writing Spring 2017.” This can also be the main title of the blog.
4. Writing exercises will be given in class and assigned as homework. The in-class exercises for the week will be posted on Moodle, but if you are absent, exercises must be completed no later than three days after the class. Exercises for homework must be completed no more than one week after being posted (unless the instructions state otherwise). In other words, you cannot wait until the end of the semester to write all the entries; they must be completed in a timely fashion.
5. The first entries (writing exercises) must appear no later than week three, and exercises will of course be post-dated to the first and second weeks of the semester.
6. The titles for individual blog entries can be creative, but should contain the date and title of the exercise. Titles will usually be provided (e.g. Poetry Exercise March 5th or Passover Break Exercise).
7. There should be at least 10 entries by mid-semester and 1 entries by the end of the semester. Some exercises will be shorter, some longer.
8. Yes, you can go back and revise your entries throughout the semester, but again, they must be completed on time.
9. Most importantly, stay on top of the exercises as we go. A well-done blog will demonstrate

effort and attention to each exercise. I will be looking for description, detail, and thoughtfulness in the responses.

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.

October 23rd – Introduction

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

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

Short film: Anthem (Elad Keidan, 2008)

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

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

Screening: Sallah Shabati (Ephraim Kishon, 1964)

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

Every Bastard A King (Uri Zohar, 1968)

November 6th – Popular Israeli Cinema

Popular Israeli cinema (the ideology of the melting pot)

Screening: The Troupe (Avi Nesher, 1978)

November 13th – Family Portrayals

The "absent father" motif in new Israeli cinema

Screening: Broken Wings (Nir Bergman, 2002)

Excerpts: Sweet Mud (Dror Shaul, 2006)

November 20th – the Blade and the Vessel

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

Screening: Zero Motivation (Talya Lavie, 2014)

Visiting Hours (Maya Dreifuss, 2005)

November 27th – He's got the Wrong Part

Images of the Arab-Israeli conflict in the 1980s

Screening: Bethlehem (Yuval Adler, 2013)

Dark Night (Leonid Prudovsky, 2005)

Excerpt: Avanti Popolo (Rafi Bukai, 1986)

Mid-term exam

December 4th – Due to That War

Holocaust and survivors – from repression to recognition

Screening: The Debt (Asaf Bernstein, 2007)

Excerpts: Wooden Gun (Ilan Moshenzon, 1979)

Summer of Aviya (Eli Cohen, 1988)

December 11th – 1990s and Beyond

Images of Judaism in Current Israeli Cinema

Screening: Fill the Void (Rama Burshtein, 2012)

Excerpts: The Holly Guests (Gidi Dar, 2004)

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

Screening: Waltz with Bashir (Ari Folman, 2008)

Excerpt: Lebanon (Shmuel Maoz, 2009)

December 25th – Multiculturalism

Screening: Sh'Chur (Shmuel Hasfari, 1994)

Home (David Ofek, 1994)

January 1st – Conclusion

NO SCREENING

Submission of take home exam

Course requirements

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

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

Mandatory reading materials appear on course site

Selected bibliography

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

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

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

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

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

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

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

Israel and the Environment - Dr. Stuart Fleischer

052-4-738979

Email: sfleischer@wbais.net

Course description

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

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

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

Content covered:

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

Assignments and Dates:

Four Assessments: two tests, essay final and research paper

Test Format: Both tests are multiple choice.

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

Midterm Test: (20%) – TBA

Final Test: (20%) – TBA

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

Research Paper (30%) – TBA: send via email.

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

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

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

HYPERLINK will be listed on the Moodle Class Site.

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

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

Judean Desert Jeep Trek

(No obligation to attend)

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

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

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

Daytime Focus:

Geology of Syrian African Rift

Water Resources in the Judean Desert from 810M to -410M

Plant Survival Techniques in a desert climate

Medicinal Herbs of the Judean Desert

Keystone species in Upper and Lower Judean Desert Regions

Interactions of Man and Nature: Conflict and Cohabitation

Oil Shale in the desert?

Nighttime Focus:

Ecophysiological Adaptations in Animals in the Judean Desert

Visit a fox colony in Wadi Almog

Spotting Ibex, Gazelle, Fox, Porcupine and Hyena

Bats and night predators (birds)

Weekly Reading List:

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

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

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

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

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

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

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

Business Ethics - Sarit Smila-Sened

Email: sarits@mail.tau.ac.il

Course Description:

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

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

Texts: *The Elements of Moral Philosophy / Rachels*

Business in Ethical Focus: An Anthology

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

Course Requirements and Policies:

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

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

present the case to the class and after the presentation to turn in a short report.

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

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

Course Outline:

Week 1: Introduction to Ethics and Business Ethics

Amartya Sen “Does Business Ethics makes Economic Sense?”

Utilitarianism: Chapters 6&7 in Rachels

Week 2: Ethical Theories

Kantian Ethics: Chapter 8&9 in Rachels

Week 3: Ethical Theories

Care and Virtue Ethics: Chapters 11&12 in Rachels

Robert C. Solomon “Business Ethics and Virtue”

Week 4: Corporate Social Responsibility

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

Edward Freeman "A Stakeholder Theory of the Modern Corporation"

George Brenkert "Private Corporations and Public Welfare"

Joseph Heath "Business Ethics Without Stakeholders"

Case Study1: IDB

Week 5: Environmental Responsibility

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

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

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

Tibor R. Machan "Environmentalism Humanized"

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

Week 6: Globalization and Its Ethical Significance

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

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

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

Case Study 2: The Global Fashion Industry/High Tech

Week 7: Rights and Obligations of Employers and Employees

Richard T. De George “Whistleblowing”

Robert A. Larmer “Whistleblowing and Employee Loyalty”

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

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

Case Study 4: Remedia

Week 8: Group Presentations

Week 9: Justice and Fair Practice

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

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

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

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

Case Study 5: Google sexual harassment

Week 10: Advertising and Marketing

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

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

Robert L. Arrington “Advertising as Behavior Control”

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

Case Study 6: Photoshop

The Israeli Economy - Dr. Paul Rivlin

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

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

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

Course outline and readings

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

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

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

(Bank of Israel: Annual Reports)

10. The Current Situation

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

Readings

Introduction to economics:

Rudiger Dornbusch, Stanley Fischer and Richard Startz,

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

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

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

ISRAELI ECONOMY:

Ben Bassat, A. ed.

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

Ben Porat, Y. ed.

The Israeli Economy: Maturing Through Crisis (Cambridge, Mass: 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 Inflations: Israel and Turkey, 1980-2001 in

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

Rivlin. P.

The Israeli Economy from the Foundation of the State through the

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

Zilberfarb, B. in Israel Affairs

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

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

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

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

WEBSITES

cbs.gov.il

mof.gov.il

bankisrael.gov.il (Annual Report)

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

Nuclear Nonproliferation and Security in the 21st Century - Dr. Azriel Bermant

Tel: 0506 507920

azrielb@tauex.tau.ac.il

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

Grade Composition

Full attendance is required

25% - Course participation

25% - Mid-term 'take home' examination

50% - Final paper

Course Outline and Reading List

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

Lesson Two: Nuclear Deterrence – Lessons from the Cold War

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

Readings:

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

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

Lesson Four: The United States, NATO and Russia

Readings:

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

Scott Sagan, 'Why do States Build Nuclear Weapons? Three models in search of the bomb', *International Security*, 21:3 (1996-7)

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

Film Screening: *Thirteen Days* (TBC)

Lesson Five: Nuclear Weapons Proliferation - South Asia

Readings:

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

Azriel Bermant, "Pakistan: Reducing the Risks of a Nuclear Disaster" in Emily B. Landau and Anat Kurz

(eds) Arms Control and National Security: New Horizons (Tel Aviv: Institute for National Security Studies, April 2014), pp.31-42

Guest Lecturer: Dr. Alon Levkowitz – ‘North Korea and the Bomb’

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

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

Readings:

Andrew Futter, “The Politics of Nuclear Weapons”, (Sage: London, 2015), pp.120-128

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

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

Lesson Eight: Israel’s Nuclear Policy and Arms Control in the Middle East

Lesson Nine: Nuclear Disarmament

Readings:

Andrew Futter, “The Politics of Nuclear Weapons”, (Sage: London, 2015) pp. 172-186

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

*Bermant, Azriel, "Margaret Thatcher and the Middle East", Cambridge University Press: New York, 2016, pp.44-57

Lesson Ten: Arms Control Regimes – Successes and Failures

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

Readings:

Andrew Futter, "The Politics of Nuclear Weapons", (Sage: London, 2015), pp. 140-146; 154-167

Joseph Cirincione, Jon B. Wolfsthal and Miriam Rajkumar, Deadly Arsenals: Nuclear, Biological and Chemical Threats, (Carnegie Endowment for International Peace: Washington DC, 2005), pp.329-364

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

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

Lesson Twelve: Missile Defence – the cases of NATO and east Asia

Guest Lecturer: Uzi Rubin – 'Missile Defence: the Case of Israel'

Readings:

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

Lesson Thirteen - Missile Defence: Iron Dome, David's Sling and the Arrow

Readings:

Andrew Futter, "The Politics of Nuclear Weapons", (Sage: London, 2015), pp. 191-208;

211-214

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

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

Lesson Fourteen - Nuclear Challenges for the Future

Lesson Fifteen – Conclusions

*Optional

Global Ethics - Dr. Sarit Smila-Sened

Email: sarits@mail.tau.ac.il

Office Hours: Freely available by appointment

Course Description:

The purpose of this course is to examine central issues in global ethics. We will start by exploring the theoretical debate surrounding the idea of the national state as opposed to cosmopolitan ideas in an era of globalization. We will then proceed to examine the most pressing global issues of our time such as terrorism, immigration, and more.

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

Texts: : Global Ethics: Seminal essays, Horton and Pogge (Eds.)

Additional Readings

Course Work: Final paper (60%), mid-term exam (20%), attendance and participation (20%)

Course Requirements and Policies:

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

PRESENTATION – each student will be required to do a presentation on a topic of your choice. You will have to present the topic after having researched it and the class will have an opportunity to give the presenting student a feedback.

FINAL PAPER – specific details regarding the format and content will be provided in the weeks prior to the assignments due dates. The assignments will focus on the readings and on class discussion

Course Outline:

Week 1: Liberal Nationalism and Cosmopolitanism

David Miller, “The Ethical Significance of Nationality”

David Held, “Democracy: From City-States to Cosmopolitan Order?”

Week 2: Just and Unjust war

David Luban, “Just War and Human Rights” (Global Ethics)

Michael Waltzer, “The Moral Standing of States: A Response to Four Critics” (Global Ethics)

Week 3: Terrorism and Torture

Alan Dershowiz “Should the Ticking Bomb be Tortured?”

Michael Waltzer “Terrorism: A Critique of Excuses”

Week 4: Economic Justice

Hillel Steiner, "Just Taxation and International Redistribution"

Michael Blake, "Distributive Justice, State Coercion, and Autonomy"

Week 6: Review and Mid-term

Week 6: Hunger and Poverty

Peter Singer, "Famine, Affluence, and Morality"

<https://www.utilitarian.net/singer/by/1972----.htm>

Garrett Hardin, "Lifeboat Ethics: The Case Against Helping the Poor"

<http://web.ntpu.edu.tw/~language/course/research/lifeboat.pdf>

Week 7: Women and Culture

Uma Narayan "Cross-Cultural Connections, Border-Crossings, and 'Death by Culture': Thinking about Dowry Murders in India and Domestic-Violence Murders in the United States"

Susan Moller Okin "Is Multiculturalism Bad for Women?"

<http://pscourses.ucsd.edu/ps108/2%20Gender%20Equality%20and%20Multiculturalism/Okin%201999%20-%20Is%20Multiculturalism%20Bad%20for%20Women.pdf>

Week 8: Human Trafficking

Grace Robertson "The Injustice of Sex Trafficking and the Efficacy of Legislation"

<http://digitalcommons.pepperdine.edu/cgi/viewcontent.cgi?article=1047&context=globaltides>

Budiani-Saberi and Delmonico "Organ Trafficking and Transplant Tourism: A Commentary on the Global Realities"

Week 9: Immigration

David Miller "Immigration: The Case for Limits"

Chandran Kukathas "The Case for Open Immigration"

Week 10: Global Warming

Stephen Gardiner "Ethics and Global Climate Change"

<https://courses.washington.edu/pbaf595/Readings/5b%20-%20Ethics%20and%20Equity/2006%20Gardiner%20EGCC.pdf>

Public Diplomacy and the Media in a Changing World - Dr. Michal Hatuel-Radoshitzky

Email: mich.rado@gmail.com

Course Description:

The current international arena abounds with players that strive to impact local and global developments using a range of strategies and methods. Such players include states and official diplomats, and a range of non-state actors from terror-groups, through civil society NGOs to international organizations and Diasporas. Strategies and methods include traditional diplomacy, new diplomacy, terror, delegitimization and non-violent protest, among others. Transformations in the media and information communication technology (ICT) render such players with increased ability to reach a growing audience, in a speedy manner with little cost.

The course will analyze the multiple components that comprise the global diplomatic arena employing different theoretical approaches, and using ongoing developments as case-studies and reference points.

The aim of the course is to enrich students with knowledge regarding the issues discussed; reinforce critical media consumption and enable students to analyze political developments on the world-stage using different theoretical perspectives and tools.

Course Requirements:

1. Class attendance and active participation – 15% of the final grade
2. In-class exam – will commence on April 24th, 25% of the final grade.
3. Final paper – the paper (c. 1000-1300 words) will present an analysis of a current or historical event/development based on theories and literary sources from one of the central themes taught in class (i.e. Theme I – Theme VI). The paper may be submitted only after the mid-term exam and no later than the last class on May 30th – 60% of the final grade.

Rules and Regulations:

- Active participation is required.

- Up to three days of justified absence from classes will be accepted
- The use of mobile phones during class is prohibited

Literary Sources:

Theme I: Media and Diplomacy – Introduction

Gilboa, E. (2001). Diplomacy in the Media Age: Three Models of Uses and Effects. Bar Ilan University, *Diplomacy and Statecraft*. Vol. 12(2), pp1-28

Kelley, J.,R. (2010). The New Diplomatic: Evolution of a Revolution. *Diplomacy and Statecraft*. Vol. 21, pp 286-305.

Optional:

Gilboa, E. (2005). Media-Broker Diplomacy: When journalists become mediators. *Critical Studies in Media Communication*, 22, 99-120.

Liebes, T., & Katz, E. (1997). Staging Peace: Televised ceremonies of reconciliation. *The Communication Review*, 2, 235-257.

Price, V. (2008). The Public and Public Opinion in Political Theories. In Donsback, W. & Traugott, M. W. (Eds.), *The Sage Handbook of Public Opinion Research* (pp. 11-24). Sag

Theme II: Media and Globalization – Public Diplomacy

Plavsak, K., M. (2002). Communicative Diplomacy for the 3rd Millennium. *Journal of Political Marketing*. Vol. 1(2-3), pp 109-122

Sheafer, T., Gabay, I. (2009). Mediated Public Diplomacy: A Strategic Contest over international Agenda Building and Frame Building. *Political Communication*. Vol. 26, pp 447-467.

Yarchi, M. (2016). Terror Organizations' Uses of Public Diplomacy: Limited versus Total Conflicts, *Studies in Conflict & Terrorism*, DOI: 10.1080/1057610X.2016.1184064

Optional:

Arsenault, A. (2009) Public Diplomacy 2.0, In P. Seib (Ed.), *Toward a New Public Diplomacy* (pp. 135-153). New York: Palgrave.

Cull, N. (2008). Public Diplomacy: Taxonomies and histories. *The Annals of the American Academy of Political and Social Science*, 616(1), 31-54.

Cull, N. (2011). WikiLeaks, Public Diplomacy 2.0 and the State of Digital Public Diplomacy. *Place Branding and Public Diplomacy*, 7, pp 1 – 8.

Gilboa, E. (2008). Searching for a Theory of Public Diplomacy. *The Annals of the American Academy of Political and Social Science*, 616(1), 55-77.

Sheafer, T., & Shenhav, S. R. (2009). Mediated Public Diplomacy in a New Era of Warfare. *The Communication Review*, 12(3), pp 272-283.

Singh, J.P. (2013). Information Technologies, Meta-power and Transformations in Global Politics. *International Studies Review*; 15, pp 5-29

Theme III: State Branding

Avraham, E. (2009). Marketing and Managing Nation Branding during Prolonged Crisis: The case of Israel. *Place Branding and Public Diplomacy*, 5, pp 202 – 212.

Peterson, J. E. (2006). Qatar and the World: Branding for a Micro-State. *Middle East Journal*. Vol. 60 (4), pp 732-748.

Rose, J. (2010): The Branding of States: The Uneasy Marriage of Marketing to Politics, *Journal of Political Marketing*, 9:4, 254-275

Optional:

Hassman, R. (2008). *The Israel Brand: Nation Marketing under Constant Conflict*. The Harold Hartog School of Government and Policy. Tel Aviv University.

Marat, E. (2009). Nation Branding in Central Asia: A new campaign to present ideas about the state and the nation. *Europe-Asia Studies*, 61(7), 1123-1136.

Rasmussen, R. K., & Merckelsen, H. (2012). The New PR of States: How nation branding practices affect the security function of public diplomacy; *Public Relations Review*, Vol. 38, pp 810– 818

Theme IV: International Norms and Naming & Shaming

Finnemore, M., & Sikkink, K. (1998). International Norm Dynamics and Political Change. *International Organization*, 52(4), 887-917.

Manners, I. (2002). Normative Power Europe: A Contradiction in Terms? *JCMS*. Volume 40(2). pp. 235–58

Lebovic, J., and Voeten, E. (2006). The Politics of Shame: The Condemnation of Country Human Rights Practices in the UNCHR. *International Studies Quarterly*; Vol. 50, 861–888

Hendrix, C., S. and Wong, W.,H. (2013). When Is the Pen Truly Mighty? Regime Type and the Efficacy of Naming and Shaming in Curbing Human Rights Abuses. *British Journal of Political Science*, 43, pp651-672.

Optional

Friman, R. H. (2015). *The Politics of Leverage in International Relations: Name, Shame, and Sanction*. Palgrave Studies in International Relations Series; Macmillan Distribution Ltd.

Keck, M. E., & Sikkink, K. (1998). *Activists Beyond Borders: Advocacy networks in international politics* / Ithaca, N.Y. : Cornell University Press.

Spini, D. (2011). Civil Society and the Democratization of Global Public Space. In Armstrong, D., Bello, V., Gilson, J., Spini, D. (Eds.) *Civil Society and International Governance: The role of non-state actors in global and regional regulatory frameworks*. Routledge/GARNET series: Europe in the World

Theme V: Delegitimization and State Stigmatization

Adler-Nissen, R. (2014). Stigma Management in International Relations: Transgressive Identities, Norms and Order in International Society. *International Organization*. Vol 68(1).

Bar-Tal, D., & Hammack, (2012). Conflict, Delegitimization, and Violence. In R. Tropp (Ed.), *The Oxford Handbook of Intergroup Conflict* (pp.29-52). New York: Oxford University Press.

Klotz, A. (1995a). *Norms in International Relations: The Struggle against Apartheid*. Cornell University Press: Ithaca and London. Chapter 1.

Oren, N., & Bar-Tal, D. (2007). The Detrimental Dynamics of Delegitimization in Intractable Conflicts: The Israeli–Palestinian case. *International Journal of Intercultural Relations*, Vol. 31(1), 111-126.

Optional

Adler-Nissen, R. (2008). Stigmatised States: The Social Construction of Euro-Outsidership. *Conference Papers - International Studies Association*, pp 1-36.

Biersteker, T. (2015). UN Targeted Sanctions as Signals: Naming and Shaming or Naming and Stigmatizing? In Friman, R. H. (Ed.), *The Politics of Leverage in International Relations: Name, Shame, and Sanction*. Palgrave Studies in International Relations Series; Macmillan Distribution Ltd.

Link, B. G., & Phelan, J. C. (2001). Conceptualizing Stigma. *Annual Review of Sociology*, Vol. 27, 363-385.

Zarakol, A. (2011). *After Defeat: How the East earned to Live with the West*. Introduction.

Hatuel-Radoshitzky, M. (2017). BDS & AAM: More of the Same? Chapter. *The Delegitimization Phenomenon: Challenges and Responses*. The Institute for National Security Studies.

Theme VI: The Global Campaign to Delegitimize Israel and the Israeli-Palestinian Conflict in the UN

Johnson, A. (2014). Intellectual Incitement: The Anti-Zionist Ideology and the Creation of the Anti-Zionist Subject. In Nelson, C. & Brahm, G., N. (Eds.): *The Case Against Academic Boycotts of Israel*. MLA Members for Scholars' Rights. P259-281

Marcus, K. (2014). Is BDS Anti-Semitic? In, Nelson, C. & Brahm, G., N. (Eds.): *The Case Against Academic Boycotts of Israel*. MLA Members for Scholars' Rights. P243-258

Hatuel-Radoshitzky, M. (2017). The UN Security Council, Israel and "The situation in the Middle East, including the Palestinian Question". *Strategic Assessment*; The Institute for National Security Studies. Volume 20(1)

Optional:

Marcus, K., Nelson, C., & Landes, R. (2016). Jewish Anti-Zionists: Three Views. In, Nelson, C. (Ed.): *Dreams Deferred: A Concise Guide to the Israeli-Palestinian Conflict and the Movement to Boycott Israel*. Indiana University Press; p199-204

Nelson, C. (2016). BDS (Boycott, Divestment and Sanctions): A Brief History. In, Nelson, C. (Ed.): *Dreams Deferred: A Concise Guide to the Israeli-Palestinian Conflict and the Movement to Boycott Israel*. Indiana University Press; p56-64

Salih, S. S. (2014). Islam, BDS and the West. In, Nelson, C. & Brahm, G., N. (Eds.): *The Case Against Academic Boycotts of Israel*. MLA Members for Scholars' Rights. P141-155

Shelef, N. G. & Zeira, Y. (2016). Recognition Matters!: UN State Status and Attitudes toward Territorial Compromise. *Journal of Conflict Resolution*. Vol. 61(3), pp 537-563

Sheskin I, M. & Felson, E. (2016). Is the Boycott Divestment and Sanctions Movement Tainted by Anti-Semitism? *Geographical Review*, Vol. 106(2), pp 270-275

Israeli, Z., and Hatuel-Radoshitzky, M. (2017). BDS and Yedit Ahronot; "Fighting the Boycott". Chapter. *The Delegitimization Phenomenon: Challenges and Responses*. The Institute for National Security Studies.

Course Description and Goals

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

Students will be trained to acquire the following skills:

Familiarity with the Arabic alphabet and reading words in the Arabic script, including all vowels and other added signs.

Arabic typing and using online Arabic-English dictionaries.

Basic grammar and vocabulary of MSA.

Reading and understanding simple sentences.

Emphasis is on basic reading comprehension in MSA.

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

Course requirements

Attendance, quizzes, assignments and class participation

Midterm exam (the Arabic writing system)

Final Exam (take-home)

Grading system

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

Selected References

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

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

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

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

EXTERNAL REGISTRATION FORM

NAME

DATE

PASSPORT NO

STUDENT NUMBER

E-MAIL

TEL

DATE OF BIRTH

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

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

STUDY ABROAD STUDENTS CANNOT TAKE EXAMS ON DIFFERENT DATES TO THAT OF THE REGULAR UNIVERSITY, NOR WILL THEY BE ALLOWED TO LEAVE THE PROGRAM EARLY.

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

Hebrew Course Name

English Course Name

Course Number

Lecturer Name

Department Name

Level of Course at Tel Aviv University

Hours of Study per Week

Secretary Name

Secretary Tel number

Dept Stamp &
Signature

Steps to Register:

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