



Course List for Fall 2010

Anthropology

[Medical Anthropology of the Middle East \(4 credits\)](#)

[The Cultural Survival of Indigenous Peoples: The Case of the Negev Bedouin Arabs in Israel \(4 credits\)](#)

[Intercultural Understanding through the Arts: Case Study Israeli Society and the Israeli Arab Conflict \(2 credits\)](#)

[Israel Society As Seen Through Israeli Film \(4 credits\)](#)

[The Israeli Mosaic: An Introduction to Israeli History, Politics, Society and Culture \(Instruction & Internship\) \(6 credits\)](#)

[Human Dignity in Comparative Perspective \(4 credits\)](#)

Arts and Literature

[Intercultural Understanding Through the Arts: Case Study Israeli Society and the Israeli Arab Conflict \(2 credits\)](#)

[Israel Society As Seen Through Israeli Film \(4 credits\)](#)

[Spiritual Themes in Judaic, Christian, and Islamic Traditions \(2 credits\)](#)

[Between Lands and Languages: The Experience of Creative Writing \(2 Credits\)](#)

Ecology

[Environmental and Natural Resources Policy in Israel and the Middle East \(4 credits\)](#)

[History of Israel Desert Region - Ideology and Practice \(4 credits\)](#)

[Issues in Desert Ecology \(2 Credits\)](#)

[Seminar: Independent Student Research \(2 credits\)](#)

Global Health

[The Cultural Survival of Indigenous Peoples: The Case of the Negev Bedouin Arabs in Israel \(4 credits\)](#)

[Human Dignity in Comparative Perspective \(2 credits\)](#)

[Seminar: Independent Student Research \(2 credits\)](#)

[Medical Anthropology of the Middle East \(4 credits\)](#)

History

[The Israeli Mosaic: An Introduction to Israeli History, Politics, Society and Culture \(Instruction & Internship\)\(6 credits\)](#)

[Sites and Rites of Collective Memory in Israel: Holocaust and Identity \(2 credits\)](#)

[Zealots, Priests, Miracle Workers, and Sages: Jews and Judaism from the Maccabees to the Mishna \(2 credits\)](#)

Jewish and Israel Studies

[Environmental and Natural Resources Policy in Israel and the Middle East \(4 credits\)](#)

[History of Israel Desert Region - Ideology and Practice \(4 credits\)](#)

[Seminar: Independent Student Research \(2 credits\)](#)

[The Cultural Survival of Indigenous Peoples: The Case of the Negev Bedouin Arabs in Israel \(4 credits\)](#)

[Intercultural Understanding Through the Arts: Case Study Israeli Society and the Israeli Arab Conflict\(2 credits\)](#)

[Israel Society As Seen Through Israeli Film \(4 credits\)](#)

[Between Lands and Languages: The Experience of Creative Writing \(2 credits\)](#)

[Spiritual Themes in Judaic, Christian, and Islamic Traditions \(2 credits\)](#)

[The Israeli Mosaic: An Introduction to Israeli History, Politics, Society and Culture \(Instruction & Internship\)\(6 credits\)](#)

[Sites and Rites of Collective Memory in Israel: Holocaust and Identity \(2 credits\)](#)

[Faith and Reason in Jewish Philosophy \(4 credits\)](#)

[Zealots, Priests, Miracle Workers, and Sages: Jews and Judaism from the Maccabees to the Mishna \(2 credits\)](#)

Language Studies

Arabic

[Beginners Arabic Level One](#)

[Beginners Arabic Level Two](#)

Hebrew

[Beginners Hebrew Level Aleph](#)

[Lower Intermediate Hebrew Level Bet](#)

[Hebrew Level Gimmel -Upper Intermediate](#)

[Hebrew Level Dalet-Lower Advanced](#)

Philosophy

[Faith and Reason in Jewish Philosophy \(4 credits\)](#)

[History of Israel Desert Region - Ideology and Practice \(4 credits\)](#)

[Sites and Rites of Collective Memory in Israel: Holocaust and Identity \(2 credits\)](#)

[Zealots, Priests, Miracle Workers, and Sages: Jews and Judaism from the Maccabees to the Mishna \(2 credits\)](#)

Political Science

[Introduction to Terrorism and Guerilla Warfare \(4 credits\)](#)

[Intercultural Understanding Through the Arts: Case Study Israeli Society and the Israeli Arab Conflict \(2 credits\)](#)

[The Israeli Mosaic: An Introduction to Israeli History, Politics, Society and Culture \(Instruction & Internship\)\(6 credits\)](#)

Religious Studies

[The Cultural Survival of Indigenous Peoples: The Case of the Negev Bedouin Arabs in Israel \(4 credits\)](#)

[Spiritual Themes in Judaic, Christian, and Islamic Traditions \(2 credits\)](#)

[Faith and Reason in Jewish Philosophy \(4 credits\)](#)

[Zealots, Priests, Miracle Workers, and Sages: Jews and Judaism from the Maccabees to the Mishna \(2 credits\)](#)

Course Descriptions

Medical Anthropology of the Middle East (4 credits)

Prof. Aref Abu-Rabia

The course will encompass theoretical aspects of traditional medical systems, cultural influences on lay attitudes and beliefs & customs regarding illness causation as well as the description and analysis of cultural practices of behavior and their relation to ecology and religion in the Middle East. The course will focus on the following issues: Social determinants of child health, breastfeeding and [animal] colostrums, health care and sedentarization in Jordan, health care among the Sinai Bedouin, nutrition-related health patterns in the Middle East, congenital anomalies in the Arab countries, traditional and folk medicine, ethno-botanic medicine, amulets, midwives, rituals and the worship of saints.

Course Syllabus

The Cultural Survival of Indigenous Peoples: The Case of the Negev Bedouin Arabs in Israel (4 credits)

Prof. Ismael Abu-Saad

The course will focus on the history and experience of the Bedouin Arab community in southern Israel. Under Israeli rule, their traditional lifestyle of land-based semi-nomadic pastoralism is being replaced by landless, labor-force government-planned urbanization. Issues of key importance to that process will be explored, including the historical political context, cultural survival, educational and social transformations, state-indigenous relations, the conflict over land, and the settler-colonial vision inherent in the conceptualization and implementation of the urban models.

Course Syllabus

Intercultural Understanding Through the Arts: Case Study Israeli Society and the Israeli Arab Conflict (2 Credits)

Dr. Ephrat Huss

This course will teach arts and visual research methods as a tool that enables a 'meeting' place, or transitional space between two cultures, helping generate understanding, and helping to clarify concepts and to show the connection

between the subject and its 'background' in a concrete way. The arts enable a multifaceted and dynamic or 'postmodern' identity, that breaks down binary thinking about self versus other as static concepts. The above theories will be applied to different cultures in Israel and the Israeli Arab conflict as a case study. The aim is to provide students with tools for intercultural research, dialogue and conflict negotiation. These theories and skills will be relevant for social studies and research, for conflict negotiation skills, for working in the helping professions with people from different cultures, and for understanding the role of arts in society. Specifically, the different and often conflicting cultures found in Israel and in the Negev will be used as a test case for this in the context of the overall Middle Eastern conflict.

[Course Syllabus](#)

Israel Society as Seen Through Israeli Film (4 Credits)
Rabbi Michael Graetz

This course will provide an overview of some central social issues in Israeli society through the perspective of Israeli cinema. To recognize the ways in which Israeli films present and relate to social issues, and their connection to changes taking place in Israeli society. To determine how this is related to the dynamic development of Israeli film culture.

[Course Syllabus](#)

The Israeli Mosaic; An Introduction to Israeli History, Politics, Society and Culture (Instruction & Internship) (6 credits)
Dr. Paula Kabalo

The years preceding and following the founding of Israel were dominated by intense events, which have impacted all spheres of life. The course follows the history of Israel from the 1930s until the beginning of the 1970s, through the observation of its complex reality. It will lean on Ben Gurion's Archives as a major source of historical records for those crucial years. The students will be engaged in broad discussion and will experience individual archive inquiry on specific case studies. Ben Gurion's dominance as a leading politician and statesman as well as his personal engagement with various strata of society offer his archives as a natural setting for such and introductory course that serves as a primary stage for any further exploration of Israel's history politics, society and culture.

[Course Syllabus](#)

Human Dignity in Comparative Perspective
Dr. Doron Shultziner

This course explores the meanings and functions of 'human dignity' in legal parlance and in legal instruments through comparative perspective. We begin the course by identifying the intellectual origins of human dignity and mapping its basic meanings in philosophical and legal discourses. The relationship between human dignity and human rights will be discussed next. We will then explore developments in the usages of human dignity that began in the 20th century, as manifested in national and international legal instruments, as well as through a cross cultural perspective. Students will also investigate how human dignity is used in theory and in practice in different legal systems. An emphasis will be given to the functions and meanings of human dignity in Israel: the particular circumstances that led to the enactment and interpretation of human dignity as a discrete human right in Israel, and the constitutional and interpretational implications of this legal precedent. We will conclude the course with an approach advocating a universal conception of human dignity versus cultural-relative conceptions.

[Course Syllabus](#)

Spiritual Themes in Judaic, Christian and Islamic Traditions **Dr. June Leavitt**

As we read excerpts from the Bible and the Zohar, we confront ideas which can be compared and contrasted with spiritual trends in the New Testament and Koran. The ideas include the journey as transformation of the self; the individual spiritual quest; the prophetic meaning of dreams, and the influence of history on the formation of a mystical tradition.

[Course Syllabus](#)

Between Lands and Languages: The Experience of Creative Writing (2 credits) **Dr. Dara Barnat**

This course teaches the discipline of creative writing using the experience of migrating between lands, languages, and cultures as a touchstone for this exploration. We will consider the works of Israeli authors (both English- and Hebrew-speaking), who have dealt with themes of place and immigration. However, the course will primarily be devoted to creating original written work and learning how to refine that work, with particular attention to the ways in which geographical contexts impact creative production.

[Course Syllabus](#)

Topics in Environmental and Natural Resources Issues in Israel and the Middle East (4 credits)
Dr. Clive Lipchin

Israel has been described in the bible as a land of “milk and honey”, yet like most countries, Israel is grappling with a variety of environmental problems. What is unique in Israel’s case, is due to its small size, Israel must effectively manage the environment together with the quality of life of her citizens and also in terms of relations with surrounding countries. Environmental management in Israel therefore also requires a socio-political and economic dimension. In this course we will examine Israel’s and the Middle East’s environmental problems as we attempt to address the complexities in the development and management of the region’s natural resources and heritage. We will explore the interactions among environmental, social and economic factors and how they impact humanity and the natural world with a focus on Israel in general and in the Negev in particular. The course will include two field trips that will highlight environmental issues in Beer Sheva and the Negev.

[Course Syllabus](#)

History of Israel Desert Region- Ideology and Practice
Dr. Zeev Zivan

The Negev is the southern Region of the State of Israel. This course aims to present the Negev to the Student through its History, Archeology, current Inhabitants, Monuments and various Dilemmas. In this course we'll introduce and discuss its famous figures from Abraham to David Ben-Gurion. Among others, we will discuss Yigal Alon and Yitzhak Rabin, Ariel Sharon and David Tuviahu.

[Course Syllabus](#)

Issues in Desert Ecology
Dr. Gil Ben-Natan

In this course, the foundations of modern quantitative ecology will be related within the framework of desert environment. Basic theoretical concepts, such as competition, predation and disturbance, will be mixed with practical environmental challenges such as desertification, ecosystem services and environmental crises. As the course unfolds, more of the complexity and variability of ecological systems will be shown and dealt with. The multi-level and co-occurring processes, determining ecological phenomena, require unique mindset and toolkits, for the purposes of analysis and understanding. In this course, an effort will be made to touch on the elements currently active in the field of modern ecology, to comprehend and predict such phenomena.

[Course Syllabus](#)

Seminar in Independent Student Research

Dr. Clive Lipchin

This seminar is designed to provide a framework for students interested in pursuing an independent research project whilst enrolled as a student in the BGU OSP program. The seminar is designed to introduce the student to basic concepts and problems encountered in social and scientific investigation, including types of data and measurement, sampling, 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. It is also possible to consider the seminar as a means for support for students interested in pursuing an internship at a particular academic department at the university.

[Course Syllabus](#)

Sites and Rites of Collective Memory in Israel: Holocaust, History and Identity

Dr. Jackie Feldman

The course 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.

[Course Syllabus](#)

Zealots, Priests, Miracle Workers and Sages: Jews and Judaism from the Maccabees to the Mishnah
Dr. Moshe Shoshan

In this course we will study the one of the most critical and turbulent periods in Jewish History: The era from the victory of the Macabees over their Greco-Syrian overlords in the second century BCE through the aftermath of the failed Bar Kochba revolt against the Romans in the second century CE.

We will study the astonishing variety of “Judaisms” that emerged in this period with an eye towards understanding the various ways in which different groups of Jews responded to the circumstances of their times. The focus in the classroom will be on the careful reading of primary texts such as the Dead Sea Scrolls, Josephus, the New Testament and the Mishnah.

[Course Syllabus](#)

Faith and Reason in Jewish Philosophy
Prof. Haim Kreisel

The course will focus on the manner in which Jewish philosophers, from medieval times to the present, attempted to understand Judaism in light of the developments in philosophy in their surrounding cultures.

[Course Syllabus](#)

Beginning Arabic, Level One
Dr. Ariel M. Sheerit

This class assumes no prior knowledge of Arabic and introduces you to the alphabet and to the rudiments of the standard literary language.

[Course Syllabus](#)

Beginning Arabic, Level Two
Dr. Ariel M. Sheerit

This class is a continuation of first semester Arabic, and as such it introduces the student to the rudiments of standard literary Arabic.

[Course Syllabus](#)

Hebrew Level 1(Beginners+) **Ms. Michal Deckel**

This course is a continuation of the Beginners course. The emphasis is on verbal communication skills used in day to day situations. The course aims to develop grammatical structure and vocabulary, and encourage the student to use his/her basic knowledge of Hebrew.

[Course Syllabus](#)

Hebrew Level Bet-Lower Intermediate **Ms. Ora Dennis**

The course is suitable for students who have completed the book “Starting Hebrew” – part 1 (*Ivrit Min Ha-Hatchala* Hebrew University, Jerusalem) or any equivalent material.

The course aims to impart the basic structures of the Hebrew language, to enhance and expand vocabulary and to develop both oral and written comprehension and expression in the language.

During the course, students will encounter diverse topics in various fields. The program acknowledges the fact that the student specifically chose to learn in Israel and thus address topics related to statehood (documentary films are incorporated in the delivery of some topics).

[Course Syllabus](#)

Hebrew Level Gimmel -Upper Intermediate

The aim of this course is to bring students to an intermediate level of Hebrew. The purpose of the course is to encourage the student to use Hebrew as a spoken language while using slang and Modern Hebrew terms, what might be described as “everyday Hebrew.” This aim will be achieved by expanding vocabulary as well as the ability to express oneself fluently, orally and in writing. This includes the strengthening of grammar and syntax. We achieve this task by means of conversation, movies, popular songs and role-playing

[Course Syllabus](#)

Hebrew Level Dalet-Lower Advance
Ms. Irit Matmor

The aim of this course is to bring students to an advanced level of Hebrew. This course offers practice in understanding lectures at academic level and the skills for academic reading comprehension. This aim will be achieved by expanding vocabulary as well as the ability to express oneself fluently, orally and in writing. This includes the strengthening of grammar and syntax in order to enable reading excerpts from the press and literature in general.

[Course Syllabus](#)

From Che Guevara to Osama Bin Laden: The International Maze of Terrorism & Guerilla Warfare
Dr. Jonathan Fine

While the objective of unconventional warfare is the total destruction of the enemy, and that of conventional war strives to reach its surrender (usually followed by a political solution) terrorism and guerilla warfare tend to focus on attrition. Due to the recent unprecedented events involving radical Islamic groups such as *Al – Qaeda* and *Hezbollah*, many tend to forget that in its early origins, terrorism was an integral part of modern Western political thought, beginning with the French revolution and 19th century anarchist such as Michail Bakunin and Sergey Nechaev, followed by 20th century guerilla strategist such as T.H.Lawrence, Mao-Tse-Dung, Ernesto-Che-Guevara, Carlos Marighella, General Nguyen Giap, and Franz Fanon. But while these schools of thought mark the secular trend of modern terrorism and guerilla warfare, fundamental Islamic political thought beginning with Egyptian Sunnite theologians such as Hassan-El-Banna and Sayyid Qutb, followed later by Abdullah Yusuf Azam and also Shiite clerics such as Ayatollah Khomeini, mark the rise of the religious trend in modern terrorism and guerilla warfare.

This course will analyze the different historical stages in the evolution of modern terrorism and guerilla warfare, emphasizing as terrorist expert Bruce Hoffman says, that terrorism and guerilla warfare are changing constantly due to the fact that new adversaries with very different rationales and motivations emerge to challenge the conventional thinking of terrorism.

[Course Syllabus](#)



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

Medical Anthropology of the Middle East

Prof. Aref Abu-Rabia

Email: arefabu@gmail.com

Phone: 08- 647-2540 Mobile: 0544292892

Course Description:

The course will encompass theoretical aspects of traditional medical systems, cultural influences on lay attitudes and beliefs & customs regarding illness causation as well as the description and analysis of cultural practices of behavior and their relation to ecology and religion in the Middle East. The course will focus on the following issues: Social determinants of child health, breastfeeding and [animal] colostrums, health care and sedentarization in Jordan, health care among the Sinai Bedouin, nutrition-related health patterns in the Middle East, congenital anomalies in the Arab countries, traditional and folk medicine, ethno-botanic medicine, amulets, midwives, rituals and the worship of saints.

Course Structure and Teaching Method

Total # of credits: 4

Teaching method:

The course will be conducted through a combination of formal lectures and class discussion. The lectures will be based on weekly reading assignments. Case examples will be an integral part of the course through the semester, (e.g., visiting lecturers; films and PowerPoint).

Course Requirements

Compulsory attendance: **Yes**.

Reading articles and participating in the discussion.

Midterm exam and final paper.

Structure of final course grades

Participation	20%
Midterm Exam	40%
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 meeting unexcused.

Course Schedule Layout:

First Week:

Hans Baer, Merrill Singer, and Ida Susser 1997: "What Is Medical Anthropology About", in *Medical Anthropology and the World System, A Critical Perspective*, London: Bergin & Garvey, PP: 1-36.

Second Week:

Marcia C. Inhorn and Carolyn F. Sargent 2006: Introduction to Medical Anthropology in the Muslim World. *Medical Anthropology Quarterly*, Vol. 20, Number 1, pp. 1–28.

Third Week:

ERIC KAUFMANN 2009. Islamism, Religiosity and Fertility in the Muslim World. Paper prepared for 2009 ISA conference, New York. Pp.1-44

Fourth Week:

MORGAN CLARKE 2007: Children of the Revolution: 'Ali Khamene'i's 'Liberal' Views on in vitro Fertilization. *British Journal of Middle Eastern Studies*, December 2007
34(3), 287–303.

Fifth Week:

1- El-Sayed el-Aswad 2006. Spiritual Genealogy: Sufism and Sainly Places in the Nile Delta. *Int. J. Middle East Stud.* **38** (2006), 501–518.
2- Holy saints: PowerPoint.

Six Week:

1-Spicer, Neil 2005. Sedenterization and children's health: Changing discourses in the northeast *Badia* of Jordan. *Social Science & Medicine* 61 (2005):2165-2176.
2- Midterm Exam.

Seventh Week:

- 1-Myntti, Cynthia 1993. Social Determinants of Child Health in Yemen, *Social Science and Medicine* 37(2):233-240.
- 2-Traditional medicine: PowerPoint

Eighth Week:

- 1-Al Hosani, 1 M. Salah, 1 H. Abu-Zeid, 1 H.M. Farag¹ and D. Saade 2005. The National Congenital Anomalies Register in the United Arab Emirates. In, *Eastern Mediterranean Health Journal*, Vol. 11, No. 4, PP.690-699.
- 2- Visiting lecturer.

Ninth Week:

- 1-Marie-Louise Creighton. 1992: "Breast-Feeding and Baraka in Northern Tunisia", in Vanessa Maher, ed. *The Anthropology of Breast-Feeding*. Oxford: Berg. pp: 37-58.

Tenth Week:

- 1-Abu-Rabia, Aref 2005. Evil Eye and Cultural beliefs among the Bedouin tribes of the Negev. *Folklore* Vol. 116, No.3:241-254.
- 2- Evil Eye: PowerPoint.

Eleventh Week:

- 1-Abu-Lughod, Lila 1988: "Modesty, Gender, and Sexuality", in *Veiled Sentiments, Honor and Poetry in a Bedouin Society*, Berkeley and Los Angeles: University of California Press, Pp:118-167.

Twelfth Week:

- 1-Ginat, Joseph 1997: "Mebasha' Justice: Ordeal by Fire", in *Blood Revenge: family honor, mediation, and out casting*. Sussex: Sussex Academic Press. Pp.37-44, 162-165.
- 2- Ordeal by Fire: Film.

Thirteenth Week:

- 1-Aref Abu-Rabia 2007: "Nabi Musa: A Common Saint between Bedouin and Fellahin," in *On the fringe of society: Archaeological and Ethno-archaeological Perspectives on Pastoral and Agricultural Societies*. Eds. Eveline J. van der Steen and B.A. Sidel.
- 2- Nabi Musa: Power point.

- 1-Serour, Gamal 1998. "Reproduction Choice: A Muslim perspective", in Harris, John and Holm, Soren (eds.), *The Future of Human Reproduction: Ethics, Choice and Regulation*, Clarendon Press, 1998:191-202.

Additional recommended bibliography:

Abu-Rabia, Aref 2007: Breastfeeding Practices among Pastoral Tribes in the Middle East. *Anthropology of the Middle East*. Vol. 2, No.2, 2007:38-54.

Khoury, S & Massad, D. 1992. Consanguineous marriage in Jordan. *American Journal of Medical Genetics* 1992 (43):769-775.

el-Aswad el-Sayed 2006: Applied anthropology: practicing anthropology within local and global contexts. *NAPA Bulletin* 25, pp. 35–51.

Oren Yiftachel and Haim Yacobi. *The Making of an Urban Ethnocracy: Jews and Arabs in the Beer-Sheva Region, Israel*, Paper presented at the conference “Urban informality in the age of liberalization,” Berkeley, April 2003.

Elbedour, S., Onwuegbuzie, A. J., Brown, P., & Jiao, Q. J. (2006). Caught in the middle: Identity conflicts of Arab adolescents in Israel. In J. Kuriansky (Ed.), *Terror in the Holy Land: Inside the Anguish of the Israeli-Palestinian Conflict*. . Westport, CT: Greenwood Publishing Group.

Aref Abu-Rabia 2010: “Child-Birth in Traditional Arab-Bedouin Society,” in *The Anthropology of Israel*, edited by Abuhav, O., Hertzog, E., & Marx, E. Wayne State University Press, Pp.453-464.

Avinoam Meir, 1997: “The Role of Public Services”, in *As Nomadism Ends*.

Westview Press, a Division of Harper Collins Publishers, Inc. PP: 169-192.

Abu-Rabia, Elbedour and Scham (2008). Polygyny and Post-nomadism among the Bedouin in Israel *Anthropology of the Middle East*, Vol. 3,(2) 2008: 20–37.

Clinton Bailey, 1982: “Bedouin Religious Practices in Sinai and the Negev”,

Anthropos Vol.77, Pp: 65-88.

Ginat, Joseph 1997: *Blood Revenge: family honor, mediation, and out casting*. Sussex: Sussex Academic Press.

Frank H. Stewart. 1994: *Honor*. Chicago: The University of Chicago Press.

Tamir Oren, et.al (2007), Cardiovascular Risk Factors in the Bedouin Population: Management and Compliance, *IMAJ*, Vol.9, 2007:652-655.

Yonah Amitai, *Annual Report on Infant Mortality in Israel for 2004*. Ministry of Health, Department for the Mother, the Child and the Adolescent, 2005.

RISPLER-CHAIM, VARDIT 2007. The Muslim Surgeon and Contemporary Ethical Dilemmas Surrounding the Restoration of Virginity, *HAWWA* 5(2-3):324-349.

Didier Gazagnadou 2006. Diffusion of cultural models, body transformations and technology in Iran: Iranian women and cosmetic nose surgery. *Anthropology of the Middle East*. Vol.1 issue 1. 2006:106-111.

Musallam, Basem 1983, *Sex and Society in Islam: Birth Control before the Nineteenth Century*. Cambridge: Cambridge University Press.

Munawar Ahmad Anees 1989, *Islam and Biological Futures: Ethics, Gender and Technology*. London: Mansell.



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

**The Cultural Survival of Indigenous Peoples:
The Case of the Negev Bedouin Arabs in Israel**

Prof. Ismael Abu-Saad

Email: abusaad@bgu.ac.il

Phone / Mobile: 08-6461725

Course Description:

The course will focus on the history and experience of the Bedouin Arab community in southern Israel. Under Israeli rule, their traditional lifestyle of land-based semi-nomadic pastoralism is being replaced by landless, labor-force government-planned urbanization. Issues of key importance to that process will be explored, including the historical political context, cultural survival, educational and social transformations, state-indigenous relations, the conflict over land, and the settler-colonial vision inherent in the conceptualization and implementation of the urban models.

Course Objectives:

- develop a multi-faceted understanding of the background, transition and struggle for cultural survival of the Bedouin Arab community in Israel.
- interpret academic articles, official government documents, news items and other information from a critical perspective; and,
- analyze documentary sources and synthesize these materials in various formats, e.g., oral presentations, class discussions, research papers.

Course Structure:

Lecture: 13

Total # of Credits: 2

Teaching Method:

The course will be conducted through a combination of formal lectures, class discussions and student presentations. The lectures will be based on weekly reading assignments.

Course Requirements

Compulsory attendance YES

Pre-requisites: none

Structure of Final Course Grad

1. Participation	20%
2. Final paper	60%
3. Student presentations	20%
	100%

Note:

- Work handed in late, will not be graded!
- Penalties and course 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)

Course Schedule Layout:

1. Introduction and Historical Context

The Socio-Spatial History of the Negev Bedouin
 Zionist Policy in the Pre-state Period
 The 'Naqba' (Catastrophy) and the Military Government

2. Land Issues: Conflicting Narratives

Traditional land ownership systems
 The Expropriation and "Judaization" of the Land
 Colonial Recognition and Cultural Racism

3. Representations of the Bedouin Arabs in Israel**Viewing Documentary Film: Bedouin in Israel Part I**

Readings: Kelley and Black Moon

4. Land Issues continued**5+6. Israeli Government Policies toward the Negev Bedouin**

Spatial Transformation and Indigenous Resistance
 Forced Sedentarisation and Urbanization

Governance in the Planned Bedouin Towns: Perpetuating Dependence and Underdevelopment
Integrated Exclusion
Denied Recognition and Dismantling of Traditional Bedouin Villages

The Bedouin Advancement Authority

The Bedouin Education Authority

The Green Patrol

Community Resistance

7. Israeli Government Policies toward the Negev Bedouin, continued Viewing Documentary Film: Bedouin in Israel Part II

8+9. Changes in the Basis of Economic Subsistence and Their Socio-Cultural Implications

10+11. Education and Cultural Extinction or Survival

Politics, Segregation, and the State Educational System in Israel
Educational Aims, Goals and Curriculum
Staffing, Politicization and Control
Consequences of Ethnic Educational Discrimination

12 . Student Presentations

13. Course Summary and Closing Discussion

REQUIRED READINGS:

1. Abu-Saad, I. (2008) "Spatial Transformation and Indigenous Resistance: The Urbanization of the Palestinian Bedouin in Southern Israel, *American Behavior Scientist*, Vol. 51 (12), pp. 1713-1754.
2. Abu-Saad, I. (2003). Bedouin Arabs in Israel between the Hammer and the Anvil: Education as a Foundation for Survival and Development. In Champagne, D. and Abu-Saad, I. (eds.) *The Future of Indigenous Peoples: Strategies for Survival and Development*. Los Angeles: UCLA American Indian Studies Center, pp.103-120.
3. Abu-Saad, I. (2001). "Black Moon: Another Oriental Fantasy," *Hagar: International Social Science Review*, Vol. 2 (2), pp. 325-331.
4. Abu-Saad, K., Horowitz, T. and Abu-Saad, I. (2007). *Weaving Tradition*

- and Modernity: Bedouin Women in Higher Education*. Beer-Sheva: Bedouin Center Research Unit and Negev Center for Regional Development, Ben-Gurion University of the Negev.
5. Abu-Saad, I. Lithwick, H., and Abu-Saad, K. (2004). *A Preliminary Evaluation of the Negev Bedouin Experience of Urbanization: Finding of the Urban Household Survey*. Beer-Sheva, Israel: Center for Bedouin Studies and Development and the Negev Center for Regional Development, Ben-Gurion University of the Negev.
 6. Alafenish, S. (1987). Processes of change and continuity in kinship systems and family ideology in Bedouin society. *Sociologia Ruralis*, 27, 323-340.
 7. Cole, D. (2003) Where Have the Bedouin Gone? *Anthropological Quarterly*, Vol. 76, (2): 235-267.
 8. Falah, G. (1989). Israel State Policy towards Bedouin Sedentarization in the Negev. *Journal of Palestine Studies*, 18 (2), pp. 71-90.
 9. Falah, G. (1985) The spatial pattern of Bedouin sedentarization in Israel, *GeoJournal*, 11 (4): 361-368.
 10. Ibrahim, T, (2004). *By All Means Possible: Destruction by the State of Crops of Bedouin Citizens in the Naqab (Negev) by Aerial Spraying with Chemicals*. Arab Association for Human Rights, Nazareth, Israel. (www.arabhra.org/NaqabReport_English.pdf).
 11. Kelley, R. (1998). Israel's Bedouin: The End of Poetry, *The Link*, Vol. 31 (4). URL: http://www.ameu.org/uploads/vol31_issue4_1998.pdf
 12. Law-Yone, H. (2003) From sedentarization to urbanization: State policy towards Bedouin society in Israel, in Champagne, D. and Abu-Saad (eds), *The Future of Indigenous Peoples: Strategies for Survival and Development*, Los Angeles: UCLA American Indian Studies Center.
 13. Maddrell, P. (1990). *The Beduin of the Negev*. Minority Rights Group Report No. 81.
 14. Marx, E. (2000) Land and Work: Negev Bedouin struggle with Israel bureaucracies. *Nomadic Peoples*, 4(2):106 – 120.
 15. Marx, E. (1981) The Anthropologist as a Mediator. In Galaty, J.G., Aronson, D., Salzman, P. and Chouinard, A. *The Future of Pastoral Peoples*. Ottawa: International Development Research Centre, pp. 119-126.

16. Shamir, R. (1996) Suspended in Space: Bedouin under the Law of Israel. *Law & Society Review*, 30 (2), p231-57.
17. Swirski, S. and Hasson, Y. (2006) *Invisible citizens: Israel government policy toward the Negev Bedouin*. Beer-Sheva: Bedouin Center Research Unit and Negev Center for Regional Development, Ben-Gurion University of the Negev.
18. Yahel, H. (2006). Land Disputes between the Negev Bedouin and Israel, *Israel Studies*, Vol. 11(2): 1-22.
19. Yiftachel, O. (2003) Bedouin-Arabs and the Israeli Settler State: Land Policies and Indigenous Resistance, in Champagne, D. and Abu-Saad (eds), *The Future of Indigenous Peoples: Strategies for Survival and Development*, Los Angeles: American Indian Studies Centre, UCLA.

Additional Recommended Bibliography

1. Abu-Saad and Champagne, D. (2006) A Historical Context of Palestinian Arab Education *American Behavior Scientist*, Vol. 49 (8), 1035-105.
2. Abu-Saad, I. (2004). Reflections on Race and Racism in Contemporary Israeli Society, *Social Identities*, Vol. 10 (2), pp. 293-299.
3. Abu-Saad, I. (2004). The Role of Education in Minority Identity Formation in an Ethnic State, *Arab Studies Journal*, Vol.XI (1) Vol. XII (2), pp.57-75.
4. Yiftachel, O. (2006). *Ethnocracy: Land and Identity Politics in Israel/Palestine*. Philadelphia: University of Pennsylvania Press.



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

**Intercultural Understanding Through the Arts: Case Study Israeli
Society and the Israeli Arab Conflict**

Dr. Ephrat Huss

Email: ehuss@bgu.ac.il

Hone / Mobile: 052-487-8055

Course Description

This course will teach arts and visual research methods as a tool that enables a 'meeting' place, or transitional space between two cultures, helping generate understanding, and helping to clarify concepts and to show the connection between the subject and its 'background' in a concrete way. The arts enable a multifaceted and dynamic or 'postmodern' identity, that breaks down binary thinking about self versus other as static concepts. The above theories will be applied to different cultures in Israel and the Israeli Arab conflict as a case study. The aim is to provide students with tools for intercultural research, dialogue and conflict negotiation. These theories and skills will be relevant for social studies and research, for conflict negotiation skills, for working in the helping professions with people from different cultures, and for understanding the role of arts in society. Specifically, the different and often conflicting cultures found in Israel and in the Negev will be used as a test case for this in the context of the overall Middle Eastern conflict.

Course Objectives

To apply skills from visual culture and anthropology to the issues of intercultural research, dialogue, and practice utilizing the students experience of Israel and of the Negev specifically, as a case study

Course Structure

Lectures, article presentations and workshops

Total # of Credits: 2

Course Requirements

Compulsory attendance

No Pre-requisites

Structure of Final Course Grad

1. Participation	15%
2. Final Paper	50%
3. Student presentations in class	<u>35%</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.

Course Schedule Layout:

The course will be divided into four sections or modules;

- a) Theory of arts based research
- b) Social issues in Israel through an arts based lenses;
- c) Set of workshops using the arts to address inter- cultural conflict
- d) Final paper presentations in class

Module 1: first to fourth week: Arts based research module;

1/ Introduction to visual culture and visual research methods within qualitative research

These first four lessons will outline the basic concepts of understanding visual language as embodying cultural stands and realities. Students have to read an article a week from the list below, and hand in a work sheet identifying visual elements in the cultures around them; Presentation and analyses of visual research articles that students have read- in class: At this stage students will receive instructions for end of year work and will start preparing it under my supervision;

Allen, P. (1995). *Art is a Way of Knowing*. Boston: Shambhala Press.

Mahon, M. (2000). The Visible Evidence of Cultural Producers. *Annual Review of Anthropology*, 29, 467-92.

Betinsky, M. (1995). *What do you see? Phenomenology of therapeutic art experience*. U.K: Jessica Kingsley.

Educational Researcher, 26 (6), 4-20.

Emmerson M & Smith p(2000) *Researching the visual: images, objects, contexts and interactions in social*. Sage Pub, 242 pages 53 dollars

Freire, P., & Macedo, D. (1987). *Literacy, Reading the Word and the World*.

London: Rutledge.

Module 2: Case study of conflicts, different cultures in Israel through arts based research: weeks 5-8

Theories of inter-culture within the Israeli context; Case study of Bedouin as indigenous culture – Based on Literature; Arts as method of indigenous research and understanding

Al- Krenawi, A. (2000). *Ethno-Psychiatry among the Bedouin-Arab of the Negev*. Tel Aviv: Kibbutz Meuchad Publishing House Ltd.

Mahon, M. (2000). The Visible Evidence of Cultural Producers. *Annual Review of Anthropology*, 29, 467-92.

Kacen, L. & Lev-Wiesel, R. (2002). *Group Work in a Multicultural Society*. Tel Aviv: Cheri over Publications.

Case study of third world feminism in Israel: interaction of gender, culture, and class; Based on literature example of women from different cultures;

Abu-Laughed, L. (1993). Writing Women's Worlds: Bedouin Stories. Berkeley: University of California Press.

Assisan, V. & Al-Hibra, D. (1999). Susan Moller Okan with respondents: In M. Cohen & M. Howard (Eds). *Is Multiculturalism Bad for Women* Princeton: Princeton University Press?

Conflict negotiation; Examples of conflicts in Israel;

Perez, H. (2001). My Skin is My Only Protection. *Notes on the Bedouin, 34.*

Avruch, K. (1998). *Culture and Conflict Resolution*. U.S: Institute of Peace Publication.

Liebmann, M. (1996). *Arts Approaches to Conflict*. London: Jessica Kingsley.

Steinberg, S. & Bar-On, D. (2002). An Analysis of the Group Process in Encounters between Jews and Palestinians Using a Typology for Discourse Classification. *Pergamon, 26*, 199-214.

Arts and social change: Examples of such projects in Israel

Zelizer, C. (2003). The Role of artistic processes in peace building in Bosnia-Herzegovina. *Peace and Conflict Studies, 10, 2*, 62-75.

Shank, M. (2005). Transforming social justice: Redefining the Movement: Art Activism. *Seattle Journal for Social Justice, 3*, 531-559.

Butler, M.L. (2001). Making waves. *Women's Studies International Forum, 4, 3*, 387-399.

Huss, E. (2007). Symbolic Spaces: Marginalized Bedouin women's art as self expression. *Journal of Humanistic Psychology 47 (3)*: 306-319.

Module 3: 9th to 11th week; experiential workshops on intercultural conflicts using the arts

Riley, S. (1993). *Group Process Made Visible*. Ann Arbor: Sheridan Books.

Lineman, M. (2008) *Arts and Anger*. Jessica Kingsley

Zelizer, C. (2003). The Role of artistic processes in peace building in Bosnia-Herzegovina. *Peace and Conflict Studies*, 10, 2, 62-75.

Module 4: 11th to 13th Weeks student presentations of projects in class:

Additional recommended Bibliography

Abu-Lughod, L. (1993). Writing Women's Worlds: Bedouin Stories. Berkeley: University of California Press.

Assisan, V. & Al-Hibra, D. (1999). Susan Moller Okan with respondents: In M. Cohen & M. Howard (Eds). *Is Multiculturalism Bad for Women* Princeton: Princeton University Press.

Al- Krenawi, A. (2000). *Ethno-Psychiatry Among the Bedouin-Arab of the Negev*. Tel Aviv: Kibbutz Meuchad Publishing House Ltd.

Allen, P. (1995). *Art is a Way of Knowing*. Boston: Shambhala Press.

Alcock, P. (1997). *Understanding Poverty*. London: MacMillan.

Appleton, V. (2001). Avenues of hope: art therapy and the resolution of trauma. *Art Therapy*, 18(1), 6-13.

Betinsky, M. (1995). *What do you see? Phenomenology of therapeutic art experience*. U.K: Jessica Kingsley.

Brinton, L (1996). Myths about the powerless: contesting social inequalities. Philadelphia Temple University press (chapter 16, art as community narrative, a recourse for social change)

Butler, M.L. (2001). Making waves. *Women's Studies International Forum*, 4, 3, 387-399.

Dwairy, M. (2004). *Culturally Sensitive Revision of Personality Theories and Psychotherapeutic approaches: a Model of Intervention for the Collective Client*. Paper read at the Conference on Psycho- Social Challenges of Indigenous Societies: The Bedouin Perspective. (July 2004). Ben Gurion University of the Negev.

Eisner, E. (1997). The promises and perils of alternative forms of data representation. *Educational Researcher*, 26 (6), 4-20.

Emmerson M & Smith p(2000) *Researching the visual: images, objects, contexts and interactions in social* .Sage Pub, 242 pages 53 dollars

Freire, P., & Macedo, D. (1987). *Literacy, Reading the Word and the World*. London: Routledge.

Harrington A.(2004)*art and Social Theory*Sociological arguaments in aesthetics Cambridge, Polity Press

Kramer, E. (2000). *Art as Therapy*. London: Jessica Kingsley.

Lippand, L. (1995). *The Pink Glass Swan. Selected Feminist Essays on Art*. New York: New Press.

Liebmann, M. (2008) *Arts and Anger* . Jessica Kingsley

Martinez-Brawley E& Paz M & Endz (1997) At the Edge of the Frame: Beyond Science and Art in Social Work. *British journal of social work*. Vol 28 no 2 p 197-212.

McNiff, S. (1995). *Art Based Research*. Boston: Shambhala Press.

Pink S Kurti L (2004)*Working Images: Visual Research and Representation in Ethnography* Routlidge,

Riley, S. (1993). *Group Process Made Visible*. Ann Arbor: Sheridan Books.

Rubin, J. (2001). *Approaches to Art Therapy*. Philadelphia: Brunner and Mazel.

Shank, M. (2005). Transforming social justice: Redefining the Movement: Art Activism. *Seattle Journal for Social Justice*, 3, 531-559.

Sullivan, G. (2001). Artistic thinking as trans-cognitive practice: A reconciliation of the process-product dichotomy. *Visual Arts Research*, 27 (1), 2-12.

Wang, C. & Burris, M. (1994). Empowerment through Photo-Novella. *Health Education Quarterly*,

. Warren B (2008)*Using the creative arts in therapy and healthcare* Routledge

Wolk, J. L., Pray, J. E., Weiss, I., Miller, T., & Dempsey, D. (1996). Political practice: Educating social work students for policymaking. *Journal of Social Work Education*, 32 (1), 91-100.

Zelizer, C. (2003). The Role of artistic processes in peace building in Bosnia-Herzegovina. *Peace and Conflict Studies*, 10, 2, 62-75.



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

Israel Society As Seen Through Israeli Film

Rabbi Michael Graetz

Tel: 08-6469027 054 6818651

E-mail: baytee@netvision.net.il

Course goals and Description:

General:

An overview of some central social issues in Israeli society through the perspective of Israeli cinema. To recognize the ways in which Israeli films present and relate to social issues, and their connection to changes taking place in Israeli society. To determine how this is related to the dynamic development of Israeli film culture.

Questions:

1. What is political social reality?
2. To what extent and in what way is it possible, desirable or even necessary to reflect this reality in cinema?
3. Did Israeli cinema always deal with social questions; was it always political?
4. What is the difference, if any, between political and apolitical cinema?
5. Can we discern such phenomena in Israeli cinema?
6. Can we describe "Israeliness" in Israeli cinema?
7. In what ways is it the same and different from non-Israeli cinema in the way it relates to society and politics?
8. What are the different characteristics of dealing with social and political subjects in the developing Israeli documentary field?

Course Structure and Teaching Method

Total # of credits: 4

Course Requirements

Students will be expected to attend all classes and screenings, and keep a journal about the films. The journal will be graded at mid semester and end. In addition they will write a more comprehensive paper with bibliography on one of the films and its social issue.

Structure of Final Course Grades

	20%	1. Attendance and active participation in class	
2. Midterm paper			30%
3. Final Exam			<u>50%</u>
			100%

Course Schedule Layout:

Week 1: Introduction to problems in Israel society

General introduction to the major issues in Israeli society through the film: *Ha-Chayim Al-Pi Agfa* (Life According to AGFA) 1992, directed by Asi Dayan

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 Shabbat*” 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 also look at “*Turn Left at the End of the World*”.

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 one of the more popular such films which also was nominated for the Oscar for Best Foreign Movie “*Behind Bars*”. We will also look at another Oscar nominated film “*Ajami*”.

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 “*Summer Vacation*” 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 the short film “*After*” 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.

Recommended Reading

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

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
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).

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].



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

**The Israeli Mosaic
An Introduction to Israeli History, Politics, Society and Culture
(Instruction & Internship)**

Dr. Paula Kabalo

The Ben-Gurion Research Institute for the Study of Israel and Zionism

Email: pkabalo@bgu.ac.il

Phone: 08 659 6962

Location: Sde Boker Campus

Course Description:

The years preceding and following the founding of Israel were dominated by intense events, which have impacted all spheres of life. The course follows the history of Israel from the 1930s until the beginning of the 1970s, through the observation of its complex reality. It will lean on Ben Gurion's Archives as a major source of historical records for those crucial years. The students will be engaged in broad discussion and will experience individual archive inquiry on specific case studies. Ben Gurion's dominance as a leading politician and statesman as well as his personal engagement with various strata of society offer his archives as a natural setting for such and introductory course that serves as a primary stage for any further exploration of Israel's history politics, society and culture.

Course Objectives:

The aim is to provide basic knowledge on Israel's history, politics, society and culture, following correspondence, minutes from formal meetings, memoranda, and popular culture. This methodology offers the students a multifaceted approach, one that doesn't simply provide a narrative but rather offers a joint reconstruction of historical narratives

Course Structure:

Each course meeting will include a **lecture**, and archive/library **exercise** and a **discussion** based on students' findings

Total # of Credits: 6 (including internship)

Teaching Method:

The course will be conducted through a combination of formal lectures, small study groups and class discussion. The lectures will be based on weekly reading assignments, mostly based on the course textbook. In addition to these readings, primary sources will be revealed and tracked by the students during class meetings and thereafter presented and discussed in class. Each meeting will include a time frame for internship within the Institute's units: Ben Gurion archive Online, Library, educational institute [Program developing and Overseas programs]. The course takes place at the Ben Gurion Research Institute, Sde Boker Campus and the above mentioned structure will be divided into three time frames: 08:30-10:00; 10:30-12:30; 13:45-15:15 [12:30-13:30 – lunch time].

Course Requirements

Compulsory attendance **YES**

Pre-requisites: **NONE**

Structure of Final Course Grad

1. Participation	20%
2. Two Midterm assignments	40% (20% each)
3. Final Exam	<u>40%</u>
	100%

Note:

- Work handed in late, will not be graded!
- Penalties and course 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)

Course Schedule Layout:

* Note – readings are all based on course text book. Additional – recommended readings will be assigned throughout the course. One of the assignments will be based on two articles from the additional reading list.

Week 1-2

Weekly subject title: 1930s - the evolution of the Israeli politics:

- The political mosaic of the *Yishuv* and its inter relations
- Ben Gurion and Weizmann – a dual leadership?
- The Arab revolt and its consequences

- Peel's partition plan – contents, significance and reactions
- British Palestine policies – the relations with the Jewish and Arab communities

Readings: Sachar, ch. VIII-IX

Week 3-4

Weekly subject title: The 1940s – Struggle and Diplomacy

- Struggle for statehood - Internal disputes (the Haganah vs IZL and Lehi)
- The Yishuv via the Holocaust
- Struggle for statehood - The International Scene (AA Committee; UNSCOP; 181 Resolution)
- "Futile Diplomacy" – Arab-Zionist negotiations at the end of the mandate
- Preparing for independence – the establishment of a state infrastructure

Readings: Sachar, ch. XI-XII

Week 5-6

Weekly subject title: 1948 – The Israeli War of Independence

- The inter-communal war
- The emergence of the refugee problem
- The declaration of Independence and the extension of the conflict
- The establishment of a Unified army and the enforcement of a central authority – almost a civil war?
- The role of the Sabra generation and the war culture and myths

Readings: Sachar, ch. XIII

Week 7-9

Weekly subject title: The 1950s – the making of Israel and the Israeli

- Nation building – demography, economy, geography policies and the challenge of social and cultural cohesion
- The concept of *Mamlachtiyut* – statism and civil society – rivals or partners?
- infiltration and the Israeli government refugee policy and the Arab minority in Israel
- the 1956 War – triggers, goals, consequences

Readings: Sachar, ch. XIV-XV; XVII

Week 10-11

Weekly subject title: The 1960s – a Fool's Paradise?

- The contradictions of the Eshkol era – conciliatoriness and Nuclear power
- The sense of tranquility and prosperity – reality or illusion?
- Israel's regional ties – the "African Affair"
- The military government and its dismantling

- 1967 – an earth quake
- War of Attrition and its cultural reflections - *Late summer Blues* and the Military Bands

Readings: Sachar, ch. XVIII-XIX; XXI

Week 12-13

The 1970s – A Cross road of Pluralism

- Criticism from the left – the Queen of the Bathtub; Mazpen
- Criticism from the periphery - The Israeli Black Panthers
- A national Trauma – the Yom Kippur War
- War consequences – civic protest, political transformation
- The triumph of Menachem Begin – a new era of Israeli politics
- Israeli Rock and satire

Readings: Sachar, ch. XXIV; XXVI

Week 14

Summary and conclusions

Course Textbook

Howard Sachar, *A History of Israel: From the rise of Zionism to our Time*, New York: Knopf, 1996 or 2007 [2nd or 3rd edition] ; primary sources will be tracked and revealed by the students during the course

Additional recommended Bibliography

-
- Caplan, N. "Zionist-Arab Diplomacy : Patterns and Ambiguities on the Eve of Statehood". L. J. Silberstein (ed). *New Perspectives on Israeli History*, New York: New York University Press, 1991. pp. 242-257
 - Heller, J. *The Birth of Israel, 1945-1949*, University Press of Florida, Gainesville 2000, pp. 1-17;
 - Begin, M. *The Revolt*. London: W.H.Allen, 1951. pp. 133-153
 - Bar-Zohar, M. *Ben-Gurion : a Biography*. New York: Adama Books, 1986. pp. 121-124;
 - Heller, J. *The Stern Gang: Ideology, Politics and Terror, 1940-1949*, Frank Cass, London 1995, pp. 137-145

- Halamish, A. *The Exodus Affair : Holocaust Survivors and the Struggle for Palestine*. London: V. Mitchell, 1998. pp. 75-102
- United Nations General Assembly Resolution 181 – bring the hardcopies of this document to class on October 16th
- Cohen Michael, J. *Palestine and the Great Powers* (Princeton, 1982), pp. 260-300
- Friedman, M. "The Structural Foundation for Religio-Political Accommodation in Israel : Fallacy and Reality", I. Troen & N. Lucas (eds). *Israel - the First Decade of Independence*. New York: State University of New York Press, 1995. pp. 51-81
- Sprinzak, E. *Brother Against Brother : Violence and Extremism in Israeli Politics from Altalena to the Rabin assassination*, New York: The Free Press, 1999. pp. 17-50
- Morris, B. " The Causes and Character of the Arab Exodus from Palestine : the Israel Defence Forces Intelligence Branch Analysis of June 1948", in: Morris, *1948 And After: Israel and the Palestinians*, Oxford 1990
- Morris, B. "The Historiography of Deir Yassin", *Journal of Israeli History* 24,1 (2005) 79-107
- Stein, Kenneth, W. "One Hundred Years of Social Change: the Creation of the Palestinian Refugee Problem", in: L. J. Silberstein (ed). *New Perspectives on Israeli History*, New York: New York University Press, 1991. pp.57-81
- Rozin, O. "The Austerity Policy and the Rule of Law : Relations Between Government and Public in Fledgling Israel" *Journal of Modern Jewish Studies* 4,3 (2005) 273-290
- Lissak, M. "The Civilian Components of Israel's Security Doctrine: the Evolution of Civil Military Relations in the First Decade," in: *Israel: the First Decade of Independence*, pp. 575-593
- Hacoheh, D. "The Law of Return as an Embodiment of the Link Between Israel and the Jews of the Diaspora", *Journal of Israeli History* 19,1 (1998) 61-89

- Oren, Michael. "Escalation to Suez: The Egyptian-Israel Border War, 1949-1956". *Journal of Contemporary History* vol. 24: 2 pp. 347-373
- Golani Motti. "Shall we go to War? And if we do, When? The Genesis of the Internal Debate in Israel on the Road to the Sinai War". *Israel Affairs*. Vol 6: 3-4 2000. pp. 22-42
- Oren Michael. "Did Israel Want the Six Day War?" *Azure* 5759, 1999. pp. 47-86
- Segev Tom. *1967*. Metropolitan Books, NY. 2007. pp. 1-15; 277-287
- Sprinzak, E. *Brother Against Brother : Violence and Extremism in Israeli Politics from Altalena to the Rabin assassination*, New York: The Free Press, 1999. pp. 115-144



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

Human Dignity in Comparative Perspective

Dr. Doron Shultziner

Course Description:

This course explores the meanings and functions of 'human dignity' in legal parlance and in legal instruments through comparative perspective. We begin the course by identifying the intellectual origins of human dignity and mapping its basic meanings in philosophical and legal discourses. The relationship between human dignity and human rights will be discussed next. We will then explore developments in the usages of human dignity that began in the 20th century, as manifested in national and international legal instruments, as well as through a cross cultural perspective. Students will also investigate how human dignity is used in theory and in practice in different legal systems. An emphasis will be given to the functions and meanings of human dignity in Israel: the particular circumstances that led to the enactment and interpretation of human dignity as a discrete human right in Israel, and the constitutional and interpretational implications of this legal precedent. We will conclude the course with an approach advocating a universal conception of human dignity versus cultural-relative conceptions.

Course Structure (subject to change):

- Topic 1: Thick and Thin Concepts of Human Dignity
- Topic 2: Intellectual Origins of Human Dignity
- Topic 3: Human Dignity in International Documents
- Topic 4: Human Dignity in Cross-Cultural Perspective
- Topic 5: Human Dignity in the Experience of Western Nations

Topic 6: Human Dignity, Humiliation, and Recognition

Topic 7: Human Dignity in Bioethics

Topic 8: Human Dignity in Israel

Topic 9: A Universal Conception of Human Dignity

Selected reading:

Abdul, Aziz Said. 1979. "Human Rights in Islamic Perspectives." in *Human Rights: Cultural and Ideological Perspectives*, edited by A. Pollis and P. Schwab. New York: Praeger.

Arieli, Yehoshua. 2002. "On the Necessary and Sufficient Conditions for the Emergence of the Dignity of Man and His Rights." in *The Concept of Human Dignity in Human Rights Discourse*, edited by D. Kretzmer and E. Klein. Hague: Kluwer Law International.

Berger, Raoul. 1992. "Justice Brennan, 'Human Dignity', and Constitutional Interpretation." in *The Constitution of Rights: Human Dignity and American Values*, edited by M. J. Meyer and W. A. Parent. Ithaca: Cornell University Press.

Blackstone, William. 1970. "Human Rights and Human Dignity." in *Human Dignity: This Century and the Next*, edited by R. Gotesky and E. Laszlo. New York: Gordon and Breach.

Brest, Paul. 1980. "Accommodation of the Majoritarianism and Rights of Human Dignity." *Southern California Law Review* 53.

Chaskalson, Arthur. 2002. "Human Dignity as a Constitutional Value." in *The Concept of Human Dignity in Human Rights Discourse*, edited by D. Kretzmer and E. Klein. Hague: Kluwer Law International.

Cohn, H. Haim. 1983. "On the Meaning of Human Dignity." *Israel YearBook on Human Rights* 13.

Cranston, Maurice. 1989. "Human Rights, Real and Supposed." in *The Philosophy of Human Rights*, edited by M. Winston. Belmont: Wadsworth Publishing Company.

Dales, Richard. 1977. "A Medieval View of Human Dignity." *Journal of the History of Ideas*.

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

Spiritual Themes in Judaic, Christian and Islamic Traditions

Dr. June Leavitt

Email: june.leavitt@gmail.com

Phone / Mobile: 02- 963 048/ 050-7381 786

Course Description:

As we read excerpts from the Bible and the Zohar, we confront ideas which can be compared and contrasted with spiritual trends in the New Testament and Koran. The ideas include the journey as transformation of the self; the individual spiritual quest; the prophetic meaning of dreams, and the influence of history on the formation of a mystical tradition.

Course Objectives:

The student will come away with a basic understanding of mystical trends in Judaism as well as a grasp of how these trends were expressed in Christianity and Islam. Emphasis will be placed on developing the students' critical thinking and ability to engage with spiritual texts from other religious traditions.

Course Structure and Teaching Method

2 credits

Teaching Method:

The course will be conducted through formal lectures, dynamic class discussions and in-class tasks based on reading assignments of primary and secondary texts. In addition to selected readings, we will see two films which will then be discussed in class.

Course Requirements

Compulsory attendance

Pre-requisites:

Background in religious studies or permission of the lecturer.

Structure of Final Course Grades

1. Attendance, close reading of all required assignments and active participation in class	20%
2. Midterm Exam	30%
3. Final Exam	<u>50%</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.

Course Schedule Layout:

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

The Spiritual Quest of Abraham

Excerpts from the Book of Genesis

We begin to discern the unique features of Jewish mysticism in the light of Abraham's spiritual quest.

Class 3

Spiritual Motifs in Abraham's Life

Aviva Zornberg "Travails of Faith"

Excerpts from the Zohar

Class 4

The Spiritual Quest of Mohammed

Journey as Transformation of Self in Islamic (Sufi) tradition

Excerpts from the Koran

Sara Sviri, *The Taste of Hidden Things*

After a brief introduction to the spiritual quest of Mohammed which resulted in the Koran, we focus on the theme of journey as transformation of the self which is central to Islamic (Sufi) mysticism.

Class 5

Journey as Transformation of Self in the mystical Islamic tradition

Film: *The Prince who Contemplated His Soul*

Discussion of film

Class 6

Signification of Dreams in the Old Testament

Excerpts from the Old Testament

Isaiah Tishby, *Wisdom of the Zohar*

Sigmund Freud's *Interpretation of Dreams*

We compare Freudian theory of dreams with a spiritual theory of dreams presented in sections of the Old Testament and in the Zohar.

Class 7

The Significance of Dreams in Islamic Mysticism

Excerpts from the Koran

Excerpts from *Hadith*

Excerpts William Chittick, *The Sufi Path of Knowledge*

Mid-term Exam

Class 8

Marriage, Child-bearing and Community in Jewish and Christian traditions

Excerpts from the Old Testament

Excerpts from the Zohar.

Excerpts from New Testament

We explore the spiritual foundations of such crucial Jewish values as family and community.

Class 9

The Spiritual Quest of Jesus and the Reformation of Mystical Judaism

Excerpts from the New Testament

The spiritual quest of Jesus can be seen in historical perspective as an attempt to reform the corruption of 2nd Temple Judaism.

Class 10

The Spiritual Quest of Jesus and the Revolt against Jewish Values

Excerpts from the New Testament

Class 11

The Legacy of Jesus

The Mysticism of Silence and Renunciation

Film: *Into Great Silence*

Jesus' revolt against such primary Jewish values as family and community engendered a tradition which idealized separating oneself from the world and from family life.

Class 12

Discussion of film.

Debate on this-worldly versus other-worldly mysticism

Review for final exam

Class 13

Final Exam

Course Textbook

Recommended Reading

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, Arie. *Chassidic Masters*

Mintz, Jerome. *Legends of the Hasidim*

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

Weiner, Herbert. *91/2 Mystics*

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 Mystic 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)



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

**Between Lands and Languages:
The Experience of Creative Writing**

Dara Barnat

Email: barnatda@post.tau.ac.il

Course Description:

This course teaches the discipline of creative writing using the experience of migrating between lands, languages, and cultures as a touchstone for this exploration. We will consider the works of Israeli authors (both English- and Hebrew-speaking), who have dealt with themes of place and immigration. However, the course will primarily be devoted to creating original written work and learning how to refine that work, with particular attention to the ways in which geographical contexts impact creative production.

Course Objectives:

The major objective of this course is to develop students' individual styles of creative writing in poetry and prose (fiction and non-fiction). Secondary objectives are to learn the tools by which creative texts are constructed, and to gain understanding of cross-cultural literatures.

Course Structure:

Total # of Credits: 2

Teaching Method:

This course is based on a workshop model which, in addition to reading and analysis of texts, involves individual writing exercises connected to the topic of the week, and group critique of original written work in each class.

Course Requirements

Attendance is compulsory

No pre-requisites

Structure of Final Course Grad

1. Participation	10%
2. Midterm Exam	25%
3. Final Exam	25%
4. Final portfolio	<u>40%</u>
	100%

Course Schedule Layout:

Week 1

Introduction: Where Does the Creative Writing Process Begin?

Weekly Reading:

Rilke, Rainer Maria. Letters to a Young Poet. New York and London:
W. W. Norton & Company, 1992. (pp. 17-26)

Week 2

Finding Your (Writer's) Voice

Weekly Reading:

Rass, Rebecca. The Writer Within. Israel: Bitan Publishers, 2000.
(pp. 23-28)

Week 3

Learning the Revision Process

Weekly Reading:

Whitman, Walt. Leaves of Grass. Whitman: Poetry and Prose. Ed. Justin Kaplan.
New York: Library of America College Editions, 1996.
(pp. 27-31, 188-192).

Week 4

Studying Forms and Devices in Poetry

Weekly Reading:

Selections from Kaufman, Shirley. Threshold. Washington: Copper Canyon Press, 2003.

Suggested Reading:

Dobyns, Stephen, ed. Best Words, Best Order: Essays on Poetry. New York: Palgrave, 2003.

Week 5

Studying Forms and Devices in Poetry (cont.)

Weekly Reading:

Selections from Alkalay-Gut, Karen. So Far, So Good. Oxford: Boulevard, 2004.

* (Midterm Exam)

Week 6

Studying Forms and Devices in Fiction

Weekly Reading:

Keret, Etgar. "The Real Winner of the Preliminary Games." Missing Kissinger. London: Chatto & Windus, 2007. 106-112.

Suggested Reading:

Baxter, Charles. The Art of Subtext. Minneapolis: Graywolf Press, 2007.

Week 7

Studying Forms and Devices in Fiction (cont.)

Weekly Reading:

Oz, Amos. Tales of Love and Darkness. London: Vintage, 2005. (pp. 1-30)

Week 8

Writing about the Self: Memoir

Weekly Reading:

Wiesel, Elie. "A Sacred Magic Can Elevate the Secular Storyteller,"
The New York Times, June 7, 2000.

Suggested Reading:

Gerard, Phillip, ed. Writing Creative Non-Fiction. Story Press, 2001.

Week 9

Writing about the Self: Memoir

Wiesel, Elie. Night. New York: Discus Books, 1969. (chapters 1-3)

Week 10

Exploring Hebrew to English Translation

Reading:

Shalev, Meir. A Pigeon and a Boy. Israel: Schocken, 2009. (chapters 1-3)
(Translated to English by Evan Fallenberg)

Suggested Reading:

Munday, Jeremy, ed. Introducing Translation Studies: Theories and Applications.
New York: Routledge, 2008.

* (Final Exam and Final Portfolio Due)



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

**Topics in Environmental and Natural Resources Issues
in Israel and the Middle East**

Dr. Clive Lipchin

Arava Institute for Environmental Studies

email: clipchin@gmail.com

Course Synopsis

Israel has been described in the bible as a land of “milk and honey”, yet like most countries, Israel is grappling with a variety of environmental problems. What is unique in Israel’s case, is due to its small size, Israel must effectively manage the environment together with the quality of life of her citizens and also in terms of relations with surrounding countries. Environmental management in Israel therefore also requires a socio-political and economic dimension. In this course we will examine Israel’s and the Middle East’s environmental problems as we attempt to address the complexities in the development and management of the region’s natural resources and heritage. We will explore the interactions among environmental, social and economic factors and how they impact humanity and the natural world with a focus on Israel in general and in the Negev in particular. The course will include two field trips that will highlight environmental issues in Beer Sheva and the Negev.

Course accreditation:

Total # of credits: 4

Structure of Final Course Grade

Participation and attendance	10%
Mid term assignment	30%
Presentation	15%
Final exam	45%
Total	100%

Note: Attendance is mandatory. Students will have their final grade lowered an entire grade level if they miss more than 2 class meetings without permission.

For MAPMES and graduate students extra readings will be assigned that go into greater depths on the topics covered in the course. Students will be expected to do a mini-research paper on one of the topics covered in the course instead of a final exam. This will be in the form of a ten page research paper with at least ten references. The mid term assignment will also require a higher level of analysis for graduate students.

Course texts:

Tal, Alon (2002). Pollution in a Promised Land: An Environmental History of Israel, University of California Press, Berkeley

Van Deveer, Donald & Pierce, Christine (2003). The Environmental Ethics and Policy Book. Third Edition, Thomson Wadsworth Press, USA.

Additional readings will also be assigned for each lecture.

Required reading is listed for each week.

Topic One :

- Welcome and introduction
- Our environmental crisis: armagedon or sustainability

Readings:

Can the supply of Natural Resources Really be Infinite? Yes! Julian Simon.

Vandevveer: 408-414,

Future Generations and Sustainability Questions. Vandevveer: 419-427

Future Generations Ernest Partridge. Vandevveer: 428-436

The Nuclear Train to the Future. Richard Sylvan and Val Plumwood. Vandevveer: 436-438

Sustainability: An Economist's Perspective. Robert M. Solow. Vandevveer: 438-443

Sustainability. Robert E. Goodin. Vandevveer: 443-450.

Silent Spring. Rachel Carson. Vandevveer: 595-598

The Case that the World has Reached Limits. Vandevveer: 598-607

Topic Two:

- Religion, ideology and the environment (Jewish, Christian, Islamic and Zionist perspectives on the environment)

Readings:

Tal: Chapter 2

Western Religious and Cultural Perspectives. Vandevveer: pp 43-52

The Historical Roots of Our Ecologic Crisis,. Lynn White Jr. Vandevveer: 52-58

For God so Loved the World. The Reverend Dr. Andrew Linzey.

Vandevener: 58-62

Judaism and the Environment. Vandevener: 62-65

Stewardship versus Exploitation. Robin Attfield. Vandevener: 66-71

The World as God's Body. Sallie Mcfague. Vandevener: 71-89

Of God and Pelicans. Jay. B Mcdaniel. Vandevener: 89-99

Bryan G. Norton "The Cultural Approach to Conservation Biology". *Conservation Realities*

De-Shalit, A. (1995). "From the Political to the Objective: The Dialectics of Zionism and the Environment." *Environmental Politics* 4(1): 70-87

De-Shalit, A. and Talias, M. (1994) Green or blue and white? Environmental controversies in Israel. *Environmental Politics*, Volume 3, Issue 2 , pages 273 – 294

Topic Three :

- The Middle East Water Crisis

Readings:

Tal: Chapter 7

Gleick, P. H. (1994). "Water, War and Peace in the Middle East." *Environment* 36(3): 5-41.

Feitelson, E. (2000). "The Ebb and Flow of Arab-Israeli Water Conflicts: Are Past Confrontations Likely to Resurface?" *Water Policy* 2: 343-363.

Postel, S.L. and Wolf, A.T. (2001). "Dehydrating Conflict." *Foreign Policy*, September/November 2001: 60-67.

Topic Four :

- Environment and business: Corporate social and environmental responsibility
- International Case Study: Victoria's Dirty Secret
- Israel Case Studies: Fish farming and the mortality of corals in Gulf of Eilat/Aqaba and Haifa chemicals and pollution of the Kishon river/Haifa bay
- Midterm takehome handed out

Readings:

Van Deever: pp 559-574

Van Deever: pp 311-318, 318-326, 336-341, 341-352

Richter, E.D. et. al., (2003). Cancer Risks in Naval Divers with Multiple Exposures to Carcinogens. *Environmental Health Perspectives* 111 (4), April 2003

Articles from Haaretz Daily Newspaper:

Despite Cleanup, the Kishon is still Toxic, 27/05/2004

Workers File NIS 5.3 Million Damages Suit against Haifa Chemicals, 14/07/2004

Tal: Chapter 1

Hillel Gordon (2003) "Mariculture in Israel". The Israeli Journal of Aquaculture 55 (4): 219-221.

Y. Cohen & M. Otlodenghi (14 July, 2004) "Gulf of Eilat Monitoring and Research Program –IET Recommendations. Final Report.

Israel Environment Bulletin (2003) "Protecting the Gulf of Eilat/Aqaba" Vol 25 (3).

U.S. Department of State (March 2008). The Greening of U.S. Corporations. Ejournal USA: Vol. 13: 3

Topic Five:

- The Jewish National Fund and Forestation Policy in Israel
- The JNF's Blueprint plan for the Negev

Readings:

Tal: Chapter 4

Vogel, D. (1999) Israeli environmental policy in comparative perspective . Israel Studies, Volume 5, Issue 2 & 3 Winter 1999 , pages 246 - 264

Orenstein, D. and Hamburg, S. (2005) The JNF's Assault on the Negev. The Jerusalem Report

Lauder, R. (2006) Blueprint Negev: A message from Ronald S. Lauder. National Review, April 10, 2006

Topic Six :

- Environmental Justice – Film ("Green" – effects of the petrochemical industry on minority communities in Louisiana)
- Environmental Justice: Israel and its Arab minority
- Midterm due

Readings:

Tal: Chapter 10

Environmental Justice. Vandevier: 34-37,

Environmental Racism. Karl Grossman. Vandevier.: 550-555

The Regional Council for the Unrecognized Villages in the Negev and The Arab Association for Human Rights (2003) "The Unrecognized Villages in the Negev: Update 2003" *Submission to the UN Committee on Economic, Social and Cultural Rights.*

Ramat Hovav: A Survey of Risks. Unpublished manuscript.

Articles from Haaretz Daily Newspaper:

"Civil Solutions for the Bedouin", 24/06/2004

"Jewish Communities Planned to Block Bedouin Expansion", 06/06/2004

"Study: Ramat Hovav has Double the Average Number of Birth Defects and Cancer", 06/01/2004

Topic Seven:

- Population planning and environmental impacts in Israel

Readings:

Van Deveer: pp 389-397; 402-408

Van Deveer: pp 408-414

Garb, Y. Population Dynamics and Sustainability in the Israeli Context: Navigating between Demographic Warfare and Malthusianism

Orenstein, D.E. (2004). Population Growth and Environmental Impact: Ideology and Academic Discourse in Israel. *Population and Environment*. 26(1):41-60.

Topic Eight: 21st

- Negev field trip (Ramat Hovav hazardous waste facility, Dudaim waste management center)

Topic Nine:

- Living in a warmer world: The environmental impacts of global climate change and what it means for the Middle East
- Film: Al Gore's "An Inconvenient Truth"

Readings:

The Climate-Change Debacle: The Perils of Politicizing Science. Patrick J. Michaels. Van Deveer: 607-615

A Response. Christopher Flavin. Vandevveer: 615-620

Climate Change Science. The National Academy of Science. Vandevveer: 620-622

Israel Union for Environmental Defense (2007) Climate Change in Israel: Possibilities, Options and Directions for Policy

Tal A (2006) Hot Times in the Holy Land. *Zeek Magazine*.

<http://www.zeek.net/704tal/>

Guy, P. and Safriel N. (2000) Climate Change Israel National Report under The United Nations Framework Convention on Climate Change: Impact, Vulnerability and Adaptation

Topic Ten:

- The political and environmental consequences of the global energy crisis and what it means for the Middle East
- Case Study: Solar Energy and the Arava Power Company

Readings:

Keith Bradsher.. Paying in Pollution for Energy Hunger. The New York Times. January 9th, 2007

Mackower, J., Pernick, R., Wilder, C. (March 2008). Clean Energy Trends 2008. The Clean-Tech Market Authority

Pimental D. et. al. (2002) Renewable Energy: Current and Potential Issues. Bioscience: Volume 52, Issue 12

Topic Eleven:

- Beer Sheva and environs field trip (Beer Sheva river park, visit with Beer Sheva's environmental department)

Topic Twelve:

- Managing Israel's urban environment
- Open space protection in Israel

Readings:

Israel, K. (2005) Urban Environmental Quality. The Jerusalem Institute for Israel Studies. The Center for Environmental Policy

Boris A. Portnov, Evyatar Erell (1998) Clustering of the Urban Field as a Precondition for Sustainable Population Growth in Peripheral Areas: The Case of Israel. Review of Urban & Regional Development Studies 10 (2) , 123–141

Tal, A. (2007) Space Matters: Historic Drivers and Turning Points In Israel's Open Space Protection Policy. Israel studies, volume 13, number 1

Topic Thirteen:

Student presentations



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

History of Israel Desert Region- Ideology and Practice

Dr. Zeev Zivan

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Email: zivand@bezeqint.net

Course Description

The Negev is the southern Region of the State of Israel. This course aims to present the Negev to the Student through its History, Archeology, current Inhabitants, Monuments and various Dilemmas. In this course we'll introduce and discuss its famous figures from Abraham to David Ben-Gurion. Among others, we will discuss Yigal Alon and Yitzhak Rabin , Ariel Sharon and David Tuviahu.

Teaching Method

A combination of lectures, discussion and field trips.

Learning Goals

Students will gain a geographic and historical, industrial and demographic familiarity with the Negev region and the role it has played in modern Israeli history. This may be contrasted and/or applied to similar peripheral areas in other countries.

Course accreditation:

Total # of Credits: 4

Requirements and Evaluation

Students are required to attend class and are expected to participate in an informed and intelligent manner, having done the assigned readings. There are four excursions to Negev sites throughout the course. These support and relate to the lectures and discussions and participation in all four is mandatory.

Structure of Final Course Grad

Grade is based on class preparation and participation.

1. Attendance and participation	20%
2. Midterm presentation	30%
3. Final exam	<u>50%</u>
	100%

Note: Attendance is mandatory. Students will have their final grade lowered an entire grade level if they miss more than 2 class meetings without permission.

Course Schedule and required reading by week

Week One:

1. The Peace Borders of the Negev from the Gulf of Eilat to the Oicommene.

The Egyptian Border: From Eilat to Kerem-Shalom

Ebban, A.- An Autobiography. Random House, New-York. 1977.

Ch. 5 p.88-115

2. The Eastern Border from Eilat to the Dead Sea.

Gradus, Y.-The Israel-Jordan Rift Valley: A Border of Cooperation and Productive Coexistence. Political Boundaries and Coexistence. IGU Symposium, Basle. May 1994.p. 315-321

Week Two:

3. Ben-Gurion and his "NEGEV VISION" in comparison to DIFFENBAKER'S "NORTHERN VISION".

Diffenbaker , J. Speech at the opening ceremonies at Inuvik, Northwest Territories. 21.7.1961

Ben-Gurion, D.- Southwards. Ben-Gurion, D.- Like Stars and Dust .Ben-Gurion Research Center. 1997 .p. 174-187

Drori, Z.- Utopia in Uniform. Troen, I..S.& Lucas, N.- Israel the First Decade of Independence .State University of New York Press, 1995 P. 593-613

4. Memory and Remembrance- A walking tour to the 'Negev Brigade Memorial'.

Azaryahu, M.- The Topography of National Remembrance: Two Israeli Cases.
Gradus, Y., Lipshitz, G.(ed.)- The Mosaic of Israeli Geography. Ben-Gurion
University. Beer-Sheva. 1996. p.253-260

Week Three:

5. "Other Frontiers than Ours"-Australia, New-Zeeland, Canada, Algiers, Pozen
and Siberia as examples to World Frontiers.

Innis,H.A.-The Fur Trade in Canada. University of Toronto Press. 1929.

Elazar, D.-The Frontier as a Chain Reaction Gradus, Y., Lithwick, H.- Frontiers in
Regional Development. Rowman Lannam .1996. pp. 173-190.

Lamar, H. & Thompson, L.- The Frontier in History. Yale University Press. New
Heaven.1981 pp. 308-317

Powell, J.M.-Frontier Development in Australia. Gradus, Y., Lithwick, H. Frontiers
un Regional Development. Rowman, Lanham. 1996 p. 125-142

6. Memory and Remembrance 2- A walking Tour from 'Yad- Labanim' House to
the French Commando Square

The Australian Experience- Why do they celebrate 'Beer-Sheba' Day in
Australia? - 31/10/2008 The Annual memorial ceremony at the British War
Cemetery

Week Four:

7. Settling the Negev before 1948- The first 30 agricultural settlements as
political and security bridgehead.

Friedman, J.- Borders, Margins & Frontiers: Notes toward a Political Economy of
Regions. Regional Development- The Challenge of the Frontier. Ein-Bokek. 1993
P.1-20

8. The Silver Platter- The 1948 Independence War in the Negev. The Movie:"
Cast a Giant Shadow".

Week Five:

9. Students' Audio-visual Presentations

10. The Immigrants Settlements- Transit Camps and agricultural villages
Maoz, J.O.- Planning and Transformation of Modern Rural Settlements in Israel. Gradus' Y. Lipshitz (eds.)-The Mosaic of Israeli Geography. Ben-Gurion University of the Negev. Beer-Sheva.1996. p.121-132

Week Six:

11. Beer-Sheva- from Ottoman Regional town to the Negev City
Gradus, Y. & Stern, E.- Changing Strategies of Development: Toward a Regiopolis in the Negev Desert. Journal of the American Planning Association. Vol.46 No.4. 10/1980. p. 410- 423
12. Beer-Sheva- the Negev Capitol- a walking tour of the 'Old City'.

Week seven

13. The 'Development Towns'-New Towns in the desert. Housing for the 'Great Aliyah'.
Troen, I.S.- New Departures in Zionist Planning: The Development Town. Troen, I.S. & Lucas , N.-Israel, The First Decade of Independence. State University of New-York Press. Albany. 1995. P. 441-460
14. New Towns in the Negev: A. Neshet's movie: Left at the End of the World.

Week Eight:

15. Water for the desert- the 'National Carrier' from the Jordan River to the Negev.
Feitelson, E.- Water & Land in Israel: From Strategic Resources to Scarce Commodities. Gradus, Y. & Lipshitz, G.(Ed.)- The Mosaic of the Israeli Geography. Ben-Gurion University Press . Beer-Sheva. 1996. p. 37-44
16. The Bedouins of the Negev between Heritage and Modernity.
Meir, A.-The Negev Bedouin: A Semi-Nomadic Society in Transition. Gradus , Y.& Lipshitz, G.(ed.)- The Mosaic of the Israeli Geography. Ben-Gurion University Press. Beer-Sheva. 1996. p. 335-344

Jarvis, C.S.- An Empty Quarter: The Negev Area of Southern Palestine. Journal of the Royal Central Asian Society.24. 1937.p.663-669

Meir, A. & Zivan, Z. Sociocultural encounter on the Frontier: Jewish Settlers and Bedouin Nomads in the Negev. Yiftachel,O. Meir,A.-Ethnic Frontiers and Peripheries, Landscapes of Development And Inequality in Israel. Westview Press ,Oxford.1998.pp 241-267

Week nine

17. A tour to the Bedouins: Joe Alon's Museum, The weavers of Laquia, The Village of Darigat.

Abu-Saad, K. et al.-Weaving , Tradition and Modernity.Ch. 5. Ben-Gurion University.2007. p. 183-197

18.Archeology- From Rabbi Nelson Glick to Prof. Abraham Negev.

Rubin, R.- Urbanization and Settlement in the Negev Desert in the Byzantine Period. Gradus , Y.& Lipshitz, G.(ed.)- The Mosaic of the Israeli Geography. Ben-Gurion University Press. Beer -Sheva. 1996.p.373-384

19. Tourism – A growing Industry based on local Sources.

Gradus, Y.- Is Eilat- Aqaba a bi-national city? Can Economic opportunities overcome the barriers of politics and psychology? Geojournal 54 . 2001. p. 85-99

Week Ten:

20. Core and Periphery- Local and National gaps

Gradus Y.- The Negev_Desert: The transformation of a Frontier into a Periphery.

Gradus , Y.& Lipshitz, G.(ed.)- The Mosaic of the Israeli Geography. Ben-Gurion University Press. Beer-Sheva. 1996.p. 321-334

Tamkin, Z. & Aspis, Y.: Negev Peace Tourism Potential. In: Regional

Development: The Challenge of the Frontier. Beer-Sheva. 1993. P.200-201

21. The Military and the Development of the Negev: Air Bases, Artillery and Armored Corps training fields, the moving of the training schools to the Negev.

Horowitz, D.- The Israel Defense Forces: A Civilian Military in a Partially Militarized Society. Lissak, M. & Kimmerling, B.- Army and Security. The Hebrew University, Jerusalem. 1985. p.273-202

Week Eleven:

22. The Nitzana Region- A Border Community

Urman, D.- Nessana Excavations 1987-1995. Urman, D (e.)- Nessana, Excavations and Studies. Ben-Gurion University Press. Beer-Sheva. 2004

23. The argument about the Private Farms- Ramat- Negev Regional Municipality- Between Settlers and Environment

Week Twelve:

24. The Contribution of Educational Institutions to the Negev (Ben-Gurion University, Field Schools, Nitzana, Midreshet Sde-Boker etc.)

A Guest Speaker.

Zivan, Z.- Development of Desert Areas by Means of Educational Projects
.Regional Drvelopment- The Challenge of The Frontier. 1993.p. 228

25. The Negev Future- a Mission Game .Planning the Negev for the year 2058 in mini-groups.



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

Issues in Desert Ecology

Dr. Gil Ben-Natan

Email: benn@bgu.ac.il

Phone / Mobile: 052-6434848

Course Description:

In this course, the foundations of modern quantitative ecology will be related within the framework of desert environment. Basic theoretical concepts, such as competition, predation and disturbance, will be mixed with practical environmental challenges such as desertification, ecosystem services and environmental crises. As the course unfolds, more of the complexity and variability of ecological systems will be shown and dealt with. The multi-level and co-occurring processes, determining ecological phenomena, require unique mindset and toolkits, for the purposes of analysis and understanding. In this course, an effort will be made to touch on the elements currently active in the field of modern ecology, to comprehend and predict such phenomena.

Course Objectives:

Discussion in theory and practice of fundamental issues in desert ecology, touching on the subject of environmental effects of human presence in arid environments.

Course Structure:

Lecture: 12 Field-trips: 3

Total # of Credits: 2

Teaching Method:

The main avenue of the course teaching will be formal lectures discussing issues fundamental to ecology and relevant to deserts. On three occasions, the students will take part in field-trips designed to provide first-hand experience and practical contact with desert ecosystems. Reading materials will be provided through digital means (either email or the course website). Class assignments will include two paper critiques relating to specific lecture issues, two problem sets designed to put to use acquired knowledge. At the end of each field trips the students will submit a report summarizing the highlights and concepts shown.

Course Requirements

Compulsory attendance: YES

Pre-requisites: None

Structure of Final Course Grad

1. Paper critiques (x2)	20%
2. Problem sets (x2)	20%
3. Field reports (x3)	<u>60%</u>
	100%

Note:

- Work handed in late, will not be graded!
- Penalties and course 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)

Course Schedule Layout:

1st week

Weekly subject title: Conceptual framework of deserts and ecology.

Weekly brief description: In this lecture we will discuss the definitions and extent of the two key concepts: ecology and desert.

Readings:

2nd week

Weekly subject title: Life in the desert.

Weekly brief description: Adaptation of life forms to survive and flourish in xeric environments. General phenomena and examples.

3rd week

Weekly subject title: Population ecology.

Weekly brief description: Population growth and regulation. Source-sink population concept, and meta-populations.

4th week

Weekly subject title: Competition in the desert.

Weekly brief description: In this lecture we will discuss mechanisms of competition and mechanisms of coexistence, and apply them to desert organisms.

5th week

Weekly subject title: Predation in the desert.

Weekly brief description: In this lecture we will discuss predator-prey interactions, functional response and the efficiency of predators.

6th week

Weekly subject title: Blowing in the wind.

Weekly brief description: Formation of sandy dunes, and its implications. What resources are available in the sand.

1st Field trip

Location: The sandy habitat Near Nahal Secher.

Brief description: A half-day exposition of habitats in the dunes, typical organisms and patterns of behavior. In this field trips we will examine the role of disturbance in the environment, the effects of the wind and several sequences of effects passing through trophic levels.

7th week

Weekly subject title: The sandy dunes as the theater of species interactions.

Weekly brief description: Granivores, producers and disturbance.

8th week

Weekly subject title: The Loess watershed.

Weekly brief description: The importance of spatial heterogeneity in determination of community structure. Nitrogen fixation as a driver for species abundance and species composition.

2nd Field trip

Location: The wadis of Sayeret Shaked Park.

Brief description: The loess watershed as a primer of a desert ecosystem. Long-term studies in the Sayeret Shaked Park will link the rainfall to community composition through trends in resources availability, movement of organism propagules and the structural effects of species behavior.

9th week

Weekly subject title: Patch dynamics in loess plains of the Negev.

Weekly brief description: Ecosystem engineers and feedback loops.

10th week

Weekly subject title: The lowest place on earth.

Weekly brief description: Environment in the Dead-Sea region. Dynamics of organisms in the hyper-saline water of the Dead-Sea.

3rd Field trip

Location: The shores of the living Dead-Sea.

Brief description: How geology and hydrology created emerging stepping stones for ecological communities. In this trip we will see the results of Man's need for water in the desert – the dwindling sea and the upheaval of the land.

11th week

Weekly subject title: Ecology of sinkholes in the Dead-Sea.

Weekly brief description: Self-organizing species compositions in a newly formed unique niches.

12th week

Weekly subject title: Ecological consequences of humanity's great projects of water exploitation.

Weekly brief description: Life in an arid zone require water. Population growth require an increase in water consumption – this is true for humans as it is true for all biological species.

Course Textbook

Additional recommended Bibliography



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

Seminar in Independent Student Research

Dr. Clive Lipchin
The Arava Institute for Environmental Studies
Email: clipchin@gmail.com

Course 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 BGU OSP program. The seminar is designed to introduce the student to basic concepts and problems encountered in social and scientific investigation, including types of data and measurement, sampling, 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. It is also possible to consider the seminar as a means for support for students interested in pursuing an internship at a particular academic department at the university.

Objectives of the Seminar

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

Course accreditation

Total # of credits: 2

Structure of Final Course Grad

1. Proposal	20%
2. Presentation	35%
3. Research paper	45%
Total	100%

Note: Attendance is mandatory. Students will have their final grade lowered an entire grade level if they miss more than 2 class meetings without permission.

Course Schedule and required reading by week:

Week One:

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

Week Two:

Introduction to Excel
Working with data exercise

Week Three:

Finalize choice of projects
Prepare project proposal outline

Week Four:

How to write a research proposal and paper

Week Five:

Finalize research proposals
Research and the Internet

Week Six:

Introduction to statistics

Week Seven:

Qualitative and multidisciplinary research

Week Eight:

Survey design
Interview design
Survey and interview exercise

Week Nine

Works cited
Creating a reference list and/or bibliography

Week Ten:

Project updates

Week Eleven:

How to present research results
Using PowerPoint effectively

Week Twelve:

Practice presentations

Week Thirteen:

Final presentations



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

**Sites and Rites of Collective Memory in Israel:
Holocaust, History and Identity**

Dr. Jackie Feldman

Email: jackiefeld@gmail.com

Phone / Mobile: 08-6472083/ 052-8704489

Course Description:

The course 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.

Course Objectives:

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.

Course Structure:

Lecture: 2 hour lecture each week – one semester

Total # of Credits: 2

Teaching Method:

:

The course 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.

Course Requirements

Compulsory attendance YES

Pre-requisites: none

Structure of Final Course 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!
- Penalties and course 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)

Course Schedule Layout:

Required readings are marked with an asterisk*. The others are recommended.

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

*Geroge 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

*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 Handelmann and Elihu Katz, "State Ceremonies of Israel- Remembrance Day and Independence Day", in D. Handelmann, *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

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=zBeBCsEZulqC&pg=PA123&lpg=PA123&dq=efrat+ben+ze%27ev&source=bl&ots=pkpeaUXFdq&sig=3jxBVkhRnDBRZJTV_9

[TXuNv1zA&hl=fr&ei=HfScSvnbFsTK_gautJSeBQ&sa=X&oi=book_result&ct=res
ult&resnum=6#v=onepage&q=efrat%20ben%20ze%27ev&f=false](https://www.google.com/search?q=efrat%20ben%20ze%27ev&hl=fr&ei=HfScSvnbFsTK_gautJSeBQ&sa=X&oi=book_result&ct=res&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.



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

**Zealots, Priests, Miracle Workers and Sages: Jews and Judaism from
the Maccabees to the Mishnah**

Dr. Moshe Shoshan
e-mail: mdshoshan@gmail.com

Course description

In this course we will study the one of the most critical and turbulent periods in Jewish History: The era from the victory of the Macabees over their Greco-Syrian overlords in the second century BCE through the aftermath of the failed Bar Kochba revolt against the Romans in the second century CE.

We will study the astonishing variety of “Judaisms” that emerged in this period with an eye towards understanding the various ways in which different groups of Jews responded to the circumstances of their times. The focus in the classroom will be on the careful reading of primary texts such as the Dead Sea Scrolls, Josephus, the New Testament and the Mishnah.

Teaching Method

lecture, class discussion

Learning Goals

Substantive goals include familiarity with the basic texts and trends of Judaism of the period and an appreciation of the historiographic issues involved in reconstructing Jewish history of the period .

Transferable skills include critical reading of texts, development of historical thinking skills, appreciation for pre-Modern thought, ethics and aesthetics

Course accreditation:

Total # of Credits: 2

Structure of Final Grad

- | | |
|------------------------|-----|
| 1. Attendance | 10% |
| 2. Class participation | 10% |

3. Mid-Term exam	40%
4. Term Paper	40%
	100%

Students with more than 2 unexcused absences will lose 5% on their final grade for every subsequent absence.

Reading materials

We will use, Schiffman, Lawrence H. *From Text to Tradition: A history of Second Temple and Rabbinic Judaism*, as our text book. In addition please e-mail me for a supplementary packet of primary sources and other materials. Please print this out, staple it together and bring it to each class. Finally, each student will need copies of the Hebrew Bible (Old Testament) and the Christian Bible (New Testament) in any major translation.

Academic integrity policy

All sources quoted in the final paper must be properly attributed. This includes books, articles and internet source. Direct quotes must be identified as such. Failure to do so may result in disciplinary action

Course Schedule layout:

Class 1: Introduction

Class 2: Historical background: from biblical times till the Bar Kochba Revolt
Schiffman 17-22, (23-32), 33-44 (45-59) 60-66, 99-103, 139-149, 157-61,
(167-69) 171-174

Class 3: Apocalyptic literature

Schiffman 120-30

1 Enoch 1-16

Jubilees 1, 6: 11-38, 16:12-31, 23

Class 4: Diaspora/Hellenistic Judaism

Philo, *On the Creation* I-XI

Class 5: Sects and Faction: Samaritans, Hasidim, Saducees, Pharisees,
Essenes, Zealots

Schiffman 103-119

Josephus *Antiquities* 13:279,18:12-25, *Wars* 2:119-121, 162-166

Class 6: DSS

Schiffman 130-138

Community Rule

From *Damascus Document*

Class 7: Rabbinic Judaism

Schiffman 177-200

Mishnah Avot 1:1-4

Mishnah Berachot 1:1

Mishnah Rosh Hashannah 2:8-9

Class 8: Christianity

Schiffman 149-156

Gospel of Mathew 1-8, 26-28

Class 9: Bible I: Transmission and Translation

Letter of Aristeas 1-12, 120-124, 301-322

Philo *On the Life of Moses II* V-VII

Babylonina Talmud *Megilla* 9a

Massekhet Sefer Torah 1:6

From Preparation for the Gospel, Eusebius of Caesarea

Class 10: Bible II: interpretation: continuity and change, differing forms

Genesis 22

Jubilees 27:15-28:19

Philo, *On Abraham* 32.168-36.205

Bereshit Rabba 55-56 (Selections)

Christian Interpretations of Akeida

Romans 8:31-32,

Letter of Barnabas 7:3,

Ireneus, *Against the Heresies* 4:5

Class 11: Temple

A day in the life of the Temple

http://www.templeinstitute.org/day_in_life/foreword.htm

Damascus Document 5:6, 6:12-14

Temple Scroll 30-32 (Not in packet)

Community Rule 8:4-10

Mishnah Midot 1

Tosefta Kippurim 1:12

Fathers according to Rabbi Natan 4

Mark 11:15-18

Ephesians 2:14-22

Hebrews 9:1-14

Temple warning inscription

<http://www.kchanson.com/ancdocs/greek/templewarning.html>

Class 12: Law:

Jubilees 50:6-13

Damascus Document 10:15-11:15

Mishna Shabbat 3,7:2

Mekhilta Shabbata 1
Mishnah Haggigah 1:8
Menahot 13:11
Philo, On the Cherubim 25-26
On the Migration of Abraham 16
Gospel of Mark 2:23-3:6
Gospel of Mathew 12:1-14
Galatians 3

Class 13: Messiah
The Messianic Rule 2:11-22
4 Ezra 13
Mathew 21:1-11
Romans 8:31-34
Talmud Bavli Berachot 34b
Talmud Yerushalmi 68d (Not in packet)



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

Faith and Reason in Jewish Philosophy

Prof. Haim Kreisel

Tel: 647-7202

Email: kreisel@bgu.ac.il

Course Description

The course will focus on the manner in which Jewish philosophers, from medieval times to the present, attempted to understand Judaism in light of the developments in philosophy in their surrounding cultures.

Teaching Method

Introductory lectures on each philosopher and a discussion of the philosopher's thought as it finds expression in the assigned readings. The course is primarily a text course in which a selection from the writings of each philosopher is analyzed in class.

Learning Goals

The immediate goal of the course is to introduce the student to a number of the most important philosophers in the history of Jewish thought by way of a close reading of some of their writings. In this manner the student will also become acquainted with different strategies for reading philosophic texts. Emphasis will be placed on viewing these texts in their historical context. The more important goal of the course is to encourage the student to think about the issues raised by the Jewish philosophers in developing their own thought.

Course accreditation:

Total # of credits: 4

Requirements and Evaluation

Course requirements include written assignments based on the readings, a take-home final examination, and a research paper (10-15 pages).

Structure of Final Course Grad

Grading is based on class preparation and participation.

- | | |
|---------------------------------------|------------|
| 1. Written assignments on the reading | 30% |
| 2. Research paper | 35% |
| 3. Final examination | <u>35%</u> |
| | 100% |

Note: Attendance is mandatory. Students will have their final grade lowered an entire grade level if they miss more than 2 class meetings without permission.

Course Schedule

The course will attempt to cover the following topics. No set time allotment is given for each topic and the pace will be determined by what we succeed in covering in each class.

Medieval Jewish Philosophy

1. Saadiah Gaon: The Beginning of Medieval Jewish Theology
The Book of Beliefs and Opinions - selections
2. Judah Halevi: Jewish Particularism and Aristotelian Philosophy
The Kuzari - selections
3. Moses Maimonides: The Reinterpretation of Judaism in light of Aristotelian Philosophy
Guide of the Perplexed – selections

Modern Jewish Philosophy

4. Baruch Spinoza: The Philosophical Critique of Judaism and the Foundations of Biblical Criticism
Tractatus Theologica-Politicus, preface-chapter 8
5. Moses Mendelssohn: Redefining Jewish Tradition in Response to the Enlightenment
Jerusalem
6. S. R. Hirsh: The Philosophical Defense of Orthodox Judaism in the Early Nineteenth Century
Nineteen Letters - selections
7. Abraham Geiger: The Scientific Study of Judaism and the Ideology of Reform Judaism
Lectures - selections
8. Franz Rosenzweig: An Existentialist Approach to Jewish Tradition
The Star of Redemption, Part Three

9. Martin Buber: Religion and Modern Thought
Eclipse of God - selections
10. Joseph Soloveitchik: The Faith of the Jewish Individual in the Modern World
The Lonely Man of Faith
11. Emmanuel Levinas: An Existentialist Reading of the Talmud
Nine Talmudic Readings – selection.



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

Beginning Arabic, 1st Semester

بَرْنَامَج تَعْلِيمِيّ

Instructor: **Dr. Ariel M. Sheetrit**

Email: arielmb@bgu.ac.il

Goals:

This class assumes no prior knowledge of Arabic and introduces you to the alphabet and to the rudiments of the standard literary language.

I am available by email and at office hours and am happy to answer any questions you have.

Books you will need:

1. *Alif Baa: An Introduction to Arabic Letters and Sounds*; Brustad, Al-Batal, & Al-Tonsi; Georgetown University Press, 1995. Plus audio CDs.
2. *Al-Kitaab fii Ta'allum al-ʿArabiyya: A Textbook for Beginning Arabic, Part 1*; Brustad, Al-Batal, & Al-Tonsi; Georgetown University Press, 2004. 2nd edition. Comes with CD set.

Dictionaries (needed starting lesson 8, second semester):

Arabic-English:

Hans-Wehr, *A Dictionary of Modern Written Arabic*. Beirut: Librairie du Liban, 1980.

English-Arabic (recommended):

Doniach, N. S., ed., *The Concise Oxford English-Arabic Dictionary of Current Usage*. Oxford: Oxford University Press, 1982.

Absentee Policy: No more than 2 unexcused absences per semester.

No more than 2 unexcused latenesses.

Please come to class with your completed homework and all necessary books.

Please turn off cellphones before class begins.

Course Requirements:

Attendance and participation: 15%

Midterm Exam: 30%

Homework and in-class dictation quizzes: 15%

Final Exam: 40%

WEEK 1

Introductions, basic greetings
Aliph Baa, alphabet

WEEK 2

Greetings, alphabet

WEEK 3

Alphabet, sun/moon letters

WEEK 4

Basic Vocabulary, numbers

WEEK 5

Finish *Alif Baa*; review for Midterm

WEEK 6

Midterm and starting al-Kitaab ch 1, "*Ana Maha*"
Grammar: masculine, feminine; the definite article; the *nisba* adjective

WEEK 7

Chapter 1, cont'd.
Sentence building: Learning to write about yourself and your family
Present tense verbs (I, you (masc./fem.), he, she)

WEEK 8

Chapter 2, "*Ana Fi'lan wahida!*"
Grammar: Pronouns; plural forms; the nominal sentence

WEEK 9

Chapter 2, continued.

WEEK 10

Ch. 3

WEEK 11

Ch. 3, cont'd. Begin ch 4

WEEK 12

Finish ch 4

WEEK 13

Review chapters 1-4

Final Exam



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

قسم دراسات الشرق الأوسط

جامعة بن غوريون في النقب

Beginning Arabic, 2nd Semester

بَرْنَامَج تَعْلِيمِيّ

(Syllabus)

Instructor: **Dr. Ariel M. Sheerit**

Email: arielmb@bgu.ac.il

Office hours:

Goals: This class is a continuation of first semester Arabic, and as such it introduces the student to the rudiments of standard literary Arabic.

Books you will need:

[Al-Kitaab](#) fii Ta^callum al-^cArabiyya: A Textbook for Beginning Arabic, [Part 1](#);
Brustad, Al-Batal, & Al-Tonsi; Georgetown University Press, 2004. 2nd edition.
Comes with CD set.

Dictionaries (needed starting lesson 8, second semester):

Arabic-English:

Hans-Wehr, *A Dictionary of Modern Written Arabic*. Beirut: Librairie du Liban, 1980.

English-Arabic (recommended):

Doniach, N. S., ed., *The Concise Oxford English-Arabic Dictionary of Current Usage*. Oxford: Oxford University Press, 1982.

Absentee Policy: No more than 2 unexcused absences per semester.

No more than 2 unexcused latenesses.

Please come to class with your completed homework and all necessary books.

Please turn off cellphones before class begins.

Course Requirements:

Attendance and participation: 15%

Midterm Exam: 30%

Homework and in-class dictation quizzes: 15%

Final Exam: 40%

WEEK 1
Ch 4; review

WEEK 2
Ch 5
Weather

WEEK 3
Finish
ch 5

WEEK 4
Ch 5 – vocabulary quiz; ch 6

WEEK 5
Ch 6 – AL-MASDAR
Days of the Week

WEEK 6
Ch 6
Quiz – ch 6 vocab AND the *masdar* AND days of the week

WEEK 7
Start ch 7
Kaana

*** MIDTERM

WEEK 8
Quiz vocabulary ch 7
Finish ch 7

WEEK 9
Chapter 8
Number usage
Bring your dictionaries
Past Tense
Roots and Forms

WEEK 10
Ch 8
Vocabulary quiz

WEEK 11
Ch 9
Laysa

Ordinal numbers
Telling time
Irregular verbs

WEEK 12
Ch 9 – vocabulary quiz
Finish ch 9

WEEK 13
Ch 10 – vocabulary and MANSUB

WEEK 14
REVIEW



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

Hebrew Level 1(Beginners+)

Ms. Michal Deckel

Course Description & Objectives:

This course is a continuation of the Beginners course. The emphasis is on verbal communication skills used in day to day situations. The course aims to develop the grammatical structure and vocabulary, and encourage the student to use his/her basic knowledge of Hebrew.

Course accreditation:

Total # of Credits: 4

Teaching Method:

The course will be conducted in small classes through a combination of class discussions, exercises, reading of Israeli newspapers headlines, Israeli films and listening to modern Israeli music. The lectures will be based on weekly reading and writing homework assignments.

Course Requirements

1. Attendance and Participation.
2. 3-4 quizzes during the semester, testing grammar, syntax and vocabulary.
3. Handed in homework assignments.
4. Final Exam.

Structure of Final Course Grade

1. Participation & homework	33%
2. Quizzes during the term	33%
3. Final Exam	34%
	100%

Course Textbook:

1. "עברית מן ההתחלה" / שלומית חייט, שרה ישראלי (ירושלים, אקדמון).
2. "עברית מאלף עד תיו" / שושנה ברוש, חנה הרוסי, אביבה חיים, עדנה לאודן, עירית עמית (אוניברסיטת ת"א, דיונון).

Course Contents:

- Listening comprehension: Listening to short dialogs and stories as well as Israeli music and songs.
- Conversation – Speaking skills: Simple dialogs and discussions based on day-to-day life situations.
- Reading skills: Easy texts, stories, newspaper's headlines, and songs.
- Writing skills: Compose short compositions like letters etc.
- Grammatical skills: Continuing study of sentence structure, Study of the past tense.

The grammar studied will include the following topics:

הפועל:

- נטיית זמן עבר: פעל שלמים, גזרת ע"ו וגזרת ל"ה.
- הפועל: להיות.
- בניין פיעל.
- בניין הפעיל.
- בניין התפעל.
- בניין נפעל.

תחביר:

- מילות זמן: היום, אתמול...
- שמות תואר.
- תואר הפועל.
- הסתמי: הווה ועבר.
- מילות יחס בנטייה: את, עם...
- מדיבור ישיר לדיבור עקיף: אני יודע ש...
- משפטי סיבה: מפני ש...
- משפטי תכלית: כדי + שם הפועל.
- מילות שאלה + שם הפועל: מה ללבוש...
- חסרי גוף ומין: נעים ל...
- בקשות והוראות: נא, אסור, אפשר...

The syntax and grammar will be adapted to suit the level of the students.



Ginsburg Ingerman Overseas Students Program

Ben Gurion University of The Negev

Hebrew Level Bet-Lower Intermediate

Ms. Ora Dennis

Course Description & Objectives:

The course is suitable for students who have completed the book "Starting Hebrew" – part 1 (*Ivrit Min Ha-Hatchala* Hebrew University, Jerusalem) or any equivalent material.

The course aims to impart the basic structures of the Hebrew language, to enhance and expand vocabulary and to develop both oral and written comprehension and expression in the language.

During the course, students will encounter diverse topics in various fields. The program acknowledges the fact that the student specifically chose to learn in Israel and thus address topics related to statehood (documentary films are incorporated in the delivery of some topics).

Course accreditation:

Total # of credits: 6

Teaching Method:

The limited class size facilitates effective class discussions. Additionally the class engages in exercises, reading short excerpts from newspaper articles in simple Hebrew, watching Israeli films and listening to modern Israeli music and songs. The lectures will be based on weekly reading and writing homework assignments.

Course Requirements:

1. Attendance and participation.
2. 3-4 quizzes during the semester, testing grammar, syntax and vocabulary.
3. Handed in homework assignments.
4. Final exam.

Structure of Final Course Grade

1. Participation & Homework	33%
2. Quizzes during the term	33%
3. Final Exam	34%
	100%

Course Textbook:

1. "עברית מן ההתחלה" – חלק ב' / שולמית חייט, שרה ישראלי, הילה קובלינר (ירושלים, אקדמון, תשס"א).
2. "עברית מאלף עד תיו" – חלק ב' / נעמי מנצור, רינה פדון (תל אביב, דיונון, תשנ"א)
3. "עברית חיה" – רמה ב' / נחמה ברס, שלומית חייט (ירושלים, אקדמון, תשמ"ט)
4. טקסטים שנכתבו ע"י המורה – טקסטים עדכניים הרלוונטיים למדינת ישראל.

Course Contents:

- Listening comprehension: listening to an audio cassette accompanying the "Starting Hebrew" textbook, students enrich their vocabulary by listening to the "Singing and Learning" cassette and exercise booklet.

During the course students will converse and discuss the topics learned in groups or in a frontal manner, under the teacher's guidance.

The goal is to encourage and enhance verbal expression skills in addition to listening comprehension.

- Conversation: Verbal Skills- class conversations and discussions regarding the texts learned.

Discussions following a movie that students watched, illustrated stories.

Group work with cards containing pictures related to texts learned. These cards are linked to tasks intended to encourage the student to speak and express himself. Conversations based on the student's everyday experiences.

- Reading Skills: reading various texts (from the books indicated).

Reading short excerpts from newspaper articles in simple Hebrew.

- Writing Skills - writing answers to questions from texts learned.

Writing brief essays, dialogues, etc. related to the topics learned.

- Grammatical Skills: Syntactic consolidation and elaboration of basic structures. Future tense of pa'al, pi'el, hiphil, hitpa'el.

The Grammar studied will include the following topics:

הפועל:

בניין נפעל , גזרת השלמים, זמן הווה, עבר, עתיד

בינוני פעול, בניין פעל , גזרת השלמים

בינוני פעול, בניין פעל, גזרת ל"י

בניין פועל, גזרת השלמים, זמן הווה ועבר

בניין הופעל, גזרת השלמים, זמן הווה ועבר

בניין פעל, גזרות פ"י ופ"נ, ציווי

בניין פעל, גזרת פ"י, זמן עתיד

בניין פעל, גזרת פ"נ, זמן עתיד

תחביר:

שמות פעולה
דוגמות: פתיחה, ריצה, בנייה, הפסקה, ביקור, התקדמות

שמות פעולה בסמיכות וברבים

משפטי תנאי קיים בכל הזמנים

משפטי תנאי בטל

ביטויי ויתור ומשפטי ויתור

כינוי חבור

האוגד

לא.....אלא...

לא רק.....אלא גם...

ערך ההפלגה

דרגת היתרון: מילות השוואה ומשפטי השוואה

נטיית מילות היחס – אל,ב,בין,כמו, בלעדי, בשביל, מ



- The syntax and grammar will be adapted to suit the level of the student



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

Hebrew Level Gimmel -Upper Intermediate

Course Description & Objectives:

The aim of this course is to bring students to an intermediate level of Hebrew. The purpose of the course is to encourage the student to use Hebrew as a spoken language while using slang and Modern Hebrew terms, what might be described as “everyday Hebrew.” This aim will be achieved by expanding vocabulary as well as the ability to express oneself fluently, orally and in writing. This includes the strengthening of grammar and syntax. We achieve this task by means of conversation, movies, popular songs and role-playing

Course accreditation:

Total # of Credits: 6

Teaching Method:

The limited class size facilitates effective class discussions. Additionally the class engages in exercises, reading of Israeli journals and newspapers, watching Israeli films and listening to modern Israeli music and songs. The lectures will be based on weekly reading and writing homework assignments.

Course Requirements

1. Attendance and Participation
2. 3-4 quizzes during the semester, testing grammar, syntax and vocabulary
3. Handed in homework assignments
4. Final Exam

Structure of Final Course Grade

1. Participation & homework	33%
2. Quizzes during the term	33%
3. Final Exam	<u>34%</u>
	100%

Course Textbook:

Hebrew Gimel Level Course Packet.

Including Sections from:

1. עברית לרמה ג', דר' חייה דהאן, בית ספר לתלמידים מחוץ לארץ, היחידה להוראת עברית לדוברי שפות זרות, הוצאת אקדמון, 1999
2. תרגילים לרמות הביניים: מורפולוגיה ותחביר" / רחל דניאל וגילה פריזלר (אקדמון)
3. נטיות הפועל ותרגילים בהטיית הפועל / נירה קידר (הוצאת נירה קידר, תשס"ד)

Course Contents:

- Listening comprehension: Listening to Israeli music, watching Israeli films selected by the instructor using worksheets before and after viewing.
- Conversation: Speaking skills: conversation and discussion about reading material and other topics that the students prepare in advance. There will be also functional discussions (survival Hebrew) related to regular daily needs, topics and vocabulary. Students will comment on literary work, film shown.
- Reading skills: Texts from various academic fields, internet, newspaper, and the press.
- Writing skills: At this stage, the assignments will be devoted to improve written expression; writing about personal experiences; writing of structured paragraphs.
- Grammatical skills: Complementing the student's linguistic knowledge; syntax and compound sentences, paragraphs, verb conjugation and proposition words.
- Out of Class Activities- Guided Tours in Hebrew: 1. Ethiopian Art Center; 2. Museum of Bedouin Culture + Guest Lecture; 3. Beer-Sheva's Zoo

The grammar studied will include the following topics:¹

הפועל:

1. בניין פעל עתיד (אפעול אפעל)
2. בניין נפעל (חזרה)
3. בניין פועל
4. בניין הופעל
5. מרובעים
6. בניין הפעיל – הופעל (גזרת ע"ו)
7. בניין התפעל (ע"ו)
8. בניין קל (פ"י)
9. בניין הפעיל (פ"י)
10. בינוני פעול

התחביר:

1. משפט לוואי
2. אולם
3. משפטי סיבה
4. משפטי מושא
5. חסרי גוף ומספר
6. תיאור אופן
7. ואילו
8. המספר הסודר אחרי 10
9. חוץ מ/מן
10. לא רק.. אלא גם
11. מי ש...., כל מי ש...
12. כינוי סותם שלילי
13. ביטוי הוויתור: למרות ש, אף על פי ש..

¹ * The syntax and grammar will be adapted to suit the level of the students.



**Ginsburg Ingerman Overseas Students Program
Ben-Gurion University of the Negev
Hebrew Level Dalet-Lower Advance**

Ms. Irit Matmor

Course Description & Objectives:

The aim of this course is to bring students to an advanced level of Hebrew. This course offers practice in understanding lectures at academic level and the skills for academic reading comprehension. This aim will be achieved by expanding vocabulary as well as the ability to express oneself fluently, orally and in writing. This includes the strengthening of grammar and syntax in order to enable reading excerpts from the press and literature in general.

Course accreditation:

Total # of Credits: 4

Teaching Method:

The limited class size facilitates effective class discussions. Additionally the class engages in exercises, reading of Israeli journals and newspapers, watching Israeli films and listening to modern Israeli music and songs. The lectures will be based on weekly reading and writing homework assignments.

Course Requirements

1. Attendance and Participation
2. 3-4 quizzes during the semester, testing grammar, syntax and vocabulary
3. Handed in homework assignments
4. Final Exam

Structure of Final Course Grade

1. Participation & homework	33%
2. Quizzes during the term	33%
3. Final Exam	34%
	100%

Course Textbook:

1. "דלת לדלת" / ברוריה אטינגר, חייא דהאן (ירושלים, אקדמון, תשנ"א)
2. "הפועל ללומדי עברית" / תמר וייל, חווה פרסטיי (ירושלים, אקדמון, תשנ"א)
3. "תחביר לרמה ד" / ד"ר חייא דהאן (ירושלים, אקדמון, תשנ"ז)

Course Contents:

- Listening comprehension: Listening to the radio and watching recorded television programs selected by the instructor. Guided viewing of films using worksheets before and after viewing.
- Conversation: Speaking skills: conversation and discussion about reading material and other topics that the students prepare in advance. There will be also functional discussions related to regular daily needs. Students will comment on literary work, film shown, etc.
- Reading skills: Texts from various academic fields, the press and literature; extensive reading.
- Writing skills: At this stage, the assignments will be devoted to improve written expression, both personal and academic: reports on articles and items from the press and from the textbook. Preparation of abstract and summaries.
- Grammatical skills: Complementing the student's linguistic knowledge; the handling of irregular forms.

The grammar studied will include the following topics:

הפועל:

- בניין פעל (חזרה)
גזרת ל"א בכל הבניינים
הפיכת משפטים אקטיביים לפאסיביים ל ולהפך.
גזרת פ"נ בכל הבניינים
הפיכת משפטים אקטיביים לפאסיביים ולהפך.
גזרת ל"ה בכל הבניינים
הפיכת משפטים אקטיביים לפאסיביים ל ולהפך.
גזרת פ"י בכל הבניינים.
הפיכת משפטים אקטיביים לפאסיביים ולהפך.
גזרת ע"ו בכל הבניינים.
הפיכת משפטים אקטיביים לפאסיביים ולהפך.

תחביר:

- מלות תוצאה, וויתור, סיבה, השוואה וניגוד
מלות יחס מוצרכות
מילת היחס "את"
ה' הידיעה
משפטי הוספה והדגשה
משפטי לוואי
תואר הפועל
משפטי תנאי

* The syntax and grammar will be adapted to suit the level of the students.



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

**From Che Guevara to Osama Bin Laden:
The International Maze of Terrorism & Guerilla Warfare**

Dr. Jonathan Fine

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jonathanfine2003@yahoo.com

Cell: 05472 – 41592

Introduction

While the objective of unconventional warfare is the total destruction of the enemy, and that of conventional war strives to reach its surrender (usually followed by a political solution) terrorism and guerilla warfare tend to focus on attrition. Due to the recent unprecedented events involving radical Islamic groups such as *Al – Qaeda* and *Hezboulla*, many tend to forget that in its early origins, terrorism was an integral part of modern Western political thought, beginning with the French revolution and 19th century anarchist such as Michail Bakunin and Sergey Nechaev, followed by 20th century guerilla strategist such as T.H.Lawrence, Mao-Tse-Dung, Ernesto-Che-Guevara, Carlos Marighlla, General Neguyen Giap, and Franz Fanon. But while these schools of thought mark the secular trend of modern terrorism and guerilla warfare, fundamental Islamic political thought beginning with Egyptian Sunnite theologians such as Hassan-El-Banna and Sayyid Qutb, followed later by Abdullah Yusuf Azam and also Shiite clerics such as Ayatollah Khomeini, mark the rise of the religious trend in modern terrorism and guerilla warfare.

This course will analyze the different historical stages in the evolution of modern terrorism and guerilla warfare, emphasizing as terrorist expert Bruce Hoffman says, that terrorism and guerilla warfare are changing constantly due to the fact that new adversaries with very different rationales and motivations emerge to challenge the conventional thinking of terrorism.

Course Requirements

This is an undergraduate course and full attendance is required. Besides reading assignments (at least two readings per topic) each student will choose a research topic in accordance with the lecturer. Half way through the semester, each student will hand in a short assignment paper dealing with his/her final paper topic. The final paper will be handed in no later than one week after the end of the semester, up to 15.pp

An Outline of the Course: Major Topics².

Part One: Definitions and Concepts

1. Introduction: Why is it so Hard to Define Terrorism? A Historic, Philosophic, Linguistic Analysis.

Reading:

Laqueuer, Walter. Introduction & Origins, in, *The Age of Terrorism* (Boston & Toronto: Little Brown & Company, 1987) PP. 1 – 23.

Hoffman, Bruce. Defining Terrorism, in, *Inside Terrorism* (New York: Columbia University Press, 2006) PP.1 – 43.

Schmid.P.Alex & Albert .J.Jongman. Typologies of Terrorism, in, *Political Terrorism: A New Guide to Actors, Authors, Concepts, Data Bases, Theories & Literature* (New York: Transaction Books, 1988) PP. 40 – 41.

Ganor, Boaz. Dilemmas in Defining Terror, in, *The Counter Terrorism Puzzle* (New Bruswick & London, 2005) PP. 1- 16.

Part Two: Secular Agenda Terrorism & Guerilla Warfare

2. From the French Revolution to the Russian Revolution: Early Beginnings.

Reading:

Laqueuer, Walter. The Philosophy of the Bomb, in, *The Age of Terrorism* (Boston & Toronto: Little Brown & Company, 1987) PP. 24 – 72.

² I find it much more comfortable for both, student and teacher, to work according to topics and not lessons.

**3. The Origins of Modern Guerrilla Warfare - From Abstract to Theory:
T.E.Lawrence.**

Reading:

Lawrence.E.Thomas. The Evolution of a Revolt , in, ***Oriental Assembly*** (London: Williams & Norgate LTD, 1939) PP. 103 – 120.

**4. The Basic Tactics and Strategies of Revolutionary Guerilla Warfare:
Marx, Lenin, Mao, Ho Chi Mine, General Giap,**

Reading:

Pomeroy.J. William.ed. Introduction, in, ***Guerrilla Warfare & Marxism*** (New York: International Publishers, 1968) PP. 9 – 51.

Karl Marx & Frederick Engels. The Art of Insurrection, in, William.J.Pomeroy ed, ***Guerrilla Warfare & Marxism***, P. 53. Frederick Engels. On Guerrilla Warfare. PP.57 – 60.

Laqueur, Walter. The Twentieth Century (III) China and Vietnam, in, ***Guerrilla: A Historical Critical Study*** (Boston & Toronto: Little Brown & Company, 1976) PP. 239 – 278.

Mao-Tse-Tung. Organization of guerrilla warfare, in, ***On Guerrilla Warfare*** (Urbana & Chicago: University of Illinois Press, 2000) PP. 71 – 94.

Ho Chi Mine. Instruction to establish the Vietnam Propaganda Unit for National Liberation, in, William.J.Pomeroy ed. ***Guerrilla Warfare & Marxism***. P. 203.

Vo Nguyen Giap. The resistance war against French Imperialist, in, William.J.Pomeroy ed. ***Guerrilla Warfare & Marxism*** . PP. 208 – 222.

5. The Latin American Guerrilla Theory: The 'Foco': Ernesto Che Guevara & Regis Debre.

Reading:

Laqueuer, Walter. National Liberation Revolutionary War, in, ***Guerrilla: A Historical and Critical Study*** (Boston & Toronto: Little, Brown & Company, 1976) PP. 299 – 303.

Crowley-Wickham.P.Timothy. Terror and guerrilla warfare in Latin America. 1956 – 1970, in, ***Exploring Revolution: Essays on Latin American Insurgency & Revolutionary Theory*** (New York & London: M.E.Sharp, Inc, 1991) PP. 61-104.

Anderson Lee, Jon. Guerrilla watershed, in, ***Che Guevara: a Revolutionary Life*** (New York: Grove Press, 1997) PP. 531-595.

Ernesto Che Guevara. General principles of guerrilla warfare, in, ***Guerrilla Warfare*** (Lincoln: University of Nebraska Press, 1998) PP. 7 – 38.

Debray, Re'gis. The guerrilla base, in, ***Revolution in the Revolution*** (New York & London: MR Press) PP. 59 – 67. Also see: The Party and the Guerrilla, PP. 67 – 95.

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