



*Central Offices Responsible for the Integration at
Home of Internationalisation as Assurance of
quality in the Meda region*

Implementation of the Pilot Project on the European Credit Transfer System (ECTS) at Ben- Gurion University.

Stage One of the Implementation: The Ginsburg-Ingerman Overseas Students Program Spring 2011 Syllabus Booklet

THE PROJECT WAS EXECUTED AND THE BOOKLET WAS PREPARED
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UNDER THE SUPERVISION OF MOSHE AMIR

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Ben-Gurion University of the Negev
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As part of the TEMPUS-PROJECT N. 159186-2009-1-BE-SMGR at Ben Gurion University of the Negev, a pilot project on the implementation the ECTS is being conducted in several departments of the university.

This booklet contains the modules syllabi of Spring Semester 2011 at the Overseas Students Program of Ben-Gurion University of the Negev. It represents the first stage of our ECTS implementation.

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Template: Syllabus Components

(The order is flexible)

Name of the module¹- title of the Module.

Number of module- numeric code of the module, needed for registration, represent certain information for the institution administration.

Credits- number of credits in the Israeli system, based on contact hours.

ECTS credits- number of credits in the European Credit Transfer System.

Academic year- in which academic year the module is being taught.

Semester (or duration) - in which semester the module is being taught (in case of other itinerary based program: the length and dates of the module).

Hours of instruction- the hours in which the module takes place.

Location of instruction- the location of lectures (or any other kind of instruction) in the module.

Language of instruction- the Language in which the instruction is done (and usually the language in which the work and assignments is done, if not, detailing is needed).

Cycle- the degree level in which the module is being taught (BA, MA etc.).

Position- the level of the module (introductory, advanced, seminar etc.), the nature of the module (elective module or a compulsory module etc.) on the different degree programs, and whether it is a prerequisite for other modules.

Field of Education\ content area- the discipline and main area in which the module is belong to.

Responsible department- the academic department that provides the module and its services).

Lecturer and contact details- the name of the person in charge of the instruction in the module and the details to contact him if needed (such as phone number, email address, office number).

Teaching assistant and contact details (if needed) - the name of person who takes part in the module as an assistant and the details for students to contact him if needed (such as phone number, email address, office number).

Office hours- days and hours when the lecturer and\or assistant are available at the office for the students.

Entrance qualifications\ General prerequisites- the academic prerequisites that students should complete before their registration to the module.

Course Description:

Aims of the module- a broad general statement of the teaching intention in the module².

Objectives of the module- specific statements of the teaching intention in the module and what it hopes to achieve³.

Learning outcomes of the module- statements of what student is expected to know, understand and\ or be able to demonstrate after complete the process of learning of the module⁴.

¹ Module= course in American terminology.

² Kennedy, D. (2007) *Writing and Using Learning Outcomes: A Practical Guide*, Cork: Cork College University, 18.

³ Ibid

⁴ Ibid, 19.

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Attendance regulation- regulation and expectations regarding students' attendance and participation in class.

Teaching arrangement and method of instruction- the methods of instruction in the module and any other arrangement regarding teaching and learning activity.

Assessment- how the students will be assessed in the module (including dates of examination and due dates).

Work and assignments- detailed instructions for the students regarding the work and assignments in the module.

Time required for individual work- a definition of the amount of hours that the students are expected to invest in the module learning process, including reading assignments, etc. according to that section the module's ECTS is calculated.

Module Content\ schedule and outlines- the content and structure of the module, including detailed subjects, and their order.

Required reading (May be added to the section above)- The literature and reading items that students in the module are required to read (on which they may be tested).

Additional literature- the bibliography of the module.

Additional information- any comment or information which maybe relevant..

Grading scale- the academic grading system used in the module and its definition regarding the learning outcomes of the module (pass-fail\ percentage\ ECTS grading scale etc.).

Module evaluation- how and by which methods the module will be evaluated, by who and for what purpose.

Confirmation\ ratification- who (students, committee or panel) accepted and confirmed the module's syllabus, and when.

Last update- when was the syllabus last updated.

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Name of the module: Dilemmas and Critical Decisions of the State of Israel.

Number of module: 13-5-313

BGU Credits: 4 Credits.

ECTS: 6 ECTS.

Academic year: 2010-2011.

Semester: Spring.

Hours of instruction: Sunday: 12 pm- 2 pm and Wednesday: 2 pm- 4 pm.

Location of instruction: Sunday: Building 34 room 203 Weds: building 90 room 321.

Language of instruction: English.

Cycle: First cycle.

Position: the module is given as an elective introduction module to the students in the Overseas Students Program.

Field of Education: Israel Studies, Political Science, International Relations, Israel Diaspora Relations.

Responsible Department: Ginsburg- Ingerman Overseas Students Program.

Lecturer: Dr. Natan Aridan

Contact details: Email: aridan@bgu.ac.il

Phone: 050-5972969

Office location: Building 72, Room 632.

Office hours: Sunday, 10 am-12 pm.

General prerequisites: satisfactory English level.

Module Description:

Israel has been the subject of greater media attention and academic research than many other emerging nations. In many modules on the Middle East focus on Israel has been predominantly narrowed to the confines of Arab-Israel conflict, the dearth in objectivity has distorted the discourse on Israel related subjects. This foundation module is suitable for students of all disciplines who wish to study a broaden their perspective and understanding of the State of Israel through learning about of the dilemmas, critical decisions, and complex issues that Israel has confronted throughout its 64 years. During a critical debate a member of Knesset told Prime Minister David Ben-Gurion that his “conscience was clean” to which Ben-Gurion retorted, “Of course your conscience is clean because you have never had to use it!” This quote is indeed pertinent to our understanding on issues discussed in the module such as: national building, the political system; international relations, who is a Jew?; religion and state, Arab’s as Israeli citizens; security and defense; immigration, settlement, Israel-Diaspora relations, education, gender issues, and humanitarian law. As editor of the journal *Israel Studies* (co-published with Brandeis University) I have been deeply involved in encouraging multidisciplinary and objective research on Israel, many of the articles of which I look forward to sharing with students as I have with others over many years.

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Aims of the module:

The module is committed to advancing knowledge and understanding of the State of Israel by exploring and examining the subjects (described above) through an array of sources, aimed at exposing students to these complex issues and to arrive at their conclusions.

Objectives of the module:

Students will be required to read critically primary archival sources and secondary texts. They will be exposed to different perspectives and viewpoints, and after having understood studied the complex and multifaceted issues be encouraged to reach their own conclusions. It is hoped that the module will not only broaden students' understanding of Israel but also widen their perspectives during participation and encounters with their fellow international students on the module, thereby contributing to their own modules upon returning to their studies back home.

Learning outcomes of the module:

On successful completion of the module, the student should be able to:

1. Describe and analyze dilemmas that have faced the State of Israel.
2. Review discussions and debates on the critical issues.
3. Review and analyze attempts to resolve conflicting interests.
4. Describe and analyze the differing views and academic discourse.
5. Offer interpretations of documents and their potential positive and negative aspects.
6. Compare and contrast these dilemmas and critical decisions with those encountered in their own respective countries.

Attendance regulation: Compulsory attendance.

Teaching arrangement and method of instruction:

The module will be conducted through a combination of formal lectures, small study groups and class discussion. The lectures will be based on weekly reading assignments. In addition to these readings, primary sources will handed out, studied and discussed in class.

Assessment:

Structure of Final Module Grade

| | |
|-------------------------|-------------|
| 1. Participation | 20% |
| 2. Midterm Exam | 30% |
| 3. Final Exam | 50% |
| 4. Student presentation | <u>20%</u> |
| | <u>100%</u> |

Please Note:

- Work handed in late, will not be graded!
- Students will have their final grade lowered if they miss more than 2 class meetings unexcused

Work and assignments:

- Students are required to read the assigned material and actively participate in the weekly discussions.

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- Students are required to write a midterm paper (2,000-2,500 words). The aim is not to write a summary of all the facts but rather, to look at a particular problem by presenting the academic discourse, different viewpoints, and their own conclusions. Students will be given a midterm checklist no later than the lecture 3 in order to help them prepare for the assignment. Students will meet with me at least twice during my office hours or at another arranged time to discuss their progress.
- Students are also encouraged to meet with me during my office hours on any matters.
- Depending on the size of the class students will be asked to prepare presentations of their papers or to present their views on certain articles in class.
- Prior to the final examination students shall be informed of the reduced number of subjects to prepare for the exam thereby giving them the opportunity to answer in depth the exam questions.
- As in the past I shall be happy to accept a long essay or seminar paper instead of the midterm paper for those students who wish have this credited by their home institution.

Time required for individual work: in addition to attendance in class and study tour, the students are expected to do their assignment and individual work:

- 2 hours of required reading per class.
- Writing midterm paper: about 18 hours.
- Final exam preparation: about 20 hours.
- Preparing presentation: 8 hours.

Those expectations are approximate and correlate with the module's ECTS.

Schedule, Outlines and Literature:


- 1
 - **EXPLANATION AND EXPECTATIONS**
 - **COMING TO TERMS WITH THE STATE OF ISRAEL**

- 2
 - **DIFFERENT PATHS TO ZION**
 - 📖 Readings
Herzl, *The Jewish State* (1896); Ahad Ha'am, "The Jewish State and the Jewish Problem" (1897).

- 3
 - **FROM THE BALFOUR DECLARATION TO THE PARTITION PLANS**
 - 📖 Readings
I. Galnoor, "The Zionist Debates on Partition (1919–1947)" *Israel Studies*, 14.2 (2009) 74-87.

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• **1948 — HISTORIOGRAPHY**

 Readings

- 4 1. S. Troen, “De-Judaizing the Homeland: Academic Politics in Rewriting the History of Palestine,” *Israel Affairs*, 13.4, 872-84.
2. M. Bar-On, “New Historiography and National Identity: Reflections on Changes in the Self-perception of Israelis and Recent Israeli Revisionist Historiography,” *Israeli Identity in Transition*, ed. A. Shapira (London, 2004) 1-29.

• **CONSENSUS — DRAFTING THE DECLARATION OF INDEPENDENCE**

 Readings

- 5 1. Document – People’s Council Debate on the Draft of the Declaration of the Establishment of the State of Israel (14 May 1948).
2. T. Friling and S. I. Troen, “Proclaiming Independence: Five Days in May from Ben-Gurion’s Diary,” *Israel Studies*, 3.1 (1988) 170-94.
3. E. Rubinstein, “The Declaration of Independence as a Basic Document of the State of Israel,” *Israel Studies*, 3.1 (1998) 195-210.

• **“A CONSTITUTION NO LATER THAN 1 OCTOBER 1948”**

 Readings

- 6 1. Document – Knesset Debate on a Constitution, I February, 13.6.1950, I. Rabinovich and Y. Reinharz, eds. *Israel and the Middle East* (Brandeis, NH, 2008) 96-102.
2. O. Rozin, “Forming a Collective Identity – The Debate over the Proposed Constitution, 1948–1950,” *Journal of Israeli History*, 26.2 (2007) 251-71.

• **ISRAEL’S GOVERNING INSTITUTIONS & POLITICAL GROUPINGS**

7  Readings

Selected readings on Israel’s institutions and political parties and groupings


• **THE LAW OF RETURN**

 Readings

- 8 1. Document – The Law of Return (1950) and amendments.
2. Document – Israel Supreme Court, The Brother Daniel Case, March 14, November 19, December 6 1962 [excerpts] *Israel in the Middle East* 172-74.
3. Yakobson & A. Rubinstein, “Either Jewish or Democratic?” *Israel and the Family of Nations* (London, 2008) 124-40.

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• **“WHO IS A JEW?” — ISRAEL AS A “JEWISH STATE”**

 Readings

1. Document – *Status Quo* Agreement between the Executive of the Jewish Agency and the Ultra-Orthodox Agudat Yisrael Organization, 17.6.47, *Israel in the Middle East* 58-59.
- 9 2. Z. Zameret, “Judaism in Israel: Ben-Gurion's Private Beliefs and Public Policy,” *Israel Studies*, 4.2 (1999) 64-89.
3. E. Ben-Rafael, *50 Intellectuals Answer Ben-Gurion* (Leiden-Boston-Köln, 2002) readings.
4. E. Ben-Rafael, “The Faces of Religiosity in Israel: Cleavages or Continuum?” *Israel Studies*, 13.3 (2008) 89-113.

10 • **SIMULATION /PRESENTATIONS**

• **THE IMPACT OF MASS IMMIGRATION (1)**

 Readings


- 11 1. M. Lissak, “Images of Immigrants: Stereotypes and Stigmata,” R. Zweig, ed., *David Ben-Gurion: Politics and Leadership in Israel* (London, 1990) 236-49.
2. H. Dahan-Kalev, “You’re So Pretty-You Don’t Look Moroccan,” *Israel Studies*, 6.1 (2001) 1-14.

• **THE IMPACT OF MASS IMMIGRATION (2)**

 Readings

- 12 1. E. Ya’ar, “Change and Continuity in Israeli Society: The Test of the Melting Pot,” *Israel Studies*, 10.2 (2005) 91-128.
2. S. Smooha, “The Mass Immigrations to Israel: A Comparison of the Failure of the Mizrahi Immigrants of the 1950s with the Success of the Russian Immigrants of the 1990s,” *The Journal of Israeli History* 27.1 (2008) 1–27.


• **ARABS AS CITIZENS IN A JEWISH STATE (1)**

 Readings

- 13 1. Document - National Committee for the Defense of Arab Lands Manifesto, 1979, *Israel in the Middle East* 311-12.
2. E. Yuchtman-Yaar & Z. Shavit, “The Cleavage between Jewish and Arab Israeli Citizens,” *Jews in Israel* eds., U. Rebhun & C. Waxman (New England, 2004) 345-70.
3. Document – Orr State Commission of Inquiry into the Events of October 2000 [excerpts] *Israel in the Middle East* 479-84.

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• **ARABS AS CITIZENS IN A JEWISH STATE (2)**

 Readings

- 14
1. A. Susser, "Partition and the Arab Palestinian Minority in Israel" *Israel Studies*, 14.2 (2009) 105-19.
 2. National Committee for the Heads of the Arab Local Authorities in Israel, "The Future Vision of the Palestinian Arabs in Israel" [excerpts] (Nazareth, 2006).
 3. S. Smootha, Index of Arab-Jewish Relations [excerpts] (Haifa, 2004).
 4. "Arab Minority Rights" *Jerusalem Report*, 5.7.2010, 14-17.

• **ISRAELIS AND THE SHOAH**

 Readings

- 15
- D. Ofer, "The Past that Does Not Pass: Israelis and Holocaust Memory," *Israel Studies*, 14.1 (2009) 1-35.

• **ISRAEL AND THE JEWISH DIASPORA**

 Readings

- 16
1. G. Sheffer, "Is the Jewish Diaspora Unique? Reflections on the Diaspora's Current Situation", *Israel Studies*, 10.1 (2000) 1-35.
 2. Ezra Kopelowitz & A. Engelberg, *A Framework for Strategic Thinking about Jewish Peoplehood* (Jerusalem, 2006) 1-39.

• **ISRAEL & DIASPORA ADVOCACY**

 Readings

- 17
- Midterm paper due*
1. Document – Relations between Legations and Jewish Communities, 12.5.1949.
 2. C. Liebman, "Diaspora Jewry's Influence on Israel's Foreign Policy," *Pressure Without Sanctions* (New York, 1977) 156-74.
 3. E. Bick, "Transnational Actors in a Time of Crisis; the Involvement of American Jews in Israel-United States Relations, 1956-57," *Middle Eastern Studies*, 39.3 (2003) 144-68.


• **THE STRUGGLE OVER EDUCATION**

 Readings

- 18
- A. Hofman, "The Politics of National Education: Values and Aims of Israeli History Curricula, 1956–1995," *Journal of Curriculum Studies*, 2007, 39.4, 441–70.


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• **GENDER ISSUES**

 Reading

- 19
1. H. Herzog, "Women in Israeli Society," *Jews in Israel* eds, U. Rebhun & C. Waxman, (New England, 2004) I. Rabinovich and Y. Reinharz, *Israel in the Middle East*, 287-96.
 2. P. Lahav, "A Chandelier for Women - A Tale about the Diaspora Museum and Maurycy Gottlieb's Jews Praying on Yom Kippur," *Israel Studies*, 11.1 (2006) 108-42.

• **ISRAEL AMONG THE NATIONS (1)**

 Readings

- 20
1. M. Sharett, "Aims of Israel's Foreign Policy", UNGA, 11 May 1949.
 2. U. Bialer, "Facts and Pacts - Ben-Gurion and Israel's International Orientation 1948-1956," R. Zweig, ed., *David Ben-Gurion : Politics and Leadership in Israel* (London, 1991) 216-35.

• **SECURITY DILEMMAS: REPRISAL RAIDS; THE 1956 SUEZ-SINAI WAR**

 Readings

- 21
1. P. Lahav "A Small Nation Goes to War: Israel's Cabinet Authorization of the 1956 War," *Israel Studies*, 15.3 (2010) 61-86.
 2. S. I. Troen, "The Protocol of Sèvres: British/French/Israeli Collusion against Egypt, 1956", *Israel Studies*, 1.2 (1996)122-139.

• **SECURITY AND PEACE DILEMMAS: THE 1967 WAR AND ITS AFTERMATH**

 Readings

- 22
1. Z. Shalom, "Lyndon Johnson's Meeting with Abba Eban, 26 May 1967," *Israel Studies*, 4.2 (1999) 221-36.
 2. Document – The Khartoum Resolutions, 1.9.67.
 3. Document – UN Security Council Resolution '242', 22.11.67.
 4. Document – The Allon Plan, 1968.
 5. M. Shemesh, "On Two Parallel Tracks – The Secret Jordanian-Israeli Talks (July 1967–September 1973)" *Israel Studies*, 15.3 (2010) 86-120.

• **SECURITY DILEMMAS: THE 1973 OCTOBER WAR**

 Readings

- 23
1. U. Bar-Joseph, "Main Trends in the Historiography of the Yom Kippur War: A Thirty-Year Perspective," *The Journal of Israeli History*, 24.2 (2005) 251–66.
 2. Recently declassified US documents on the 1973 October War.

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• **DIPLOMACY AND THE SEARCH FOR PEACE (1)**

24  Readings

1. Document – The Camp David Accords, 1978.
2. Document – Israel-Jordan Peace Treaty, 26 .10.1994.
3. Document – The United States Middle East Road Map, 30.4.03.

• **ISRAEL AMONG THE NATIONS (2)**

25  Readings

1. Z. Sufott, “Israel's China Policy 1950-92,” *Israel Affairs*, 7.1 (2000) 94-118.
2. Document– Fundamental Agreement between the Holy See and the State of Israel 30.12.93.
3. Y. Dror and S. Pardo, “Approaches and Principles for an Israeli Grand Strategy towards the European Union, “*European Foreign Affairs Review*, 11 (2006) 17–44.

• **THE DELIGIMATIZATION OF ISRAEL**

26  Readings

1. M. Halbertal, “The Goldstone Illusion — What the U.N. Report Gets Wrong about Gaza and --- War,” *The New Republic*, 6.11.2009.
2. G. Steinberg, “The Politics of NGOs, Human Rights and the Arab-Israel Conflict,” *Israel Studies*, 16.2 (2011).

* All learning material for the lectures will be available to the students on the module's website (high-learn)/ library/electronic documents available to BGU students.

Grading scale: the academic grading system used in all modules of the overseas students program is:

| | | | | | | | | | | | |
|--------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------------|
| A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | F |
| 93-100 | 89-92 | 86-88 | 82-85 | 79-81 | 76-78 | 72-75 | 69-71 | 66-68 | 62-65 | 58-61 | 57 or below |

It is important to note that the passing grade in the OSP is different from other university modules. This scale is relevant only to the modules offered by our department.

Module evaluation: at the end of the semester the students will evaluate the module, in order to draw conclusions, and for the department internal needs.

Confirmation: the syllabus was confirmed by the Dean of International Academic Affairs on 2010 to be valid in Spring 2011.

Last update: 16/3/11

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Name of the module: Sites and Rites of Collective Memory in Israel:

Holocaust, History and Identity

Number of module: 13-5-4007

BGU Credits: 2 Credits.

ECTS: 3 ECTS.

Academic year: 2010-2011

Semester: Spring.

Hours of instruction: Monday 2-4 pm.

Location of instruction: Building 90 room 321.

Language of instruction: English.

Cycle: First cycle.

Position: the module is given as an elective introduction module to the students in the Overseas Students Program.

Field of Education: Anthropology/Sociology.

Responsible Department: Ginsburg- Ingerman Overseas Students Program.

Lecturer and contact details:

Dr. Jackie Feldman

Email: jackiefeld@gmail.com

Phone / Mobile: 08-6472083/ 052-8704489

Office location: Building 72 room 336.

Office hours: Monday 11-12.

General prerequisites: satisfying English level.

Module description:

The module will explore the dynamic relations between space and memory in commemorative sites and rituals in Israel. We will investigate how memory practices reflect various historical narratives and social identities, and how commemorative praxis endows sites with new meanings. The sites and rites to be studied include: Holocaust monuments and ceremonies, archaeological and heritage sites, military cemeteries and monuments, knowledge of the land hikes, roots tours and more.

Objectives of the module:

To acquaint students with the variety of Israeli understandings of the past that impact on the present. To encourage a critical reading of Israeli civil sites and rituals, by examining their ideological claims, agents and changing performative contexts. To insert the Israeli politics of representation within larger worldwide processes and theories, and encourage students to reflect on their own collective myths and identities.

Learning outcomes of the module:

On successful completion of the module, the student should be able to:

1. Recall the major events shaping contemporary Israeli collective memory.

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2. Correlate the sites and rituals in Israeli society with the historical events they portray.
3. Summarize the forces shaping collective memory and their relation to historical events.
4. Apply the theory in the broader literature on memory to specific events in Israeli time-space.
5. Compare Israeli commemorations with those of the various students' home countries.
6. Synthesize the perspectives provided in the literature with primary material from observations, interviews or archives.
7. Reflect on how commemorations affect the students' own identities.

Attendance regulation: compulsory attendance in class.

Teaching arrangement and method of instruction:

The module will be conducted through formal lectures and class discussions on weekly reading assignments, as well as a tour to sites of memory in Jerusalem. In the course of the semester, students will write a term paper incorporating archival or fieldwork elements; the research will also be the subject of a class presentation.

Assessment:

Structure of Final Module Grade

| | |
|---|------------|
| 1. Participation + written analysis of tour | 10% |
| 2. Midterm Exam | 25% |
| 3. Final Paper | 55% |
| 4. Student presentation | <u>10%</u> |
| | 100% |

Note:

- Work handed in late, will not be graded!
- Students will have their final grade lowered an entire grade level if they miss more than two class meetings unexcused.

Work and assignments:

Analysis of tour: Students are required to analyze the emplacement, exhibition strategy and guiding at Yad Vashem/Mount Herzl, utilizing at least two of the perspectives provided by previously assigned readings.

Midterm exam: 50% of the exam consists of 10 multiple choice questions on major issues discussed in the assigned articles. The second part of the exam (50%) asks students to write a 1-2 page essay asking them to:

- Choose a site or rite of Israeli collective memory studies in class.
- Identify the historical understandings conveyed by that site or rite.
- Describe the power relations of inclusion or exclusion around that site or rite.
- Demonstrate how changes in representation and practices reflect changes in Israeli society.

Final Paper: Students are required to select a site or rite of Israeli collective memory, preferably one not elaborated on in class. They are to read an additional five articles beyond class assignments and synthesize their knowledge with that obtained in class. In addition, they will choose a source of primary information – observations, interviews, observations from the contemporary press or media or archives, apply the

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analysis described in their papers, and raise new questions beyond those already covered. The paper will be 7-10 pages in length.

Presentation: On the final days of class, students will provide a ten-minute presentation of their ongoing research to the class.

Time required for individual work: in addition to attendance in class and participation on the study tour, the students are expected to do their assignments and individual work:

2 hours of readings per week.

4 hours of studying for the midterm exam.

1 hour of writing analysis of the tour.

1 hour of preparation for the class presentation.

15 hours of writing the final paper.

Those expectations are approximate and correlate with the module's ECTS.

Schedule and outlines and Literature:

Week 1: What is collective memory?

Maurice Halbwachs, *The Collective Memory*, New York, 1980, pp. 23-30, 60 – 76.

*Maurice Halbwachs, *On Collective Memory*, Lewis A. Coser, translator and editor, University of Chicago Press: Chicago, 1992, pp. 38-53.

*Pierre Nora, "Between Memory and History: Les Lieux de Memoire", *Representations*_26, Spring 1989, pp. 7-25.

Week 2: Jewish and Zionist memory paradigms

Yosef Hayim Yerushalmi, *Zachor: Jewish History and Jewish Memory*, University of Washington Press, 1982, pp. 1-26.

*Yael Zerubavel, *Recovered Roots: Collective Memory and the Making of Israeli National Tradition*, University of Chicago Press, Chicago and London, 1995, Chapters 1, 2.

Week 3: Cult of the fallen in Israel – monuments and cemeteries

*George Mosse, "The Cult of the Fallen", in *Fallen Soldiers: Reshaping the Memory of the World Wars*, Oxford University Press, New York, 1991, pp. 70-106.

*Sivan, Emmanuel. 1999. "Private Pain and Public Remembrance in Israel", in *War and Remembrance in the Twentieth Century*, Winter, Jay and Emmanuel Sivan, eds., Cambridge and New York: Cambridge University Press, pp. 177-204.

Week 4: Commemoration of Yitzhak Rabin

Harrison, Jo-Ann. "Social Ceremonies for Yitzhak Rabin: Social Construction of Civil Religion in Israeli Schools." *Israel Studies* 6(3): 113-134.

*Yoram Peri, "Rabin: between Commemoration and Denial", in *The Assassination of Yitzhak Rabin*, Yoram Peri, ed., Stanford University Press, Stanford, pp. 348-374.

*Vered Vinitzky-Saroussi, "Jerusalem Assassinated Rabin and Tel Aviv Commemorated Him", *City and Society*, 1998: 183-204.

Week 5: Collective memory of the Holocaust in Israel

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*Avner Ben-Amos and Ilana Bet-El, "Commemoration and National Identity: Memorial Ceremonies in Israeli Schools", in, *Homecomings: Unsettling Paths of Return*, Levy, Andre and Alex Weingrod, eds., Lanham, Kentucky: Lexington Books, 2004, pp. 169-199.

*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.

James Young, *The Texture of Memory: Holocaust Memory and Meaning*, New Haven: Yale University Press, 1993, pp. 219-262.

Week 6: Holocaust monuments and commemorative rites in Israel

Andreas Huyssen, "Monument and Memory in a Postmodern Age", in James E. Young, ed., *The Art of Memory: Holocaust Memorials in History*, Prestel: Munich and New York, 1994, pp. 9-18.

*Don Handelman and Elihu Katz, "State Ceremonies of Israel- Remembrance Day and Independence Day", in D. Handelman, *Models and Mirrors*, Cambridge University Press, Cambridge, 1990, pp. 191 - 239, 290 - 295.

Week 7: Trip to Mt. Herzl national and military cemetery and Yad Vashem

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

*Maoz Azaryahu, "Mount Herzl: The Creation of Israel's National Cemetery", *Israel Studies* 1(2), 1996: 46-74.

Jackie Feldman, "Between Yad Vashem and Mt. Herzl: Changing Inscriptions of Sacrifice on Jerusalem's 'Mountain of Memory'", *Anthropological Quarterly* 80.3 (2007): 1145-1172.

Please browse the Yad Vashem website and compare it with that of another Holocaust museum (Los Angeles, New York, Berlin, Washington, Ghetto Fighters Museum, Budapest, Sydney...).

Week 8: Youth voyages to the concentration camps in Poland

*Jackie Feldman, "In Search of the Beautiful Land of Israel: Youth Voyages to Poland", in Erik Cohen and Hayim Noy, eds., *Israeli Backpackers and their Society: From Tourism to Rite of Passage*. New York: State University of New York Press: Israeli Studies Series, 2005, pp. 217-250.

Jack Kugelmass, "Why We Go to Poland: Holocaust Tourism as Secular Ritual", in 'James Young, ed., *The Art of Memory: Holocaust Memorials in History*, Prestel: Munich and New York, 1994, pp. 174-183.

Week 9: Archaeology as Israeli national practice

Kohl, Philip L. 1998. "Nationalism and Archaeology: On the Construction of Nations and the Reconstructions of the Remote Past", *Annual Review of Anthropology* 27, pp. 223-246.

*Elon, Amos. 1997. "Politics and Archaeology", in Silberman, Neil David and David Small, eds., *The Archaeology of Israel: Constructing the Past, Interpreting the Present*, Sheffield: Sheffield Academic Press, pp. 93-100

*Abu el-Haj, Nadia. 1998. "Translating Truths: Nationalism, the Practice of Archaeology and the Remaking of Past and Present in Contemporary Jerusalem", *American Ethnologist* 25(2), pp. 166-188.

Please browse the City of David website as well as an alternative archaeology website.

Week 10: Museums as national heritage sites

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Film: "Here it all began".

Oz Almog. *The Sabra: The Creation of the New Jew*, University of California Press, Berkeley, 2000, pp. 1-22, *160-184.

*Tamar Katriel, "Remaking Place: Cultural Production in Israeli Pioneer Settlement Museums", in Eyal Ben-Ari and Yoram Bilu, eds., *Grasping Land*, SUNY Press, New York, 1997, pp. 147-175.

Week 11: Land of Israel hikes: conquering contested land with one's feet.

*Zali Gurevitch, "the Double Site of Israel", in Eyal Ben-Ari and Yoram Bilu, eds., *Grasping Land: Space and Place in Contemporary Israeli Discourse and Experience*, SUNY Press: Albany, 1997, pp. 203-216.

*Tamar Katriel. 1995. "Touring the Land: Trips and Hiking as Secular Pilgrimages in Israeli Culture", *Jewish Ethnology and Folklore Review* 17: 6-13.

Michael Feige. 1995. "Jewish Hebron Between Past and Present: A Case of Collective Memory." *Israel Studies Bulletin* 10(2): 5-9

*Richard Clarke, "Self-presentation in a contested city: Palestinian and Israeli political tourism in Hebron", *Anthropology Today*, 16(5), 2000: 12-18.

Efrat Ben-Ze'ev and Eyal Ben-Ari, "Imposing Politics: Failed Attempts at Conceptualization of 'Co-existence' In Jerusalem", *Anthropology Today*, 12(6), 1996: 7-13.

Week 12: Roots trip of Israelis and Palestinians – a comparison

*Andre Levy. 2004. "Homecoming to the Diaspora: Nation and State in Visits of Israelis to Morocco", in *Homecomings: Unsettling Paths of Return*, Levy, Andre and Alex Weingrod, eds., Lanham, Kentucky: Lexington Books, 2004, pp. 92-108.

Efrat Ben- Ze'ev, "Transmission and Transformation: The Palestinian Second Generation and the Commemoration of the Homeland" in *Homelands and Diasporas: Holy Lands*, 2004, pp. 123-139. Access at

http://books.google.com/books?id=zBeBCsEZulgC&pg=PA123&lpg=PA123&dq=efrat+ben+ze%27ev&source=bl&ots=pkpeaUXFdq&sig=3jxBVkhRnDBRZJTV_9TXuNv1zA&hl=fr&ei=HfScSvnbFsTK_gautJSeBQ&sa=X&oi=book_result&ct=result&resnum=6#v=onepage&q=efrat%20ben%20ze%27ev&f=false

*Efrat Ben-Ze'ev and Issam Aburaiya, "Middle-Ground Politics and the Re-palestinization of Places in Israel", *International Journal of Middle East Studies* (2004), 36:4:639-655.

Week 13: Summary: Israeli Collective Memory – Present and Future

*Uri Ram, "National, Ethnic or Civic? Contesting Paradigms of Memory, Identity and Culture in Israel", in *Studies in Philosophy and Education*, Volume 19, Numbers 5-6, 2000: 405-422.

Grading scale: the academic grading system used in all modules of the overseas students program is:

| | | | | | | | | | | | |
|--------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------------|
| A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | F |
| 93-100 | 89-92 | 86-88 | 82-85 | 79-81 | 76-78 | 72-75 | 69-71 | 66-68 | 62-65 | 58-61 | 57 or below |

It is important to note that the passing grade in the OSP is different from other university modules. This scale is relevant only to the modules offered by our department.

Additional information: Students will be asked to observe commemorations routinely taking place on or around campus in the course of the semester, to provide additional material to provoke class discussion.

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Module evaluation: at the end of the semester the students will evaluate the module, in order to draw conclusions, and for the department internal needs.

Confirmation: the syllabus was confirmed by the Dean of International Academic Affairs on 2010 to be valid in Spring 2011.

Last update: 8/5/11

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Name of the module: Holy War in Judaism, Christianity and Islam.

Number of module: 13-5-323

Credits: 4 BGU credits.

ECTS credits: 6 ECTS.

Academic year: 2010-2011.

Semester: Spring.

Hours of instruction: Wednesday, 16:00- 20:00.

Location of instruction: Building 90 room 321.

Language of instruction: English.

Cycle: first cycle.

Position: the module is given as an elective introduction module to the students in the Overseas Students Program.

Field of Education: History, Comparative Religion, Political Science.

Responsible department: Ginsburg- Ingerman Overseas Students Program.

Lecturer: Dr. Jonathan Fine.

Contact details: jfine@idc.ac.il, jonathanfine2003@yahoo.com

Office hours: Wednesday, 15.00 – 16.00.

General prerequisites: none.

Module description:

Political religious violence is not a new phenomena in human history, but it seems that religious motivated violence has been enjoying an impressive reappearance during the last quarter of the 20th century and the beginning of the 21st. This contemporary political trend is led by various fundamental groups in all major religions, who pursue a consistent social – political agenda which in most cases is extremely violent. The module will examine this issue through three major perspectives: Historical, theoretical, and the analysis of actual case studies in Judaism, Christianity, and Islam.

Aims of the module: To provide a professional and deep understanding of the phenomena of fundamental religious politics through critical texts analysis, and its possible implications on contemporary international politics.

Learning outcomes of the module:

On successful completion of the module, the student should be able to:

1. Understand the basic differences between secular political violence and religious political violence on a macro level.
2. Apply basic theoretic concepts and models, used in comparative religion, and political science.
3. Synthesize the differences in attitude between main stream Judaism, Christianity, and Islam towards violence and Holy War as to its radical fundamental interpretation.
4. Compare radical violent groups in all three monotheistic faiths and draw similarities and differences on both, ideological, strategic, and tactical levels.

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5. Correlate the subject matter with current events.
6. Summarize the forces which drive religious political violence.
7. Analyze and know the major primary sources in all three religions which deal with holy war.
8. Summarize and know the leading scholars in the field.

Attendance regulation: Besides full attendance, participation and reading assignments, each student will hand in a midterm paper after 5 weeks, and a final paper.

Teaching arrangement and method of instruction: The module will be conducted through a combination of formal lectures, and class discussion. The lectures will be based on guided weekly reading assignments. In addition to these readings, primary religious sources will be studied and discussed in class, also accompanied by the use of Video and DVD per topic.

Assessment:

Structure of Final Module Grade

| | |
|------------------|------------|
| 1. Attendance | 30% |
| 2. Midterm Paper | 20% |
| 3. Final Paper | <u>50%</u> |
| | 100% |

Note:

Module Requirements: A "pass" requirement in the final Paper and mid term paper, including compulsory attendance.

- Work handed in late, will not be graded (last week of the semester).
- Penalties and module policies should be clearly articulated (i.e. students will have their final grade lowered an entire grade level if they miss more than 2 class meetings unexcused)

Work and assignments:

Besides full attendance, participation, and the fulfillment of reading assignments,

Both, a midterm paper and a final paper will also be required.

The midterm paper will present the topic for the final paper, a research question, a short presentation and bibliography, altogether no more than 3 PP. All midterm papers will be handed in before the Pesach break.

Each topic will be chosen in accordance with the lecturer and his guidance.

Final papers should range between 15 – 25 pages (depending if they are refearts (15p) or seminars (25 p).

It is very important to keep in mind that all final papers should be handed to the OSP office as hard copies or by Email no later than one week after the semester ends. No papers will be excepted after that date, and the student will fail the module!

Getting the two following books could very useful:

1. Mark, Jurgenmeyer. *Terror in the Mind of God: The Global Rise of Religious Violence* (Berkeley, Los Angeles, London: University of California Press) 2003.
2. Hector, Avalos. *Fighting Words: The Origins of Religious Violence* (New York: Prometheus Books) 2005.

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Time Required for individual work:

In addition to attendance in class, the students are expected to do their assignment and individual work which should take about 4 hours per week.

This expectation is approximate and correlate with the module's ECTS.

Schedule and Outlines

Part 1: The Origins of Holy War in Judaism, Christianity, and Islam

General Introduction:

- Jurgenmeyer, Mark Introduction, in, *Terror in the Mind of God: The Global Rise of Religious Violence* (Berkeley, Los Angeles, London: University of California Press, 2003) PP. 3 – 19.

1. The Sources of 'Holy War' in Judaism: "Milchemet Mitzva" (Commanded - War) and "Milchemet Reshut" (Discretionary War)

Reading: (In all topics: a minimum of two readings is required).

- Avalos, Hector. Judaism and the Hebrew Bible, in, *Fighting Words: the Origins of Religious Violence* (New York: Prometheus Books, 2005) PP. 113 – 159.
- Bidelstein GJ. "Holy War in Maimonidean law", in, J Kramer ed. *Perspectives on Maimonides* (Oxford: Oxford University Press, 1991) PP. 206 – 220.
- Craigie, C. Peter The Old Testament's legacy of war, in, *The Problem of War in the Old Testament* (Grand Rapids Michigan: William B. Eerdmans Publishing Company, 1978) PP. 21 – 33.
- Firestone, Reuven. Holy War in modern Judaism? "Mitzvah War" and the problem of the "Three Vows", in, *The Journal of the American Academy of Religion*, 2006. PP. 2 – 29.
- Kimelman, Reuven. *Warfare and its Restrictions in Judaism*. (<http://www.bc.edu/research/cjl/meta-elements/texts/current/forums/Isr-Hez/Kimelman>).

2. The Origins of 'Holy War' in Christianity: The Idea of "Jus ad Bellum" (Just War).

- Avalos, Hector. Christianity and the New Testament, in, *Fighting Words: The Origins of Religious Violence* (New York: Prometheus Books, 2005) PP. 175 – 215.
- Johnson, JT. "Sources of Western Just War tradition, in, JT Johnson & John Kelsay ed. *Just War and Jihad: Historical and Theoretical Perspectives on War and Peace and Islamic Traditions* (New York: Greenwood Press, 1991) PP. 3 – 30.
- Longman, Tremper. *The Divine Warrior: The New Testament Use of an Old Testament* (<http://www.beginningwithmoses.org/articles/divinewarrior.htm>)
- O'daly Gerard & James Patrick. *Augustine's City of God: A Readers Guide* (Oxford: The Clarendon Press) 1999.
- Ramsey, Paul. The second Vatican Council and a Just War Theory of statement, in *The Just War: Force and Political Responsibility* (New York: Scribners Publishing, 1968) PP. 369 - 391.
- Smith, J. Warren. "Augustine and the limits of preemptive War", in, *Journal of Religious Ethics*, Vol. 35, No.1, March 2007, Blackwell Publishing, PP. 141 – 162.

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- Walzer, Michael. The moral reality of war, in, *Just and Unjust Wars: A Moral Argument with Historical Illustrations* (New York: Basic Books, 2006) PP. 3-51.

3. The Origins of 'Holly War' in Islam: The Meanings of *Jihad*.

- Avalos, Hector. Islam and the Quran, in, *Fighting Words: The Origins of Religious Violence* (New York: Prometheus Books, 2005) PP. 239 – 283.
- Bostom, A. "Jihad, conquests and the imposition of dhimmitude" ,in, A Bostom ed. The Legacy of Jihad (New York: Prometheus Books, 2005) PP. 94 – 105.
- Firestone, Reuven. The Quran on War: a new reading in, *Jihad: The Origins of - Holy War in Islam* (New York & Oxford: Oxford University Press, 1999) PP. 67- 99.
- Also see: The Oral Tradition (PP. 99 – 127) and: Conclusion: from Mundane War to Holy War to Holy War (PP. 127 – 135).
- Kelsay, John. *Islam and War. A Study in Comparative Ethics* (Kentucky: Westminster, John Knox Press, 1993) PP. 29-42.
- Landeau.T. Ela. "Jihad", in the *Encyclopedia of the Quran*, vol.3, PP. 35 – 43.

Part .2: Theories on Religious Violence

4. Various Disciplines in the Research of Human Violence: Past & Present.

- Avalos, Hector. Past explanations of violence, in, *Fighting Words: The Origins of Religious Violence* (New York: Prometheus Books, 2005) PP. 39 – 49.
- Also see: Modern Theories of Violence (PP. 53 – 75).

5. Political Science and Religion: A General Overview

- Silverman, AL. Just war, Jihad, and terrorism: A comparison of Western and Islamic norms for the use of political violence, in, *Church State*, No. 44, PP. 73 – 92.
- Smith, DE. Religion and political modernization: comparative perspectives, in, *Religion and Political Modernization* (New Haven: Yale University Press, 1974) PP. 3 – 28.
- Wald,D.Keneth, Adam L. Silverman and Kevin S. Fridy. Making Sense of Religion in Political Life, in, *Annual Review Political Science*, August 2005, PP. 121 – 143.
- Wilcox. Clyde & kenneth.D.Wald. Getting Religion: Has political science rediscovered the Faith factor? in, *American Political Science Review*, 100.4 (2006) PP. 523 – 529.

6. Comparative Religions and Religious Violence

- Avalos, Hector. A new theory of religious violence exemplified in the Abrahamic religions, in, *Fighting Words: the Origins of Religious Violence* (New York: Prometheus Books, 2005) PP. 93 – 100.
- Ellens.J.Harold. ed. *The Destructive Power of Religion: Violence in Judaism, Christianity, and Islam* , 4 vols. (Westport Connecticut: Praeger) 2004.
- Frykenberg, ER. *On the Comparative Study of Fundamentalist Movements: An Approach to Conceptual Clarity and Definition* (Woodrow Wilson Center, Working Paper) 1986.

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- Girard, Rene'. *Violence and the Sacred* (Baltimore: John Hopkins University Press) 1977 (Translated by Patrick Gregory).
- Jelen, TG & Wilcox CC eds. *Religion and Politics in Comparative Perspective: The One, the Few, and the Many* (Cambridge University Press, 2002) PP. 1-27.

Part. 3: Actual Case Studies: Judaism, Christianity, and Islam

7. The Rise of Modern Jewish Fundamentalism

- Avalos, Hector. Academic Defenses of Violence in the Hebrew Bible, in, *Fighting Words: The Origins of Religious Violence* (New York: Prometheus, 2005) PP. 159 – 170.
- Lustick.S.Ilan. *For the Land and the Lord: Jewish Fundamentalism in Israel* (Council on Foreign Relations) 1988.
(<http://www.sas.upenn.edu/penncip/lustick/index.html>)
- Sprinsak, Ehud. Gush Emunim: The Tip of the Iceberg, in, *The Jerusalem Quarterly*, (Jerusalem: Number 21, Fall 1981)
(http://www.geocities.com/alabasters_archive/gush_iceberg.html?200720)
- Sprinzak, Ehud. *Fundamentalism, Terrorism, and Democracy* (History, Culture and Society) 1986
(http://www.geocities.com/alabasters_archive/gush_underground.html?200720)
- Sprinsak, Ehud. *Brother against Brother: Violence and Extremism in Israeli Politics from Altelena to the Rabin Assassination* (New York: Free Press) 1999.

8. The Rise of Modern Christian Fundamentalism

- Avalos, Hector. *Academic defenses of Christian violence*, in, *Fighting Words: The Origins of Religious Violence* (New York: Prometheus, 2005) PP. 215 – 239.
- Gautier ML. Church elites and the restoration of civil society in the Communist societies of central Europe, in, *Church & State* (1998) No. 40, PP. 289 - 318
- Hanson.O.Eric. Catholic political culture: history, organization, and ideology, in, *The Catholic Church in World Politics* (Princeton New Jersey: Princeton University Press, 1987) PP. 19 – 125.
- Marsden, George. *Understanding Fundamentalism and Evangelicalism* (US: WM.Erdmans Publishing, 1998) Introduction, and Pages: 85 – 98.
- Tatalovich, R. *Abortion Politics in the United States and Canada* (New York, Armonk: ME Sharpe) 1995.
- Wilcox, Clyde and Carin Larson. *Onward Christian Soldiers: The Christian Right in America* (Colorado, Boulder: Westview Press) 2006.

9. The Rise of Modern Islam Fundamentalism

- Avalos, Hector. Academic Defenses of Islamic violence, in, *Fighting Words: The Origins of Religious Violence* (New York: Prometheus Books, 2005) PP. 283 – 295.
- Bloom, Mia. *Dying to Kill: The Allure of Suicide Bombing* (New York: Columbia University Press, 2005) PP. 166 – 193.

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- Gunaratna, Rohan. *Inside Al – Qaeda* (New York: Berkeley Books, 2003) PP. 72 – 127.
- Khosrokhavar, Farhad. *Suicide Bombers: Allah's New Martyrs*, trans. David Macey (London: Pluto Press, 2005) PP. 4 – 11 & 11 – 70.
- Pape, Robert. *Dying to Win: The Strategic Logic of Suicide Terrorism* (New York: Random House:2005) PP. 27 – 79.
- Shai, Shaul. *The Shahids: Islam and Suicide Attacks* (New York: Transaction Publishers, 204) PP. 1- 35 & 52 – 91.
- Zonis, Marvin and Daniel Brumberg. Ayatollah Khomeini's ideology of revolutionary Shii'ism, in. Martin Kramer ed. *Shi'sim: Resistance and Revolution* (Boulder Colorado: Westview Press, 1987) PP. 49-59.

*** All learning material will be available to the students on the module's website (high-learn)/ library/ electronic documents available to BGU students.**

Grading scale: the academic grading system used in all modules of the overseas students program is:

| | | | | | | | | | | | |
|--------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------------|
| A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | F |
| 93-100 | 89-92 | 86-88 | 82-85 | 79-81 | 76-78 | 72-75 | 69-71 | 66-68 | 62-65 | 58-61 | 57 or below |

It is important to note that the passing grade in the OSP is different from other university modules. This scale is relevant only to the modules offered by our department.

Module evaluation: at the end of the semester the students will evaluate the module, in order to draw conclusions, and for the department internal needs.

Confirmation: the syllabus was confirmed by the Dean of International Academic Affairs on 2010 to be valid in Spring 2011.

Last update: 11/05/11

Ben-Gurion University of the Negev
Ginsburg- Ingerman Overseas Students Program

Name of the module: Israel Society as Seen through Israeli Film.

Number of module: 13-5-4018

BGU Credits: 4 Credits.

ECTS: 6 ECTS

Academic year: 2010-2011

Semester: Spring.

Hours of instruction: Tuesday 12:00- 16:00.

Location of instruction: Building 90 room 321.

Language of instruction: English.

Cycle: First cycle.

Position: the module is given as an elective introduction module to the students in the Overseas Students Program.

Field of Education: Arts.

Responsible Department: Ginsburg- Ingerman Overseas Students Program.

Lecturer: Rabbi Michael Graetz and Avigail Graetz.

Contact details: Email: baytee@netvision.net.il; avigailg2000@yahoo.com

Phone: 08-6469027; 054 6818651

Office location: at the classroom or at the OSP Office Building 72 room 566.

Office hours: The Lecturers will be available right after class. Please schedule a meeting in advanced.

General prerequisites: satisfactory level of English.

Module description:

Israel's film industry has played different roles in the cultural evolution of the state of Israel and in building and supporting the Zionist narrative. The module will give an overview of some central social issues in Israeli society through the perspective of Israeli cinema that is going through dynamic development. We will recognize the ways in which Israeli films present and relate to social issues over the six decades of the state, and their connection to changes taking place in Israeli society.

Aims of the module:

In this module we shall observe the political social reality in Israel. We will explore Is Israeli Film Similar to Israeli Society and to what extent and in what way is it possible, desirable or even necessary to reflect this reality in cinema. We will examine did Israeli cinema always deal with social questions; was it always political? What is the difference, if any, between political and apolitical cinema and can we discern such phenomena in Israeli cinema?

Objectives of the module:

The students will be required to view films critically, write creatively their comments, and achieve control of making a synthesis between personal taste, reality and film theory. The student will be exposed to critical perspectives of the different sources, that is the historical materials, movies, and radical film and social theories.

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Learning outcomes of the module:

On successful completion of the module, the student should be able to:

1. Describe and identify the basic cultural differences in people within the Israeli society, meaning Jews from Africa, Europe or else where.
2. Outline the history of the wars in Israel and relate to their main effects on society.
3. Review and express the theme of "Israeliness" in Israeli cinema.
4. Explain In what ways is Israeli cinema the same and different from non-Israeli cinema in the way it relates to society and politics.
5. Illustrate what are the different characteristics of dealing with social and political subjects in the developing Israeli documentary field.
6. Critically analyse a broad range of films of different genres and from different time periods.
7. Offer interpretations of the relationships between different realms of historical data, Israeli film, and self experience in Israel.
8. Relate critically to how much politics and culture affect people's lives and who they are, and also who people are despite the politics and culture that surrounds them.

Attendance regulation: compulsory attendance in class and on field trip.

Teaching arrangement and method of instruction: The module is based on frontal lectures with a weekly movie. Students are required to read weekly materials and during class are encouraged to compare those materials with the materials presented in lectures and after the screening.

Assessment:

Structure of Final Module Grade

| | |
|--|------------|
| 1. Attendance and participation in class | 20% |
| 2. Journal entries | 15% |
| 3. Midterm paper | 20% |
| 4. Final paper | <u>45%</u> |
| | 100% |

Please note: In order to get a grade, 10 entries must be posted.

Work and assignments:

Students will write two papers on two different films choosing from two different categories. The first paper (serving as a midterm) is due after week 5. The second will serve as a final exam and is due by the end of week 13. Students will write journal entries which they will submit after each session by e-mail to the instructor.

Time required for individual work: in addition to attendance in class and participation on the field trip, the students are expected to do their assignment and individual work:

Required reading: 3 hours each week.

Midterm paper: 20 hours.

Final paper: 35 Hours.

10 film reports: 1 hour each.

Those expectations are approximate and correlate with the module's ECTS.

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Schedule and outlines and Literature:

Week 1: Introduction to problems in Israel society

General introduction to the major issues in Israeli society through the film :

Shuroo 1990, directed by Shaby Gabizon

Weeks 2 – 3: Eastern-Western inner conflict

Following the book by Ella Shohat Israeli cinema: East West and the politics of representation, we will examine how the film “Sallah Shabbati” served the common conceptions concerning the lower class status of Eastern Jews (Mizrahim, Jews from North Africa). These perceptions filtered down to almost all of the more popular Israeli films (known as “Bourekas” films) for a long period of time. We will also look at films which center around Mizrahi families who succeed in escaping the stereotypes of the Bourekas films, which displayed an emerging new concept of ethnicity in Israel. We will watch Shur from 1994 and speak about the role of women in society.

Weeks 4 – 5: Arabs in Israeli society

At the end of the 1970's and during the 1980's films about Israel's political ethnos began to be made. These were generally perceived to reflect the left wing side of the Israeli political spectrum. Such films as “The Goat's Smile”, “Hamsin”, “A Narrow Bridge”, “Avanti Popolo”, “Fictitious Marriage”, and “Hide and Seek” began to show the Arab perspective in a more positive way. Ella Shohat called these films, “the Palestinian Wave”. In these sessions we will focus on Israeli Arabs, and view "Final Cup" that deals with relationship in times of war.

Weeks 6 – 7: The Palestinian-Israeli conflict

This will continue the theme by presenting films which have to do more directly with Palestinians or other Arabs and Israelis. One film will be the highly praised “The Band's Visit”, and we will also view “Fictitious Marriage”.

Weeks 8 – 9: Religious Streams

These weeks will focus on the strains within Israel society concerning religion. One film, “The Tribes Bonfire”, will illuminate the problems concerning religious settlers, and we will also screen “Ushpizin” which examines the tensions surrounding the ultra-Orthodox society.

Week 10: Women as “other” in Israeli Cinema

We will examine women in films and feminist film theory through the use of concepts of that theory such as: representation, gaze, patriarchal order. We will view “Athalyah” (and in general the work of the director Michal Bat Adam), “Tel Aviv Stories”, “Or” (Ronit Alkabetz), and “The Summer of Aviyah” (Gilah Almagor).

Week 11: Gays as “other” in Israeli Cinema

We will concentrate on two short films “After” and "Yosi and Jager" by the director Eitan Fox, and look at some scenes from some of his other movies in which the status of gays is presented.

Weeks 12 – 13: The Working Class, Kibbutz and Documentaries

We will view some films about the working class versus bureaucracy, such as “Blaumilch's Canal”, and examine documentary film making by seeing “Children of the Sun” about the Kibbutz and utopia.

Required reading-

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- Ben-Shaul Nitzan
- Burstein, Janet, Through an American Lens: Dreaming Utopia in Early Israeli Cinema Studies. in American Jewish Literature, Volume 29 2010
- Mulvey, Laura (1975) Visual Pleasure and Narrative Cinema
- Ofer, dalia, The Past That Does Not Pass:
- Israelis and Holocaust Memory Israel Studies, Volume 14, number 1
- Peleg, Yaron, From Black to White: Changing Images of Mizrahim in Israeli Cinema, Israel Studies, Volume 13, number 2
- Said, Edward (1978) Orientalism
- Tzfadia, Erez, Public Policy and Identity Formation: The Experience of Mizrahim in Israel's Development Towns. The Journal for the Study of Sephardic & Mizrahi Jewry Feb. 2007

Additional literature:

Abdel-Malek, Kamal. The Rhetoric of Violence: Arab-Jewish Encounters in Contemporary Palestinian Literature and Film (Palgrave Macmillan, 2005)

Barthes, Roland

Bell, Daniel, The cultural Contradictions of Capitalism, London: Heinemann, 1976, p.4

Bourdieu, Pierre, Outline of a Theory of Practice: Cambridge University Press, 1977

Caspi, D. (2005). "On media and politics: Between enlightened authority and social responsibility," Israel Affairs 11 (1): 23-38.

Israel Studies 4.1, Spring 1999 - Special Section: Films in Israeli Society.

De Lauretis Teresa, 1985 Rethinking women's cinema, appeared in Technologies of Gender.

Jameson Fredric "post modernism and Utopia, Utopia post Utopia, Mit press 1988.

Kaplan, E. Ann. (ed) "Introduction," in Feminism and Film (Oxford University Press, 2000): 1-16.

Kronish, Amy and Costel Safirman. Israeli Film : A Reference Guide (Westport, Conn. [etc.] : Praeger, 2003.

Kronish, Amy. World Cinema: Israel (Trowbridge, Wiltshire : Flicks Books [etc.], 1996)

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

Privett, Ray. Amos Gitai: Exile and Atonement (New York: Cinema Purgatorio, 2008).

Raz, Yosef. Beyond Flesh: Queer Masculinities and Nationalism in Israeli Cinema (New Brunswick, NJ: Rutgers Univ. Press, 2004).

Semyonov, M., and N., Lewin-Epstien, (eds) Stratification in Israel, Class, Ethnicity and Gender. Studies of Israeli Society, Vol. 10 (New Brunswick and London (UK): Transaction Publishing, 2004) Parts 1 and 2.

Shohat, Ella. Israeli Cinema: East West and The Politics of Representation (Austin : Univ. of Texas Pr., 1989) [an updated new edition will be published by I B Tauris & Co Ltd in 2010]

Cohen, Nir. Review of *Beyond Flesh: Queer Masculinities and Nationalism in Israeli*

Cinema, by Raz Yosef. *Film Quarterly* 59.2 (2005): 56-57. Web. 26 Nov. 2010.

<<http://caliber.ucpress.net/doi/pdf/10.1525/fq.2005.59.2.56>>.

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Levon, Erez. "Dimensions of style: Context, politics and motivation in gay Israeli speech." *Journal of Sociolinguistics* 13.1 (2009): 29-58. Web. 26 Nov. 2010.
 <<http://onlinelibrary.wiley.com/doi/10.1111/j.1467-9841.2008.00396.x/full>>.

Peleg, Yaron. "Heroic Conduct: Homoeroticism and the Creation of Modern, Jewish Masculinities." *Jewish Social Studies* 13.1 (2006): 31-58. Web. 26 Nov. 2010.
 <http://muse.jhu.edu/journals/jewish_social_studies/v013/13.1peleg.html>.

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 <<http://www.mechon-mamre.org/e/et/et0318.htm>>.

Tryster, Hillel. "The Land of Promise: A Case Study in Zionist Film Propaganda—1935," *Historical Journal of Film, Radio and Television* 15:2 (June 1995): 187-217. Print.

*** All learning material will be available to the students on the module's website (high-learn)/ library/ electronic documents available to BGU students.**

Grading scale: the academic grading system used in all modules of the overseas students program is:

| | | | | | | | | | | | |
|--------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------------|
| A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | F |
| 93-100 | 89-92 | 86-88 | 82-85 | 79-81 | 76-78 | 72-75 | 69-71 | 66-68 | 62-65 | 58-61 | 57 or below |

It is important to note that the passing grade in the OSP is different from other university modules. This scale is relevant only to the modules offered by our department.

Module evaluation: at the end of the semester the students will evaluate the module, in order to draw conclusions, and for the department internal needs.

Confirmation: the syllabus was confirmed by the Dean of International Academic Affairs on 2010 to be valid in Spring 2011.

Last update: 02/03/11

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Ginsburg- Ingerman Overseas Students Program

Name of the module : “What Would You Have Done?” German Experiences and Memories of the
Holocaust.

Number of module: 13-5-46

BGU Credits: 4 Credits.

ECTS: 6 ECTS Credits.

Academic year: 2010-2011.

Semester: Spring.

Hours of instruction: Sunday 12 pm -2 pm, Thursday 10 am- 12 pm.

Location of instruction: Building 34 room 203.

Language of instruction: English.

Cycle: First cycle

Position: the module is given as an elective module to the students in the Overseas Students Program.

Field of Education: History.

Responsible Department: Ginsburg- Ingerman Overseas Students Program.

Lecturer: Kobi Kabalek (PhD student).

Contact details: Email: kabalek@bgu.ac.il

Phone: 052-2399395

Office location: Building 72, Room 565.

Office hours: In coordination with the lecturer.

General prerequisites: satisfying English level.

Module description:

In many depictions of the Holocaust and the Second World War, Nazi Germany stands for absolute evil. These depictions (from survivors' accounts to movies such as *Indiana Jones*) leave no room for a complex view on German society under Nazi rule. Instead of exploring how and why “ordinary Germans” responded to the Holocaust, many ignore their motives or simply condemn non-Jewish Germans as a collective.

This interactive workshop offers a different perspective on the topic. It aims to understand the various reactions of different people in Germany, by looking at them from a multidisciplinary perspective.

Aims and Objectives of the module:

In the first few sessions we will look at the different attitudes and reactions of Germans to the persecution and murder of the Jews. For example: Were people in Germany aware that the Holocaust was taking place? Which reactions were possible under a dictatorship and what caused people to make different choices on how to behave and what to believe? With these questions in mind, we will try to understand the varying reactions of the German populace to the reality around them, beginning with those who were actively involved in the mass killing of Jews, to the bystanders and rescuers of Jews. How did they experience the Holocaust?

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In the second half of the module, we will look at postwar attempts made by Germans (and Austrians) of different generations to work through this difficult past. How did they integrate the persecution and mass murder of the Jews into their personal and national history? In what way did their own experiences have an influence on the way in which they approached the topic? What was the role of family stories, public debates, and cultural representations in shaping their attitudes toward this event?

Learning outcomes of the module:

On successful completion of this module, students should be able to:

1. Point out the various attitudes and reactions within the German population to the persecution of the Jews.
2. Recognize the social and psychological forces that constituted the different reactions to the Holocaust.
3. Identify the difficulties of Germans of different generations in addressing the Nazi past and the Holocaust.
4. Explain the reasons and assumptions that stand at the core of these difficulties in each specific case and type of depiction.
5. Distinguish between different postwar strategies used to avoid the difficulties of a direct confrontation with the Holocaust.
6. Show how cultural representations, from Germany and abroad, influenced the ways in which Germans dealt and continue to deal with the topic.
7. Assess the uniqueness of the German reactions to the Holocaust in view of other cases since.

Attendance regulation: compulsory attendance in class and on field trips.

Teaching arrangement and method of instruction:

We will focus on the *personal* perspective of dealing with the persecution of the Jews, by discussing accounts such as diary entries, letters, memoirs, and interviews. In order to better understand how these accounts take shape, we will compare them with cultural and public representations (such as monuments, museums, novels, films, TV, theater, and the press), and analyze them using methods from the disciplines of history, cultural studies, and social psychology.

This module requires the active participation of the students and will comprise of discussions based on the weekly reading assignments, as well as the film documentaries and additional material that will be discussed in class.

Assessment:

Structure of Final Module Grade

| | |
|----------------------------|---------------|
| 1. Participation | 20% |
| 2. 2 Student Presentations | 15% x 2 = 30% |
| 3. Final Paper | <u>50%</u> |
| | 100% |

Note: Work handed in late, will not be graded!

Work and assignments:

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Participation: The students are required to read the assigned material and actively participate in the weekly discussions.

First Student Presentation: Each student will introduce one of the texts assigned for the class to read, and analyze it according to the themes and methods we have discussed in class by that point. The presentation should give background on the persons involved in the text, the focus of the description, its arguments and goals. Each presentation must last 10-20 minutes.

Second Student Presentation: This second presentation aims to assist the students in working on their final paper. Each student will present a 10-20 minutes description of the topic, the research questions, and the problems encountered by that point. The class will then have an opportunity to respond and offer help.

Final Paper: The student will choose one several depictions of the Nazi past and the Holocaust that were produced by a non-Jewish German (a film, novel, autobiographical text, etc.), and which we did not discuss in class, and analyze it according to the themes we have learned throughout the module. The paper should be 10-12 pages long, include bibliography of at least 4 items (Wikipedia not included), of which at least two must be sources we did not read in class. The paper must pose a clear research question and be turned in by June 10, 2011.

Time required for individual work- in addition to attendance in class, the students are expected to do their assignment and individual work:

3-4 hours of reading each week

16 hours of work on the presentations.

36 hours of work on the final paper.

Those expectations are approximate and correlate with the module's ECTS.

Module Schedule Layout:

Copies of the specific readings will be provided on a weekly basis according to the progress of our discussions.

First week: Introduction: "The Shadow of the Holocaust"

Second week: The Holocaust 1: Perpetrators

Third week: The Holocaust 2: Bystanders and Rescuers

Fourth week: "You are Guilty": The Individual and the Collective in the Immediate Postwar Years

Fifth week: Selective Remembrance in East and West Germany

Sixth week: Big Nazis and Nazi Celebrities Write about Themselves

Seventh week: Families and Legacies 1: "Dad, What Did You Do in the War?"

Eighth week: Families and Legacies 2: "Grandpa wasn't a Nazi"

Ninth week: Experiencing Images: I Saw the Holocaust on TV

Tenth week: Experience in 3D: Monuments and Memorials

Eleventh week: "And I was Lucky...": Former Soldiers and New Debates

Twelfth week: Holocaust Denial and Neo-Nazis

Thirteenth week: Is there a "Right" Way to Confront the Past?

Preliminary Bibliography

- Dan Bar-On, *Legacy of Silence: Encounters with Children of the Third Reich* (Cambridge, Mass.: Harvard University Press, 1989)

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- Christopher Browning, *Ordinary Men: Reserve Police Battalion 101 and the Final Solution in Poland* (New York: Harper, 1998).
- Stanley Cohen, *States of Denial: Knowing About Atrocities and Suffering* (Cambridge, UK: Polity Press, 2001)
- Peter Fritzsche, *Life and Death in the Third Reich* (Cambridge, Mass.: Harvard Univ. Press, 2008).
- Eric A. Johnson and Karl-Heinz Reuband, eds., *What We Knew: Terror, Mass Murder, and Everyday Life in Nazi Germany* (London: Murray, 2005).
- Wulf Kansteiner, "Entertaining Catastrophe: The Reinvention of the Holocaust in the Television of the Federal Republic of Germany," *New German Critique* 90 (Autumn, 2003): 135-162.
- Michaela Köttig, "Female Right-Wing Extremism in the Federal Republic of Germany: A Biographical and Familial Perspective" (Unpublished Conference Paper)
- Bill Niven, *Facing the Nazi Past: United Germany and the Legacy of the Third Reich* (London: Routledge, 2002).
- Leni Riefenstahl, *A Memoir* (New York: St. Martin Press, 1993).
- Gabriele Rosenthal, ed., *The Holocaust in Three Generations: Families of Victims and Perpetrators of the Nazi Regime* (London: Cassell, 1998).
- Gitta Sereny, *Albert Speer: His Battle with Truth* (New York: Vintage Books, 1996).
- Peter Sichrovsky, *Born Guilty: Children of Nazi Families* (New York: Basic Books, 1988).
- Harald Welzer, *Grandpa Wasn't a Nazi: The Holocaust in German Family Remembrance* (American Jewish Committee, 2005).
- James E. Young, *The Texture of Memory: Holocaust Memorials and Meaning* (Yale Univ. Press: New Haven/London, 1993).

Films:

Holocaust (mini-series, USA 1978)

East of War (documentary, Austria 1996)

2 or 3 Things I Know about Him (documentary, Germany 2007)

Grading scale: the academic grading system used in all modules of the overseas students program is:

| | | | | | | | | | | | |
|--------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------------|
| A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | F |
| 93-100 | 89-92 | 86-88 | 82-85 | 79-81 | 76-78 | 72-75 | 69-71 | 66-68 | 62-65 | 58-61 | 57 or below |

It is important to note that the passing grade in the OSP is different from other university modules. This scale is relevant only to the modules offered by our department.

Module evaluation: at the end of the semester the students will evaluate the module, in order to draw conclusions, and for the department internal needs.

Confirmation: the syllabus was confirmed by the Dean of International Academic Affairs on 2010 to be valid in Spring 2011.

Last update: 06/04/11

Ben-Gurion University of the Negev
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Name of the module: Mystical Themes in Judaic, Christian and Islamic Traditions.

Number of module: 15-3-105

BGU Credits: 2 Credits.

ECTS: 3 ECTS.

Academic year: 2010-2011

Semester: Spring.

Hours of instruction: Monday 16:00- 18:00.

Location of instruction: Building 90 room 32.1

Language of instruction: English.

Cycle: First cycle.

Position: the module is given as an elective introduction module to the students in the Overseas Students Program.

Field of Education: Comparative Religious Studies.

Responsible Department: Ginsburg- Ingerman Overseas Students Program.

Lecturer: Dr. June Leavitt.

Contact details: Email: june.leavitt@gmail.com

Phone: 02- 963 048 / 050-7 381 786.

Office location: OSP Office (Building 72 room 566).

Office hours: Before class, please schedule in advance.

General prerequisites:

- Satisfactory English level.
- Background in religious studies or permission of the lecturer.

Module description:

The quests of Abraham, Jesus and Mohammed can be viewed from various historical, cultural and personal perspectives. As we read excerpts from the Old Testament, the New Testament, the Koran, and watch films derived from these three religious traditions, we discover themes which unify as well as essential premises which clearly divide. We evaluate such notions as individual versus communal redemption; journey as transformation of the self; the role of family and the function of dreams in the formation of mystical traditions. We engage with theories about sacred spaces and places and attempt to understand the influence of history on the formation of mystical traditions.

Aims of the module:

In this module, we explore a selection of narratives in the Old Testament, New Testament, Koran and legends from oral traditions aided by commentaries from the Zohar, mystical Islam (Sufism) and secondary sources. We study the essential premises that characterize the spiritual quest as it is represented in religious literatures. We attempt to ascertain how specific mystical streams developed within Judaism, Christianity and Islam, engendering different traditions and worldviews. Emphasis will be placed on

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developing critical thinking and the ability to engage with theories and interpretations that belong to the esoteric streams of religious traditions.

Objectives of the module:

The students will be required to interact with selected narratives from the most primary religious sources in the world, the Old Testament, the New Testament and the Koran, and legends from oral traditions. The students will learn how to draw inferences from these narratives and legends which they will then apply to the secondary sources read, the films seen in class and the religious sites visited. The students will learn to formulate theoretical frameworks by which they can compare and contrast spiritual themes and trends which developed from the revelations of Abraham, Jesus and Mohammed.

Learning outcomes of the module:

On successful completion of the module, the student should be able to:

1. Critically read narratives from the Book of Genesis, stories from the Gospels of Mark, Matthew and Luke and passages from the Koran.
2. Recognize historical, cultural and personal perspectives of the spiritual quests described in these narratives.
3. Identify commonalities and the dissimilarities in the paths of Abraham, Jesus and Mohammed which led to the development of Judaism, Christianity and Islam.
4. List essential features of the mystical experiences which led to the emergence of Judaism, Christianity and Islam.
5. Compare and contrast themes represented in the Old Testament, New Testament and Koran with criteria presented by the theoretician of mysticism, William James.
6. Construct taxonomies for Judaic, Christian and Islamic mystical themes.
7. Show how these taxonomies differ or converge with one another.

Attendance regulation: compulsory attendance in class.

Teaching arrangement and method of instruction:

The Module will be conducted through lectures, round-table discussions and in-class tasks based on reading assignments of primary and secondary texts. We will view two films and go on one field trip related to our studies. During the semester, students will be asked to keep a reflective journal in which they express their feelings and thoughts about the readings, the films and the sites they visit.

Assessment:

Structure of Final Module Grade

| | |
|--|------------|
| 1. Attendance, participation, and reflective journal | 30% |
| 2. Midterm Exam and two response papers | 30% |
| 3. Final Paper | <u>40%</u> |
| | 100% |

Note:

Work handed in late, will not be graded! Students will have their final grade lowered an entire grade level if they miss more than 2 class meetings unexcused.

Work and assignments:

- Required reading

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- Study questions for reading assignments
- 2 short response papers (2-3 pages long)
- Midterm exam
- Final Exam
- Reflective journal

Time required for individual work:

Required reading and study questions: 1 hour each week

Preparation for midterm exam: 3 hours

Preparation for final exam: 6 Hours

Short Response: 1 hour each

Reflective Journal: 1 hour a week

Those expectations are approximate and correlate with the module's ECTS.

Schedule and outlines and Literature:

Class 1

Towards an Understanding of Mysticism

William James, *Varieties of Religious Experience*-selections

Using excerpts from James' classical work, we establish general definitions of mysticism and mystical experience.

Class 2

Introduction to the Spiritual Quest in Three Religious Traditions

Poem by Ibn al Arabi

Genesis 11: 26-12:9

We begin to define the spiritual quest in religious traditions. We focus on Abraham's spiritual quest.

Class 3

Motifs in Abraham's quest

Aviva Zornberg "Travails of Faith"

Genesis 18:1-20

Samuel 1: 1-20

Class 4

Roundtable "Child-bearing as a Spiritual Ethic in Jewish Tradition."

The Quest of Jesus

Selections from the Synoptic Gospels

"Context, Family and Formation," *The Cambridge Companion to Jesus*"

"The Manner of Jesus," *Woman in the World of Jesus*

Class 5

The Spiritual Quest of Jesus and the Challenge to Jewish Ethics

Selections from the Synoptic Gospels

"Jesus and his Judaism." *The Cambridge Companion to Jesus*

We examine Jesus' quest to reform the corruption in 2nd Temple Judaism. We identify premises in his teachings which seem to oppose Jewish ethic of family and nationhood.

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Class 6

Film: *Into Great Silence*

Short Response Paper

Class 7

Round-table discussion of themes in film

Introduction to the Spiritual Quest of Mohammed

“How Revelation Came to the Prophet.” *A Manual of Hadith*.

Selections from the Koran

After a brief introduction to the spiritual quest of Mohammed which resulted in the Koran, we focus on the themes central to Islamic (Sufi) mysticism.

Mid-term Exam Take Home

Class 8

The Journey in Islamic Mysticism

Selections from the Koran

Selections from Hidayat Inayat Khan. *Sufi Teachings*

Class 9

The Significance of Dreams and Imagination in Islam

Refik Algan “The Dream of the Sleeper: Dream Interpretation and Meaning in Sufism.”

“Theophanic Imagination and Creativity of the Heart.” *Creative Imagination in the Sufism of Ibn Arabi.*”

Class 10

TRIP or FILM (The Prince Who Encountered his Soul

Class 11

Signification of Dreams in the Old Testament and Kabbalah

Genesis 40 and 41

Isaiah Tishby, *Wisdom of the Zohar*, “Sleep and Dreams.”

Selections Sigmund Freud, *Interpretation of Dreams*

We compare Freudian theory of dreams with a spiritual theory of dreams presented in Genesis and in the Zohar.

Class 12

Sacred Space and Sacred Place

Letter to the King of Khazars from Hasdai Ibn Shaprut

Excerpts from Yehuda ha Levi, *The Kuzari*

Herbert Weiner, "Land, Light and Soul"

Class 13

Round-table sharing of reflective journals

Workshop on Mystical themes

Class 14

Review for final exam

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Additional literature-

Mysticism in General

Hollenback Jess. *Mysticism: Experience, Response and Empowerment.*

James, William. *Varieties of Religious Experience.*

Katz, Steven T. *Mysticism and Language.*

---- *Mysticism and Philosophical Analysis.*

Leonard, Philip. *Trajectories of Mysticism in Theory and Literature.*

Underhill, Evelyn. *Mysticism: The Nature and Development of Spiritual Consciousness.*

In the Jewish Tradition

Husser, Jean-Marie *Dreams and Dream Narratives in the Biblical World*

Kamentz, Rodger. *The Jew in the Lotus*

---. *Stalking Elijah*

Kaplan, Arieh. *Chassidic Masters*

Mintz, Jerome. *Legends of the Hasidim*

Cassuto, Umberto. *A Commentary on the Book of Genesis/*

Wiesel, Elie. *Souls on Fire*

Zornberg, Aviva, *The Beginning of Desire: Reflections on Genesis.*

In the Christian tradition

Flusser, David, *Jesus*

Neusner Jacob, *Religion and Society in Ancient Judaism.*

Smoler Morton, *Jesus the Magician*

Stagg, Evelyn and Frank, *Women in the World of Jesus.*

Ward, Benedicta, *Harlots of the Desert*

---. *The Lives of the Desert Fathers*

West-Sackville, V. *The Eagle and the Dove.*

In the Islamic Mystical Tradition (Sufism)

Chittick, William, *The Sufi Path of Knowledge*

---. *The Sufi Path of Love*

Nicholson, R.A, *The Mystics of Islam*

Ozelsel, Michaela *Forty Days The Diary of a Traditional Solitary Sufi Retreat*

Rumi, Jalal ad-Din, *The Essential Rumi*

---- *Look! This is Love.*

Schimmel, Annemarie. *Mystical Dimensions of Islam*

Sviri, Sara, *The Taste of Hidden Thing*

Tweedie, Irena, *Daughter of Fire* (Diary of years the author spent with her Sufi master)

Spiritual Traditions in Israel

Halevi, Yossi Klein. *At the Entrance to the Garden of Eden*

Weiner, Herbert. *Nine and a Half Mystics*

---. *The Wild Goats of Ein Gedi*

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*** All learning material will be available to the students on the module's website (high-learn)/ library/ electronic documents available to BGU students.**

Grading scale: the academic grading system used in all modules of the overseas students program is:

| | | | | | | | | | | | |
|--------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------------|
| A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | F |
| 93-100 | 89-92 | 86-88 | 82-85 | 79-81 | 76-78 | 72-75 | 69-71 | 66-68 | 62-65 | 58-61 | 57 or below |

It is important to note that the passing grade in the OSP is different from other university modules. This scale is relevant only to the modules offered by our department.

Module evaluation: at the end of the semester the students will evaluate the module, in order to draw conclusions, and for the department internal needs.

Confirmation: the syllabus was confirmed by the Dean of International Academic Affairs on 2010 to be valid in Spring 2011.

Last update: 23/02/11

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Name of the module: Health in Eastern and Western Philosophy and Ethics

Number of module: 13-5-4008

BGU credits: 2 BGU credits.

ECTS credits: 4 ECTS credits.

Academic year: 2010- 2011.

Semester: spring.

Hours of instruction: Wednesday, 12:00- 14:00.

Location of instruction: Building 72, room 567 (OSP meeting room).

Language of instruction: English.

Cycle: first cycle.

Position: the module is an elective introductory module in the Overseas Students Program.

Field of Education: Philosophy and Ethics of Health and Health Sciences.

Responsible department: Ginsburg- Ingerman Overseas Students Program.

Lecturer and contact details:

Dr. Yeruham Frank Leavitt.

Email: yeruham@bgu.ac.il

Phone / Mobile: 050-7434762

Office hours: immediately after class. In addition, students may make appointments to see me at our mutual convenience.

Office location: Faculty of Health Sciences Room 211 (by appointment.)

General prerequisites: Satisfactory level of English.

Module description:

End of life in eastern and western Cultures; Aristotle, his world view and implications for health; Maimonides' philosophy of nature and health; determinism, logical, religious, scientific and genetic; Health and sickness in Buddhism; Yoga and health; Asian concepts of energy and western science; Shinto and health in Japan; Appropriate and Ethical Health Research for Developing Countries.

Aims of the module:

We'll see what we can learn from Eastern, including Jewish, and Western Philosophy about how to live a healthy life. We shall emphasize health and life, not disease or death.

Objectives of the module:

Philosophy is not mere abstract speculation but includes an attempt to understand the meaning of life and how to live it healthily. There are truths about life, common to Eastern and Western thought which we'll see in Aristotle, Descartes, Spinoza and Hume in Europe, in Hinduism, Buddhism and Shinto in the East and in Maimonides' philosophical and medical writings, which bridge east and west. . We shall learn not only scientific methodology applicable in the health sciences but also a "philosophical attitude" ie. a calm and cheerful frame of mind and a respect for life wherever and however it may be.

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Learning Outcomes:

On successful completion of the module, the student should be able to:

1. Describe basic concepts in Eastern and Western philosophy and their implications for the health sciences and for our health as individuals.
2. Compare and contrast representative Eastern and Western concepts of health and life.
3. Assess effects of various philosophies on conditions of urban and rural life in Israel and other Eastern countries, and in Western countries.
4. Distinguish between Eastern and Western concepts in clinical medical practice.
5. Propose appropriate solutions to environmental problems in developing countries.
6. Evaluate Western philosophy of science on the basis of basic ideas in Asian medicine.
7. Demonstrate an ability to discuss intelligently new things from the material of the Module which are not predicted by the syllabus.

Outcomes which may be expected in the long term: The impact of philosophy modules on the thought and life of the student is often not immediate. Ideas proposed and discussed in class will sometimes not seem important until ten, twenty, thirty or more years after the completion of the module. Then one suddenly realizes the importance of something learned long ago to one's present thought, research or personal challenges. While short-term outcomes are not unimportant, long-term outcomes which are not noticed immediately can have effects which will be more enduring. This is especially important for philosophy of health and life.

Attendance regulation: Attendance is required. Absences must be justified on the basis of serious reasons. Students may be rewarded in their final grades for active participation in discussion. On the other hand, the Biblical saying: "Quiet waters run deep", will be respected. The quiet but thoughtful student will not be penalized.

Teaching arrangement and method of instruction: The Module will be based on lectures. But free discussion, including critical discussion will be encouraged. Students are expected to understand the lecturer's opinions but are not requested to agree with them. The information to be conveyed is important; but it is less important than encouraging the students' independent thinking which the student will express in the term paper and the mid-term paper or presentation.

Assessment:

Structure of Final Module Grade

| | |
|--|------------|
| 1. Attendance and active participation | 20% |
| 2. Mid-term short paper | 30% |
| 3. Final paper | <u>50%</u> |
| | 100% |

Notes:

- Work handed in late without prior permission will not be graded!
- Students will have their final grade lowered an entire grade level if they miss more than 2 class meetings unexcused)
- Students who make an outstanding contribution to class discussion may be rewarded with extra points. Quiet but attentive students will not be penalized.

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-Grades will not be distributed according to a bell curve or any other pre-determined curve. Each student's contribution will be graded according to its own merits. This means that your friend's success will not be at your expense. Students are, therefore, encouraged to help one another study. It should go without saying, however, that the work which you present must be your own.

Work and assignments:

1. Final paper: 12-15 pages.

2. Mid-term short paper: 5 pages.

- In the case of papers with a clinical content, where a shorter paper in medical journal format is appropriate, exceptions may be made – with the teacher's permission -- as to the length of the paper.
- Students will choose term paper topics in consultation with the lecturer. There will be no readings required of all the students, but each student will be asked to read material, chosen in consultation with the lecturer, applicable to his or her term paper.
- The main purpose of the term paper is to encourage the student's independent thought. But it will also be an exercise in writing a paper in a format which professional journals require. This should help the student's career in the long term.
- Papers must be in 12 point font with spacing of 1 ½ or 2.

Class presentation: students who wish to make a class presentation in place of a written mid-term examination will be allowed to do so. An oral presentation is preferable to a computerized one.

Time required for individual work: in addition to attendance in class, the students are expected to do their assignment and individual work:

Required reading: 3 hours each week.

Work on midterm paper: 15 Hours.

Work on final paper: 35 Hours.

Personal meetings and counseling: 1 hour .

Those expectations are approximate and correlate with the module's ECTS.

Schedule and outlines

Note: The readings in this list are recommended. Each student will be required to undertake a substantial amount of reading for the purpose of his or her written work. These readings will be decided upon by the student in consultation with and with the permission of the lecturer.

Weeks 1,2. End of life in Western and Eastern Cultures

Readings: Plato, *Apology*, *Crito*, *Phaedo*; James Boswell's and Adam Smith's memoirs of David Hume's last days.

http://oll.libertyfund.org/?option=com_staticxt&staticfile=show.php%3Ftitle=704&chapter=137475&layout=html&Itemid=27

Stonington S, Ratanakul P (2006) Is There a Global Bioethics? End-of-Life in Thailand and the Case for Local Difference. *PLoS Med* 3(10)

<http://www.plosmedicine.org/article/info:doi/10.1371/journal.pmed.0030439>

Weeks 3,4. Aristotle, his world view, his concept of happiness over "a complete life" and implications for sickness and health.

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Readings: Selections from the *Physics* and the *Nicomachean Ethics*.

Week 5. Maimonides, his philosophy of nature and his philosophy of health.

Readings: *Mishne Torah, Book of Science, Laws of the Foundations of the Torah*, Chapters I-IV; *Regimen Sanitatis; Guide to the Perplexed* (selections);

Leavitt, Frank. "The idea of Nature in Maimonides' philosophy of medicine: Jewish or Greek?"
Korot 13 (1998/1999), 102–121

Weeks 6,7. Determinism: Logical determinism, religious determinism, scientific determinism, genetic determinism.

Readings: Aristotle, *Topics* (selection), Spinoza, *Ethics*, (selections), Benjamin J, Richard P. Ebstein RP, Robert H. Belmaker RH. *Molecular Genetics and the Human Personality*, Washington, DC, American Psychiatric Publishing, 2001 (selections).

Week 8. Attitudes to health and sickness in Buddhism.

Readings: Sogyal Rinpoche, *The Tibetan Book of Living and Dying*, Gaaffey RD (ed.); Stonington S, Ratanakul P (2006) Is There a Global Bioethics? End-of-Life in Thailand and the Case for Local Difference. *PLoS Med* 3(10).

Week 9. Yoga and Health

Readings: Iyengar BKS. *Light on the Yoga Sutras of Patanjali*; Selections from up-to-date medical literature on attempts to conduct scientific testing of claims of yoga's benefits to health.

Week 10. The concept of KI (Japanese) or CHI (Chinese) in Asian medicine and martial art: can it be tested according to scientific principles?

Readings: Seki H. Training the Tanden for Use in Kiai and Martial Techniques

http://www.kashima-shinryu.jp/English/i_historical_fact.html

Tohei K. *KI in Daily Life*, Tokyo. KI Society;

Sackett DL. *et al.* Evidence based medicine: what it is and what it isn't. *BMJ*.1996; 312: 71-72.

Week 11. Shinto, Japanese society, the disability movement in Japan, urban planning for the benefit of the disabled, the aged, pedestrians and bicyclists.

Readings: Morioka M. Disability Movement and Inner Eugenic Thought: A Philosophical Aspect of Independent Living and Bioethics. *Eubios Journal of Asian and International Bioethics* 12(May 2002),94-97; further readings to be announced.

Weeks 12,13 Appropriate and Ethical Health Research for Developing Countries:

Readings: Dr. Gro Harlem Brundtland, Director-General, World Health Organization, 2002
World Health Report

http://www.who.int/director-general/speeches/2002/english/20020513_addresstothe55WHA.html

World Health Organization World Health Report 2008, Introduction and Overview:

<http://www.who.int/whr/2008/overview/en/index.html>

World Medical Association Declaration of Helsinki, 2008 Version

<http://www.wma.net/e/policy/b3.htm>

Leavitt FJ. Is any medical research population not vulnerable? *Cambridge Quarterly of Healthcare Ethics* (2006), **15:1**:81-88 Cambridge University Press.

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Grading scale: the academic grading system used in all modules of the overseas students program is:

| | | | | | | | | | | | |
|--------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------------|
| A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | F |
| 93-100 | 89-92 | 86-88 | 82-85 | 79-81 | 76-78 | 72-75 | 69-71 | 66-68 | 62-65 | 58-61 | 57 or below |

It is important to note that the passing grade in the OSP is different from other university modules. This scale is relevant only to the modules offered by our department.

Module evaluation: at the end of the semester the students will evaluate the module, in order to draw conclusions, and for the department internal needs.

Confirmation: the syllabus was confirmed by the Dean of International Academic Affairs on 2010 to be valid in Spring 2011.

Last update: 13/4/11

Ben-Gurion University of the Negev
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Name of the module: Seminar in Independent Student Research.

Number of module: 15-3-338

BGU Credits: 2 credits.

ECTS credits: 4 ECTS credits.

Academic year: 2010- 2011.

Semester: spring.

Hours of instruction: Sunday 16:00-18:00.

Location of instruction: building 34, room 009.

Language of instruction: English.

Cycle: first Cycle.

Position: the module is given as an elective upper level seminar for the students in the Overseas Students Program.

Field of Education: independent research study, tools and methodologies.

Responsible department: Ginsburg- Ingerman Overseas Students Program.

Lecturer and contact details: Dr. Clive Lipchin.

Email: clivearava@gmail.com

Phone / Mobile: 972- 528 964 992

Office hours: Sundays, 12:00-14:00, at the OSP offices.

General prerequisites: It is expected that students taking the seminar will have some prior experience in conducting research.

Module description:

This seminar is designed to provide a framework for students interested in pursuing an independent research project whilst enrolled as a student in the undergraduate program at the OSP. The seminar will provide a support framework for the student in research design, research writing and presentation of results. The seminar is an opportunity for students who have an interest in conducting research that can only be done in Israel such as working with particular communities or dealing with an issue specific to Israel and the Middle East. All types of research are possible whether they are scientifically or sociologically based. The seminar can also act as a support for research the student is currently undertaking at their home university and would like to continue with whilst in Israel.

Aims of the module: to provide students with the required literacy and tools in conducting, writing and presenting independent and original research

Objectives of the module:

1. Familiarity with various methods of conducting empirical research.
2. Familiarity with important research terms and concepts.
3. Clarity of thinking in collection and interpretation of quantitative and qualitative data.
4. Completion of a research project, submitting written research paper and oral presentation of results.

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Learning outcomes of the module:

On successful completion of the module, the student should be able to:

1. Provide a research statement.
2. Write a research proposal.
3. Defend a research proposal.
4. Undertake data gathering and analysis in both the quantitative and qualitative sciences.
5. Writing a full length research report.
6. Present an oral presentation of the results of the research.

Attendance regulation: Compulsory attendance.

Teaching arrangement and method of instruction: The Module will be conducted through a combination of formal lectures, small study groups and class discussion.

Assessment:

Structure of Final Module Grade

| | |
|----------------|-------------|
| Proposal | 20 % |
| Presentation | 35 % |
| Research paper | <u>45 %</u> |
| Total | 100% |

Note:

- Work handed in late, will not be graded!

Work and assignments: All students will be required to:

- Write a research proposal as defense of their chosen research project
- Give an oral presentation at the end of the semester that summarizes the main results and provides discussion on the research.
- Write a final research paper of approximately ten pages that provides a detailed analysis of results, discussion and conclusion. The final paper should include at least 15 references and must be 1.5 space, 12 font.

Time required for individual work: in addition to attendance in class, the students are expected to do their assignment and individual work.

Required reading: 1 hour each week.

Research proposal: 25 hours.

Presentation: 15 hours.

Final paper: 40 hours.

Those expectations are approximate and correlate with the module's ECTS.

Schedule and outlines:

Week One: Theory of Research Methodology

What is research: The Philosophy of Science and the Scientific Method
Basics of Scientific Inference I: Hypothesis testing
Student questionnaire on research experience
Introduction to research topics and projects

Week Two: Theory of Research Methodology

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Introduction to Excel
 Working with data exercise

Week Three: Research Data

Prepare project proposal outline
 Choose projects

Week Four: Research Writing

Writing a research proposal and paper

Week Five: Research Proposal

Finalize research proposals
 Research and the Internet
 Finalize proposal

Week Six: Statistics

Week Seven: Qualitative Research

Guest lecture (Avigail Norris): Qualitative and multidisciplinary research

Week Eight: Conducting surveys and interviews

Survey design
 Interview design
 Survey and interview exercise

Week Nine: Citations and Referencing

Works cited
 Creating a reference list and/or bibliography

Week Ten: Project updates

Week Eleven: Research presentation

How to present research results
 Using PowerPoint effectively

Week Twelve: Practice presentations

Week Thirteen: Final presentations

Additional literature:

Textbook: Creswell, J.W. (2003) Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. Second Edition. Sage Publications

Instructional supplements and other resources will be provided throughout the module.

*** All learning material will be available to the students on the module's website (high-learn)/ library/ electronic documents available to BGU students.**

Grading scale: the academic grading system used in all modules of the overseas students program is:

| | | | | | | | | | | | |
|--------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------------|
| A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | F |
| 93-100 | 89-92 | 86-88 | 82-85 | 79-81 | 76-78 | 72-75 | 69-71 | 66-68 | 62-65 | 58-61 | 57 or below |

It is important to note that the passing grade in the OSP is different from other university modules. This scale is relevant only to the modules offered by our department.

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Module evaluation: at the end of the semester the students will evaluate the module, in order to draw conclusions, and for the department internal needs.

Confirmation: the syllabus was confirmed by the Dean of International Academic Affairs on 2010 to be valid in Spring 2011.

Last update: 6.4.11.

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Name of the module: Water Resources of the Middle East - Negotiation, Policy, and Management.

Number of module: 15-3-440

BGU Credits: 4 BGU Credits.

ECTS credits: 8 ECTS Credits.

Academic year: 2010- 2011.

Semester: spring.

Hours of instruction: Sunday 10:00- 12:00, 14:00-16:00.

Location of instruction: building 34, room 009.

Language of instruction: English.

Cycle: First Cycle.

Position: the module is given as an elective advanced module for the students in the Overseas Students Program.

Field of Education: environmental studies.

Responsible department: Ginsburg- Ingerman Overseas Students Program.

Lecturer and contact details: Dr. Clive Lipchin.

Email: clivearava@gmail.com

Phone / Mobile: 972- 528 964 992

Office hours: Sundays, 12:00-14:00, OSP offices.

General prerequisites: No pre-requisites.

Module description:

This module will introduce the major issues hindering or allowing for efficient water management in the Middle East. As water scarcity is a reality in the region, it is critical to explore the ways and means for sustainable management of this resource in the face of growing demand and dwindling supply and the associated regional plans for water allocation among the countries of the region. The module will concentrate on the Jordan River Basin and associated groundwater resources and how these waters are managed and shared. Although the basin is shared by Israel, the Palestinian Authority, Jordan, Syria and Lebanon, the Module will focus on the first three riparians. The goal of the module is to provide students with an overview of the challenges facing policy makers and water experts in effectively managing these resources and negotiating over their equitable allocation. The Module will include at least one field trip.

Aims of the module:

The module is designed to provide students with an opportunity to increase the breadth and depth of their knowledge and application of skills in the area of water resource management in general and in the Middle East in particular.

Learning outcomes of the module: On successful completion of the module, the student should be able to:

1. Apply science, engineering and policy fundamentals to solve current problems in the area of water resources management in general and in the Middle East in particular.
2. Anticipate, mitigate and prevent future problems in the area of water resources management in general and in the Middle East in particular.

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3. Recognize and appreciate social, political, economic and environmental impacts on water resources management.
4. Communicate effectively both orally and in writing, the nature of, and solution to, water resources management issues and problems in general and in the Middle East in particular.

Attendance regulation: Compulsory attendance.

Teaching arrangement and method of instruction: The module will be conducted through a combination of formal lectures, and class discussion. The lectures will be based on weekly reading assignments. In addition to these readings, primary sources will be handed out, studied and discussed in class. Students will work in small groups to prepare module assignments.

Assessment: Structure of Final Module Grad

| | |
|---------------------------|------------|
| Short paper | 5% |
| Midterm | 40% |
| Final Group presentations | 45% |
| Participation | <u>10%</u> |
| Total | 100% |

Note:

- Work handed in late, will not be graded!
- Penalties and module policies should be clearly articulated (i.e. students will have their final grade lowered an entire grade level if they miss more than 2 class meetings unexcused).

Work and assignments:

The students will prepare a midterm assignment in the form of a research paper. The paper will cover one of the topics presented in the module. Research papers will be seven pages in length, 1.5 space and 12 font. Students will have to provide at least ten references. The research paper should provide a constructive analysis of the topic including a thorough description of the issue and recommendations on the resolution of the topic discussed.

The students will also have a final presentation at the end of the module covering an issue discussed in class in-depth, including analysis and recommendations. Students will have to provide at least ten references for the presentation. A short paper will be assigned to cover definitions of key concepts discussed in the module. The short paper will be 2-3 pages, 1.5 space and 12 font.

Time required for individual work: in addition to attendance in class and on field trips, the students are expected to do their assignment and individual work:

Required reading: 7 hours each week.

Field trip: 6 hours.

Final Presentation: 30 Hours

Midterm paper: 20 hours

Short paper: 3 hours

Those expectations are approximate and correlate with the module's ECTS.

schedule and outlines:

Week One

Topics

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- A Brief Anthropocentric History of Water Resources in the World

Readings

- Cech: Chapters 1 and 2

Week Two

Topics

- Defining Water Scarcity: Definitions, Perceptions and Projections

Readings

- UN Water and FAO. (2007) Coping with Water Scarcity: Challenge of the 21st Century. 2007 World Water Day.

Week Three

Topics

- Overview on Conflict Negotiation and Cooperation over Shared Waters (US/Canada Case Study)
- Overview of water conventions

Readings

- Wouters, P. (2000) The Legal Response to International Water Scarcity and Water Conflicts: The UN Watercourses Convention and Beyond.
<http://www.africanwater.org/pat_wouters1.htm>
- Annin, Peter. (2006) The Great Lakes Water Wars. Island Press.

Week Four

SHORT PAPER DUE

Topics

- Hydrology
- Guest Lecturer-Noam Weisbrod, Associate Professor, Hydrology, Ben-Gurion University

Readings

- Cech: Chapters 3 and 4

Week Five

Topics

- Regional Water Resources: Review of Major Water Sources of the Middle East
- Water Resources and Management in Israel

Readings

- Tal, Alon. (2006) Seeking Sustainability: Israel's Evolving Water Management Strategy. Science. 313(25): 1081-1084. August.
- Beyth, M. Water Crisis in Israel.
- Netanyahu, Sinaia. (2007) Water Development for Israel: Challenges and Opportunities. In Integrated Water Resources Management and Security in the Middle East. (SKIM ONLY)

Week Six

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Topics

- Water Resources and Management in Jordan
- An Introduction to the Israel-Jordan peace treaty on water
- Film: Jordan's Water Crisis

Readings

- McIlwaine, Stephen. (2009) Managing Jordan's Water Budget: Providing for Past, Present, and Future Needs. In *The Jordan River and Dead Sea Basin*.
- Jordan Business Magazine. (2008) In *Troubled Waters*. Thursday, September 11, 2008. <<http://www.arabenvironment.net/archive/2008/9/673235.html>>
- Zawahri, Neda A. (2009) Attempts at Governing the Jordan River System. Presentation given at *Transboundary Water Crises Learning from Our Neighbors in the Rio Grande (Bravo) and Jordan River Watersheds*. New Mexico State University. 22 January 2009. <<http://mediasite-server.nmsu.edu/ictmsite/Catalog/Front.aspx?cid=46368eb4-1c83-4ac8-bcc6-9fb659add3f9>>

Week Seven

MIDTERM PAPER DUE

Topics

- Water Resources and Management of the Palestinian Authority
- Guest Lecturer-Monther Hind, Palestine Wastewater Engineering Group

Readings

- Daibes-Murad, Fadia. (2009) A Palestinian Socio-legal Perspective on Water Management in the Jordan River-Dead Sea Basin. In *The Jordan River and Dead Sea Basin*.
- Assaf, Karen. (2009) Managing Palestine's Water Budget: Providing for Present and Future Needs. In *The Jordan River and Dead Sea Basin*.
- Hassan, M. et. al. (2010) Palestinian Water I: Resources, Allocation and Perception *Geography Compass* 4/2 (2010): 118–138.

Week Eight – Field Trip

Week Nine

Topics

- Alternative Management Options for the Dying Dead Sea (Red Sea-Dead Sea conduit and other alternatives)

Readings

- Raz, Eli. (2009) The Future of the Dead Sea: Is the Red Sea-Dead Sea Conduit the Right Solution? In *The Jordan River and Dead Sea Basin*.
- Abitbol, E. (2009) Developing Water and Marginalizing Israel/Palestinian Peace: A Critical Examination of the Red Sea-Dead Sea Canal Feasibility Study Process. *Journal of Peacebuilding & Development*, Vol. 5 NO. 1.

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- Sharp, Jeremy M. (2008) The "Red-Dead" Canal: Israeli-Arab Efforts to Restore the Dead Sea. Congressional Research Service Report RS22876. Foreign Affairs, Defense, and Trade Division. May 13, 2008.
- McCaffrey, S. C. (2006) The Shrinking Dead Sea and the Red-Dead Canal: A Sisyphean Tale? *Global Business & Development Law Journal*, Vol.: 19.

Week Ten

Topics

- Gender and Water

Reading

- Gender and Water Alliance. (2006) *Mainstreaming Gender in Water Management*. UNDP, Resource Guide. Version 2.1, November.

Week Eleven

Topics

- An Integrated Water Resources Approach for the Water Resources of the Middle East
- Multilateralism, regional water commissions, study and research
- Environmental flows: Impacts of climate change on water resources

Readings

- Fischhendler, I., and T. Heikkila. (2010) Does integrated water resources management support institutional change? The case of water policy reform in Israel. *Ecology and Society*. 15(1): 4.
- Asaf, Lior et. al. (2007) Transboundary Stream Restoration in Israel and the Palestinian Authority. In *Integrated Water Resources Management and Security in the Middle East*.

Week Twelve

Topics

- Film: Blue Gold

Readings

- Ibrahim Abu-Shams and Akram Rabadi. (2003) Commercialization and Public–Private Partnership in Jordan. *Water Resources Development*, June. 19(2): 159-172.
- Braunstein, Joy. (2007) Trading the Rain: Should the World's Freshwater Resources be an Internationally Traded Commodity? In *Integrated Water Resources Management and Security in the Middle East*.
- Tagar, Zecharya; Becker, Nir; and Bromberg, Gidon. (2004) Whose water is it? Privatization of Water and Sewage Services, Sea Water Desalination and Public Participation. *Friends of the Earth Middle East*.
<http://www.foeme.org/index_images/dinamicas/publications/publ32_1.pdf>

Week Thirteen

Class group presentations-round I

Week Fourteen

Class group presentations-round II

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Additional literature:

- Cech, T. V. (2003) Principles of Water Resources: History, Development, Management and Policy. John Wiley & sons, Inc.
- Lipchin, C., Pallant, E., Saranga, D. and Amster, A. (2007) Integrated Water Resources Management and Security in the Middle East. Springer Publishers, the Netherlands
- Lipchin, C. Sandler, D. and Cushman, E. (2009) The Jordan River and Dead Sea Basin: Cooperation Amid Conflict. Springer Publishers, the Netherlands

Additional required readings will be provided for each week.

*** All learning material will be available to the students on the module's website (high-learn)/ library/ electronic documents available to BGU students.**

Grading scale: the academic grading system used in all modules of the overseas students program is:

| | | | | | | | | | | | |
|--------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------------|
| A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | F |
| 93-100 | 89-92 | 86-88 | 82-85 | 79-81 | 76-78 | 72-75 | 69-71 | 66-68 | 62-65 | 58-61 | 57 or below |

It is important to note that the passing grade in the OSP is different from other university modules. This scale is relevant only to the modules offered by our department.

Module evaluation: at the end of the semester the students will evaluate the module, in order to draw conclusions, and for the department internal needs.

Confirmation: the syllabus was confirmed by the Dean of International Academic Affairs on 2010 to be valid in Spring 2011.

Last update: 30/03/11

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Name of the module: Exhibiting Culture: Museums in Israel.

Number of module: 13-5-353

BGU Credits: 4 Credits.

ECTS: 6 ECTS.

Academic year: 2010-2011.

Semester: Spring.

Hours of instruction: Monday, 12:00- 14:00.

Location of instruction: Building 90 room 321.

Language of instruction: English.

Cycle: First cycle

Position: the module is given as an elective upper level seminar for the students in the Overseas Students Program.

Field of Education: Art History, Sociology, Israel Studies.

Responsible Department: Ginsburg- Ingerman Overseas Students Program.

Lecturer: Dr. Rachel E. Perry

Contact details:

Email: perryrub@bezeqint.net

Phone: 054-7721169

Office location: at the classroom or at the OSP Office Building 72 room 566.

Office hours: The Lecturer will be available before or after class. Please schedule a meeting in advance.

General prerequisites: satisfactory English level.

Module description:

What is a museum and why do museums matter? What are the different types of museums and what is their role in Israeli culture? Who established the first museums in Israel and why? As institutions for education and preservation, museums are very important in the construction of cultural and national identity. Far from neutral or disinterested spaces, museums are framed by cultural presuppositions regarding race, gender, nationality, religion and class.

Aims of the module:

This module provides a broad introduction to the field of museum studies. Examining site, architecture, installation, curatorial decisions and mission statements, we will visit a variety of museums across Israel (art, history, ethnographic, natural history, science, etc.) and analyze them through interdisciplinary readings drawn from sociology, anthropology, museum studies and art history. We will consider the many challenges and responsibilities, ethical issues and dilemmas museums in Israel face and identify the potential of the museum as a powerful institution in nation building.

Objectives of the module:

Students will be required to read critically and write abstracts of key readings in order to identify and debate different theoretical perspectives. In addition to mastering a wide range of data, they will research

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and present an original project assessing one particular Israeli museum: its history, mission, role in the community, exhibitions and programs, successes and limitations.

Learning outcomes of the module:

On successful completion of the module, the student should be able to:

- Describe the history of museums and museum practice.
- Define the various functions of a museum.
- Examine how site, architecture, exhibition design and installation construct meaning and influence the museum visitor's experience.
- Compare and contrast the different types of museums in Israel and their cultural significance.
- Identify the multiple roles museums play in Israeli society.
- "Read" museums as socially constructed texts.
- Apply theoretical principles and concepts derived from readings to specific museums.
- Analyze one Israeli museum, evaluating this institution's particular strengths and weaknesses.
- Organize a powerpoint presentation of original research.
- Present findings publicly, in an oral presentation to the group.

Attendance regulation: compulsory attendance in class and on field trips.

Teaching arrangement and method of instruction:

This module is designed as a seminar. In addition to frontal lectures with PowerPoint presentations, this module 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 module readings. It is strongly suggested that you print copies and bring these texts to class with you as we will devote a portion of each class to close textual and visual analysis.

Museum Visits: Throughout the semester we will be visiting museums in Israel. Museum visits offer hands-on access to the materials of the module. These visits are an integral part of the module and attendance is absolutely mandatory. In addition to the class meetings held in museums, you may be required to visit museums on your own to complete assignments. For classes meeting in museums, *only pencil* may be used due to conservation concerns. Additionally, in most cases you will not be allowed to bring backpacks into exhibition spaces. *Regarding costs* –You may need to pick up the expense of admission for some of our museum visits. (To be determined by the Department.)

Web site visits: Increasingly museums have developed sophisticated on-line resources. The museum web sites listed in the syllabus are required reading and should be consulted and analyzed prior to both museum visits and class discussion.

Assessment:

Structure of Final Module Grade

- | | |
|-------------------------|-----|
| • Class Participation | 10% |
| • Abstracts of Readings | 10% |
| • Mid-Term Exam | 30% |

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- Oral Presentation in Museum 10%
- Final Project 40%
- 100%

Work and assignments:

Required readings: All readings are on-line on High Learn. Because this class only meets once a week, it is critical that you leave yourself enough time to read the material each week so that you will be able to discuss new concepts and arguments in class discussions.

Abstracts of Module Readings: Each week you will be required to write a brief (one-page) written abstract of **one** article assigned in the syllabus. This abstract is to highlight the subject of the article, the author's primary arguments, and the key points he or she makes in support of his or her claims. You must bring your abstract to class. No late submissions accepted.

Oral Presentation in Museum: Select one of the museums we will visit and present an overview of the institution's mission, history, role in its community over time, and the nature of its collections, exhibitions, and programs.

The Mid-Term will cover theoretical and historical material presented in the first half of the module in lectures, readings and museum visits and consist of:

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

Final Research Project - Museum Analysis: During the semester, you will work independently on a research project analyzing and assessing one particular Israeli museum: its history, mission, role in the community, exhibitions and programs. Reflecting on its successes and limitations, value to you, and usefulness to the community, you will prepare a 10-12 page paper summarizing your findings as well as a 5-10 slide powerpoint presentations of your term project to be presented in class. Select and submit institution as early in the semester as possible. First come, first served. A list of museums in Israel is available at <http://ilmuseums.com/>

Research Project Assignment – Museum Critique

- Select one Israeli museum which speaks to you. Be sure you will have access to enough primary and secondary sources to conduct the research.
- Read Margaret Lindauer's article "The Critical Museum Visitor," in Janet Marstine, ed., *New Museum Theory and Practice: An Introduction* (Malden, MA, 2006) 203-225. Using her guidelines, develop a **critical assessment** of that museum.
- Study and analyze information about the institution's mission, history, role in its community over time, and the nature of its collections, exhibitions, and programs. Reflect on its successes, limitations, value to you, and usefulness to the community.
- Based on your research, write an academic research paper analyzing the institution's impact and relevance on its community. Include a timeline or short summary of the institutional history.
- In addition to writing a 10-12 page research paper, you will also present your research as a powerpoint presentation in class (5-10 slides). Include images where pertinent.

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Schedule

- Submit preliminary list of sources, annotated bibliography of at least 5 key sources and thesis statement by midterm period.
- Powerpoint presentations in class end of the semester.
- Final papers due in hard copy the last day of class.

Time required for individual work: in addition to attendance in class and on museum visits, the students are expected to do their assignment and individual work.

Required reading: 4 hours each week.

Abstracts: 1 hour each.

Oral Presentation in Museum: 3 hours.

Preparation of midterm exam: 7 hours.

Final project: 50 hours.

Those expectations are approximate and correlate with the module's ECTS.

Schedule outline and Literature:

Week 1: Why Museums Matter

Film Screening: Night at the Museum. What perceptions and stereotypes do we have about the value of museums, museum professionals, etc.

Divide into teams for next week's presentations. **Teams present in class:** Students should visit at least *three* Israeli museum web sites and be familiar with their mission statements and museum activities. Try to find the mission statement and then see how that mission is realized through their spaces, programs, collections, exhibits, etc. Then pick a museum for each of the criteria below. Present your selections in class and explain your rationale with supporting evidence from the web site.

- Museum you think provides the greatest benefit to its community
- Museum that you think shouldn't exist
- Museum you find most inspiring
- Museum you find most bizarre
- Most "Israeli" museum
- Most important Israeli museum
- Most visited museum in Israel and why

Week 2: What is a Museum? Historical and Theoretical Perspectives

Readings:

"What is a Museum?," <http://www.foundhistory.org/2006/09/18/what-is-a-museum/>

John Cotton Dana, "The Gloom of the Museum"

Duncan F. Cameron, "The Museum, a Temple or Forum" *Reinventing the Museum*, pp.61-79.

Duncan, Carol, and Alan Wallach. 1980. The Universal Survey Museum. *Art History* 3, 4: 448-69.

Germain Bazin, *The Museum Age*, "Foreword" in *Museum Studies*, pp. 18-22.

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Paula Findlen, "The Museum: Its Classical Etymology and Renaissance Genealogy," in Bettina Messias Carbonell, ed., *Museum Studies: An Anthology of Contexts*, (Malden, MA: Blackwell, 2004), pp. 23-50.

Web Sites:

- AAM American Association of Museums: <http://www.aam-us.org>. What is a museum?
<http://www.aam-us.org/aboutmuseums/whatis.cfm>
- ICOM International Council of Museums (for general resource and ref.) <http://icom.museum/>

Week 3: The Museum Effect: Text and Context

Readings:

O'Doherty, Brian. 1986. *Inside the white cube: the ideology of the gallery space*. Santa Monica: Lapis Press

Duncan, Carol. "The Art Museum as Ritual" and "From the Princely Gallery to the Public Art Museum" in *Civilizing Rituals inside public art museums*. Routledge, 1995.

Stephen Greenblatt, "Resonance and Wonder," in Bettina Messias Carbonell, ed., *Museum Studies: An Anthology of Contexts*, (Malden, MA: Blackwell, 2004), Ch. 51 (pp. 541-555).

Svetlana Alpers, "The Museum as a Way of Seeing," in Ivan Karp and Steven D.Lavine, eds., *Exhibiting Cultures. The Poetics and Politics of Museum Display* (Washington and London: Smithsonian Press, 1991), pp. 25-32.

Museum Visit: Friday March 11 – Tel Aviv, Palmach Museum and Beit Hatfutsoth

In advance of the museum visit read: Margaret Lindauer, "The Critical Museum Visitor," in Janet Marstine, ed., *New Museum Theory and Practice: An Introduction* (Oxford: Blackwell, 2006), pp. 203-225.

Week 4: Museum Practices: Art or artifact?

Readings:

Ivan Karp, "Culture and Representation," in *Exhibiting Culture*, pp. 11-24.

Baxandall, Michael, "Exhibiting Intentions: Some Preconditions of the Visual Display of Culturally Purposeful Objects." In *Exhibiting Cultures*, pp.33-41.

Susan Vogel "Always True to the Object, in Our Fashion." *Exhibiting Cultures*, pp.191-204.

Elaine Heumann Gurian, "What is the Object of This Exercise?: A Meandering Exploration of the Many Meanings of Objects in Museums" *Reinventing the Museum*, pp.269-283.

Week 5: Critical Revisions

Stephen Weil, "Rethinking the Museum: An Emerging New Paradigm," in *Reinventing the Museum*, pp. 74-79.

Wallis, Brian. 1986. *Hans Haacke, Unfinished Business*. Cambridge: MIT Press.

Wilson, Fred. 1994. *Mining the museum : an installation*. ed. Lisa G. Corrin. New York: The New Press.

Lisa G. Corrin, "Mining the Museum: An Installation in Confronting History" *Reinventing the Museum*, pp. 248-263.

Museum Visit - Jerusalem: Museum on the Seam, City/Tower of David, the Israel Museum, Shrine of the Book, Bible Lands Museum, Science Museum (?)

Week 6: Israeli Debates

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Film Screening: Here It All Began

Readings:

Katriel, Tamar. *Performing the past: a study of Israeli settlement museums*. Mahwah, N.J: Lawrence Erlbaum, 1997; Tamar Katriel, "Remaking Place: Cultural Production in Israeli Pioneer Settlement Museums", in Eyal Ben-Ari and Yoram Bilu, eds., *Grasping Land*, SUNY Press, New York, 1997, pp. 147-175.

Ariella Azoulay. "With Open Doors: Museums and Historical Narratives in Israel's Public Spaces," in *Museum Culture: Histories, Discourses, Spectacles*. Eds. Daniel Sherman and Irit Rogoff. Routledge, 1994.

William Schack, "The Art Museums of Israel," *Art Journal*, vol. 25 (Summer 1966).

Week 7: Museums and Memory: Sites of Conscience

Readings:

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.

James Young, *The Texture of Memory: Holocaust Memory and Meaning*, New Haven: Yale University Press, 1993, pp. 219-262.

Tim Cole, "Yad Vashem," in *Images of the Holocaust: The Myth of the Shoah Business*

Susan A. Crane, "Memory, Distortion, and History in the Museum," *History and Theory* 36:4 (1997): 44-63.

John Urry, "How Societies Remember the Past," in *Theorizing Museums. Representing Identity and Diversity in a Changing World*, Macdonald and Fyfe, eds., pp.45-65.

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

Yad Mordechai, <http://www.haaretz.com/culture/arts-leisure/experience-the-warsaw-ghetto-1.337429>

Alice Friman, "At the Holocaust Museum" in *Museum Studies*, pp. 123.

Web Sites: <http://www1.yadvashem.org/>

<http://www.gfh.org.il/Eng/>

<http://www.bterezin.org.il/>

Week 8: MIDTERM

Week 9: Israeli Controversies: Umm al-Fahem, Museum of Tolerance, Tel Aviv Museum of Art

Film Screening: The Shakshuka System

Marvin Hier, "A *Proper Site for a Museum of Tolerance*," *Los Angeles Times*, February 12, 2010.

Abe Selig, "Muslims planned Mamilla project in '45," *The Jerusalem Post*, February 17, 2010.

Week 10: Different Perspectives/ Different Audiences

Readings:

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Gaby Porter, "Seeing through Solidity: A Feminist Perspective on Museums," in Sharon Macdonald and Gordon Fyfe, eds., *Theorizing Museums: Representing Identity and Diversity in a Changing World* (Oxford and Cambridge, MA: Blackwell Publishers and the Sociological Review, 1996), pp. 105-126.

Museum Visit – Holon, Tel Aviv: Holon Design Museum, Bialick House, Rabin Center, Eretz Israel Museum.

Week 11: Final Presentations

Week 12: Final Presentations

*** All learning material will be available to the students on the module's website (high-learn)/ library/ electronic documents available to BGU students.**

Grading scale: the academic grading system used in all modules of the overseas students program is:

| | | | | | | | | | | | |
|--------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------------|
| A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | F |
| 93-100 | 89-92 | 86-88 | 82-85 | 79-81 | 76-78 | 72-75 | 69-71 | 66-68 | 62-65 | 58-61 | 57 or below |

It is important to note that the passing grade in the OSP is different from other university modules. This scale is relevant only to the modules offered by our department.

Module evaluation: at the end of the semester the students will evaluate the module, in order to draw conclusions, and for the department internal needs.

Confirmation: the syllabus was confirmed by the Dean of International Academic Affairs on 2010 to be valid in Spring 2011.

Last update: 23/02/11

Ben-Gurion University of the Negev
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Name of the module: The Archaeology of the Negev: Anthropological Perspectives on the Long-Term History of a Desert.

Number of module: 13-5-312

BGU Credits: 4 Credits.

ECTS: 6 ECTS.

Academic year: 2010-2011

Semester: Spring.

Hours of instruction: Sunday: 6 pm- 8 pm and Tuesday: 4 pm- 6 pm.

Location of instruction: Sunday: Building 34 room 203 Tuesday: building 90 room 321.

Language of instruction: English.

Cycle: First cycle.

Position: the module is given as an elective introduction module to the students in the Overseas Students Program.

Field of Education: Archaeology.

Responsible Department: Ginsburg- Ingerman Overseas Students Program.

Lecturer: Prof. Steve Rosen

Contact details: Email: rosen@bgu.ac.il

Phone: 08-6477945

Office location: Building 72, Room 656.

Office hours: Sunday, 10 am-12 pm.

General prerequisites: satisfactory English level.

Module description:

The Negev, the southern desert zone comprising over one half of the territory of modern Israel, also constitutes a land bridge connecting Africa with Asia and Europe, and Arabia and the Indian Ocean with the Mediterranean world. As an arid rocky desert, living in it demands special adaptations and skills. The combination of geographic bridge and desert results in a unique and special cultural evolution spanning from Ice Age hunter-gatherer societies, through the earliest desert pastoralism, to long distance trade systems, and ultimately to integration into large states and empires, each of these punctuated by periods of decline and even abandonments. The Negev is also the focus of many of the cherished myths and legends of western civilization, especially those associated with the bible. The module offers a survey of the history of this special region

Aims of the module:

In this module we will explore the long term history of the Negev, with emphasis on the development of desert society and the relationships between the people of the desert, their environment, and the sedentary peoples living in the Mediterranean zone. Archaeology serves as the primary means of this exploration, but historical texts and ethnography will be drawn upon as well.

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Objectives of the module:

The students will be required to read critically, write abstracts of key works, and achieve control of both a large data set and the theoretical frameworks behind the interpretation of the data set. The student will be exposed to critical perspectives of the different sources, that is the archaeological materials, ethnography, and texts (both biblical and non-biblical).

Learning outcomes of the module:

On successful completion of the module, the student should be able to:

1. Describe the basic cultural and chronological sequence of Negev archaeology from the first expansion of hominids out of Africa into the Negev through recent Bedouin adaptations.
2. Review the basic human adaptations of life in the desert, relating to patterns of hunting-gathering, pastoral nomadism, and different forms of desert agriculture.
3. Review how these patterns evolved over time.
4. Illustrate the sequences describe above with specific in-depth examples derived from the Negev (for example the rise of early desert pastoralism).
5. Contrast the historical sequence and events as reflected in the archaeology with that reflected in the texts, especially the biblical text (e.g., the exodus, the patriarchal stories, the United monarchy, etc.).
6. Compose an overall narrative of Negev history, incorporating archaeological, historical, and ethnographic materials.
7. Offer interpretations of the relationships between different realms of historical data such as the biblical text, ancient inscriptions, architecture, and material culture remains in the original contexts.
8. Relate critically to the strengths of weaknesses of each type of evidence.

Attendance regulation: compulsory attendance in class and on field trips.

Teaching arrangement and method of instruction:

The module is based on frontal lectures with powerpoint presentations. Students are required to read weekly materials and during class are encouraged to compare those materials with the materials presented in lectures. Field trips offer hands-on access to the materials of the module.

Assessment:

Structure of Final Module Grade

| | |
|--|----------------|
| 1. Two article abstracts | 10% x 2 = 20 % |
| 2. Objective quiz on lecture materials | 30 % |
| 3. Final examination exercise | 5 % |
| 4. Field trip report | 5 % |
| 5. Final examination | <u>40 %</u> |
| | 100% |

Please note:

- All readings are on line, on the High Learn system, as are all other module materials.

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- Grades will not be submitted unless all class assignments are turned in.
- Late submission will be penalized a point a day.
- The students are required to read the assigned material and actively participate in the weekly discussions.

Work and assignments:

- The students are required to read the assigned material and actively participate in the weekly discussions.
- The article abstracts, of specified articles, will not exceed 200 words, according to format attached. (See attached for instructions).
- The objective quiz on lecture materials will take place on April 12.
- For final examination exercise instructions (due June 8) see attached.
- The field trip report/description is due April 26. This should include the name of each site, location and local environment, a description of each site, what was found there, and a review of why each is important. Each site description should be approximate 1/2 page in length
- The final examination will be based on examination exercise as much as possible.
- **Final Exam Exercise:**
 1. Definition of Terms. Please define, in 3-4 sentences only, 10 terms (from 15 listed). If you find it useful, you may also sketch an illustration. (25 points)
For the exercise, please list 15 terms: e.g., Irano-Turanian.
 2. Site identification: Please indicate specific location (central Negev, Sinai, etc.), major periods of occupation, and significant features of 10 of the following 15 sites. If you find it useful to provide a sketch, you may do so. (25 points).
For the exercise please list 15 sites: e.g., Shivta.
 3. Short answers. Please answer in 5-6 sentences 5 of the 8 questions listed. (25 points).
For the exercise, please write 8 questions.
 4. Essay questions. Please answer 1 of 3 questions in two to three pages.
For the exercise, please write three questions.

IMPORTANT: IT IS NOT NECESSARY TO ANSWER THE QUESTIONS FOR THE EXERCISE!

Time required for individual work: in addition to attendance in class, the students are expected to do their assignment and individual work:

3 hours of reading each week.

3 hours of work on the abstracts.

2 hours of work on the report on one field trip.

Those expectations are approximate and correlate with the module's ECTS.

Schedule and outlines and Literature:

The literature mentioned is the mandatory reading items.

Week 1: Introductory materials: the importance of the Negev for anthropological and historical research, environmental and climatic background of the desert, basic themes, chronologies.

Readings:

Danin, A. 1983. *Desert Vegetation of Israel and Sinai*. Jerusalem, Cana. Pp.8-23.

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Moorhead, T.S.N. 2003. The Genesis, Conduct, and Publication of the Wilderness of Zin Survey. In *The Wilderness of Zin*, by Wolley, C.L. and Lawrence, T.E. 2003 (1914-15). Eisenbrauns, Winona Lake, Indiana. Pp. xvii-xlvi.

Evenari, M., Shanan, L., and Tadmor, N. 1982. *The Negev: The Challenge of a Desert*. Cambridge, Mass., Harvard University Press. (see on-line readings)

Rosen, S.A. 1987. Demographic Trends in the Negev Highlands: Preliminary Results from the Emergency Survey. *Bulletin of the American Schools of Oriental Research* 226:45-58.

Week 2: Paleolithic hunter-gatherer adaptations in the changing environments of the Pleistocene Negev
Readings:

Marks, A.E. 1977b. Introduction: A Preliminary Overview of Central Negev Prehistory. In *Prehistory and Paleoenvironments in the Central Negev, Israel II*, ed. Marks, A.E. Dallas, SMU Press. Pp. 3-34.

Bar-Yosef, O. and Phillips, J. 1977. *Investigations in Gebel Maghara, Northern Sinai*. Qadem &, Hebrew University, Jerusalem . Pp. 255-260.

Week 3: The Terminal Pleistocene adaptations: the Epipaleolithic cultures - intensive hunting-gathering in a desert steppe

Readings:

Goring-Morris, A.N. 1987. *At the Edge: Terminal Pleistocene Hunter-Gatherers in the Negev and Sinai*. British Archaeological Reports International Series 361, Oxford. Pp. 416-448.

Week 4: The Negev Neolithic: the last hunter gatherers and the transition to pastoral nomadism

Readings:

Avner, A. 1993. Mazzebot Sites in the Negev and Sinai and their Significance. In *Biblical Archaeology Today 1990*, eds. Biran, A. and Aviram, J. Pp. 166-181. Israel Exploration Society: Jerusalem.

Rosen, S.A. 2002. The Evolution of Pastoral Nomadic Systems in the Southern Levantine Periphery. In *Quest of Ancient Settlements and Landscapes*, eds. van den Brink, E., and Yannai, E. Tel Aviv, Ramot Publishing, Tel Aviv University. Pp. 23-44.

Week 5: Chalcolithic adaptations: villages, farming, pastoralism, and metallurgy (25/03), Objective quiz on lecture materials (27/03, 45 minutes)

Readings:

Gilead, I. 1993. Socio-Political Organization in the Northern Negev at the End of the Chalcolithic Period. In *Biblical Archaeology Today 1990*, Pre-Congress Symposium Supplement. Edited by Biran, A. and Aviram, J. Pp. 82-97. Israel Exploration Society, Jerusalem.

The above article by Gilead should be abstracted. (Due April 10).

Levy, T.E. 1986. The Chalcolithic Period. *Biblical Archaeologist* 49:82-108.

Field Trip: Tel Sheva, an Iron tell in the northern Negev; A Byzantine town in the Central Negev; The Ein Avdat prehistoric sites

Week 6: Objective quiz based on lecture materials

Guest lecture – Rock Art in the Negev.

Week 7: The Early Bronze Age: urbanism and empires

Readings:

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Beit-Arieh, I. 2002. A Note on the Relations Between Canaan, Sinai and Egypt and the Status of Arad in the Negev. In *Aharon Kempinski Memorial Volume*, eds. Ahituv, S. and Oren, E. Beer-Sheva XV, Ben-Gurion University Press, Beersheva. Pp. 21-28.

Finkelstein, I. 1995. *Living on the Fringe*. Sheffield Academic Press, Sheffield. Pp. 67-86.

Glueck, N. 1959. *Rivers in the Desert*. Jewish Publication Society, Philadelphia. Pp. 85-110.

Week 8: The Middle Bronze I/Early Bronze IV/Intermediate Bronze/Early Bronze-Middle Bronze: What's in a name?; The big gap: what happened in the second millennium b.c.e? The relationship between archaeology and the Bible

Readings:

Cohen, R. 1992. Nomadic or Semi-Nomadic Middle Bronze Age I Settlements in the Central Negev. In Bar-Yosef, O. and Khazanov, A.M.(eds.) (1992). *Pastoralism in the Levant*. Ann Madison: Prehistory Press. Pp. 105-131.

Rothenberg, B. 1972. Were These King Solomon's Mines? Stein and Day: London. Pp. 63-111. (not required).

Week 9: The big gap: what happened in the second millennium b.c.e? The relationship between archaeology and the Bible

Readings: To be announced.

Week 10: The Iron Age: the Israelite state, fortresses, farmers, and pastoralists

Readings:

Cohen, R. 1979. The Iron Age Fortresses in the Negev. *Bulletin of the American Schools of Oriental Research* 236:61-79.

Field Trip: The Negev Highlands – The Camel Site (Early Bronze Age): The Ruchot Fortress and Cistern (Iron Age), Ein Saharonim, (Nabatean way station); Ramat Saharonim (Neolithic desert cult complex).

Week 11: The Nabateans and the Romans: kingdoms, empires, trade, agriculture and cities?

Mayerson, P. (1989) Saracens and Romans: Micro-Macro Relationships. *Bulletin of the American Schools of Oriental Research* 274: 71-79.

The above article by Mayerson should be abstracted. (Due on the day of the final exam)

Negev, A. <http://www.nabateans.org/israel.htm>

Week 12: The Byzantines in the Negev: urbanism, farming, Christianity

Readings:

Shershfski, J. (1991) *Byzantine Urban Settlements in the Negev Desert*. Beersheva, Beersheva V, Studies by the Department of Bible and Ancient Near East, Ben Gurion University Press. Pp. xi-19.

Week 12 (Final exam exercise due): The Rise of Islam

Readings:

Rosen, S.A. and Avni, G. (1993) The Edge of Empire: The Archaeology of Pastoral Nomads in the Southern Negev Highlands in Late Antiquity. *Biblical Archaeologist* 56: 189-199.

Rosen, S.A. 2000. The decline of desert agriculture: a view from the classical period Negev. *The Archaeology of Drylands* (eds. G. Barker and D. Gilbertson), pp. 45-62. London: Routledge.

Week 13: Recent times

Readings to be announced.

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*** All learning material will be available to the students on the module's website (high-learn)/ library/ electronic documents available to BGU students.**

Grading scale: the academic grading system used in all modules of the overseas students program is:

| | | | | | | | | | | | |
|--------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------------|
| A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | F |
| 93-100 | 89-92 | 86-88 | 82-85 | 79-81 | 76-78 | 72-75 | 69-71 | 66-68 | 62-65 | 58-61 | 57 or below |

It is important to note that the passing grade in the OSP is different from other university modules. This scale is relevant only to the modules offered by our department.

Module evaluation: at the end of the semester the students will evaluate the module, in order to draw conclusions, and for the department internal needs.

Confirmation: the syllabus was confirmed by the Dean of International Academic Affairs on 2010 to be valid in Spring 2011.

Last update: 11/01/11

Name of the module: Consumerism, Society and Public Policy.

Number of module: 13-5-355

BGU Credits: 2 Credits.

ECTS: 3 ECTS

Academic year: 2010-2011.

Semester: Spring.

Hours of instruction: Thursday, 8-10 am.

Location of instruction: Building 34 room 203.

Language of instruction: English.

Cycle: First cycle

Position: the module is given as an elective introduction module to the students in the Overseas Students Program.

Field of Education: Business administration and public policy.

Responsible Department: Ginsburg- Ingerman Overseas Students Program.

Lecturer: Mr. Omri Shamir (PhD Student)

Email: shamiro1@zahav.net.il

Mobile: 052-5269209

Office hours: Thursday, 10 am.

Office location: Building 15, Room 309.

General prerequisites: satisfactory English level.

Module description:

In the last decades, the process of consumerism has developed from a private and vital process to a social one, defining the society's character. The market has become a political arena in which citizens can influence Public Policy by using their purchasing power. This phenomenon is connected to three other processes: the Globalization and liberalization of the economy, the decrease of the formal-political sphere and the growing power of firms and their social responsibility.

Aims of the module:

In this module we will explore the relation between Consumerism, Society and Public Policy while looking at them as a two-way process, not just as a "Top-Down", from the government to the society and the market, but also as a "Bottom-Up" process where entrepreneurs in the civil society borrow the citizen's consumer power in order to achieve a social and political change, defining the society's character,

Objectives of the module:

In class we will use Public Policy theories as well as Political Sociology and Marketing Theories in order to explore the world of Consumerism and its several actors: the political-bureaucratic system, the non-governmental organizations (NGO'S), the Corporations and the Consumers-Citizens involved in this interaction. We will use these theories to analyze several case studies from Israel and from other western democracies regarding issues such as animal's rights, social justice and relations between religion and state.

Learning outcomes of the module:

On successful completion of the module, the student should be able to:

1. Identify the actors which involve in the field of consumerism in the modern democracy.
2. Describe the main policy tools that the state's use in order to protect consumer rights.
3. Explain why businesses are looking to express their social responsibility.
4. Predict what will be the business reaction to a call to boycott its product.
5. Compare between the boycott and boycott as political strategy that NGO'S adopt in order to achieve social and political change in society.
6. Illustrate how citizen's can change their consumption patterns to affect the ecological problems of today.
7. Analyze how the production of goods has change in the global era.
8. Show how the ultra-orthodox in Israel have used their consumer power in order to fight against the growing secularization of society.

Attendance regulation: Compulsory attendance.

Teaching arrangement and method of instruction:

This is a formal lecture module, but we will always engage in-class discussions as well, especially if the class is small. The lectures will be based on weekly reading assignments, thus it is very important that students are prepared and actively participate in the module. The module will also include a short field trip.

Assessment

| | |
|-----------------------|------------|
| 1. Participation | 10% |
| 2. Midterm Assignment | 25% |
| 3. Final Exam | <u>65%</u> |
| | 100% |

Note:

- Students will have their final grade lowered an entire grade level if they miss more than 2 class meetings unexcused.

- Work handed in late, will not be graded!

Time required for individual work: in addition to attendance in class, the students are expected to do their assignment and individual work:

Required reading: 2.5 hours per class.

Writing midterm paper: about 6 hours.

Final exam preparation: about 12 hours

Preparing presentation: 8 hours

Those expectations are approximate and correlate with the module's ECTS.

Schedule and outlines and Literature:

First Week

Weekly subject title: introduction

We will open the module by clarifying several terms such as Globalization, Governmentality and Public Policy.

Readings:

Lipschutz, Ronnie D. and Rowe, James, K., 2005, *Globalization, Governmentality and Global Politics*, London and New York, Routledge, pp. 1-23-

Second Week

Weekly subject title: Public Policy and Regulation in the Market

In this session we will deal with the concept of Regulation in the Market. We will answer some question like: why does Government regulates businesses and the Economy? and what are the tools the Government uses in order to protect consumer rights?.

Readings:

Lesser, Lawrence, M, 2000, *Business, Public Policy and Society*, Orlando, Florida, The Dryden Press, pp. 218-242.

Third Week

Weekly subject title: Consumerism and Corporate Social Responsibility (1)

This session pays closer attention to the assumption that Corporate have some degrees of responsibility towards the Human Society and the Ecological System. We will explain the arguments in favor and against this involvement and learn how it is done in practice

Readings:

Moon, Jeremy and Vogel, David, 2008, "Corporate Social Responsibility, Government and Civil Society" in Crane et al. (eds.) *The Oxford Handbook of Corporate social Responsibility*, Oxford University Press, pp. 303-323

Forth Week

Weekly subject title: Consumerism and Corporate Social Responsibility (2)

This session addresses the relationship between Businesses and their stakeholders using "Stakeholders Theory" while presenting the motivation for expressing Social Responsibility.

Readings:

Luders, Joseph, 2006, "The Economics of Movement Success: Business Responses to Civil Rights Mobilization", *American Journal of Sociology*, 111, 4, pp.963-998.

Fifth Week

Weekly subject title: Political Consumerism as political participation

This session examines the emergence of new repertoires of political participation, including those that transcend the state/market, divide and engage with patterns of consumption as political acts like boycotts and buycotts.

Readings:

Stolle, Dietland, Hooghe, Marc and Micheletti, Michelle, 2005, "Politics in the Supermarket: Political Consumerism as a Form of Political Participation", *International Political Science Review*, Vol.26, pp.245-269.
Nelison, Lisa and Paxton, Pamela, 2010, "Social capital and Political consumerism: a multilevel Analysis", *Social Problems*, 57, 1, pp. 5–24.

Sixth Week

Weekly subject title: Political Consumerism and Social Change

This session analyze the concept of civil/social regulation which nongovernmental organizations use in order to monitor businesses labor standards. We will learn about several case studies from Israel and worldwide.

Readings:

Holzer, Boris, 2006, "Political Consumerism between Individual Choice and Collective Action: Social Movements, Role Mobilization and Signaling", *International Journal of Consumer Studies*, 30, 5, pp.405-415
O'Rourke, D., 2003, " Outsourcing Regulation: Analyzing Nongovernmental Systems of Labor Standards and Monitoring", *Policy Studies Journal*, 31, 1, pp.1-29.

Seventh Week

Weekly Lecture title: Political Consumerism in the Israeli context

Readings:

This session explores the unique characteristics of the Israeli society where entrepreneurs use Political Consumerism in order to create social and political changes.

Shamir, Omri and Ben-Porat, Guy, 2007, "Boycotting for Sabbath: Religious Consumerism as a Political Strategy", *Contemporary Politics*, Vol.13, No.1. pp. 75-92

Eighth Week

Weekly Lecture title: Globalization, Consumerism and the Israeli context

In this session we will learn about the rapid development of the Consumer Society in Israel as a result of the global economy. We will also explore the Cultural, Social and Political consequences of this process on the Israeli Society.

Readings:

Ram, Uri, 2008, *The globalization of Israel :McWorld in Tel Aviv, jihad in Jerusalem*, New York, Routledge (selected chapters will be given to read)

Ninth Week

Field trip (will be announced)

Tenth Week

Weekly Lecture title: Globalization, Production and Consumption

In this session, we will pay closer attention to the connection between Production and Consumption in the age of Globalization and their affect on the labor market.

Readings:

Ritzer, George, 2008, *The Mcdonaldization of Society*, Pine Forge press, 5th edition, pp. 1-23

Klein, Neomi, 2002, *No Logo*, Flamingo (selected chapters will be given to read)

Eleventh Week

Weekly Lecture title: Green consumerism: Consumption, Sustainability and the environment (1)

This session considers the affect of the growing consumption on the environment while explaining sustainability and ecological footprint

Readings:

Rees, William and Wackernagel, Mathis, 1994, *Our Ecological Footprint:*

Reducing Human Impact on the Erath, pp. 31-55, New City Publishers

Twelfth Week

Weekly Lecture title: Green consumerism: Consumption, Sustainability and the environment (2)

This session explores the definition of green consumerism and product labeling while presenting a case study from Israel that encourage citizens to reduce their consumption.

Readings:

Bostrom. Magnus and Klintman, Mikael, 2008, *Eco-Standards, Product Labeling and Green Consumerism*, New York, Palgrave-Macmillan, pp.1-21, 33-45.

Grinstein, Amir and Nisan, Udi, 2009, "Demarketing, Minorities and National Attachment", *Journal of Marketing*, 23, pp.105-122

Thirteen Week – Lecture title: Summary and preparation to the exam.

*** All learning material will be available to the students on the module's website (high-learn)/ library/ electronic documents available to BGU students.**

Grading scale: the academic grading system used in all modules of the overseas students program is:

| | | | | | | | | | | | |
|--------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------------|
| A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | F |
| 93-100 | 89-92 | 86-88 | 82-85 | 79-81 | 76-78 | 72-75 | 69-71 | 66-68 | 62-65 | 58-61 | 57 or below |

It is important to note that the passing grade in the OSP is different from other university modules. This scale is relevant only to the modules offered by our department.

Module evaluation: at the end of the semester the students will evaluate the module, in order to draw conclusions, and for the department internal needs.

Confirmation: the syllabus was confirmed by the Dean of International Academic Affairs on 2010 to be valid in Spring 2011.

Last update: 23/02/11