

**SCHEDULE OF STUDY ABROAD COURSES - FALL 2017**

<b>JEWISH STUDIES</b>	<b>Course Number</b>	<b>Day</b>	<b>Hours</b>	<b>Final</b>
The Jewish World in the Modern Era - Prof. R. Rockaway	2120.5300.02	TUE, THU	10:00-12:00	Final Paper
History of Anti -Semitism - Dr. K. Beller	2120.0539.02	MON, WED	10:00-12:00	Final Paper
Judaism And Christianity In Conflict - Prof. J. Cohen	2120.0169.03	MON	14:00-18:00	Final Paper
The War against the Jews: History of the Holocaust - Dr. Joel Zisenwine	2120.2301.02	WED	14:00-18:00	Take Home Exam
The Essence of Judaism - Dr. M. Gresser	2120.0109.02	TUE, THU	10:00-12:00	Final Paper
<b>ISRAEL STUDIES</b>	<b>Course Number</b>	<b>Day</b>	<b>Hours</b>	<b>Final</b>
A History of Modern Israel: Challenges and Realities - Mr. Liptz Paul	2120.1004.02	MON, WED	12:00-14:00	Final Paper
One Hundred Years: History and Memory in Tel Aviv-Jaffa - Dr. M Wein	2120.0533.02	TUE	16:00-20:00	Final Paper
Israeli Politics - Dr. E. Klauber	2120.0112.02	TUE, THU	12:00-14:00	Final Paper
<b>MIDDLE EAST STUDIES</b>	<b>Course Number</b>	<b>Day</b>	<b>Hours</b>	<b>Final</b>
Radical Islamic Movements (Ideology And Structure) - Dr. B. Berti	2120.0787.02	MON	10:00-14:00	Final Paper
History of the Middle East in the Modern Period - Dr. B. Friedman	2120.0120.03	TUE, THU	14:00-16:00	Final Paper
The Israeli Collective Memory of the Israeli-Arab/Palestinian Conflict - Dr. Rafi Nets	2120.1012.02	MON, WED	16:00-18:00	Class Presentation



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The Struggle for Palestine: The Roots of the Arab-Israeli Conflict- Dr. Daniel Zisenwine	2120.0110.02	WED	10:00- 14:00	Take Home Exam
<b>ART STUDIES</b>	Course Number	Day	Hours	Final
History of Israeli Art - Dr. R. Shusterman	2120.1015.02	TUE, THU	14:00-16:00	Final Paper
Israeli Cinema and the Culture of Modern Israel - Dr. S. Duvdevani	2120.0468.02	MON	12:00-16:00	Final Paper
<b>LIFE SCIENCES</b>	Course Number	Day	Hours	Final
Israel And The Environment - Dr. S. Fleischer	2120.0139.02	TUE	16:30-20:00	Final Paper
<b>MANAGEMENT, ECONOMICS, COMMUNICATION</b>	Course Number	Day	Hours	Final
The Israeli Economy - Dr. P. Rivlin	2120.0117.02	MON, WED	14:00-16:00	Final Paper
Business Ethics - Dr. S. Smila- Sened	2120.0100.02	MON, WED	10:00- 12:00	Take Home Exam
<b>ARABIC</b>	Course Number	Day	Hours	Final
Introduction to Modern Standard Arabic (First Level) - Mr. M. Guggenheimer	2120.0980.01	TUE, THU	12:00-14:00	Take Home Exam



The Jewish World in the Modern Era

Professor Robert Rockaway

Fall Semester 2017/2018

Office: 204

Spring Semester 2018

Carter Building

Office hours by appointment

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[robertrockaway@gmail.com](mailto: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*, 3<sup>rd</sup> 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.....	15
Quiz #2 .....	20
Research paper.....	50
Attendance and participation ...	15

### **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)



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**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



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(Ben-Sasson, 989-1016)

**Document:** The Peel Commission Report (July 1937)

## 8. American Jewry between the World Wars

(Sorin, 179-193)

European Jewry on the Eve of World War II

(Gartner, 294-318)

## 9. World War II and the Holocaust

(Ben-Sasson, pp. 1017-1039)

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

(Oct. 8, 1943)

### QUIZ # 2

## 10. The Establishment of the State of Israel

(Ben-Sasson, pp. 1040-1062)

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

World Jewry after WWII

( Ben-Sasson, pp. 1063-1074; Gartner, 396-420)

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

### RESEARCH PAPER DUE



## **A History of Antisemitism Fall 2017**

Dr. Katherine Aron-Beller

School for Overseas Students, Tel Aviv University

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

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

### **Course Outline**

#### **1. Monday October 23<sup>rd</sup>: 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 October 25<sup>th</sup>: 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](http://www.fordham.edu/halsall/source/chrysostom-jews6.html)

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

#### **3. Monday October 30<sup>th</sup>: The Crusades: The First Massacre of the Jews**

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

[www.fordham.edu/halsall/source/1096jews-mainz.html](http://www.fordham.edu/halsall/source/1096jews-mainz.html)





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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 November 1<sup>st</sup>: **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 November 6<sup>th</sup>: **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 November 8<sup>th</sup>: **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 November 13<sup>th</sup>: **Shylock: Hath not a Jew eyes? Antisemitism on Stage**

William Shakespeare's *The Merchant of Venice*.

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

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

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

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

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

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

9. Wednesday November 15<sup>th</sup>: **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. Monday November 20<sup>th</sup>: **The Eastern Flavor: Russian Antisemitism**

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

*Antisemitism in the Modern World* 113-44.

11. Wednesday November 22<sup>nd</sup>: MIDTERM (this exam will consist of short primary sources that you will be expected to analyze).

12. Monday November 27<sup>th</sup>: **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 November 29<sup>th</sup>: **Hitler and Nazism**

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

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

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

[http://www.hitler.org/writings/Mein\\_Kampf/](http://www.hitler.org/writings/Mein_Kampf/)



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

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

14. Monday December 4<sup>th</sup>: **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 December 9<sup>th</sup>: **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 Historical Interpretation* (New Haven: Princeton University Press, 2006)

16. Monday December 11<sup>th</sup>: **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. Monday December 13<sup>th</sup>: **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

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

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

Anti Defamation League fighting antisemitism [www.adl.org](http://www.adl.org)

#### 18. Monday December 18<sup>th</sup>: **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 December 20<sup>th</sup>: **A Trip to the museum: Beit Hatfutsoth on Campus**

20. Wednesday December 27<sup>th</sup>: **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. Monday 1<sup>st</sup> Jan 2018: **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](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](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. Wednesday 3<sup>rd</sup> January: **Conclusions: Antisemitism and the Internet**

- a) [www.Jewwatch.com](http://www.Jewwatch.com)
- b) Institute for Historical Review: Holocaust Denial <http://www.ihr.org/index.html>
- c) [http://en.metapedia.org/wiki/Main\\_Page](http://en.metapedia.org/wiki/Main_Page)
- d) [www.stormfront.org](http://www.stormfront.org)
- e) Anti Defamation League fighting anti-semitism at [www.adl.org](http://www.adl.org)



## RULES AND REGULATIONS FOR MY COURSES

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

### **Requirements for the Course:**

1. Regular Attendance and Participation in lectures (10% of final grade)
2. MIDTERM (40% of final grade).
3. final paper, which must be completed by all students (50% of final grade).

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

**JUDAISM AND CHRISTIANITY IN CONFLICT—  
AND IN CONVERSATION**  
2017 - 2018

**Prof. Jeremy Cohen**

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

office hours: Mondays 12:30, and by appointment



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

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

**1. The Jewish World of Christian Origins**





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**2. Jesus the Jew *or* Jesus vs. the Jews**

the Gospel of Matthew, selections from Paul's epistles

**3. The Jews in the New Testament**

the Gospel of John

**4. Partings of the Ways**

selected sermons of the church fathers: Melito of Sardis, John Chrysostom.  
Augustine of Hippo

**5. Jesus and Christianity in the Writings of the Rabbis**

from the Passover Haggadah, Talmud, and Midrash

**6. Religion and Law, Church and State**

from the laws and letters of churchmen and Christian princes: Visigothic Code,  
Gregory the Great, Agobard of Lyons

**7. Crusading, Martyrdom, and the Awakening of Medieval Europe**

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

**8. The Church Discovers the Talmud**

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

**9. The Great Disputations**

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

**10. Literature, folklore, art**

blood libels; Chaucer's "Prioress's Tale"; Jews/Judaism in Christian art

**11. Summary and conclusions**



**course requirements:**

- preparation of the assigned readings
- enthusiastic participation in class discussions
- a mid-term examination (during the sixth week of class)
- a final paper (take-home exam)



## **The War against the Jews: History of the Holocaust**

**Dr. Joel Zisenwine**

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

### **Course Requirements**

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

### **Recommended Background Reading**

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

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



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

### **1. National Socialist Anti-Semitism and Rise to Power**

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

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

### **2. Persecution of German Jews 1933-1939**

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

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



### **3. Ghettoization and Nazi Resettlement Policy 1939-1941**

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

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

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

### **4. Mass murder in the USSR and the Wansee conference**

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

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

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

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

## **5. The Implementation of the Final Solution 1942-1945**

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

Ysrael Gutman, Michael Berenbaum, *Anatomy of the Auschwitz Death Camp*

(Bloomington, Ind: Indiana University Press, 1994), pp. 5-33.

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

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

## **6. Resistance**

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

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

## **7. The Allies and the Holocaust**

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

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

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



## **8. Rescue Attempts and the Righteous among the Nations**

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

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

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

## **9. The End: Liberation and Post War Trials**

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

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

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

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

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

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



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





**The University of Tel-Aviv - Overseas Student Program**  
**The Essence of Judaism**  
**Fall Semester 2017 - Instructor: Dr. Moshe Gresser**  
**Tuesdays and Thursdays – 10:15 – 12:00**

The goal of this course is two-fold: first, to acquire some knowledge of the major ideas, ethics, laws, rituals and texts that constitute Judaism as the living religious civilization of the Jewish people; and secondly, on the basis of our study of fundamental elements of Jewish tradition, to engage and explore in a personal way a series of issues that engage and concern contemporary Jews. The tension between tradition and modernity, as well as that between Israel and the Diaspora, especially America, will serve as the backdrop for many of these issues, so vital to the Jewish future. Class discussion will attempt to develop the skill of articulating the intelligence of opposing views while struggling to discern the truth, the classic Jewish procedure in an "Argument for the sake of Heaven."

**Required Reading:** Articles and texts in the **Reading for The Essence of Judaism**, available online on the course Moodle site. Occasional handouts.

**Grading System:**

1) **Attendance, class preparation and participation:** 10% (In order to facilitate a non-distracting and intellectually productive learning environment, cell phones, texting, Ipods, laptops, PDAs, and their accompanying earpieces are NOT allowed during class).

2) **Two short individual take-home Reading Quizzes:** 15% each, total 30%

Email submission NOT accepted. You must turn in a paper copy to receive credit.

3) **Midterm Exam:** 25%

4) **Cumulative Final Paper:** 35% Email submission NOT accepted.

Exams will be based on both readings and class discussion. Students are responsible for assigned readings whether they are reviewed in class or not.

**Please Note:** In accordance with OSP policy, class attendance is required. More than 3 unexcused absences will lower your grade by at least 10%. **Secondly, in order to cultivate a serious and focused atmosphere in class, cell phone use, texting, laptops or Internet surfing during class will not be allowed.**

**Weekly Schedule and Reading Assignments:**

(reading selection numbers refer to Reader Table of Contents)



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## **I. The Biblical Story, Its Themes and Issues**

### **First Week:**

**Class 1** – Tues Oct. 24 - Introductions, Requirements, Overviews: The Jewish textual tradition and the Jewish people. What is the essence of Judaism? A relationship with God, the Jewish People and the world through texts, time and law. Starting with texts: 1st Creation Story (Gen. 1:1-2:4): The nature of God, the world and human beings in Judaism. Background Readings

**Class 2** – Thurs Oct 26 - 1st Creation Story – cont'd. (Gen. 1:1-2:4): Readings #5 – 8 in Reader. Does a good Jew have to believe in God? Evolution and the Biblical story of Creation – Read Leon Kass, "Evolution and the Bible: Gen.1 Revisited."

### **Second Week:**

**Class 3** – Tues Oct 31 - 2nd Creation Story (Gen. 2:4-3:24): Men, women, and the image of God; Is Judaism inherently sexist? Read "Biblical Narrative," Joel Rosenberg.

**Class 4** – Thurs Nov 2 - Garden of Eden Story (Gen. 1:26-3:24): Eating, sex, and the life of mitzvah (commandment). Is it God's business what I eat or what I do with my sex life? The Story of Lilith.

### **Third Week:**

**Class 5** – Tues Nov 7 - Garden of Eden Story II (Gen. 1:26-3:24): Eating, sex, and the life of mitzvah (commandment). What is God up to in this story? What's his plan?

**Class 6** – Thurs Nov 9 - Cain and Abel Story, with midrash.

The Covenant: Choosing Abraham and Sarah; The Chosen People; - Gen. 12, 15, 17; Ex. 19. Isn't the Chosen People idea chauvinistic?

### **Fourth Week:**

**Class 7** – Tues Nov 14 - Circumcision - Why is it the sign of the Covenant? Gen. 18: Abraham arguing with God for Justice - an image of Jewish national identity

**\*\* Reading Quiz #1 Due\*\***

**Class 8** – Thurs Nov 16 - The Akedah (The Binding of Isaac) (Gen. 21-22). The Love and Fear of God: Does being a Jew mean being willing to suffer for God's sake? The Akedah as a symbol of the Jewish nation.

### **Fifth Week**

**Class 9** – Tues Nov 21 - Jacob, the Jew as God-Wrestler -Gen. 25:19-34; Gen. 26-32. The relationship to non-Jews (Esau). Antisemitism and Jewish racism.

**Class 10** - Thurs Nov 23 - The Birth of the Nation: Israel in Egypt - Ex.1-12; Receiving the Torah on Mt. Sinai - Ex. 19-20. Should a good Jew keep the commandments?

**Class 11** – Tuesday, November 28<sup>th</sup> - **MIDTERM EXAM (25%)**

### **Sixth Week**

## **II. The Jewish Calendar, Its Themes and Issues**

**Class 12** – Thurs Nov 30 - The Jewish Calendar and Jewish Identity - Ex.12-13; Lev. 23;

The Jewish Religious Year. Assimilation vs Jewish national identity: Do you know your Jewish date of birth? Are the Jews a nation or a religious group?

**Class 13** – Tues Dec 5 - The Pilgrimage Festivals and their Themes: Passover; the Haggadah.

What is slavery? What is freedom? To do whatever I want, whenever I want to (Mick Jagger's definition), or to do what's right, even if I don't want to?



### **Seventh Week:**

**Class 14** – Thurs Dec 7 - The High Holidays and their themes: Elul, Rosh HaShanah, Yom Kippur; Mishna Rosh HaShanah 1:1; Sukkot, Shemini Atzeret/Simchat Torah.

**Class 15** – Tues Dec 12 - Channukah and Purim and their themes; Books of the Maccabees and Hellenism. The issues of assimilation and intermarriage.

**\*\* Reading Quiz #2 Due**

### **III. The Jewish Way and the Sanctification of Life: Shabbat, Food and Marriage**

#### **Eighth Week:**

**Class 16** – Thurs Dec 14 - Halakhah: the Jewish Way. Shabbat and Kashrut as expressions of the partnership between God and the Jewish people, a memorial of Creation and Exodus.

**Class 17** – Tues Dec 19 - Shabbat Kiddush: Argument for the Sake of Heaven: Mishna Berachot 8:1 Shabbat and the Mishkan (Temple). What is *melakha*?

#### **Ninth Week:**

**Class 18** – Thurs Dec 21 – Kashrut as self-definition: You are what you eat; Encountering Jewish Chosenness. Read Meir Soloveitchik, "Locusts, Giraffes, and the Meaning of Kashrut" and Kass, "Why the Dietary Laws?"

**Class 19** – Tues Dec 26 – Judaism, Marriage, and Sexuality. What makes a marriage Jewish? What makes sex Jewish? The Jewish Wedding Ceremony.

#### **Tenth Week:**

**Class 20** – Thurs Dec 28 – Judaism and the Family Purity Laws: Personalizing the Impersonal. Howso?

**Class 21** – Tues Jan 2 / Thurs Jan 4 – Summing Up and Looking Back. What's this all about?

**\*\*\*Cumulative Final Paper (35%) due January 4, 2018**

#### **Suggested Supplementary Reading:**

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

Biale, David, The Cultures of the Jews, 3 vols.

Biale, Rachel. Women and Jewish Law

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

Chill, Abraham. The Minhagim. The Customs and Ceremonies of Judaism, their Origins and Rationale, 1979.

Davidman, Lynn. Tradition in a Rootless World

deLange, Nicholas. Judaism

Donin, Hayyim. To Be A Jew

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

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

Greenberg, Irving. The Jewish Way: Living the Holidays



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Grossman, Susan and Haut, R. Daughters of the King  
Heschel, Susannah. On Being A Jewish Feminist  
Hertzberg, Arthur & Hirt-Manheimer, Aron, Jews: The Essence and Character of a People, 1998.  
Holtz, Barry ed., Back to the Sources  
Kelner, Marc. Contemporary Jewish Ethics  
Kepnes, Steven ed., Interpreting Judaism in a Postmodern Age, 1996.  
Lamm, Maurice. The Jewish Way in Love and Marriage  
Mayer, Egon. Love and Tradition. Marriage between Jews and Christians, 1985.  
Mendes-Flohr, Paul & Reinhartz, Jehuda. The Jew in the Modern World. A Documentary History  
Neusner, Jacob. Judaism in Modern Times. An Introduction and Reader, 1995.  
Neusner, Jacob. Between Time and Eternity: The Essentials of Judaism.  
Philips, Bruce A. Re-Examining Intermarriage: Trends, Textures, Strategies, 1995.  
Plaut, Gunther ed., The Torah: A Modern Commentary  
Prager, Dennis and Telushkin, Joseph. Nine Questions People Ask about Judaism  
Sarna, Nahum. Understanding Genesis  
Sarna, Nahum. Exploring Exodus  
Waxman, Mordicai ed., Tradition and Change. The Development of Conservative Judaism.  
Wertheimer, Jack. A People Divided: Judaism in Contemporary America  
Wistrich, Robert. Antisemitism: The Longest Hatred  
Zornberg, Avivah. Genesis: The Beginning of Desire (1995)



TEL AVIV UNIVERSITY: INTERNATIONAL PROGRAM

A HISTORY OF MODERN ISRAEL: CHALLENGES AND REALITIES.

**FALL SEMESTER: Oct 23, 2017 to Jan 4, 2018.**

**Instructor: Paul Liptz**

### **COURSE OUTLINE**

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

### **COURSE REQUIREMENTS.**

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

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** [ Wed Dec 27, 2017 and Mon Jan 1, 2018] where each student will choose to discuss the personality, role and impact of an Israeli personality. This case study will be the basis of the final paper.

### **GRADES.**

- A) Overall Class Participation = 20%.
- B) Mid Term Exam = 25%
- C) Simulation Game Participation and Final Paper = 55%

**1 . Mon Oct 23                      2000 Years of Jewish History: The Jew – Initiator or Victim?**  
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 17<sup>th</sup> 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. Wed Oct 25. 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: 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.

**3. Mon Oct 3. 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. Philip Mattar, Ann Lesch, Arab Politics in Palestine, 1917-1939, (Ithaca, Cornell University Press, 1979). "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.*

**4. & 5. Wed Nov 1 and Mon Nov 6. 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.  
 Yehiam Weitz, "The Road to the 'Upheaval': A Capsule History of the Herut Movement, 1948-1977", Israel Studies, 10, 3 (Fall 2005), 54-86.

**6 & 7. Wed Nov 8 and Mon Nov 13. Israeli Politics: The Electoral Upheaval of 1977 and Political Events to March 2016.**

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 Hitnachat 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 19<sup>th</sup> Knesset Elections", Konrad Adenauer 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. Avraham Shapira (ed), The Seventh Day: Soldiers Talk About the Sixth-Day War, (New York, Charles Scribner's Sons, 1970).  
 Stanley Waterman, "The Elections to the 19<sup>th</sup> 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.*

**8. Wed Nov 18. 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.*

**9. Mon Nov 20. MID TERM EXAM**

**10. & 11. Wed Nov 22 and Mon Nov 27. 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-Glitzstein, "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.*

**12 & 13. Wed Nov 29 and Mon Dec 4. Integration or Separation: Sociological and Economic Components of the Contemporary Israeli Reality. 1960s to 2017.**

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.*

#### 14 . Wed Dec 6. The Other 20%: The Realities of Israeli Arabs/Palestinians

Nakba. Military Government. Political affiliation and alienation. "Israelization" and "Palestinization". Land Day (1976) and the disturbances of 2000. 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.*

#### 15 & 16. Mon Dec 11 and Wed Dec 13. 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.*

### **17. Mon Dec 18. "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.*

### **18 & 19. Wed Dec 20 and Mon Dec 25 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. Conscripted or a volunteer army? 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.  
People's Army". Tkuma, Episode 3.

Documentary: "The Palmach Museum, Ramat Aviv"

**20 & 21. Wed Dec 27 and Mon Jan 1, 2018: SIMULATION GAME.**  
Each student will be allocated a personality in modern Israeli history.

**22. Wed Jan 3. 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.*

\*\* I welcome one-on-one discussion [Pliptz@gmail.com](mailto:Pliptz@gmail.com)> 050-565-1770



Tel Aviv University

Tuesdays, 4:15-7:30 pm (**note variations of schedule on tour dates**)

Instructor:

Martin J. Wein, Ph.D.

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

### **One Hundred Years: History and Memory in Tel Aviv–Jaffa**

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



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- a 10 full pages double spaced **final paper (due by e-mail by Dec. 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/malmaid.htm>)

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

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

**Please note:**

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

Good luck!!!

**1. Session, Oct 24: Introduction**

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

**2. Session, Oct. 31: 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>



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- 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, Nov. 7: Tour 1**

**Walking the Boulevard Ring, 4:30-8:30 pm**  
**Excursion: meeting on Kikar Atarim Square**

Finish on Herzl Street near Shalom Tower

### **4. Session, Nov. 14: Tour 2**

**Walking the Hyphen, 4:30-8:30 pm**  
**Excursion: meeting on Dizengoff Square**

Finish in Old Jaffa

### **5. Session, Nov. 21: Tour 3**

**A City Built on Sand?, 4:30-8:30 pm**  
**Excursion: meeting on Clock Tower Square**

Finish at the Old Central Bus Station

### **6. Session, Nov. 28: North Tel Aviv** **Midterm Map Test**

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



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- 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.

**7. Session, Dec. 5: Central Tel Aviv**

Slide Show

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

Reading Presentations:





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

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

- Bauhaus Foundation Dessau. Available from: <http://www.bauhaus-dessau.de/en/index.asp>
- Levin, Michael. "The Modern Movement in Israel." *Docomomo* 40, March 2009, 36-40.
- Smolsky, Raz. "History in the Unmaking." *Haaretz*, December 1, 2008.
- Zandberg, Esther. "The legend of the white city." *Haaretz*, May 16, 2004.
- "The White City of Tel Aviv." *UNESCO*, 2003. Available from: [http://whc.unesco.org/archive/advisory\\_body\\_evaluation/1096.pdf](http://whc.unesco.org/archive/advisory_body_evaluation/1096.pdf)
- Ziesling, Yael. "Bauhaus Architecture." *Jewish Virtual Library*, 2000. Available from: [http://www.jewishvirtuallibrary.org/jsource/Society\\_&\\_Culture/Architecture/Bauhaus.html](http://www.jewishvirtuallibrary.org/jsource/Society_&_Culture/Architecture/Bauhaus.html)
- Rotbard, Sharon. *White City – Black City, Architecture and War in Tel Aviv-Jaffa*. London: Pluto Press, 2014, 1-13. Available from: [http://issuu.com/plutopress/docs/pages\\_from\\_21-10-14-1?e=2066883/9830501](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.

## 8. Session, Dec. 12: South Tel Aviv and Jaffa

Slide Show

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

Reading Presentations:

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



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

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

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

## **9. Session, Dec. 19: 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.

## **10. Session, Dec. 26: TBA**

## **11. Session, Jan. 2, 2018: Tel Aviv-Jaffa Film Festival in Class**

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## ISRAELI POLITICS

Department of Political Science

Tel Aviv University

Fall 2017

**INSTRUCTOR:** [Dr. Evgeni Klauber](#)

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

**ROOM:** (T) N/A; (THR) N/A

**OFFICE HOURS:** Tuesdays 11:00-12:00 and by appointment

**OFFICE:** Naftali, Room 531

**E-MAIL:** [klaubere@post.tau.ac.il](mailto:klaubere@post.tau.ac.il)

### Course Description:

This course will examine the central issues currently facing Israeli society and the ongoing debates in Israeli politics. The discussion of Israel's political system will be divided into several distinct, yet analytically related parts: historical roots, societal composition, the legal and judicial system, ideologies, parties, pressure groups, voting behavior and the composition of the Knesset, coalition politics, the government and public policy. Emphasis will be placed on the major political cleavages that tend to determine the nature of Israel's political system: Jews/Arabs, Palestinian/Israeli, religious/secular, 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%	C- is 70-72%
A is 93-96%	D+ is 67-69%
A- is 90-92%	D is 63-66%
B+ is 87-89%	D- is 60-62%
B is 83-86%	F is 59% and under
B- is 80-82%	
C+ is 77-79%	
C is 73-76%	



### 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.



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**Course Schedule and Reading Assignments:<sup>1</sup>**

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

*Required reading:*

- Lichbach, M. I., & Zuckerman, A. S. (1997). *Comparative Politics: Rationality, Culture, and Structure*. Cambridge, U.K: Cambridge University Press. Chapter 1, pp. 3-16.
- Garfinkle, A. M. (1997). *Politics and Society in Modern Israel: Myths and Realities*. Armonk, N.Y: M.E. Sharpe. Chapter 1, pp. 3-19..

*Recommended reading:*

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

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

*Required reading:*

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

*Recommended reading:*

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

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

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

#### *Required reading:*

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

#### *Recommended reading:*

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

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

#### *Required reading:*

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

#### *Recommended reading:*



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

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

*Required reading:*

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

*Recommended reading:*

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

6. Israel in the International Arena

*Required reading:*

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

*Recommended reading:*



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

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

*Required reading:*

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

*Recommended reading:*

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

#### 8. Immigration, Political Culture and Israel's Society

*Required reading:*

- Arian, A. (1989). *Politics in Israel: the Second Generation*, Chaham House, N.J., 1989, Chapter 1, pp. 1-29.
- Goldstein, K. & Gitelman, Z. (2003) "From 'Russians' to Israelis?" in Arian, A. & Shamir, M. (eds.), *The Elections in Israel – 2003*, Transaction, New Brunswick (US) & London (UK), pp. 245-260.
- Hacothen, D. (2003). *Immigrants in Turmoil*, Syracuse University Press. Chapter 8: Immigration during 1948-1998 and its Ramifications on Israeli Society, pp. 251-263.
- Horowitz, T. (2005). The Integration of Immigrants from the Former Soviet Union. *Israel Affairs*, 11, 1, pp. 117-136.
- Lissak, M. (2001). "The Unique Approach to Military-Societal Relations in Israel and its Impact on Foreign and Security Policy", in Sofer, S. (ed.), *Peacemaking in a Divided Society: Israel after Rabin*, Frank Cass, London, pp. 235-255.

- Peri, Y. (2004) *Telepopulism: Media and Politics in Israel*, Stanford University Press, California, Introduction, pp. 1-10.
- Yonah, Y. (2005). Israel as a Multicultural Democracy: Challenges and Obstacles. *Israel Affairs*, 11, 1, pp. 95-116.
- Zameret, Z. (2002) *The Melting Pot in Israel*, State University of New York. Chapter 14: Summing Up: Israel From a "Melting Pot" to a Pluralistic State, pp. 155-160.

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

##### *Required reading:*

- Chazan, N. (2005). The Knesset. *Israel Affairs*, 11, 2, pp. 392-416.
- Mahler, G. (2004) *Politics and Government in Israel: The Maturation of a Modern State*, Rowmen & Littlefield Publishers, Oxford, Chapter 4: The Constitutional System and Parliamentary Government, pp.117-139, and Chapter 8: The Machinery of Government, pp. 221-247.
- Edelman, M. (1994). The Judicialization of Politics in Israel. *International Political Science Review*, 15, 2, pp. 177-186.
- Barak, A. (1998). The Role of the Supreme Court in a Democracy. *Israel Studies*, 3, 2, pp. 6-29.

##### *Recommended reading:*

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

#### 10. Elections and Voting

##### *Required reading:*

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

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

### 11. Parties and Interest Groups

*Required reading:*

- Arian, A. & Shamir, M. (2005). "On Mistaking a Dominant Party in a Dealignment System" in Arian A. & Shamir, M. (eds.), *The Election in Israel – 2003*, Transaction New Brunswick (USA), and London (UK), pp.13-31.
- Goldberg, G. (1998). Trade Unions and Party Politics in Israel: The Decline of Party Identification. *The Journal of Social, Political, and Economic Studies*, 23, 1, pp. 51-70.
- Mahler, G. (2004). *Politics and Government in Israel: The Maturation of a Modern State*. Lanham, Md: Rowman & Littlefield Publishers. Chapter 6: Political Parties and Interest Groups, pp. 171-191.
- Yishai, Y. (2001). Bringing Society Back In: Post-Cartel Parties in Israel. *Party Politics*, 7, 6, pp. 667-687.

### 12. Coalition Politics in Israel

*Required reading:*

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

### 13. Public Policy in Israel

*Required reading:*

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

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

##### *Required reading:*

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

##### *Recommended reading:*

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

##### *Recommended videos:*

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

15. Israeli Arabs: Israel as an Ethnic Democracy

*Required reading:*

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

16. State and Religion: Judaism in the Jewish State

*Required reading:*

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

17. The Socio-Economic Cleavage in Israel

*Required reading:*

- Almog, O. (2002). "Shifting the Centre from Nation to Individual and Universe: The New 'Democratic Faith' of Israel", in E. Karsh (ed.) *Israel: The First Hundred Years*, Frank Cass Publishers, London, pp. 31-42.
- Bernstein, D., & Swirski, S. (1982). The Rapid Economic Development of Israel and the Emergence of the Ethnic Division of Labour. *British Journal of Sociology*, 33, 1, pp. 64-85.

- Seliktar, O. (2000). "The Changing Political Economy of Israel: From Agricultural Pioneers to the "Silicon Valley" of the Middle East", in Robert O. Freedman (ed.) *Israel: First Fifty Years*, Florida University Press, Gainesville, pp.197-218.
- Zilberfarb, B. (2005). From Socialism to Free Market - The Israeli Economy, 1948-2003. *Israel Affairs*, 11, 1, pp. 12-22.
- Hermann, T. (2003). Do They Have a Chance? Protest and Political Structure of Opportunities in Israel. *Israel Studies*, 1, 1, pp. 144-170.

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

*Required reading:*

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

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

*Required reading:*

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



Fall 2017:  
RADICAL ISLAMIST MOVEMENTS (IDEOLOGY AND STRUCTURE)

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**Dr. Benedetta Berti**  
**benedettabe@gmail.com**  
**Office Hours: by appointment**

Politics, Religion and Violence in the Middle East: Ideological and Historical Evolution of (Armed) Islamist Movements

*Course Description:* The course explores the ideological and organizational roots of modern Islamist movements, focusing in particular on the role and impact of (armed) Islamist organizations and their discourse in the Middle East (and, to a lesser degree, in both Europe and the United States).

The course relies heavily on case studies to analyze both the historical development and the current role of the main (armed) Islamist organizations active in Middle East (**Hamas, Hezbollah**), as well as radical transnational terrorist organizations like **Al-Qaeda** and its affiliates. In addition, the course examines the evolution of mainstream Islamist and revivalist political movements, like **the Muslim Brotherhood**. The course also tackles the issue of emerging groups like the **Islamic State** operating in Iraq and Syria. Finally, the course briefly looks at the issues of radicalization and counter-radicalization.

*Course Requirements:* the seminar will be interactive, and students are expected to complete all the required readings before each lecture. Students will be expected to come prepared to class and to participate in the class discussions.

*Grading:*





**TEL AVIV UNIVERSITY**  
INTERNATIONAL

Class Attendance and Participation 20%

Mid-Term Exam 30%

Final Take-Home Exam 50% (the exam will be posted on Moodle)

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

### **PART ONE: BACKGROUND:**

Introduction-class 1

*(No assigned readings)*

*Introduction to the course: definitions, key concepts.*

#### **Ideological Roots: An Overview (Class 2-3)**

- **Class 2**

Sageman, Marc. *Understanding Terror Networks*. (Philadelphia: University of Pennsylvania Press, 2004), chapter 1.

Berman, Paul. "The Philosopher of Islamic Terror," *The New York Times Magazine*, March 23, 2003.

Kepel, Gilles. *Jihad: The Trail of Political Islam* (Cambridge, MA: Harvard University Press 2003), chapter 2, 3.

- **Class 3**

Roy, Olivier. *Globalized Islam* (New York: Columbia University Press, 2006), chap. 6.

Sageman, Marc. *Understanding Terror Networks*, chapter 2.

Kepel, Gilles. *Jihad: The Trail of Political Islam*, chapter 6.

#### **Ideological Roots: Shiite Islam and the Iranian Revolution (class 4)**



Nsar, Vali. *The Shia Revival. How Conflicts within Islam Will Shape the Future* (New York: W. W. Norton & Company, 2006), chapter 1-4.

Nsar, Vali. "When the Shiites Rise," *Foreign Affairs* (July/August 2006).

Nsar, Vali. *The Shia Revival. How Conflicts within Islam Will Shape the Future*, chapter 8 and 9.

## **PART TWO—POLITICS, RELIGION AND VIOLENCE IN THE MIDDLE EAST: CASE STUDIES.**

### **Armed Islamist Movements in the Palestinian Territories—the Case of Hamas (Class 5, 6)**

Gleis, Joshua and Berti, Benedetta. *Hamas and Hezbollah: A Comparative Study* (Baltimore, MD: Johns Hopkins University Press, 2012), chapter 7 and 8.

Gunning, Jeroen, "Peace with Hamas? The Transforming Potential of Political Participation," *International Affairs* 80, no. 2 (2004).

Klein, Menachem. "Hamas in Power," *Middle East Journal* 61, no. 3 (2007).

David E. Johnson, "Hard Fighting: Israel in Lebanon and in Gaza," RAND, 2011. Chapter 3.

Benedetta Berti, "Non-State Actors as Providers of Governance: The Hamas Government in Gaza between Effective Sovereignty, Centralized Authority, and Resistance," *Middle East Journal* 69, No. 1 (Winter 2015).

## **CLASS 6: MID-TERM**

### **Armed Islamist Movements in Lebanon—the Case of Hezbollah (Class 7) :**

Gleis, Joshua and Berti, Benedetta. *Hamas and Hezbollah: A Comparative Study*, chapter 2, 3, 4.

Saad-Gorayeb, Amal. *Hizbu'llah: Politics and Religion* (London: Pluto Press, 2002), pp. 69-90; 112-120.

Harb, Mona and Reinoud, Leenders. "Know Thy Enemy: Hizbullah 'Terrorism' and the Politics of Perception," *Third World Quarterly* 6, no. 1 (2005).

Norton, Augustus Richard. "The Role of Hezbollah in Lebanese, Domestic Politics," *The International Spectator* 42, no. 4 (2007).



Rabil, Robert. *Religion, National Identity and Confessional Politics in Lebanon* (Palgrave-Macmillan, 2012), chapter 3 and chapter 8.

Berti, Benedetta. "Hizbollah in Syria: Losing the Balance between "National Resistance" and Sectarian Interests?" *INSS Strategic Assessment* 16:2, August 2013 (with Yoram Schweitzer)

### **Transnational Terrorism—the Case of Al Qaeda Post 9/11 (Class 8)**

#### *Al Qaeda's Transformation*

Kepel, Gilles, *Jihad: The Trail of Political Islam*, chapter 13.

Gunaratna, Rohan. *Inside Al Qaeda: Global Network of Terror* (New York: Columbia University Press, 2002), pp. 221-242.

Moghadam, Assaf and Braniff, William. "Towards Global Jihadism: Al-Qaeda's Strategic, Ideological and Structural Adaptations since 9/11," *Perspectives on Terrorism* (Spring 2011).

Hoffman, Bruce. "Al Qaeda's Uncertain Future," *Studies in Conflict and Terrorism* 36, no.8 (2013).

#### *Al Qaeda in Iraq: Understanding the Insurgency*

Allawi, Ali A. *The Occupation of Iraq: Winning the War, Losing the Peace* (New Haven: Yale University Press, 2007), chapter 1.

Hashim, Ahmed S. "The Insurgency in Iraq," *Small Wars and Insurgencies* 14, no. 3 (2003).

Hashim, Ahmed. *Insurgency and Counter-Insurgency in Iraq*, (Ithaca, NY: Cornell University Press, 2006), chapter 1, 2, 3 [skim]

### **The Syrian Civil War and the Rise of the "Islamic State" (Class 9)**

#### *The Rise of ISIS*

Emile Hokayem. "Syria and its Neighbours," *Survival* 54 2 (2012).

Benedetta Berti and Jonathan Paris, "Beyond Sectarianism: Geopolitics, Fragmentation, and the Syrian Civil War," *INSS Strategic Assessment*, Volume 16, No. 4, January 2014.



Ahmed S. Hashim, "The Islamic State: From Al-Qaeda Affiliate to Caliphate," *Middle East Policy* 21, no. 4 (2014).

Charles Lister, "Profiling the Islamic State," *Brookings Doha Center Analysis Paper*, November 13, 2014.

*Radicalization and Foreign Fighters:*

Roy, Olivier. *Globalized Islam* (New York: Columbia University Press, 2006), chapter 3 and 7.

Dalgaard-Nielsen, Anja. "Violent Radicalization in Europe: What We Know and What We Do Not Know," *Studies in Conflict & Terrorism* 33, no. 9 (2010).

Vidino, Lorenzo. "Homegrown Jihadist Terrorism in the United States: A New and Occasional Phenomenon?" *Studies in Conflict & Terrorism* 32, no. 1 (2009).

**PART THREE—COUNTER-TERRORISM, COUNTER-INSURGENCY, RADICALIZATION PREVENTION. THE POLICY DEBATE**

**Counter-Terrorism and Counter-Insurgency: an Overview (Class 10)**

Crenshaw, Martha. "How Terrorism Declines," *Terrorism and Political Violence* 3, no.1 (1991).

Hashim, Ahmed. *Insurgency and Counter-Insurgency in Iraq*, chapter 5 and conclusions.

Dobbins, James "Who Lost Iraq?" *Foreign Affairs*, (September/October 2007).  
Counter Insurgency, US Army Training Manual, 2006, chapter 1.

Crenshaw, Martha. "The Effectiveness of Terrorism in the Algerian War," in Martha Crenshaw, ed., *Terrorism in Context*, (University Park: Penn State Press 2001). [Skim]



Instructor: Brandon Friedman, PhD

[b.bfried@gmail.com](mailto: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 Rahnama, 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), pp. 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'th 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.



Course Syllabus:

**The Israeli Collective Memory  
of the Israeli-Arab/Palestinian Conflict**

[Dr. Rafi Nets \(-Zehngut\)](#)

Course Number: 2120.1012.02



**Year:** 2017; **Term:** Fall; **Dates, locations and hours:** TBA; **Office hours:** please schedule (in person, [rafi.nets@gmail.com](mailto:rafi.nets@gmail.com), or 054-5953-224).

### Course Description

The course – that includes 2.5 movies, a field trip and a lecture of an Israeli-Jewish war veteran – deals with an enigmatic phenomenon: collective memory (CM), namely, the way a group views past events. Specifically, it focuses on the **Israeli-Jewish** (“Israeli”) CM of the Israeli-Arab/Palestinian conflict (“the conflict”). CM is an important socio-psychological phenomenon because it significantly influences the social and political spheres, both within a country and externally. This is why in recent decades CM of conflicts has gained major salience worldwide.

The course has four main parts. It starts with a (A) **theoretical background** regarding CM in general and that of conflicts in particular: the main theories and concepts as well as the characteristics of historical narratives. Based on this theoretical foundation, the course moves on to the (B) **Israeli CM of the conflict**. This second part is divided into two sub-parts: B1) Israeli CM of the **conflict at large**, addressing the memory of various major events of the conflict (until the mid-term test); B2) Israeli CM specifically referring to one of the major historical events of the conflict - the **1948 Palestinian exodus**, leading to the creation of the Palestinian refugee problem. Onward, in order to provide some context to the Israeli CM of the conflict, the third part provides a (C) **comparative perspective**, that addresses the **Palestinian** CM of the conflict. The final part includes (D) **class presentations of the students** that address various case studies and topics regarding the Israeli collective memory of the conflict. For more information see below the detailed program of classes.

### Course Requirements



1. Reading all required publications (marked with \*). The others are optional.
2. Attendance.
3. Active participation in class.
4. Mid-term test.
5. Class presentations (each done by a group of students).

### **Grade Composition**

1. 10% - Reading the required items, attending classes and active participation.
2. 20% - Mid-term test.
3. 70% - Class presentations.

### **Pedagogical Tools**

The course includes lectures, class discussions, power point presentations, video clips, films, and a field trip.

### **Program of the Classes**

#### Part A: Theoretical Foundations

1. Why study CM, course info and main approaches to CM
2. Key concepts of CM – I
3. Key concepts of CM - II
4. Narratives

Part B: The Israeli CM of the Conflict

Part B1: Israeli CM of the conflict at large

5. Case study background: History of the conflict
6. Main topics and patterns in the Israeli CM of the conflict (1948-2017) - I
7. Main topics and patterns in the Israeli CM of the conflict (1948-2017) - II
8. Institutions that shape the CM as well as Israeli war veterans and their **autobiographical** memory of the conflict
9. [L] Film “Waltz with Bashir” (Israeli autobiographical memory of the 1982 Lebanon War)
10. **Lecture of an Israeli-Jewish war veteran** about his autobiographical memory dynamics regarding his personal experiences in the battle field; Israeli academia and the New Historians (historical memory)
11. **Mid-term test**

Part B2: Israeli CM of the 1948 Palestinian exodus

12. The Israeli CM of the 1948 Palestinian exodus (1949-2000s)
13. The impact of the passage of time and the politics of memory (all, of 1948 exodus) ; preparation for the field trip
14. [L] **Field trip to the Palm”ach** (Jewish elite fighting force in the pre-Israel period) **Museum** – walking distance from Tel Aviv University
15. Discussing the field trip; Historical controversies, internal/external CMs as well as self- and external-censorship (all, about the 1948 exodus)
16. [L] **Film “Izkor: Slaves of memory”** (commemoration practices, education and ceremonies in Israel regarding the conflict and 1948)
17. Israeli official memory of 1948 exodus and the peace process, major events in the exodus’s memory

Part C: Comparative Perspectives



18. The Palestinian CM of the conflict (**including part of the film “The Inner Tour”** about Palestinians’ tour in Israel) and Israeli-Palestinian narratives’ collaboration

Part D: Class presentations about the Israeli CM of the conflict

19. Class presentations - I
20. Class presentations – II
21. Class presentations – III, and integrative summary

**Readings – By Class**

Required reading is marked with an asterisk. All the below bibliography will be available full-text for downloading on Moodle.

**Part A: Theoretical Foundations**

**1. Why study CM, course info and main approaches to CM**

- a. Devine-Wright, P. (2003). A theoretical overview of memory and conflict. In: E. Cairns and M. Roe (Eds.), *The role of memory in ethnic conflict*, 9-33. New York: Palgrave, MacMillan. \*
- b. Olick, J.K., Vinitzky-Seroussi, V. & Levy, D. (2011). Introduction. In: J.K. Olick, V. Vinitzky-Seroussi & D. Levy (Eds.) *The collective memory reader*, 3-22. New York, NY: Oxford University Press.
- c. Nora, Pierre. (1989). Between memory and history: Les lieux de memoire. *Representations*, 26, 7-25.

## **2. Key concepts of CM - I**

- a. Tint, B. (2010). History, memory, and intractable conflict. *Conflict Resolution Quarterly*, 27, 239-256. \*
- b. Olick, J., & Robbins, J. (1998). Social memory studies: From “collective memory” to the historical sociology of mnemonic practices. *Annual Review of Sociology*, 24, 105-140.
- c. Assmann, Jan. 1995. Collective memory and cultural identity. *New German Critique*, 65, 125-133.
- d. Langenbacher, E. (2010). Collective memory as a factor in political culture and international relations. In: E. Langenbacher & Y. Shain (Eds.), *Power and the past – Collective memory and international relations*, 13-49. Washington DC: Georgetown University Press.

## **3. Key concepts of CM – II**

- a. Paez, D. & Liu J. (2011). Collective memory of conflicts. In: D. Bar-Tal (Ed.) *Intergroup conflicts and their resolution – A social psychological perspective*, 137-173. New York: Psychology Press. \*
- b. Kansteiner, W. (2002). Finding meaning in memory: Methodological critique of collective memory studies. *History and Theory*, 41, 179-197.
- c. Winter, Jay. 2010. Thinking about Silence. In *shadows of War*, edited by Efrat Ben-Ze'ev, Ruth Ginio and Jay Winter, 3-31. Cambridge: Cambridge University Press.

## **4. Narratives**

- a. Auerbach, Y. (2010). National narratives in a conflict of identity. In: J. Bar-Siman-Tov (Ed.) *Barriers to peace in the Israeli-Palestinian conflict*, 99-134. Jerusalem: The Jerusalem Institute for Israel Studies. \*

- b. Wertsch, J. (2008). A narrative organization of collective memory. *Ethos*, 36 (1), 120-135.
- c. Bruner, J. (1990). *Acts of meaning*. Cambridge, MS: Harvard University Press, 1-31.

## **Part B: The Israeli CM of the Conflict**

### **5. Case study background: History of the conflict**

- a. Mahler, G, and Mahler R. (2010). *Introduction to the Arab-Israeli conflict*. New York: Routledge, 3-33. \*
- b. Bregman, A. (2002). *Israel's Wars: A History Since 1947*. London: Routledge (chapter 1 5). See also Bergman in class 9 (a) and 12 (a).

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

- a. Podeh, E. (2000). History and memory in the Israeli educational system: The portrayal of the Arab-Israeli conflict in history textbooks (1948-2000). *History and Memory*, 12, 65-83. \*
- b. Ram, U. (2007). The future of the past in Israel. In: B. Morris (Ed.) *Making Israel*. Ann Arbor, MI: The University of Michigan Press, 202-230.
- c. Stein, L. (2010). Rewriting Israel's history. *Shofar: An Interdisciplinary Journal of Jewish Studies*, 30 (1), 129-140.

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

- a. Bar-Tal, D., & Salomon, G. (2006). Israeli-Jewish narratives of the Israeli-Palestinian conflict: Evolvement, contents, functions and consequences. In: R. Rothberg (Ed.), *History's double helix: The inter-wined narratives of Israel and Palestine* (19-46). Bloomington, IN: Indiana University Press. \*



- b. Firer, R. (2004). The presentation of the Israeli-Palestinian conflict in Israeli history and civics textbooks. In: Ruth Firer and Sami Adwan (Eds.), *The Israeli–Palestinian conflict in history and civics textbooks of both nations*, 37-96. Hanover: Verlag Hahnsche.
- c. Yogev, E. (2010). A crossroads: history textbooks and curricula in Israel. *Journal of Peace Education*, 7 (1), 1-14.

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

- a. Lomsky-Feder E. 2004. Life Stories, War, and Veterans: On the Social Distribution of Memories. *Ethos*, 32 (1). 82-109. \*
- b. Ben-Ze'ev, E. (2010). Imposed silences and self-censorship: Palmach soldiers remember 1948. In: E. Ben-Ze'ev, R. Ginio, & J. Winter (Eds.), *Shadows of war – A social history of silence in the twentieth century* (pp. 181-196). Cambridge: Cambridge University Press.
- c. Nets-Zehngut, R. (2014). The role of direct-experience people in promoting transitional justice: The Israeli case. In E. Bird and F. Ottanelli (Eds.), *The performance of memory as transitional justice*, 115-133. Cambridge: Intersentia.

#### **9. Film “Waltz with Bashir”**

This award winning film addresses the **autobiographical** memory of Israeli war veterans who participated in the 1982 Israeli-Lebanese War

- a. Bregman, A. (2002). *Israel's Wars: A History Since 1947*. London: Routledge (95-117, chapter 5). \*
- b. Raz, Y. (2010). War Fantasies, memory, trauma and ethics in Ari Folman’s *Waltz with Bashir*.

- c. Levy, A; Witztum, E; Solomon, Z. (1996). Lessons learned: When denial becomes impossible – therapeutic response to combat stress reaction during the Yom Kippur War (1973), the Lebanon War (1982), and the Intifada. *Israeli Journal of Psychiatry and Related Sciences*, 33 (2), 89-102.

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

- a. Ghazi-Bouillon, A. (2009). *Understanding the Middle East peace process—Israeli academia and the struggle for identity*. London: Routledge, 53-88. \*
- b. Heller, J. (2006). Alternative narratives and collective memories: Israel's new historians and the use of historical context. *Middle Eastern Studies*, 42 (4), 571-586.
- c. Nets-Zehngut, R. (2011). Origins of the Palestinian refugee problem: Changes in the historical memory of Israelis/Jews 1949–2004. *Journal of Peace Research*, 48, 235–248.

#### **11. Mid-term test**

#### **12. The Israeli CM of the 1948 Palestinian exodus (1949-2000s)**

- a. Bar-On, M. (2007). Remembering 1948: Personal recollections, collective memory, and the search for “what really happened”. In: B. Morris (Ed.) *Making Israel*. Ann Arbor, MI: The University of Michigan Press, 29-46. \*

- b. Nets-Zehngut, R. & Bar-Tal, D. (2014). Transformation of the official memory of conflicts: A tentative model and the Israeli memory of the 1948 Palestinian exodus. *International Journal of Politics, Culture and Society*, 27 (1), 67-91.
- c. Bregman, A. (2002). *Israel's Wars: A History Since 1947*. London: Routledge (1-25, chapter 1).

### **13. The impact of the passage of time and the politics of memory (all, of 1948 exodus)**

- a. Ram, U. (2009). Way of forgetting: Israel and the obliterated memory of the Palestinian Nakba. *Journal of Historical Sociology*, 22 (3), 366-395. \*
- b. Isacoff, J. (2005). Writing the Arab-Israeli conflict: Historical bias and the use of history in political science. *Perspectives on Politics*, 3 (1), 71-88.
- c. Nets-Zehngut, R. (2012). The passing of time and collective memory of conflicts. *Peace and Change*, 37 (2), 253-285.

### **14. Field trip**

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

- a. Strombom, L. (2013). Identity Shifts and conflict transformation – Probing the Israeli history debates. *Mediterranean Politics*, 18 (1), 79-97. \*
- b. Kabha, M. (2007). A Palestinian look at the new historians and post-Zionism in Israel. In: B. Morris (Ed.) *Making Israel*. Ann Arbor, MI: The University of Michigan Press, 299-319.
- c. Nets-Zehngut, R. (2012). Internal and external collective memories: Israel and the 1948 Palestinian exodus. *International Journal of Conflict and Violence*, 6 (1), 126-140.

**16. Film “Izkor: Slaves of memory”**

- a. Ben-Amos, A. (2003). War commemoration and the formation of Israeli national identity. *Journal of Political and Military Sociology*, 3 (2), 171-195. \*
- b. Brog, M. (2003). Victims and Victors: Holocaust and Military Commemoration in Israel Collective Memory. *Israel Studies*, 8 (3), 65-99.
- c. Ben-Amos, A., and Bet-El, I. (1999). Holocaust Day and Memorial Day in Israeli Schools: Ceremonies, Education and History. *Israel Studies*, 4(1), 258-284.

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

- a. Lustick, I. (2006). Negotiating truth: The Holocaust, lehavdil, and Al-Nakba. *Journal of International Affairs*, 60, 52-77. \*
- b. Ben-Josef Hirsch, M. (2007). From taboo to the negotiable: the Israeli new historians and the changing representation of the Palestinian refugee problem. *Perspectives on Politics*, 5, 241-258.
- c. Nets-Zehngut, R. (2013). Major events and the collective memory of conflicts. *International Journal of Conflict Management*, 24 (3), 209-230.

**Part C: Comparative Perspective**

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

- a. Adwan, S. (2004). The presentation of the Israeli-Palestinian conflict in Palestinian textbooks. In: Ruth Firer and Sami Adwan (Eds.), *The Israeli–Palestinian conflict in history and civics textbooks of both nations*, 97-132. Hanover: Verlag Hahnsche. \* (optional – 133-150).
- b. Koldas, U. (2011) The Nakba in Palestinian memory in Israel. *Middle Eastern Studies*, 47 (6), 947-959.



- c. Adwan, S. & Bar-On, D. (2004). Shared histories project: A PRIME example of peace-building under fire. *International Journal of Politics, Culture and Society* 17, 513–21.
- d. Daoudi, M. and Barakat, Z. (2013). Israelis and Palestinians: Contested narratives. *Israel studies*, 18 (2), 53-69.

#### **Part D: Class Presentations**

**19. Class presentations I**

**20. Class presentations II**

**21. Class presentations III; integrative summary of the course**

Tel Aviv University

International School

#### **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:**



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## **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.

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### **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. Stokey (eds.), *The End of the Palestine Mandate* (Austin, 1986), pp. 79-103.

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

### **Week 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.



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**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**



## **Introduction to Israeli Art: From the founding of Bezalel (1906), up to the first decade of the 21<sup>st</sup> Century.**

**Dr. Rivka N. Shusterman.**

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

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

Grade: Class participation, sculpture presentation and day trip -20%, two mid-term tests- 20%,-final exam 60%.

### Subjects :

Boris Shatz and the founding of Bezalel school of Arts and Crafts in Jerusalem-1906.

Bezalel Style :E. M. Lilien, Z. Raban ,A.S. Schurr.

The Erez Israel Style—the influence of modern trends on local Art in the 20's: R. Rubin, A. Lubin, Z. Tagger N. Gutman)

The 30's -Israeli Expressionism: I. Frenkel, M. Shemi and the Ecole de Paris.

The Archeological style (Canaanite), A. Melnikov , I. Danziger.

Late 1940's –early 1950's Local and Universal trends.

The 60's-Israeli Pop Art.

From Conceptual to Post Modernist aesthetics:

East and West.

Revival of painting and Jewish Motifs.



Gender.

Bibliography:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

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

Zalmona, Yigal, A Century of Israeli Art, The Israel Museum, Jerusalem, 2013.



**Dr. Shmulik Duvdevani**

**Tel-Aviv University**

**Fall Semester 2017-2018**

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

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

#### October 23<sup>rd</sup> – Introduction

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

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

Short film: *Anthem* (Elad Keidan, 2008)

#### October 30<sup>th</sup> – Zionist Myths and their Manifestation in Early Israeli Cinema

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

Screening: *Sallah Shabati* (Ephraim Kishon, 1964)

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

*Every Bastard A King* (Uri Zohar, 1968)



### **November 6<sup>th</sup> – Popular Israeli Cinema**

Popular Israeli cinema (the ideology of the melting pot)

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

### **November 13<sup>th</sup> – Family Portrayals**

The "absent father" motif in new Israeli cinema

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

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

### **November 20<sup>th</sup> – the Blade and the Vessel**

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

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

*Visiting Hours* (Maya Dreifuss, 2005)

### **November 27<sup>th</sup> – 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 4<sup>th</sup> – Due to That War**

Holocaust and survivors – from repression to recognition

Screening: *The Debt* (Asaf Bernstein, 2007)

Excerpts: *Wooden Gun* (Ilan Moshenzon, 1979)

*Summer of Aviya* (Eli Cohen, 1988)

### **December 11<sup>th</sup> – 1990s and Beyond**





Images of Judaism in Current Israeli Cinema

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

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

### **December 18<sup>th</sup> – Return to Lebanon: Trauma and Redemption in Current Israeli War Films**

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

Excerpt: *Lebanon* (Shmuel Maoz, 2009)

### **December 25<sup>th</sup> – Multiculturalism**

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

*Home* (David Ofek, 1994)

### **January 1<sup>st</sup> – Conclusion**

NO SCREENING

Submission of take home exam

### **Course requirements**

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

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

Mandatory reading materials appear on course site

### **Selected bibliography**

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

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

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



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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

Fall 2017 and Spring 2018

**Dr. Stuart Fleischer (052-4-738979)**

**Preferred email: [sfleischer@wbais.net](mailto:sfleischer@wbais.net)**



**The course description is:**

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

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

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

Content covered:

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

**Assignments and Dates:**

**Four Assessments: two tests, essay final and research paper**

Test Format: Both tests are multiple choice.

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



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- Midterm Test: (20%) – TBA
- Final Test: (20%) – TBA
- Take Home Final Test will cover specific environmental themes – Short Essay (30%) – TBA: send via email.
- Research Paper (30%) – TBA: send via email.

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

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

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

HYPERLINK will be listed on the Moodle Class Site.

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

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

### **Judean Desert Jeep Trek**

**(No obligation to attend)**

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

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

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



Daytime Focus:

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

Nighttime Focus:

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

### **Weekly Reading List:**

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

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

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

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

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

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

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



## The Israeli Economy

Dr. Paul Rivlin, 2017-2018

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

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

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

## Course outline and readings

1. The Pre-State Economy  
(Ben Porat: chap 1; Halevi and Klinov-Malul: chap 2)



2. Economic Development 1948-1973  
(Halevi and Klinov-Malul: chaps 1,3,4; Patinkin: chaps 1,2; Rivlin: chap 1)
  
3. The Economic Crisis of the 1980s and the 1985 Stabilization Program  
(Ben Porath: chaps 14,15,17; Rivlin: chap 2, Bruno: chaps 2,4,5)
  
4. The Defense Burden  
(Ben Porath: chap 8; Rivlin: chap 3)
  
5. Industry, Agriculture and Services  
(Rivlin: chap 4; Bank of Israel: Annual Reports)
  
6. The Balance of Payments, Foreign Debt, Exchange Rate Policies  
(Ben Porath: chap 14-17; Rivlin: chap 5)
  
7. The Labor Movement and the Histadrut  
(Halevi and Klinov-Malul: chapter 5; Rivlin: chapter 7)
  
8. The Budget and the Public Sector  
  
(Ben Porat: chap 9; Rivlin: chap 8, Ben Bassat chap 1)
  
9. The Peace Process, Immigration in the 1990s and Israel's Integration in the World Economy  
  
(Bank of Israel: Annual Reports)
  
10. The Current Situation



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(see websites: [mof.gov.il](http://mof.gov.il); [bankisrael.gov.il](http://bankisrael.gov.il))

## READINGS

### **Introduction to economics:**

Rudiger Dornbusch, Stanley Fischer and Richard Startz,

Macro-Economics, 8<sup>th</sup> edition (McGraw-Hill Higher Education)

Chapters 1, 2, 3, 7.1, 7.2, 12.1, 18.4 (not in 7<sup>th</sup> 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: Harvard 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 21<sup>st</sup> Century" will be useful.

**Business Ethics**



**Instructor: Sarit Smila-Sened**

**Email: [sarits@mail.tau.ac.il](mailto:sarits@mail.tau.ac.il)**

### **Course Description:**

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

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

**Texts:** *The Elements of Moral Philosophy / Rachels*

*Business in Ethical Focus: An Anthology*

**Course Work:** 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-Frechtt "A Defense of Risk-Cost-Benefit Analysis"

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

Tibor R. Machan "Environmentalism Humanized"

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



**Week 6:** Globalization and Its Ethical Significance

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

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

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

Case Study 2: The Global Fashion Industry/High Tech

**Week 7:** Rights and Obligations of Employers and Employees

Richard T. De George "Whistleblowing"

Robert A. Larmer "Whistleblowing and Employee Loyalty"

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

Tibor R. Machan, "Human Rights, Workers' Rights, and the Right to Occupational Safety"

Case Study 4: Remedia

**Week 8:** 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

### **Introduction to Modern Standard Arabic (MSA)**

[Michael Guggenheimer](#)

#### **Course Description and Goals**

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



Students will be trained to acquire the following skills:

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

Emphasis is on basic reading comprehension in MSA.

Each session (two academic hours) will consist of four main elements: (i) A quiz (dictation in the first part of the course, and a vocabulary exam in the second); (ii) Review of the homework; (iii) Learning and practicing elements of the Arabic alphabet (in the first part of the course) and basic aspects of MSA grammar (in the second part of the course; (iv) Using basic vocabulary to form simple expressions and sentences (in the second part of the course).

#### Course requirements

- Attendance, quizzes, assignments and class participation
- Midterm exam (the Arabic writing system)
- Final Exam (take-home)

#### Grading system

Quizzes	25%
Attendance, homework and class participation	25%
Midterm exam	30%
Final exam (take-home)	20%

#### Selected References

For students who wish to pursue the course's subject matter further the following textbooks are recommended:





Brustad, Al-Batal & Al-Tonsi, *Alif Baa*, 3<sup>rd</sup> 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.

**SCHEDULE OF STUDY ABROAD COURSES - SPRING 2017**

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	2120.2301.03	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



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Israeli Politics - Dr. E. Klauber	2120.0112.03	TUE, THU	12:00-14:00	Final Paper
One Hundred Years: History and Memory in Tel Aviv-Jaffa - Dr. M Wein	2120.0533.03	TUE	16:00-20:00	Final Paper
<b>Middle East Studies</b>	<b>Course Number</b>	<b>Day</b>	<b>Hour</b>	<b>Final</b>
History of the Middle East in the Modern Period - Dr. B. Friedman	2120.0120.01	TUE, THU	14:00-16:00	Final Paper
Mobilization, Social Protest, Revolution: from the Arab Spring to Occupy Wall Street - Dr. B. Berti	2120.2163.01	MON	10:00-14:00	Final Paper
The Struggle for Palestine: The Roots of the Arab-Israeli Conflict- Dr. Daniel Zisenwine	2120.0110.03	MON	16:00-20:00	Final Paper
<b>Art Studies</b>	<b>Course Number</b>	<b>Day</b>	<b>Hour</b>	<b>Final</b>
Writing the Experience of Tel Aviv - Dr. D. Barnat	2120.0128.03	MON	16:00-20:00	Final Paper
Art and Immigration in the 20th & the 21st Century in Israel - Dr. R. Shusterman	2120.1016.03	TUE, THU	14:00-16:00	Final Paper
Israeli Cinema and the Culture of Modern Israel - Dr. S. Duvdevani	2120.0468.03	MON	12:00-16:00	Final Paper
<b>Life Science</b>	<b>Course Number</b>	<b>Day</b>	<b>Hour</b>	<b>Final</b>
Israel And The Environment - Dr. S. Fleischer	2120.0139.03	TUE	16:30-20:00	Take Home Exam
<b>Management, Economics, Communication</b>	<b>Course Number</b>	<b>Day</b>	<b>Hour</b>	<b>Final</b>
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
<b>International Relations</b>	<b>Course Number</b>	<b>Day</b>	<b>Hour</b>	<b>Final</b>
Nuclear Nonproliferation and Security in the 21st Century - Dr. Azriel Bermant	2120.1017.03	WED	12:00 - 16:00	Final Paper



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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



ENTREPRENEURSHIP COURSES - SPRING 2018

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

The Jewish World in the Modern Era

Professor Robert Rockaway



**TEL AVIV UNIVERSITY**  
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Fall Semester 2017/2018

Office: 204

Spring Semester 2018

Carter Building

Office hours by appointment

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

[robertrockaway@gmail.com](mailto: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*, 3<sup>rd</sup> 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



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(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)

### QUIZ # 2

## 10. The Establishment of the State of Israel

(Ben-Sasson, pp. 1040-1062)

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

World Jewry after WWII





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( Ben-Sasson, pp. 1063-1074; Gartner, 396-420)

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

**RESEARCH PAPER DUE**

**A History of Antisemitism  
Spring 2018**

Dr. Katherine Aron-Beller

School for Overseas Students, Tel Aviv University

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

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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 5<sup>th</sup>: **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 7<sup>th</sup>: **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](http://www.fordham.edu/halsall/source/chrysostom-jews6.html)

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

## 3. Monday March 12<sup>th</sup>: **The Crusades: The First Massacre of the Jews**

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

[www.fordham.edu/halsall/source/1096jews-mainz.html](http://www.fordham.edu/halsall/source/1096jews-mainz.html)

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

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

## 4. Wednesday March 14<sup>th</sup>: **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 19<sup>th</sup>: 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 21<sup>st</sup>: **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 26<sup>th</sup>: **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 28<sup>th</sup>: **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 9<sup>th</sup>: **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 11<sup>th</sup>: **The Eastern Flavor: Russian Antisemitism**

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

*Antisemitism in the Modern World* 113-44.

11. Monday April 16<sup>th</sup>: MIDTERM (this exam will consist of short primary sources that you will be expected to analyze).

12. Monday April 23<sup>rd</sup>: **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 25<sup>th</sup>: **Hitler and Nazism**

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

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

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

[http://www.hitler.org/writings/Mein\\_Kampf/](http://www.hitler.org/writings/Mein_Kampf/)

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

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

### 14. Monday April 30<sup>th</sup>: **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 2<sup>nd</sup>: **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 Historical Interpretation* (New Haven: Princeton University Press, 2006)

16. Monday May 7<sup>th</sup>: **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 9<sup>th</sup>: **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

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

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

Anti Defamation League fighting antisemitism [www.adl.org](http://www.adl.org)

18. Monday May 14<sup>th</sup>: **The Islamic Version: A History of Antisemitism in the Arab World**



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<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 16<sup>th</sup>: A Trip to the museum: Beit Hatfutsoth on Campus

20. Monday May 21<sup>st</sup>: 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 23<sup>rd</sup> 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](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](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 28<sup>th</sup>: **Antisemitism and the Internet**

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

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

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

i) [www.stormfront.org](http://www.stormfront.org)

j) Anti Defamation League fighting anti-semitism at [www.adl.org](http://www.adl.org)

23. Wednesday May 30<sup>th</sup>: **Conclusions.**





1. I expect you to attend all lectures. I do not 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:**

4. Regular Attendance and Participation in lectures (10% of final grade)
5. MIDTERM (40% of final grade).
6. final paper, which must be completed by all students (50% of final grade).

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

**The University of Tel-Aviv Overseas Student Program**  
**CONTEMPORARY JEWISH ISSUES - Spring 2018**

Instructor: 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 17<sup>th</sup> - **MIDTERM EXAM (30% or 40%)\*\***

**Thursday, April 19<sup>th</sup> – 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?



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**\*\*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”: Representing the Holocaust**

Dr. Rachel E. Perry

### **Course Description:**

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



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5) Essay question.

**Office Hours:** By appointment. I can be reached at 054-772-1169. Email:  
[perryrub@bezegint.net](mailto:perryrub@bezegint.net)





## Course Schedule:

### Week 1 : Introduction: "Facing the Holocaust"

#### Reading:

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

### Week 2 : Cinematic Representations

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

#### Reading:

- Primo Levi, The Drowned and the Saved, Survival in Auschwitz (selections)
- Tadeusz Borowski, This Way for the Gas, Ladies and Gentlemen (selections)
- 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**



**ISRAELI POLITICS**

Department of Political Science

Tel Aviv University

Spring 2018

**INSTRUCTOR:** [Dr. Evgeni Klauber](#)

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



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ROOM: N/A

OFFICE HOURS: Mondays 13:00-14:00 and by appointment

OFFICE: Naftali, Room 531

E-MAIL: [klaubere@post.tau.ac.il](mailto:klaubere@post.tau.ac.il)

### Course Description:

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

### Course Objectives:

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

### Texts and Readings:

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



course that students will be able to access these resources through their own computers or through many computers provided for students' use on campus.

### Course Requirements:

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

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

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

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

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

### Grading Summary:

- Attendance and participation: 15%
- Two exams, midterm and final take-home exam (30% each): 60%



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

Grading System:

A+ is 97-100%

A is 93-96%

A- is 90-92%

B+ is 87-89%

B is 83-86%

B- is 80-82%

C+ is 77-79%

C is 73-76%

C- is 70-72%

D+ is 67-69%

D is 63-66%

D- is 60-62%

F is 59% and under

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

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

Classroom etiquette, cell phones and laptops

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

## Course Schedule and Reading Assignments:<sup>2</sup>

### 20. 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 *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.

### 21. 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

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<sup>2</sup>The course schedule and reading assignments are subject to change under certain circumstances. Any changes will be announced timely in class, and posted on TAU website. It is the student's responsibility to check regularly Virtual TAU website to follow up with updates.



- 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

## 22. 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.

## 23. 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.

24. 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.

25. 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.

26. 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.

27. Immigration, Political Culture and Israel's Society

*Required reading:*

- Arian, A. (1989). *Politics in Israel: the Second Generation*, Chaham House, N.J., 1989, Chapter 1, pp. 1-29.
- Goldstein, K. & Gitelman, Z. (2003) "From 'Russians' to Israelis?" in Arian, A. & Shamir, M. (eds.), *The Elections in Israel – 2003*, Transaction, New Brunswick (US) & London (UK), pp. 245-260.

- Hacothen, D. (2003). *Immigrants in Turmoil*, Syracuse University Press. Chapter 8: Immigration during 1948-1998 and its Ramifications on Israeli Society, pp. 251-263.
- Horowitz, T. (2005). The Integration of Immigrants from the Former Soviet Union. *Israel Affairs*, 11, 1, pp. 117-136.
- Lissak, M. (2001). "The Unique Approach to Military-Societal Relations in Israel and its Impact on Foreign and Security Policy", in Sofer, S. (ed.), *Peacemaking in a Divided Society: Israel after Rabin*, Frank Cass, London, pp. 235-255.
- Peri, Y. (2004) *Telepopulism: Media and Politics in Israel*, Stanford University Press, California, Introduction, pp. 1-10.
- Yonah, Y. (2005). Israel as a Multicultural Democracy: Challenges and Obstacles. *Israel Affairs*, 11, 1, pp. 95-116.
- Zameret, Z. (2002) *The Melting Pot in Israel*, State University of New York. Chapter 14: Summing Up: Israel From a "Melting Pot" to a Pluralistic State, pp. 155-160.

## 28. 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](#).

## 29. 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.

### 30. Parties and Interest Groups

*Required reading:*

- Arian, A. & Shamir, M. (2005). "On Mistaking a Dominant Party in a Dealingment 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.

### 31. 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.

### 32. 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.

### 33. 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](#).

#### 34. Israeli Arabs: Israel as an Ethnic Democracy

*Required reading:*

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

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

*Required reading:*

- Cohen, A., & Susser, B. (1996). From Accommodation to Decision: Transformations in Israel's Religio-Political Life. *A Journal of Church and State*, 38, 4, pp. 817-839.
- Englund, I. (1987). Law and Religion in Israel. *The American Journal of Comparative Law*, 35, 1, pp. 185-208.
- Mahler, G. (2004). *Politics and Government in Israel: The Maturation of a Modern State*. Lanham, Md: Rowman & Littlefield Publishers. Chapter 2: Zionism, Religion and the Domestic Political Environment, pp. 53-88.

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

### 36. 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.

### 37. 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.



38. 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.



Tel Aviv University

Tuesdays, 4:15-7:30 pm (**note variations of schedule on tour dates**)

Instructor:

Martin J. Wein, Ph.D.

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

### **One Hundred Years: History and Memory in Tel Aviv–Jaffa**

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/malmaid.htm>)

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

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

## Please note:

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

Good luck!!!

## 1. Session: Introduction

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

## 2. Session: Campus

Campus Tour Slide Show  
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>
- LeBar, Adam. *City of Oranges*. New York and London: W. W. Norton, 2006, 112-34.

### 3. Session: North Tel Aviv

#### Slide Show

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

#### Slide Show

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

#### Reading Presentations:

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

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

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

#### 4. Session: Central Tel Aviv

##### Midterm Map Test

##### Slide Show

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

##### Reading Presentations:

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

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

- Bauhaus Foundation Dessau. Available from: <http://www.bauhaus-dessau.de/en/index.asp>
- Levin, Michael. "The Modern Movement in Israel." *Docomomo* 40, March 2009, 36-40.
- Smolsky, Raz. "History in the Unmaking." *Haaretz*, December 1, 2008.
- Zandberg, Esther. "The legend of the white city." *Haaretz*, May 16, 2004.
- "The White City of Tel Aviv." UNESCO, 2003. Available from: [http://whc.unesco.org/archive/advisory\\_body\\_evaluation/1096.pdf](http://whc.unesco.org/archive/advisory_body_evaluation/1096.pdf)
- Ziesling, Yael. "Bauhaus Architecture." *Jewish Virtual Library*, 2000. Available from: [http://www.jewishvirtuallibrary.org/jsource/Society\\_&\\_Culture/Architecture/Bauhaus.html](http://www.jewishvirtuallibrary.org/jsource/Society_&_Culture/Architecture/Bauhaus.html)

- Rotbard, Sharon. *White City – Black City, Architecture and War in Tel Aviv-Jaffa*. London: Pluto Press, 2014, 1-13. Available from:  
[http://issuu.com/plutopress/docs/pages\\_from\\_21-10-14-1?e=2066883/9830501](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, Raziell Street
- Clock Square Jaffa, Old City, Egyptian Archeology Site, Jaffa Port
- Jaffa Seaside park, Ajami, Peres Peace Center

### Reading Presentations:

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

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

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

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

## 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

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### 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](mailto: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), pp. 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'th 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.



## Mobilization, Social Protest, Revolution: Civil Resistance from the Arab Awakening to Occupy Wall Street

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Dr. Benedetta Berti

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

OFFICE HOURS BY APPOINTMENT.

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

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

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

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

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

*Course Requirements and Grading:*

- 1) *Class Attendance and Participation:* the seminar will be interactive, and students have to complete the required readings before each lecture. Students will be expected to come prepared to class and to actively participate. **Attendance is mandatory and, together with participation, makes up for 10% of the final grade.**



- 2) *Individual Reaction Paper:* Throughout the semester the instructor will be posting on MOODLE newspaper articles on current events related to the topics and case studies analyzed in class as well as essays on civil resistance. In the course of the semester each student is required to choose a news item or essay that is especially interesting and relevant to him/her and to write a short (1000-2000 words) reaction paper. In analyzing and commenting the news item, students will be expected to employ the tools and frameworks discussed in class. **The short paper will make up for 20% of the final grade.**
- 3) *Group Project and Presentation:* at the end of the semester students will deliver a group presentation focused on a non-violent social movement/civil society group of their choice. The presentation will describe the chosen case study, as well as analyze its non-violent strategy and tactics (according to the framework and parameters discussed in class). Each group is then expected to discuss the chosen group's strengths and weaknesses. **The group presentation will make up for 30% of the final grade.**
- 4) *Short Analytical Paper:* on the basis of their group presentation, students will additionally be required to write a short analytical paper that delves deeper into the question of effectiveness and 'success'. In addition to evaluating more in-depth what are the main strengths and weaknesses behind the chosen case study's strategy, students—building on relevant readings and class discussions—will also offer recommendations on what courses of actions should the chosen group implement to maximize its effectiveness. **The final paper will account for 40% of the final grade.**

## [PART I: FRAMEWORK, ACTORS](#)

### **Class 1: Setting the Stage: Introduction to Civil Resistance**

*No required Readings*

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

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

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

### Readings

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

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

### **Civil Society and Social Movements: working definitions**

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

### Readings:

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

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

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

### Class 3: How to Study Different Cycles of Protests?

[Class 3 briefly addresses the issue of how contemporary social movement theory has tackled the question of ‘why people act collectively’ and ‘what are the possible range of outcomes produced by these collective actions’? It briefly describes the main psychological, organizational and structural explanations to those questions, encouraging a discussion on the limits and merits of each described approach].

#### Readings:

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

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

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

### MOBILIZATION: FROM VIOLENT TO NON-VIOLENT REPERTOIRES

#### Repertoires and the Effectiveness of Violence (the case of Terrorism)

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

#### Readings:

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

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

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

#### Class 4: *'There are Realistic Alternatives'—Strategic Nonviolence*

[This section begins to delve deeper into the concept of civil resistance as a field of study, briefly discussing its rise and its main scholarly and policy impact. The lecture also focuses on explaining how strategic non-violence (SNV) works in practice, describing not only the vision behind the concept, but also its practical implementation. Finally, the question of the effectiveness of civil-resistance is discussed and analyzed in-depth, on the basis of case-studies as well as broader empirical evidence.

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

#### Readings:

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

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

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

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

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

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

#### Class 5 : *Virtual Civil Resistance: Exploring Digital Activism*



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

In addition, the second lecture is structured around a broader class discussion based on the case studies of 'Anonymous' (and specifically its role in the Arab Spring) and 'WikiLeaks.' Each case serves to discuss the timely question of how to conceptualize and understand evolving forms of digital activism (for example: should DDOS be seen as illicit acts or online forms of civil protests? what should be the 'limits' of digital activism and how should we conceptualize 'hacktivism'?) The lectures heavily rely on multi-media videos and a number of relevant websites are also going to be explored in class.]

#### Readings:

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

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

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

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

#### **Class 6 and 7: Closer to Home: Civil Resistance in Israel and Palestine**

[These two lectures explore the character and nature of civil society and civil resistance in the context of the Israeli-Palestinian conflict, looking at its history, characteristics and contemporary manifestations].

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

Eitan Y. Alimi, "Occupy Israel': A Tale of Startling Success and Hopeful Failure,' Social Movement Studies: Journal of Social, Cultural and Political Protest, 11:3-4 (2012).

Anat Lapidot-Firilla, "On the Fringe of the Arab Spring: The Tent Protest in Israel," EUROMESCO Dossier, 2012.

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

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

## Class 8: Syria

*Key questions include:*

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

## Readings

Amer Abu Hamed, Syria's Local Coordination Committees: The Dynamo of a Hijacked Revolution", *Special Bulletin* 5, May 2013, Hivos. Accessible at:  
[https://hivos.org/sites/default/files/syrias\\_lccs-dynamo\\_of\\_highjacked\\_revolution.pdf](https://hivos.org/sites/default/files/syrias_lccs-dynamo_of_highjacked_revolution.pdf)

Raymond Hinnebusch . "Syria: From 'Authoritarian Upgrading' to Revolution?", *International Affairs* 88, no. 1 (2012), 95-113.

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

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

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

## **Class 9: Civil Society, Social Movements and Civil Resistance in the Middle East: The Arab Awakening**

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

### **Understanding the 'Spring'**

*Key questions include:*

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

### **Readings:**

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

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

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

## Tunisia

*Key questions include:*

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

## Readings:

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

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

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

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

## Egypt

*Key questions include:*



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

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

### Readings

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

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

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

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

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

### Class 10: Wrapping up: From the Arab Awakening to OWS

[Class 10 wraps the course up with a broad discussion about what we learned about civil resistance as well as with an assessment of how and when it can be a useful tool to promote social and political change. Key emerging trends in global social movements are also going to be explored and discussed.]

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



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

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



Tel Aviv University

International School

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

**Email:** [dzisenwine@gmail.com](mailto: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.

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**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**



Tel Aviv University International

## Writing the Experience of Tel Aviv

Syllabus

Spring 2018

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.

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### 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 Wetzell, 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.
5. 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.
4. 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.

Enjoy!



## Art and Immigration in Israel in the 20<sup>th</sup> and 21<sup>st</sup> Centuries

Spring Semester

Dr. Rivka Shusterman

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

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

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

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

Subjects:

Introduction and terminology

Immigration and culture in Israel

M Regev, E Seroussi

Popular music and national culture in Israel

- 2004 - books.google.com

[https://books.google.co.il/books?hl=en&lr=&id=kAxLAN6sOb4C&oi=fnd&pg=PR7&dq=+immigration+and+circulation+of+culture+in+israel&ots=wkKkncgzBf&sig=fY6IkD0InkM0w17o5yig3u8MGZQ&redir\\_esc=y#v=onepage&q&f=false](https://books.google.co.il/books?hl=en&lr=&id=kAxLAN6sOb4C&oi=fnd&pg=PR7&dq=+immigration+and+circulation+of+culture+in+israel&ots=wkKkncgzBf&sig=fY6IkD0InkM0w17o5yig3u8MGZQ&redir_esc=y#v=onepage&q&f=false)

(Pages will be assigned in class)



Bezlel School of Arts and Crafts

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

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

The E`cole de Paris-Jewish and Israeli Artists in Paris: 1920's-1930's-

Émigré`s and refugees

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

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

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

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

The wandering Jew

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

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

Duke University Press

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

### **General Bibliography:**

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

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

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

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

Israel Studies, "Volume 5, Number 1, Spring 2000, pp. 287-300 (Article)  
[http://muse.jhu.edu/journals/israel\\_studies/v005/5.1aor.pdf](http://muse.jhu.edu/journals/israel_studies/v005/5.1aor.pdf)

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

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

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

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

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

SAID, W., E., "REFLECTIONS ON EXILE", REFLECTIONS ON EXILE AND OTHER ESSAYS, HARVARD UNIVERSITY PRESS, 2002.

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

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

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

Israeli Art, General Bibliography:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

Zalmona, Yigal, A Century of Israeli Art, The Israel Museum, Jerusalem, 2013.





## Syllabus: Israeli Cinema and the Culture of Modern Israel

Dr. Shmulik Duvdevani

Tel-Aviv University

Spring Semester 2018

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

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

### March 5<sup>th</sup> – Introduction

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

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

Short film: *Anthem* (Elad Keidan, 2008)

### March 12<sup>th</sup> – Zionist Myths and their Manifestation in Early Israeli Cinema

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



Screening: *Sallah Shabati* (Ephraim Kishon, 1964)

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

*Every Bastard A King* (Uri Zohar, 1968)

### **March 19<sup>th</sup> – Popular Israeli Cinema**

Popular Israeli cinema (the ideology of the melting pot)

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

### **March 26<sup>th</sup> – Family Portrayals**

The "absent father" motif in new Israeli cinema

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

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

### **Passover Vacation Mar. 30 – Apr. 7**

### **April 9<sup>th</sup> – the Blade and the Vessel**

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

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

*Visiting Hours* (Maya Dreifuss, 2005)

### **April 16<sup>th</sup> – 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**

#### **April 23<sup>rd</sup> – Due to That War**

Holocaust and survivors – from repression to recognition

Screening: *The Debt* (Asaf Bernstein, 2007)

Excerpts: *Wooden Gun* (Ilan Moshenzon, 1979)

*Summer of Aviya* (Eli Cohen, 1988)

#### **April 30<sup>th</sup> – 1990s and Beyond**

Images of Judaism in Current Israeli Cinema

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

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

#### **May 7<sup>th</sup> – Return to Lebanon: Trauma and Redemption in Current Israeli War Films**

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

Excerpt: *Lebanon* (Shmuel Maoz, 2009)

#### **May 14<sup>th</sup> – Multiculturalism**

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

*Home* (David Ofek, 1994)

#### **May 21<sup>st</sup> – Multiculturalism (cont.)**



Screening: TBA

**May 28<sup>th</sup> – conclusion**

NO SCREENING

Submission of take home exam

### **Course requirements**

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

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

Mandatory reading materials appear on course site

### **Selected bibliography**

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

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

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

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

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

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

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



## Israel and the Environment

Fall 2017 and Spring 2018

**Dr. Stuart Fleischer (052-4-738979)**

**Preferred email: [sfleischer@wbais.net](mailto:sfleischer@wbais.net)**

### **The course description is:**

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

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

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

### **Content covered:**

- 1) Ecology food webs and interactions
- 2) Ecosystems in Israel
- 3) Human Impact of Ecosystems from 1st Aliya towards statehood and beyond

- 4) The role of the J.N.F. and Israel Nature Authority
- 5) Environmental impact on Israel's ecosystems through Industry and Agriculture
- 6) Alternative energy sources and resources
- 7) Environmental cooperation between Israel and its neighbors
- 8) Israel and environmental legislation

### **Assignments and Dates:**

#### **Four Assessments: two tests, essay final and research paper**

Test Format: Both tests are multiple choice.

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

- Midterm Test: (20%) – TBA
- Final Test: (20%) – TBA
- Take Home Final Test will cover specific environmental themes – Short Essay (30%) – TBA: send via email.
- Research Paper (30%) – TBA: send via email.

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

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

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

HYPERLINK will be listed on the Moodle Class Site.

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



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

### **Judean Desert Jeep Trek**

**(No obligation to attend)**

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

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

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

Daytime Focus:

- H) Geology of Syrian African Rift
- I) Water Resources in the Judean Desert from 810M to -410M
- J) Plant Survival Techniques in a desert climate
- K) Medicinal Herbs of the Judean Desert
- L) Keystone species in Upper and Lower Judean Desert Regions
- M) Interactions of Man and Nature: Conflict and Cohabitation
- N) Oil Shale in the desert?

Nighttime Focus:

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



**Weekly Reading List:**

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

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

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

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

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

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

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





## **Business Ethics**

**Instructor: Sarit Smila-Sened**

**Email: [sarits@mail.tau.ac.il](mailto:sarits@mail.tau.ac.il)**

### **Course Description:**

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

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

**Texts:** *The Elements of Moral Philosophy / Rachels*

*Business in Ethical Focus: An Anthology*

**Course Work:** 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-Frechtt "A Defense of Risk-Cost-Benefit Analysis"

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

Tibor R. Machan "Environmentalism Humanized"

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

### **Week 6:** Globalization and Its Ethical Significance

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

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

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

Case Study 2: The Global Fashion Industry/High Tech

### **Week 7:** Rights and Obligations of Employers and Employees

Richard T. De George "Whistleblowing"

Robert A. Larmer "Whistleblowing and Employee Loyalty"



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

Tibor R. Machan, "Human Rights, Workers' Rights, and the Right to Occupational Safety"

Case Study 4: Remedia

**Week 8:** 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, 2017-2018

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

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

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

### Course outline and readings

8. The Pre-State Economy  
(Ben Porat: chap 1; Halevi and Klinov-Malul: chap 2)
  
9. Economic Development 1948-1973  
(Halevi and Klinov-Malul: chaps 1,3,4; Patinkin: chaps 1,2; Rivlin: chap 1)
  
10. 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)
  
11. The Defense Burden  
(Ben Porath: chap 8; Rivlin: chap 3)
  
12. Industry, Agriculture and Services

(Rivlin: chap 4; Bank of Israel: Annual Reports)

13. The Balance of Payments, Foreign Debt, Exchange Rate Policies  
(Ben Porath: chap 14-17; Rivlin: chap 5)

14. 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)

11. The Current Situation

(see websites: [mof.gov.il](http://mof.gov.il); [bankisrael.gov.il](http://bankisrael.gov.il))

## READINGS

### **Introduction to economics:**

Rudiger Dornbusch, Stanley Fischer and Richard Startz,

Macro-Economics, 8<sup>th</sup> edition (McGraw-Hill Higher Education)

Chapters 1, 2, 3, 7.1, 7.2, 12.1, 18.4 (not in 7<sup>th</sup> 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: Harvard 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](http://cbs.gov.il)

[mof.gov.il](http://mof.gov.il)

[bankisrael.gov.il](http://bankisrael.gov.il) (Annual Report)

My book, “The Israeli Economy from the Foundation of the State through the 21<sup>st</sup> Century” will be  
useful.



## **Nuclear Nonproliferation and Security in the 21<sup>st</sup> 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**



## Introduction to Modern Standard Arabic (MSA)

Michael Guggenheimer

### Course Description and Goals

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

Students will be trained to acquire the following skills:

5. Familiarity with the Arabic alphabet and reading words in the Arabic script, including all vowels and other added signs.
6. Arabic typing and using online Arabic-English dictionaries.
7. Basic grammar and vocabulary of MSA.
8. 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*, 3<sup>rd</sup> 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.



## INNOVATION - THEORY AND PRACTICE

DR. IRIS GINZBURG

[irisgi@post.tau.ac.il](mailto:irisgi@post.tau.ac.il)

052-4470044

**Office Hours:** By appointment

### Course Units

3 semester hours.

1 course unit = 4 ECTS units

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

### Course Description

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

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

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

### Course Objectives

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

1. Master theoretical framework as well as a collection of useful tools to promote innovations in real-life situations .
2. Identify emerging trends in the local and global environment

3. Utilize a variety of ideation techniques to solve problems and brainstorm new concepts
4. Create mockups , part of an iterative process that is required for innovation

## Evaluation of Student and Composition of Grade

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

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

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

## Course Assignment

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

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

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

## Grading Policy

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



## Evaluation of the Course by Student

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

## Course Site (Moodle)

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

## Course Outline

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

## Required Reading and Viewing

- <http://www.bustpatents.com/timetable.html>
- <http://resources.woodlands-junior.kent.sch.uk/homework/victorians/inventiotimeline.html>
- Rachel Schuster: The Israel Effect <http://www.haaretz.com/news/the-israel-effect-1.4560>
- Ilene Prusher Innovation Center? <http://www.csmonitor.com/World/Middle-East/2010/0309/Innovation-center-How-Israel-became-a-Start-Up-Nation> .
- Innovation indices – the global Innovation index (TBD)
- Hargadon, A. B., & Douglas, Y. (2001). When innovations meet institutions: Edison and the design of the electric light. *Administrative Science Quarterly*, 46(3), 476-5  
<http://www.cs.princeton.edu/~sjalbert/SOC/Douglas.pdf>
- Furr and Dyer <http://hbr.org/video/3769919760001/managing-the-uncertainty-of-innovation>
- Innovation and Individual Creativity
- <https://medium.com/the-rules-of-genius>
- Mathematics Genius: <http://nautil.us/issue/18/genius/the-twin-prime-hero-rd>
- Innovation and Intellectual Property
- <http://scienceprogress.org/2009/01/patent-reform-101/>
- <http://www.forbes.com/sites/henrychesbrough/2011/03/21/everything-you-need-to-know-about-open-innovation/>
- Jill Lepore: The Disruption Machine, New Yorker, June 2014
- <http://www.newyorker.com/magazine/2014/06/23/the-disruption-machine>
- [http://www.washingtonpost.com/opinions/five-myths-about-business-disruption/2014/06/27/57396950-fd4b-11e3-932c-0a55b81f48ce\\_story.html](http://www.washingtonpost.com/opinions/five-myths-about-business-disruption/2014/06/27/57396950-fd4b-11e3-932c-0a55b81f48ce_story.html)

- Robert Lambert, <http://robertlambert.net/2013/02/a-fistful-of-agile-criticisms/>
- Everything's amazing and nobody's happy  
<http://www.economist.com/blogs/freeexchange/2012/09/growth>
- Is U.S. Economic Growth Over? Faltering Innovation Confronts the Six Headwinds.  
<http://www.nber.org/papers/w18315>

### Recommended Reading

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



## ENTREPRENEURSHIP FROM A TO Z

Mr. Meishar meiri

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

+972-52-3633911

### Course Objectives

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

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

### Methods of Learning

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

### Methods and Theories Discussed

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

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

**"The idea"**



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

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

### **Market**

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

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

### **People and the Team**

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

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

### **Interpersonal Communication**

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

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

### **Strategy Models**

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

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

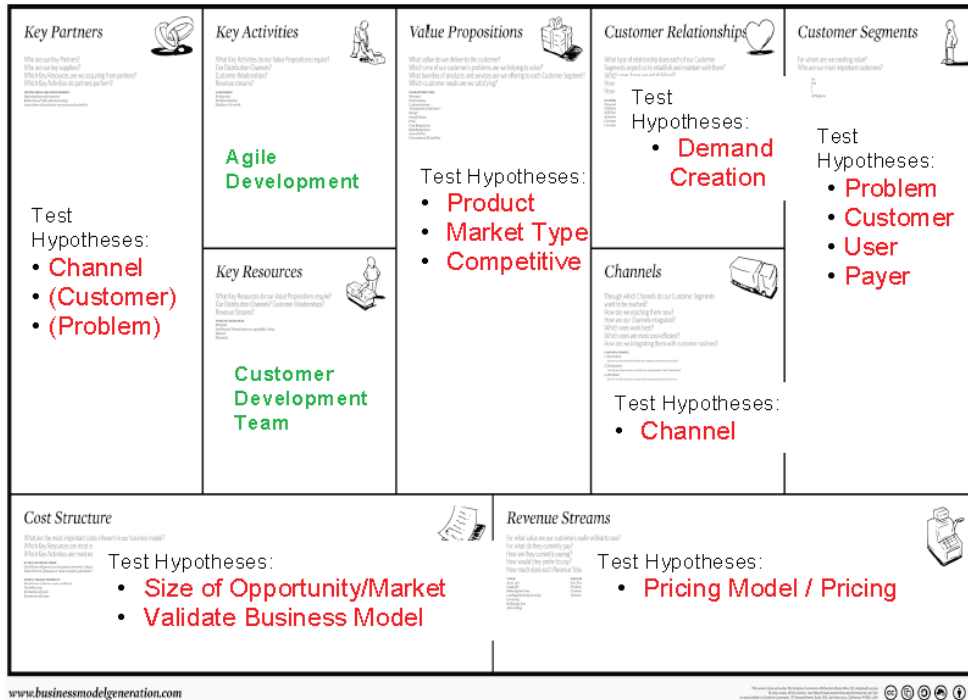
Chesbrough, H. (2007). Business model innovation: it's not just about technology anymore. *Strategy & leadership*, 35(6), 12-17.

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

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

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

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





## Evaluation of Student and Composition of Grade

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

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

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

## Grading Policy

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

## Evaluation of the Course by Student

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

## Recommended Reading

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

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

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

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

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

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

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



## FOUNDATION OF ENTREPRENEURSHIP

MS. NOGA KAP

nogakapp@gmail.com

054-4428289

**Teaching Assistant (TA):** TBD

**Office Hours:** By appointment

### Course Units

3 semester hours.

1 course unit = 4 ECTS units

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

### Course Description

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

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

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

### Course Objectives

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

5. Understand and implement the start-up foundation process
6. Important concept, terms and ideas in entrepreneurship and intrapreneurship

7. Understand and create Business plan of new venture or later stage venture
8. Different types of ventures being impact ventures, medical, software, hardware, mobile, commerce, etc.
9. Venture valuation, funding, funding sources, timing; how to protect the entrepreneur
10. Presentation your venture in front of investors

## Evaluation of Student and Composition of Grade

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

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

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

## Course Assignment

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

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



website or to the teacher's e-mail.

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

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

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

### Grading Policy

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

### Evaluation of the Course by Student

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

### Course Site (Moodle)

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

### Course Outline

Week	Date	Subject	Description	Comments/Workshops
1		Introduction Meeting	Introduction to the course, objectives and process.	View chapter 1
		The Entrepreneurship process		Reading chapter 1



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

10		Presentation	Students assignment	Work in groups
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## Required Reading

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

## Required Viewing

1. Saras Sarasvathy interview <http://bigthink.com/users/sarassarasvathy>
2. Jim Ellis movie at Stanford [http://www.youtube.com/watch?v=yG6\\_6UbprFw](http://www.youtube.com/watch?v=yG6_6UbprFw)
1. The business model Canvas <http://www.businessmodelgeneration.com/canvas/bmc>

## Recommended Reading

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

