

# Course Catalogue | Spring 2016-17

**\*Starting dates, duration, and ending dates of individual courses may vary from one department to another. Please make sure to check the dates of the courses you are registered for.**



**ACADEMIC CALENDAR 2016-2017**

## ACADEMICS

### ACADEMIC REQUIREMENTS

#### **Credit & Course Load**

Students must participate each semester in courses that will grant a maximum of five courses.

Attendance is mandatory in all of the courses. Missing lessons will be reflected in the final grade of the course. Up to three justified absence from classes will be accepted (for example: emergency matter, doctor's note). Such cases of absence should be notified to your lecturer immediately. Students are required to arrive on time for classes. Teachers are entitled to treat any single case of lateness and/or repeated lateness as an unjustified absence.

#### INSTRUCTIONS FOR REGISTRATION TO COURSES

##### REGISTRATION PROCEDURE

1. The registration form must be handed as it will send to you with this email. Please follow the exact instruction how to select your courses.
2. Students are responsible for entering the correct information on the registration form (available at the end of this booklet):
  - a. Personal information (Name, passport number, student number, etc)
  - b. Correct name and course number.
3. Class Changes and finalizing schedule: **Sunday, March 11th 2017.**

### REGULAR COURSES AT TAU

Students whose Hebrew is good enough and choose to take courses at the regular university, must complete a special registration form available at the end of this booklet (External Registration Form), in addition to the TAU International's registration form. For the schedule of these courses please click here: [www20.tau.ac.il/yedion/yedion.html](http://www20.tau.ac.il/yedion/yedion.html) (Hebrew).

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

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

Universities have different policies about the acceptance of Pass/Fail grades. Students must consult with their home university advisors regarding the acceptance of Pass/Fail grades instead of letter/number grades (The Pass/Fail option is not open to SUNY, SYRACUSE, POMONA & PENN STATE students studying abroad). Once a Pass/Fail grade is entered into a student's record, it cannot be changed to a letter grade, and vice versa. A Pass grade indicates D or higher-level grade. In the event the student achieves A-/ A / or A+, that letter grade will appear on the transcript instead of (P) pass.

### INCOMPLETE COURSES

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

If the professor agrees, a student may complete the course requirements after the semester; the incomplete grade (INC) will be changed accordingly. The time limit for satisfactory completion of course requirements will be set by the individual professor. In no case shall the time limit be later than **March 1st, 2017**. After this date an "F" (fail) will be automatically recorded.

### GRADING SYSTEM

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

**A+ = 97-100% B- = 80-82% D = 63-66%**

**A = 93-96% C+ = 77-79% D- = 60-62%**

**A- = 90-92% C = 73-76% F = 59% and under**

**B+ = 87-89% C- = 70-72%**

**B = 83-86% D+ = 67-69%**

### CODE OF HONOR AND ACADEMIC INTEGRITY

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

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

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

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

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

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

**Falsification of Records and Official Documents:** Altering documents affecting academic records; forging signature of authorization or falsifying information on an official academic document, grade report, or any other document designed to ensure that a student meets or gains exemption from a program or university regulation. Should a student violate the Code of Honor, the administration will review their case. This may lead to termination from the program, and expulsion from Tel Aviv University.

### **RIGHT TO APPEAL**

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

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

### **SPECIAL ACCOMMODATIONS**

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

**BIBLIOGRAPHICAL SERVICES IN THE TAU LIBRARIES**

Hereunder, please find some practical information libraries on campus, that we believe you will use the most. For more information in English regarding libraries, you can click here: <http://english.tau.ac.il/libraries>

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

Sunday - Thursday - 8:30am - 8:00pm

Friday - 8:30am - 12:30pm

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

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

Friday - 9:00am - 12:45pm

**Beit Milman Library:**

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

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

Friday - CLOSED

**TIMES FOR THESE LIBRARIES ARE SUBJECT TO CHANGE**

*Extremely important to know:*

- Students can take courses from the programs in the table below (for detailed information r
- Regarding the classes available for exchange students in each program please read the booklet thoroughly).
- Bachelor's students (=undergraduate students) can only take Bachelor's level courses and cannot take master's level courses. Master's students (=graduate students) can choose from both bachelor's and master's courses.

Pages	Level (Bachelor's/Master's)	Program/Department name	Comments
9-24	Bachelor's	B.A. in Liberal Arts	
25-26	Bachelor's	B.Sc. in Electrical and Electronics Engineering	<b>Students are allowed to choose a maximum amount of 3 courses from this program</b>
27-44	Bachelor's	Study Abroad	
45- 46	Bachelor's	English and American Studies	
47-59	Bachelor's and Master's	Buchman Faculty of Law	<b>Students are allowed to choose a maximum amount of 3 courses from this program</b>
61-62	Master's	Archeology and History of the Land of the Bible	
63-69	Master's	Conflict Resolution and Mediation	
70-73	Master's	Middle Eastern Studies	
74-77	Master's	Environmental Studies	
78-81	Master's	Political science and political communication	
82	Master's	Security and Diplomacy	
83	Master's	Crisis and Trauma Management	
84-87	Master's	Teaching English to Speakers of Other Languages (TESOL)	

88-89	Master's	School of Economics	
90-91	Master's	Coller School of Management	<b>Students are allowed to choose a maximum amount of 2 courses from this program</b>

# Undergraduate Programs



# TAU International



# Available to undergraduate + graduate students

Program Name: B.A LIBERAL ARTS

Course Number	Course Name	lectures	Semester	Day	Time	Location	Type
Digital Culture and Communications							
1662.2504.01	<b>Digital Aesthetics in Literature</b>	<b>Dr. Robin Bagon</b>	Spring semester	Sunday	10:00-14:00	Rosenberg 205	Paper
1662.2514.01	<b>Cybersecurity Law &amp; Policy: Global &amp; Israeli Perspectives</b>	<b>Ms. Deborah Housen-Couriel</b>	Spring semester	Thursday	14:00-18:00	Rosenberg 205	Take-home
1662.2515.01	<b>Networks, Crowds and Markets</b>	<b>Prof. Gal Oestreicher</b>	Spring semester	Wednesday	10:00-14:00		Paper
1662.1500.01	<b>Digital Discourse</b>	<b>Dr. Carmel Vaisman</b>	Spring semester	Tuesday	10:00-14:00	Gilman 305	Paper
1662.1503.01	<b>Theories in Communication and Digital Media</b>	<b>Dr. Sharon Avital</b>	Spring semester	Sunday Tuesday	14:00-16:00	Gilman 306 Gilman 362	Paper
1662.2507.01	<b>Consciousness and the Electronic Mind</b>	<b>Dr. Noa Gedi</b>	Spring semester	Monday Thursday	12:00-14:00	Rosenberg 205	Take-home
<b>General Studies</b>							
1662.1100.02	<b>World Masterpieces of Western Tradition</b>	<b>Prof. Uri Cohen</b>	Spring semester	Tuesday Thursday	14:00-16:00	Gilman 307 Gilman 305	Take-home
1662.1108.01	<b>Political History of the Economy</b>	<b>Prof. Michael Zakim</b>	Spring semester	Sunday	16:00-20:00	Rosenberg 106	Take-home

1662.1103.02	<b>Philosophy of Science</b>	<b>Dr. Boaz Miller</b>	Spring semester	Monday Wednesday	14:00-16:00	Rosenberg 002	Take-home
<b>Modern Jewish and Israel Studies</b>							
1662.1300.01	<b>Introduction to Modern Jewish Thought</b>	<b>Mr Ynon Wygoda</b>	Spring semester	Sunday	12:00-16:00	Gilman 361	Paper
<b>Middle Eastern Studies</b>							
1662.2213.01	<b>Arab Society in the Mirror of Culture</b>	<b>Dr. Elisheva Machlis</b>	Spring semester	Sunday Thursday	14:00-16:00	Gilman 307 Gilman 277	In-class
1662.1201.01	<b>Social and Cultural History of the Middle East</b>	<b>Dr. On Barak</b>	Spring semester	Tuesday	10:00-14:00	Rosenberg 205	Take-home
1662.2214.01	<b>Islamic Philosophy and the Modern Era</b>	<b>Mrs. Rachel Kantz Feder</b>	Spring semester	Monday Wednesday	10:00-12:00	Rosenberg 106 Rosenberg 205	In-class
<b>Psychology and Psychoanalysis</b>							
1662.1603.03	<b>Freud and Beyond: The Evolution of Psychoanalytic Thought</b>	<b>Dr. Ruth Zeligman</b>	Spring semester	Tuesday Thursday	12:00-14:00	Gilman 361	Paper
1662.2611.01	<b>Early Language &amp; Literacy Development</b>	<b>Dr. Deborah Deitcher</b>	Spring semester	Monday Wednesday	12:00-14:00	Rosenberg 02 Rosenberg 01	Paper
1662.2610.01	<b>With Herzl and Freud: Psychoanalysis, Zionism and</b>	<b>Dr. Eran Rolnik</b>	Spring semester	Sunday	16:00-20:00	Rosenberg 104	Take-home

	<b>Modern Hebrew Culture</b>						
1662.2604.01	<b>Logic of Dreams</b>	<b>Dr. Idit Alphandary</b>	Spring semester	Monday	16:00-20:00	Rosenberg 205	Paper
<b>Philosophy</b>							
1662.1401.01	<b>Guided Reading in Philosophical Texts</b>	<b>Dr. Adrian Sackson</b>	Spring semester	Thursday	10:00-14:00	Gilman 305	Paper
1662.2419.01	<b>Central Themes in Medieval Christian Philosophy</b>	<b>Dr. Elisabeth Oppenheimer</b>	Spring semester	Sunday	10:00-14:00	Gilman 305	In-class
1662.2420.01	<b>The Philosophical Roots of Psychoanalysis</b>	<b>Prof. Shai Frogel</b>	Spring semester	Monday Tuesday	10:00-12:00	Rosenberg 209	Paper

**BA in Liberal Arts semester begins on Sunday; some courses last longer and run in parallel with the regular TAU calendar. For the courses descriptions and syllabizes please check the program page online: <http://liberal-arts.tau.ac.il/course-offering-five.aspx?pid=3&spid=64&sspid=167>**

## **Courses descriptions and Syllabizes**

### **Course Name: A Political History of the Economy**

**By Prof. Michael Zakim**

#### **Course Description:**

This course will examine how material life has been organized over the past several hundred years, since the advent of Enlightenment thought and practice. Its subjects include the history of the family, the market, property, land, work, slavery, money, machinery, the corporation, and the rise of a new science of economics itself. Such an examination of the social and ideological aspects of modern economic activity will encourage students to develop a critical understanding of the structures of power and authority in liberal society. Lectures will be supplemented by relevant secondary studies in history, sociology, anthropology, and philosophy (but not economics!) as well as primary documents that students will be required to read and analyze in writing on a weekly basis.

**Course Nam: Arab Society in the Mirror of Culture****By Dr. Elisheva Machlis****Course Description:**

*The Queue* by Egyptian author Basma Abdel (2013), is a critique of the Arab Spring's authoritarian backlash. Set in an unnamed country after suppression of a popular uprising, the oppressive regime requires its subjects to seek permission for the most trivial tasks. "It wasn't long before the Gate had made all procedures, paperwork, authorizations and permits... subject to its orders and control." This course will provide an understanding to modern cultural trends in the Arab world from the early 20th century until the Arab Spring. Arab literature provided an important space to express and critique the shifting social, political and religious trends in the emerging Arab nations. Beginning with Arab renaissance of the Nahda in the late 19th century, the Arab intelligentsia created a merger between cultural revival and political change. The course will view a selection of novels, poems and film from the region as a platform to explore themes such as modernization, poverty, family, locality, gender and traditions, as well as Arabism, anti-colonialism, Islamism and the Palestinian question. The voice of the individual versus the collective will also be viewed as reflecting a dialectical exchange between modernism and post-modernism within a more contemporary Arab discourse.

**Requirements:**

Attendance in classes is mandatory

Mid-term exam (19%)

Final in-class exam (81%)

**Course Name: Central Themes in Medieval Christian Philosophy****By Dr. Elisabeth Oppenheimer****Course Description:**

The course intends to make the students familiar with the philosophy of the Christian middle ages (500-1500). The course will make clear how this period had its roots in antiquity and how it paved the way for the development of modern philosophy and science. It will focus on the main thinkers of this period (Augustine, Boethius, Pseudo-Dionysius, Abelard, Thomas Aquinas, Ockham, Duns Scotus ...) and on the wide variety of themes they were interested in (epistemology, ethics, philosophy of language, philosophy of God, aesthetics, political philosophy, philosophy of nature).

**Requirements:** Attendance and participation (10% of final grade).

Weekly reading assignments or short response papers related to the weekly reading assignment (25% of final grade) (This grade concern the written assignments or short response papers related to the weekly reading assignment).

Final in-class exam (65 % of final grade).

**Course Description: Theories in Communication and Media in a Digital Age**

**By Dr. Sharon Svital**

**Course description:**

This class introduces important schools of thoughts in the field of communication and takes a critical perspective by examining the relations between media, technology, and culture. We will ask how everyday messages shape people's perceptions and behaviors and how they are related to and dependent upon media institutions and societal considerations. We will also turn to the audience and examine its power in shaping messages in the sites of internet and popular culture.

Reading: Course packet will be posted on Moodle (some changes from previous years can be expected)

**Assignment:** There will be no final exam in this class.

Rather, we will have 5 quizzes and you will be able to drop the lower grade at the end of the semester - 15% each- total of 60%.

Additionally, 2 short papers will be assigned- 20% each- 40%

**Course Name: Consciousness and the Electronic Mind**

**By Dr. Noa Gedi- [dea30th@walla.com](mailto:dea30th@walla.com)**

**Office hours: before class or by appointment**

**Course Description:**

In Western thought, consciousness has always been considered the most significant feature of what it means to be human; consciousness is the one thing that clearly distinguishes humankind from all other life-forms. More specifically, having consciousness was regarded as the preeminent sign of human subjectivity, and at the same time, confronts us with a mystery no less great than that of the universe at large. That is why it has always been a major concern of scientists and theoreticians in various fields of knowledge, particularly in philosophy, when the discussion about consciousness expanded to the realm of psychology, cognitive and neuroscience.

Nowadays, some scientists believe technology can enable them to fully decode the brain, perhaps even construct an "Internet of the mind." Are we facing a new era in human existence that would finally rid us of the riddle of consciousness, simply by uploading mental content to a computer? Does the post-human future entail the liberation of mind from body?

The course will grapple with these questions and explore the notion of consciousness from cradle to grave against recent developments in digital technology along with probing the ethical implication that arise out of the possibility of engineering artificial consciousness.

**Course Requirements:**

Assigned readings for each class meeting as they appear in the syllabus (accessible as PDF files on Moodle). These readings, as well as passages from other texts that will be addressed and referred to in class (on PPT), and class discussions comprise the material for the take-home exam.

**Course Grade:** Take-home exam (90%) + mid-term (10%).

**Course Description: Cybersecurity Law and Policy: Global and Israeli Perspectives**  
By Deborah Housen-Couriel- [deborah@cyberregstrategies.com](mailto:deborah@cyberregstrategies.com)

**Course Description:**

Recent years have seen dramatic and significant developments in the growing field of cybersecurity. While the utilization of cyberspace by nearly 50% of the current world population has brought great benefits in the fields of education, health, commerce and social connection, there are real challenges connected with its widespread use. Issues such as cybercrime, cyber warfare, terrorist use of the internet, the internet of things (IoT) and the internet of everything (IoE), data breaches, internet surveillance by governments and ensuing privacy concerns have all become familiar, yet they are rarely explored in depth in the public discourse.

The course will introduce participants to the history of the internet and humans' use of cyberspace, review fundamental concepts of law and policy such as state sovereignty and jurisdiction in the cyber context, and examine the legal and policy regimes currently being developed for the governance of cyber activities. The course will focus on the global context of these regimes, as well as Israel's cybersecurity law and policy within the global context and the Middle East regional context.

The course will include case study exercises ("tabletops") on cybersecurity issues, and the mid-term paper assignment will encourage participants to focus on cyber law and policy in their countries or region of origin.

**Requirements:**

1. 15% - Class participation, including participation in case study exercises
2. 25 % - Mid-term paper (3 pages)
3. 60% - Final take-home exam (5 pages)

**Course Name: Digital Aesthetics in Literature****By Mr. Robin Bagon****Course Description:**

George P. Landow describes a “paradigm shift” in Western thought, arguing that “we must abandon conceptual systems founded on ideas of center, margin, hierarchy and linearity and replace them by ones of multilinearity, nodes, links and networks.” This course explores the varied ways in which literature engages with digital culture to produce a range of aesthetics which reflect and even anticipate the networked structures of the digital age. We will begin by examining the concept of aesthetics and the “purpose” of artworks and will lay the critical groundwork through Walter Benjamin’s classic text on “Art in the Age of Mechanical Reproduction.” Alongside theoretical works, we will read a wide range of electronic and print-based texts while considering key questions such as the end of books, linearity and non-linearity, experimentation, the avant garde, and the operation of structures of power. Students will be encouraged to read widely and to develop personal responses.

From week two onwards, a student or pair of students will present a work of digital literature. This can be from the digital anthology <http://collection.eliterature.org/> but does not have to be. The presentations will give an overview and appraisal of the text in the light of critical frameworks from the wider course. The presentation will be assessed, comprising 20% of the final mark. The assessment criteria are: 1.quality of communication; 2.overview of the electronic text; 3.critical engagement.

The remaining 80% of the mark will be awarded through a final essay.

Attendance is compulsory. Failure to attend more than three sessions, for any reason, will result in you failing the course. Note that there are 20 sessions, two each week.

**Course Name: Digital Discourse****By Dr. Carmel Vaisman - [carmell@post.tau.ac.il](mailto:carmell@post.tau.ac.il)***Tuesdays, 10:15-13:45***Course description:**

This is an introductory level course, raising some of the key discourses and pending questions concerning the digital culture we live and produce. Are digital technologies making the world a better or a darker place? Are we shaping technology as a human tool or is it shaping us as a force of nature?

We shall explore these questions through specific topics such as: language change and the visual turn in new media, disembodied identities and faceless conversations, wisdom/stupidity of crowds, Private/public boundaries collapse, online incivility - bullying trolling and shaming, surveillance culture, participatory culture versus immaterial labor etc.

**Course requirements:**

*Readings.* Students are expected to engage with the mandatory reading according to the specific instructions for each class in the syllabus. Suggested readings will be addressed in class and referred to in the final paper to the extent they were addressed in class.

*In-class participation.* Students are expected to actively participate in discussions and small scale group assignments in class. These assignments will assume familiarity with mandatory texts if instructed for that specific class and may involve additional unseen texts.

*Midterm creative group project.* Students will create a video/graphic project in groups of 4-5 students maximum that reflects some of the materials of weeks 1 to 4, to be uploaded online and presented in class after the Passover spring break in week 5.

*Final paper.* Students will submit a personal final paper of approximately 6 pages, applying the readings and course materials (save for the aspects related to the midterm project). The paper will be submitted via the course website module.

**Grading:**

Your grade in the course will be calculated as follows:

Attendance and participation in class 10%

Midterm group project 25%

Personal Final paper 65%

**Course Description: Early Language & Literacy Development**

By Dr. Deborah Bergman Deitcher [-debdeitch@post.tau.ac.il](mailto:debdeitch@post.tau.ac.il)

**Course Description:**

This course will introduce you to the theoretical and practical aspects of children's early language and literacy development. We will explore children's oral and written language development, emergent literacy, and early literacy skills, such as: letter knowledge, phonological awareness, morphological awareness, spelling, etc. We will delve into various theories of reading and how these relate to children's preschool and school environments, including the needs of English Language Learners. This course will focus on research-based understandings of the topics and current issues in language and literacy development. In addition, we will explore how these topics apply practically to children's early learning situations.

**Breakdown for the course:**

Attendance: 5%

Participation: 5%

Article summaries: 30%

Observation write-up: 20%

Final paper: 40%



**Course Name: Freud and Beyond: The Evolution of Psychoanalytic Thought**

By Dr. Ruth Zeligman- [ruth.zeligman@gmail.com](mailto:ruth.zeligman@gmail.com)

Tuesday & Thursday 12:15-13:45

**Course Description:**

The language of Psychoanalysis and its fundamental concepts are deeply ingrained within Western culture and yet Psychoanalytic theory and practice remain enigmatic and, for the most part, poorly understood. This course traces the evolution of psychoanalytic thinking; beginning with Freud's pioneering work, through major revisions and developments in the field from Ego Psychology, Object Relations theories, Self-Psychology to contemporary Relational Psychoanalysis. Drawing on seminal theoretical papers and case studies, we will examine various key psychoanalytic concepts such as the unconscious, transference and countertransference, drives and sexuality as they evolved over time in light of the historical and cultural context.

**Course Requirements:**

- Response papers (20%)
- Class presentation (20%)
- Attendance and participation (10%)
- Final paper (50%) – 6 to 8 pages

**Course Name: Guided Reading in Philosophical Texts: Descartes' Meditations on First Philosophy**

By Adrian Sackson- [asackson@gmail.com](mailto:asackson@gmail.com)

**Course description:**

In this class, students will engage in a close and careful examination of one of the central texts of modernity, Descartes' *Meditations on First Philosophy*. Close reading of this text, in conjunction with guiding questions and class discussion, will enable students to reach a solid understanding of important elements of Cartesian philosophy and Descartes' writing. But the course revolves another central objective: to help students advance in their ability to read and interpret philosophical texts, to understand and analyze various forms of philosophical argument, and to articulate their own ideas clearly. Our study of Descartes' canonical text will thus model various strategies which can be employed when approaching philosophical texts in general. We will attempt to draw out the logical and argumentative structure of the text, its implicit assumptions and presuppositions, its use of rhetoric, its appeal to linguistic devices, as well as examining its historical and philosophical context. The course stresses the importance of *actively* partaking in the "philosophical experience" by reading, writing, and conversing about the text and its arguments.

**Course expectations and grading:****Attendance & participation (10%)**

Attendance is mandatory. Active participation in class discussions is encouraged. Students are expected to be present – both physically and mentally.

**Weekly reading and guiding questions (10%)**

This is a guided reading course, and therefore preparing the weekly reading is *essential* to succeeding. Each week, students will be assigned a segment of text to read, and a set of guiding questions to answer. Students are expected to prepare *written* answers to the questions. The quality of the written answers themselves will not be assessed – they are for you, to assist you in grappling with the text. However, the task is compulsory: Students are required to submit their answers by email every week in advance of class. Proper and timely submission of answers that show engagement with the texts and the questions will ensure a full grade for this element of the course.

**Two short assignments [2-3 pages each] (20% x 2 = 40%)**

The tasks for these assignments will be given out in the first week of class. The due dates are **April 6** for the first assignment and **May 24** for the second.

**Final paper [6-8 pages] (40%).**

The task will be given out in the first week of class. The due date is set by the program.

**Note:** All course materials, including Descartes' text, *Meditations on First Philosophy*, will be available on the course Moodle site. It is the students' responsibility to follow the instructions posted on Moodle on a regular basis.

**Course Name: Introduction to Modern Jewish Thought**

**By Mr. Ynon Wygoda**

**Course Description:**

The aim of the course is to paint a broad panoramic view of modern Jewish thought following both a chronological order (spanning from the 17th to the 20th century), as well as a thematic logic (emphasizing the nexus between the reinterpretation of the classical Jewish sources and the question of national identity).

**The course will be divided into four sections:**

- 1) The reinterpretation of Scripture and the critique of Jewish particularism in early modern Jewish thought: Spinoza and Mendelssohn.
- 2) The Rise of Zionism:
  - a. Anti-Semitism and the forging of political Zionism: Hess, Nordau, Pinsker
  - b. Cultural Zionism and the controversy concerning the negation of diaspora: Ahad Ha'am, Dubnow

- c. Religious Zionism and the controversy as to the religious value of the Jewish state: Kook, Soloveitchik and Leibowitz.
- 3) Tradition revisited – alternatives to nationalism:
    - a. Buber's dialogical philosophy and the reappropriation of Prophetic and Hasidic Judaism.
    - b. Rosenzweig's Jewish existentialism, Biblical retranslation and the quest for Jewish renewal
    - c. Lévinas and the rereading of the Talmud.
  - 4) The precept of memory and the question of forgiveness after the Shoah: Fackenheim and Jankélévitch.

Grounded in our previous meetings the concluding session will be dedicated to the question what is modern Jewish thought and can one outline what it entails?

**Course requirements:**

- 1) Full attendance, preparation of weekly reading assignments, and participation in class discussions.
- 2) Hand-in weekly 1-2 paragraph long answers pertaining to weekly readings (10%)
- 3) A mid-term assignment (30%)
- 4) A final paper (6-10 pages). (60%)

**Course Name: Islamic Philosophy and the Modern Era**

**By Mrs. Rachel Kantz Feder- [rachelkantz@gmail.com](mailto:rachelkantz@gmail.com)**

*Office hours by appointment*

**Course Description:**

This course will introduce students to the seminal debates and historical developments that have defined the tradition of Islamic philosophy and its evolution into the modern era. It will begin with a survey of the formative period for medieval Islamic philosophy (*falsafa*) and theology (*kalam*), concentrating on the Islamic tradition's rise, the translation movement of the 8th to 10th centuries, and the diversity of Islamicate thought. The course will focus on key figures and schools of thought while analyzing their contributions and the dynamics of their discursive communities within the relevant political and social contexts. In the latter part of the semester, we will study Islamic and Arab thinkers' intellectual relationship to European philosophical tradition of the 19th and 20th centuries, particularly moral philosophy, political economy, and existentialism. We will explore Arab and Muslim thinkers' perceptions of critical developments such as Darwin's evolutionary biology and the emergence of modern psychology (an offshoot from philosophy). We will conclude by examining the intellectual responses to these issues that shaped discourses on self-hood, decolonization, and modernity and found expression in various political and social currents in the modern Middle East.

**Course Requirements:**

Attendance and participation constitute an important component of your final grade. Attendance is required and everyone is expected to come prepared and participate in class discussions.

**Grading:** Attendance and Participation 30% ,In-class Presentation: 20% ,Final Paper: 50%.

**Course Name: Logic of Dreams**

**By Dr. Idit Alphandary-** [alphanda@post.tau.ac.il](mailto:alphanda@post.tau.ac.il)

*Office hours: By appointment*

**Course Description:**

One third of your life is spent asleep, and the life of sleep is dreams. And yet the images, sounds, and language of waking life almost totally dominate discussions of human goals, motivations, and meaningfulness. The last century began with a different dream: that dreams, rightly understood, would give us an unprecedented view of the hidden objectives of human behavior. "The interpretation of dreams is the royal road to a knowledge of the unconscious activities of the mind," Freud wrote in 1900. This seminar will be a discussion about dreams and an inquiry into what they may still mean, more than one hundred years later. We will take our departure from a careful reading of Freud's 1899 *Interpretation of Dreams*, which makes huge claims for the importance and meaning of dreams and proposes methods for their interpretation. Critiques and extensions of Freud's theory will point up its strengths and limitations. Throughout the seminar we will read literature and watch films in which dreams play a central role. Students are expected to keep a dream journal to record and analyze their own dreams.

**Grades:**

Attendance and Participation 20%

Dream Journal 15%

Presentation 15%

Midterm Paper 25%

Final Paper 30%

**Please note:** all electronic apparatuses must be turned off during class time.

**Course Description: Networks, crowds and markets**

**By Prof. Gal Oestreicher-** [gal.oestreicher@gmail.com](mailto:gal.oestreicher@gmail.com)

**Course Description:**

This is a course on how the social, technological, and natural worlds are connected , and how the study of networks sheds light on these connections. The "social network" has captured popular imagination because of the spread of social media, however we have always been creatures of our networks—whether those

networks involve family, villages, tribes, or Facebook. The topics we will cover include: social network structure and its effects on business and culture; understanding how the structural properties of networks help us understand social capital, power, ties and closure; the propagation through networks of information, fads and content; power laws, network effects, and "rich-get-richer" phenomena; using networks for prediction; leveraging information networks for web search; networks and social revolutions, and the melding of economics, machine learning, and technology into new markets, such as "prediction markets" or the peer markets that comprise the "sharing economy". The grade will be composed of group assignments, in-class exercises and a final paper.

**Evaluation:**

60% Group assignments (some in-class)

10% Personal assignments

30% Final Paper

**Course Name:** Philosophy of Science

**By Dr. Boaz Miller-** [boaz.miller@gmail.com](mailto:boaz.miller@gmail.com)

**Course Description:**

The course deals with fundamental questions in philosophy of science. We will examine how the philosophy of science has reformulated basic questions and debates in Western philosophy, and how it has addressed them using the means at its disposal. Among the questions we will discuss are: Is there scientific rationality, and how is it to be conceptualized? What does it mean that science is a social enterprise? As time progresses, does science approximate the truth, at least in some cases? What are the ways in which science represents the world? The course readings consist of classical and contemporary sources.

**Requirements:**

• attendance • regular reading

**Grade Breakdown:**

• 19% in class midterm • 81% take-home exam • Up to 5% bonus for meaningful participation in class discussion

**Posthumanism: Ethics, Aesthetics, Technology**

Prof. Elana Gomel

What does it mean to be a human being? This basic question is increasingly being answered in diverse and discordant ways by science, philosophy, literature, and popular culture. The rise of posthumanism as a new and powerful trend in the humanities has been impacted by new technologies, such as the Internet, neuropharmacology, and genetic engineering. But posthumanism has also profoundly influenced social applications of science, and contributed to the politics of ecology, animal rights, reproduction, and other hot-button issues.

This seminar provides an historical and issue-oriented perspective on posthumanism. From the late-19th-century emergence of Darwinism and eugenics to the contemporary debates over ethics and human rights, we will explore how the basic idea of the human has developed and mutated in many different and self-contradictory ways. Our focus on the historical trajectory of posthumanism will ensure that such familiar pop-culture icons as the superhero, the cyborg, and the zombie will be illuminated by exploring their roots. And our survey of the main issues of posthumanism, such as the problematic of human and animal rights, techno-utopianism, and the ethics of transformation, will provide students with a map to navigate this rapidly growing and central field in the humanities.

Final grade will be calculated as follows: 70% - the seminar paper; 20% - the average of the three written reports; 10% - class participation and presentation.

**Class attendance and participation are mandatory!**

**Course Name:** Social and Cultural History of the Modern Middle East

By Dr. On Barak

Office hours: Gilman 434, by appointment

**Course description:**

If until the last third of the twentieth century history mostly addressed the lives and deeds of “big men” – rulers, diplomats, generals, or inventors – historians have in recent decades gradually broadened their perspective to include in their narratives women, the middle- and then lower classes, and eventually non-Western people as well. Along these lines, this course examines the history of the modern Middle East from the bottom up. Exploring case studies from Egypt, Israel\Palestine, and Saudi Arabia among other settings, we will examine the shifting media infrastructures, cultural protocols, religious beliefs, class formations, and political agendas of different social groups in the region. Beyond reading recent and innovative academic literature on these issues, instruction will heavily rely on primary materials such as graffiti, cinema, music and recordings of religious materials, poetry and short stories.

**Course requirements:**

**Attendance and active participation are mandatory.** Students are expected to have read the weekly assignments *closely* and *critically* before coming to the class. When reading a primary source, pay special attention to historical context: who is the author? When did s/he live? What other works did s/he write?

**Grading:** 25% of your grade in the course will be determined by your performance in the seminar. This portion of the grade will be determined by your attendance and active participation. 15% of the grade will be determined by your take-home midterm exam, a 1,000 word essay on a pre-distributed question. 60% of the grade will be determined by a final take-home exam – again, a 1,000 word essay. Both the

mid-term and final exams are individual assignments, which each student is expected to complete by him- or herself. Only Liberal Arts students are entitled to take makeup (moed bet) final exams. OSP students are not entitled to makeup dates in any final assignments.

**Course Name: A Political History of the American Economy**

**By Mr. Michael Zakim**

**Course requirements:**

1. Three short papers (of 2-3 pages) analyzing sources discussed in class.
2. Take-home final exam

**Course Name: The philosophical roots of psychoanalysis**

**By Prof. Shai Frogel**

**Course Description:**

The basic assumptions of psychoanalysis are rooted in the development of the concept of the subject in modern philosophy. This development begins with Descartes' thought which places the individual thinker as the central axis of his thoughts and existence (Cogito ergo sum). David Hume doubts the metaphysical status of this ego by his empirical method and emphasizes the ever changing nature of our consciousness. Immanuel Kant's "Copernican revolution" shows that the objects that appear in our consciousness are also formed by the forms of our consciousness. The ego, according to this view, is not an independent entity (Descartes) but epistemological concept – Subject. Friedrich Nietzsche adopts Kant's revolution for rejecting the autonomy which Kant ascribes to the subject. He argues that the individual is subjected to unconscious elements which affect his conscious states of mind.

Freud formulates his theory on the basis of this development. The centrality of the concept of the ego in psychoanalysis takes us back to Descartes. The preference of empirical investigation over speculative thinking connects Freud to Hume. Kant's idea that our consciousness forms its objects is a basic assumption of Freud's dynamic view of psyche. And above all, Nietzsche's idea of the unconsciousness is a constitutive element of the theory of psychoanalysis.

The course will follow these philosophical roots of psychoanalysis and will end with a reading of Freud's important article: "The ego and the id".

**Attendance**

Attendance is mandatory.  
(3 absences are permitted)

**Assessment**

3 short papers (800 words) on three different topics.  
Paper 1 – due date: 10/4/2017 (30%)

Paper 2 – due date: 21/5/2017 (30%)

Paper 3 – due date:TBA (40%)

**Course Name:** With Herzl and Freud : Psychoanalysis, Zionism and Modern Hebrew Culture

By Dr. Eran Rolnik

**Course Description:**

The main objective of this course is to examine the affinity that early Zionists professed to find in Freud's theory. Zionist thinking ranged far and wide across the field of modern science and philosophy. It engaged in an ongoing give and take with dominant ideas of its time that did not have any obvious connection to either nationalism or religious tradition. Among the images out of which Zionism constructed its image of the "New Jew" those pertaining to sexuality and masculinity played a central role. In pitching itself to young Jews, the Zionist revolution often played on eroticism and gender. We will read texts written by Freud and his followers, as well as political texts that highlights the psychological dimension of the Zionist revolution. These texts should help us think about the following questions:

- Is the psychoanalytic point of view applicable to the debates and dilemmas confronted by Zionist ideology?
- Can psychoanalysis as a psychological-critical theory and Zionism as an ideology and consciousness really live together?
- Did historical reality and the emerging new Hebrew culture play a role in shaping local psychoanalytic practice and ethics?
- In what way has the trauma of the Shoa informed the tension between psychoanalysis and Zionism?

Each lesson will consist of an introductory theoretical part and a reading assignment part in which we will read a text (psychoanalytic or political) in the class.

**Evaluation:** An elective Mid-term oral presentation (25%) ,Take-home Exam (75%)

**Course Name:** World Masterpieces of the Western Tradition

By Dr. Uri S, Cohen- [urisco@post.tau.ac.il](mailto:urisco@post.tau.ac.il)

Teaching Assistant: Hagar Hayu- [hagarhayu@mail.tau.ac.il](mailto:hagarhayu@mail.tau.ac.il)

**Course Description:**

The course will provide an introduction to the major literary masterpieces of the Western world and a sustained practice of close reading in them. The course will provide encounters with the major classics of the Western tradition from Greece to Rome through the Middle Ages and up to the Renaissance.

**Course Requirements:** Attendance, reading, midterm, final exam at the end of the semester.

**Final Grade:** 85% final exam; 15% midterm. Both the midterm and final exam are in a "take-home" format.



# Available only to undergraduate students

Program Name: B.SC. ELECTRICAL AND ELECTRONICS

## ENGINEERING

The suggestion for our program is to have the students apply and you send to us and we'll ask the dean to confirm based on transcripts.

**\*Labs are not an option for any student.**

**Semesters 2, 4, 6, 8 are taught in the spring**

Specializations in Semester 6, 7, 8 are decided upon during the summer yearly. For this coming year we will probably teach: Communication Systems, Power Electronics and Applied Feedback Systems in the spring.

Number of the course	Course	Credit	lectures	recitation	lab	Total hours	classification
Semester 2	<u>Semester Spring first year</u>						
509.1829	<u>Physics 2 &amp; Methods in Math Phys</u>	6.5	5	3		8	PHYS
509.1847	<u>Clculus 2</u>	5	4	2		6	MATH
509.1845	<u>Ordinary Differential Equations</u>	3.5	3	1		4	MATH
	<u>Programming 2 - C</u>	2	2	2		4	PROG
512.3561	<u>Digital Logic Systems</u>	3.5	3	1		4	EE
<b>Total Semester</b>		<b>20.5</b>	<b>17</b>	<b>9</b>	<b>0</b>	<b>26</b>	
Semester 4	<u>Semester Spring second year</u>						
512.251	<u>Data Structures and Algorithms</u>	3.5	3	1		4	PROG
509.2846	<u>Partial Differential Equations</u>	2.5	2	1		3	MATH
512.2508	<u>Electronic Devices</u>	5	4	2		6	EE
509.2801	<u>Introduction to Probability and Statistics</u>	3.5	3	1		4	MATH

	<u>Signals and Systems</u>	3.5	3	1		4	EE
512.3571	<u>Electromagnetic Fields</u>	3.5	3	1		4	EE
<b>Total Semester</b>		<b>21.5</b>	<b>18</b>	<b>7</b>	<b>0</b>	<b>25</b>	
<b>Semester 6</b>	<u>Semester Spring Third year</u>						
512.3514	<u>Digital Electronic Circuits</u>	3.5	3	1		4	EE
512.3572	<u>Electronics Laboratory 2</u>	2			4	4	EE-LAB
	<u>Energy Conversion</u>	3.5	3	1		4	EE
<b>Total Semester</b>		<b>9</b>	<b>6</b>	<b>2</b>	<b>4</b>	<b>12</b>	
<b>Semester 8</b>	<u>Semester Spring Forth year</u>						
Number	<u>Course</u>	Hours					
512.4	<u>Project</u>	3			6	6	8
<b>Total Semester</b>		<b>3</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>6</b>	

If it will help, first check for the prerequisites & the syllabus which is also on the website.

Based on that, they can choose from the list of courses we have and according to the semester.

The program site:

<https://international.tau.ac.il/engineering>

Courses & syllabus:

[https://international.tau.ac.il/sites/english.register.tau.ac.il/files/media\\_server/TAU%20international/Sylabi/EE%20Course%20Curriculum%20and%20Syllabus%206.10.16.pdf](https://international.tau.ac.il/sites/english.register.tau.ac.il/files/media_server/TAU%20international/Sylabi/EE%20Course%20Curriculum%20and%20Syllabus%206.10.16.pdf)

# Available only to undergraduate students

## Program Name: STUDY ABROAD

Please click on the link below to see detailed information about the courses offered by the Study a broad Program. The following courses are open to exchange students: [https://international.tau.ac.il/course\\_offerings/?tab=5](https://international.tau.ac.il/course_offerings/?tab=5)

Course Number	Course Name	Lectures	Semester	Day	Time	Type
2120.5300.03	The Jewish World in the Modern	Era - Prof. R. Rockaway	Spring semester	TUE, THU	10:00-12:00	Final Paper
2120.0539.03	History of Anti - Semitism	Dr. K. Beller	Spring semester	MON, WED	10:00-12:00	Final Paper
2120.0256.02	The Jews And The Passion, From The Gospels To Gibson	Prof. J. Cohen	Spring semester	TUE	12:00-16:00	Take Home Exam
2120.0132.02	Contemporary Jewish Issues	Dr. M. Gresser	Spring semester	TUE, THU	10:00-12:00	Final Paper
2120.2301.03	The War against the Jews: History of the Holocaust	Dr. Joel Zisenwine	Spring semester	Wed	14:00 - 18:00	Take Home Exam
<b>ISRAEL STUDIES</b>						
2120.1005.03	The Zionist Movement: The long Road to Sovereignty: 1860-1949	Mr. P. Liptz	Spring semester	MON, WED	12:00-14:00	Take Home Exam
2120.0112.03	Israeli Politics	Dr. E. Klauber	Spring semester	TUE, THU	12:00-14:00	Final Paper
2120.0533.03	One Hundred Years: History and Memory in Tel Aviv-Jaffa	Dr. M Wein	Spring semester	TUE	16:00-20:00	Final Paper
<b>MIDDLE EAST STUDIES</b>						
2120.0120.01	History of the Middle East in the Modern	Dr. B. Friedman	Spring semester	TUE, THU	14:00-16:00	Final Paper

	Period					
2120.2163.01	Mobilization, Social Protest, Revolution: from the Arab Spring to Occupy Wall Street	Dr. B. Berti	Spring semester	MON	10:00-14:00	Final Paper
2120.0110.03	The Struggle for Palestine: The Roots of the Arab-Israeli Conflict	Dr. Daniel Zisenwine	Spring semester	MON	16:00-20:00	Final Paper
<b>ART STUDIES</b>						
2120.0127.03	Creative Writing	Dr. D. Barnat	Spring semester	MON	16:00-20:00	Final Paper
2120.1016.03	Art and Immigration in the 20th & the 21st Century in Israel	Dr. R. Shusterman	Spring semester	TUE, THU	12:00-14:00	Final Paper
2120.0468.03	Israeli Cinema and the Culture of Modern Israel	Dr. S. Duvdevani	Spring semester	MON	12:00-16:00	Final Paper
<b>LIFE SCIENCES</b>						
2120.0139.03	Israel And The Environment	Dr. S. Fleischer	Spring semester	TUE	16:30-20:00	Take Home Exam
<b>MANAGEMENT, ECONOMICS, COMMUNICATION</b>						
2120.0100.03	Business Ethics	Dr. S. Smila-Sened	Spring semester	MON, WED	14:00-16:00	Final Paper
<b>INTERNATIONAL RELATIONS</b>						
2120.1017.03	Nuclear Nonproliferation and Security	Dr. Azriel Bermant	Spring semester	WED	12:00 - 16:00	Final Paper

	in the 21st Century					
<b>ARABIC</b>						
2120.0980.03	Introduction to Modern Standard Arabic (First Level)	Mr. M. Guggenheimer	Spring semester	TUE, THU	12:00-14:00	Take Home Exam
<b>COURSERA (ONLINE COURSES)-</b> <a href="mailto:coursera@tauex.tau.ac.il" style="color: white;">coursera@tauex.tau.ac.il</a> Student must apply online and register with TAU International (yaelga@post.tau.ac.il) prior to the beginning of the course.						
1882.1401.01	Economic Growth and Distributive Justice (2 credits)		Spring semester			Final Exam in class-May 19 <sup>th</sup>
1882.0601	The Fall and Rise of Jerusalem (2 credits)		Spring semester			Final Exam in class-May 19 <sup>th</sup>
1882.0602	The Emergence of the Modern Middle East (3 credits)		Spring semester			Final Exam in class-May 19 <sup>th</sup>
1882.0603	The Holocaust: an Introduction (2 credits)		Spring semester			Final Exam in class-May 19 <sup>th</sup>

**Please note: Hebrew studies (Upan) and any other language courses (including Arabic) are not included in the exchange and are given with an additional fee.**

## Courses descriptions and Syllabizes

**Course Name:** The Jewish World in the Modern-

**By Prof. Robert Rockaway:** [rockaway@post.tau.ac.il](mailto:rockaway@post.tau.ac.il) \ [robertrockaway@gmail.com](mailto:robertrockaway@gmail.com)

*Office: 204 Carted building*

*Office hours by appointment*

### **Course Description:**

This course is an introductory survey of the major currents in Jewish culture and society from the late eighteenth century to the present and presupposes no previous background in modern Jewish history. The course focuses on the history of the Jews in Europe, with an emphasis on Central and Eastern Europe and also includes lectures on major themes in American Jewish history. Topics include the social consequences of emancipation, the emergence of modern varieties of Judaism; the rise of modern anti-Semitism, Zionism, the Holocaust, and the establishment of the State of Israel.

### **Research Paper:**

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

The final grade is based on a mid-term exam, a short quiz, the research paper, and class attendance and participation. **Note: All Students are allowed three (3) unexcused absences. Students who have more than three unexcused absences will have points deducted from their final grade.**

### **Grading:**

Midterm exam .....	20%
Quiz.....	15%
Research paper.....	50%
Attendance and participation ....	15%

**Course Name: A History of Antisemitism-****By Dr. Katherine Aron-Beller****Course Discription:**

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

**Requirements for the Course:**

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

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

**Course name: The Jew and the Passion from gospels to Gibson****By Prof. J. Cohen- [jecohen@post.tau.ac.il](mailto:jecohen@post.tau.ac.il)****321 Carter Bldg.; 03-6409342;*****Office hours: Tuesday 10:00, and by appointment*****Course discription:**

In this course we shall not try to determine who really killed Jesus. Yet we will investigate the myth of the Jewish Christ Killer in all of its dimensions. We shall find precedents for Christianity's Passion story in the biblical writings of ancient Israel. We shall understand how – and why – the indictment of the Jews for engineering the death of Jesus took hold in Christianity of the first century. And we shall follow the development of the Christ-Killer myth from the first century to the twenty-first, considering its response to historical change and its impact on people, events, societies, and cultures. Our discussions will focus on a wide variety of source materials: biblical texts, works of religious philosophy and mystical devotion, historical chronicles, art, drama, film, political propaganda, and more.

**Course requirements:**

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

**Course Name: Contemporary Jewish Issues**

**By Dr. Moshe Gresser**

**Course Description:**

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

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

**Grading System:**

1) **Attendance, class preparation and participation:** 10%

**Please Note:** In order to facilitate a non-distracting and intellectually productive learning environment, cell phones, texting, Ipods, laptops, PDAs, and their accompanying earpieces are NOT allowed during class.

2) **Midterm Exam:** 30% [based on both readings and class discussion]

3) **Optional Jewish Issue paper with a partner (4-5 pages):** 20% - Email submission not accepted. You must turn in a paper copy to receive credit. 10 point penalty for email submission. If you choose not to do the Issue paper, Midterm Exam = 40% and Final Paper = 50%

4) **Cumulative Individual Final Paper (8-10 pages):** 40% Email submission NOT accepted. 10 point penalty for email submission.

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

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

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

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

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

**Class 11 -- Thursday, April 27<sup>th</sup> - MIDTERM EXAM (35%) \*\***



Tuesday, May 2<sup>nd</sup> - Yom HaAtzmaut - NO CLASS

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

**\*\*Cumulative Final Paper (35%) - Due Thursday, 8 June 2017**

**Course Name: The War against the Jews: History of the Holocaust**

**By Dr. Joel Zisenwne**

**Course Description:**

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

**Course Requirements:**

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

**Course Description: The Zionist Movement: The Long road to sovereignty 1860-1949**

**By Mr. Paul Liptz-[Pliptz@gmail.com](mailto:Pliptz@gmail.com)**

*You are encouraged to set up individual appointments.*

**Course Description:**

The course analyzes the central components in the development of Zionism, the national liberation movement of the Jewish people. The age-old concept of Return to the Holy Land was favored initially by a small number of people who supported a complex range of ideologies and leaders.

At every moment in the period from the 1880s new challenges appeared in the rapidly changing European environment and often, as a result of limited options in their home countries, Jews began to move in growing numbers to Palestine/Eretz Yisrael [Yishuv], an undeveloped corner of the Ottoman Empire.

The Balfour Declaration and the creation of the British Mandate after the First World War encouraged an increasing number of Jewish immigrants from various European and Middle Eastern countries to enter Palestine/Eretz Yisrael and this led to the

development of an increasingly modern society which was deeply divided in terms of religious practice, sociological structure, economic philosophies and world views.

In the 1920s the local Palestinian population expressed their opposition to Zionism and British policies and from 1936 to 1939 there was an extensive revolt. After the Second World War and the influx of "illegal immigrants", tensions increased between the Jews, Palestinians and British as well as within the Zionist camp.

After a determined political and military struggle the Jewish State was established in May 1948 with the subsequent defeat of the local Palestinians population and the surrounding Arab countries. At the same time, large numbers of Jews entered the country from the Middle East and Europe.

**Course requirements:**

Students are expected to attend all the classes and read the required material.

**Course grades are based on the following components:-**

<i>Mid-Term Exam</i> in class:	= 25%
<i>Simulation Game and Written Paper</i>	= 25%
<i>Final Take Home Exam</i>	= 25%
Class Participation	= 25%
	<b>100%</b>

Details of the Course Requirements appear at the end of the syllabus.

\* Indicates that the book is in the "Limudit"/Reserve Sourasky Library.

**FINAL EXAMINATION: TAKE HOME.**

See also:-

Arthur Hertzberg, The Zionist Idea, New York, Temple Book, 1959.

Tom Segev, One Palestine, Complete, (Little Brown, 2000)

Anita Shapira, Israel: A History, Recommended reading Parts I and II. [Kindle 1%-37%]

[The rest of the book is also very useful for the period from 1948 to 2000]

**COURSE REQUIREMENTS:-**

- 1. Mid-Term Exam:** A written closed-book exam in class based on all the required readings as well as information from the lectures.
- 2. A. Simulation Game: Oral Presentations:** Each student will choose a personality from the provided list. He/she will individually prepare the following realms:-

- a) Biographical details.
- b) Central philosophical/ideological or theological beliefs and activities.
- c) People or events which influenced the chosen personality.
- d) Impact.

**2.B. Simulation Game: Written Paper:** [either by internet or hard copy]. 1500-2000, partly based on the Oral Presentations. At least 3 different sources should be quoted in the endnotes/footnotes. A bibliography must be included.

3. **Final Take Home Exam:** The take-home exam is based on all the semester's material.

4. **Class Participation:** Both attendance and involvement in discussions.

**Course Name:** Israeli Politics

By Dr. Evgni Klabuer- [klaubere@post.tau.ac.il](mailto:klaubere@post.tau.ac.il)

*Office hours: Tuesdays 11:00-12:00 and by appointment*

*Office building: Naftali, Room 531*

**Course Description:**

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

**Course Requirements:**

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

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

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

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

**Grading Summary:**

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

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

**Course Name: One Hundred years: History& Memory in Tel- Aviv- Jaffa**

By Dr. Martin J.Wein- [martinjwein@yahoo.com](mailto:martinjwein@yahoo.com)

[www.mjwein.net](http://www.mjwein.net)

**Course description:**

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

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

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

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

visits, and a coffee break. **In case of strong rain please check your e-mail for weather related changes up to two hours before tours.**

**Requirements:**

- presentation of readings in class, 20 points
- a mid-term test, 10 points
- tour participation, 20 points
- a 10 full pages double spaced **final paper (due by e-mail)**, 50 points
- minus 10 points of total grade for every missed or partly missed class without a doctor's note scanned and submitted by e-mail within one week of absence

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

**Course Name: History of the Middle East in the Modern period**

**By Dr. Barndon Friedman**

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**Course Description:**

Writing in the *New York Review of Books* in 2012, Robert Malley and Hussein Agha noted that in today's Middle East, "Games occur within games: battles against autocratic regimes, a Sunni-Shiite confessional clash, a regional power struggle, a newly minted cold war. Nations divide, minorities awaken, sensing a chance to step out of the state's confining restrictions. The picture is blurred. These are but fleeting fragments of a landscape still coming into its own, with only scrappy hints of an ultimate destination. The changes that are now believed to be essential are liable to be disregarded as mere anecdotes on an extended journey." This course will explore the roots of these high stakes "games within games," and attempt to identify the important questions to ask about the roots of this blurry picture of the new Middle East landscape. Together, we will begin to delve into the history of the region in order to provide important context for the sea-changes that have taken place since 2011.

**Grading:**

Class preparation, attendance and participation - 15%

Midterm essay - 15%

Final Exam - 70%

**Course Name:** Mobilization, Social Protest, Revolution- Civil Resistance from the Arab awakening to occupy wall street.

By Dr. Benedt Taberti-[benedttabe@gmail.com](mailto:benedttabe@gmail.com)

**OFFICE HOURS BY APPOINTMENT.**

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

**Course Description:**

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

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

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

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

**Course Requirements and Grading:**

- 1) *Class Attendance and Participation:* the seminar will be interactive, and students have to complete the required readings before each lecture. Students will be expected to come prepared to class and to actively participate. **Attendance is mandatory and, together with participation, makes up for 20% of the final grade.**
- 2) *Individual Reaction Paper:* Throughout the semester the instructor will be posting on MOODLE short newspaper articles on current events related to the topics and case studies analyzed in class. In the course of the semester each student is required to choose a news item that is especially interesting and relevant to him/her and to write a short (1-2 pages) reaction paper. In analyzing and commenting the news item, students will be expected to employ the tools and frameworks discussed in class. **The short paper will make up for 10% of the final grade.**
- 3) *Group Project and Presentation:* at the end of the semester students will deliver a group presentation focused on a non-violent social movement/civil society

group of their choice. The presentation will describe the chosen case study, as well as analyze its non-violent strategy and tactics (according to the framework and parameters discussed in class). Each group is then expected to discuss the chosen group's strengths and weaknesses. **The group presentation will make up for 30% of the final grade.**

- 4) *Short Analytical Paper:* on the basis of their group presentation, students will additionally be required to write a short analytical paper that delves deeper into the question of effectiveness and 'success'. In addition to evaluating more in-depth what are the main strengths and weaknesses behind the chosen case study's strategy, students—building on relevant readings and class discussions—will also offer recommendations on what courses of actions should the chosen group implement to maximize its effectiveness. **The final paper will account for 40% of the final grade.**

5)

***Course Name:* The struggle from Palestine: The roots of the Arab-Israeli Conflict**

**By Dr. Daniel Zisenwine- [dzisenwine@gmail.com](mailto:dzisenwine@gmail.com)**

***Office Hours: By appointment***

### **Course Description:**

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

### **CLASS FORMAT**

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

### **COURSE REQUIREMENTS**

#### **Attendance:**

Students must attend every class session prepared to participate.

**Participation: (10%):**

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

**Mid Term Exam: (20%)**

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

**Final Take Home Exam: (70%)**

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

**Course Name: Creative Writing syllabus**

By Dr. Dara Barnat- [darabarnat@post.tau.ac.il](mailto:darabarnat@post.tau.ac.il)

Office: Webb 502

***Writing Memoir: What's the Story?*****Course Description:**

Many people at different stages of life have ideas for stories to write. In this course we will be exploring memoir. The material for memoir is one's own life experiences. We will be working to uncover these experiences, effectively describe them, and shape them into stories that engage readers.

Components of this course include: reading; responding to creative writing prompts; "workshopping"; and developing a writing portfolio. Students will also study literary devices used in prose.

No prior experience with creative writing is necessary. However, to benefit from the course in a meaningful way, students must possess 1) the desire to explore written expression in various forms and 2) the willingness to immerse oneself in the study of writing as a craft.

We will be reading, analyzing, and responding to selections of memoir and other personal writing with emphasis on writers from the region. Authors may include Etgar Keret, Sayed Kashua, Judy Labensohn, Karen Alkalay-Gut, Mahmoud Darwish, and Rachel Tzvia Back.

\* Regular attendance is mandatory.



\* The course Moodle site will be used for announcements and reading material. Students must check this site and their Tel Aviv University email account on a regular basis.

### **Assignments and Grading**

The course grade will be comprised of the following assignments:

1. Midterm portfolio 30%
2. Final portfolio with weekly journal entries 40%
3. Attendance, preparedness, participation 30%

**Course Name: Introduction to Israeli Art- From the founding of Bezalel (1906), Up to the 21<sup>st</sup> century.**

**By Dr. Ribka Shusterman**

### **Course Description:**

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

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

### **Grading system:**

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

**Course Name: Israeli Cinema and the Culture of Modern Israel**

**By Dr. Shmulik Duvdevani**

### **Course Description:**

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

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

**Course requirements:**

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

**Course Name: Israel and the Environment**

By Dr. Stuart Fleischer- [sfleischer@wbais.net](mailto:sfleischer@wbais.net)

**Course Description:**

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

**Assignments and Dates:**

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

Test Format: Both tests are multiple choice.

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

- Midterm Test: (20%) – April 25, 2017
- Final Test: (20%) – May 23, 2017
- Take Home Final Test will cover specific environmental themes – Short Essay (30%) – Due June 2, 2017: send via email.
- Research Paper (30%) – Due June 4, 2017: send via email.

**Course Name: Business Ethics**

By MS. Sarit Smila Sened- [sarits@mail.tau.ac.il](mailto:sarits@mail.tau.ac.il)

**Course Description:**

The purpose of this course is to examine central issues in business ethics. We will do that by exploring the most influential ethical schools and then by looking at some of the prevalent debates in the business world. This theoretical background provides the

philosophical tools necessary for our investigation and reflection on those challenging moral issues.

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

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

*Business in Ethical Focus: An Anthology*

**Course Work:** 5 memos (25%), take-home exam (55%) attendance and participation (20%)

**COURSE NAME: Nuclear Nonproliferation and Security in the 21st Century** \_

**By Dr. Azriel Bermant- [azrielb@tauex.tau.ac.il](mailto:azrielb@tauex.tau.ac.il)**

**Course Descriptions:**

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

**Grade Composition:**

25% - Course participation

25% - Mid-term 'take home' examination

50% - Final paper

**Course Name: Introduction to Modern Standard Arabic (MSA)**

**By MR. Michael Guggenheimer**

**Course Description:**

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

- Assignments and class participation
- Final Exam (take-home)

**Grading system**

Quizzes : 20%

Homework and class participation 20%

Final exam (take-home) 60%

# Available only to undergraduate students

Department Name: ENGLISH AND AMERICAN STUDIES

Course Number	Course Name	Lectures	Semester	Day	Time	Location	Type
626127901	Introduction to British Culture	Dr. Ami Granit	Spring semester	Mon	10:00-12:00	Web, Room no. 1	Lesson & excises
626150001	Introduction to British Culture 2	Dr. Ami Granit	Spring semester	Thu	10:00-12:00	Web, Room no. 1	Lesson & excises
626150001	Intro to American Culture	Prof. Melat Shamir	Spring semester	Mon	12:00-14:00	Gilman, Room no. 144	Lesson & excises
626150001	Intro to American Cultur	Prof. Melat Shamir	Spring semester	Thu	12:00-14:00	Gilman, Room No. 144	Lesson & excises
626121701	Poetry Analysis	Dr. Roie Trtakovski	Spring semester	Sun	10:00-12:00	Gilman, Room no. 233	Lesson & excises
626121701	Poetry Analysis	Dr. Roie Trtakovski	Spring semester	Wed	10:00-12:00	Gilman, Room no. 233	
<b>Structurer : #121</b>							
626237701	Marriage at the Turn of the Twenty	Dr. Dakit Alfrivize	Spring semester	Tue	10:00-12:00	Web, Room 103	lesson
626227201	Print Fiction in America	Ms. Maya Marlib	Spring semester	Tue	12:00-14:00	Web, Room no. 102	lesson
626235501	African American Literature	Dr. Sonia Viner	Spring semester	sun	12:00-14:00	Web, Room no. 102	lesson
626235501	African American Literature	Dr. Sonia Viner	Spring semester	wed	12:00-14:00	Web, Room no. 102	lesson
626238201	Time, Space and the Victorian	Prof. Ilana Gomeal	Spring Semester	Sun	14:00-16:00	Rozenberg, Room no. 2	lesson
626237501	The Rhetoric of Science Fiction	Prof. Ilana Gomeal	Spring semester	Wed	14:00-16:00	Web, Room no. 102	lesson
626236701	Love and Courtship in the Shak	Dr. Noam Rizner	Spring semester	Mon	10:00-12:00	Web, Room no. 103	lesson
626236701	Love and Courtship in the Shak	Dr. Noam Rizner	Spring semester	Thu	10:00-12:00	Web, Room 103	lesson

626236801	American Modernism	Dr. Nire Averon	Spring semester	Mon	12:00-14:00	Web, Room no. 103	lesson
626236801	American Modernism	Dr. Nire Averon	Spring semester	Thu	12:00-14:00	Web, Room no. 103	lesson
626235201	The rise and down of the American ideal	Dr. Yuav Fromer	Spring semester	Tue	14:00-16:00	Rozerberg, Room no. 1	lesson
626235401	Migrant Writers in Contemporary	Dr. Sonia Viner	Spring semester	Mon	14:00-16:00	Web, Room no. 103	lesson
626237601	Fighting Words: War 1914-2014	Dr. Ron Ben - Tovim	Spring semester	Tue	14:00-16:00	Rozenberg, Room no. 106	lesson
<b>Structurer # 122</b>							
626314001	The Frontier in American Literatu	Dr. Nire Averon	Spring semester	Mon	08:00-10:00	Web, Room no. 401	Seminar
626314001	The Frontier in American Literatu	Dr. Nire Averon	Spring semester	Thu	08:00-10:00	Web, Room no. 401	Seminar
626313901	Resisting and Conforming	Dr. Roie Trtakovski	Spring semester	Sun	14:00-16:00	Web, Room no. 501	Seminar
626313901	Resisting and Conforming	Dr. Roie Trtakovski	Spring semester	Wed	14:00-16:00	Web, Room no. 501	Seminar

# Available to Undergraduate+ Graduate students

Department Name: **TAU BUCHMANN FACULTY OF LAW**

2nd Semester	13.03.2017-	29.06.2017				
Course Number	Course Name	Professor's Name	Schedule	Room	Exam	Exam Date
1493102001	<b>Seminar</b> Business Law: Transnational Perspectives	Dr. Ido Baum	<b>Tue</b> 14:15- 15:55	202	Seminar	
1411731201	Workshop: Private Law Theory	Prof. Hanoch Dagan & Prof. Roy Kreitner	<b>Wed</b> 16:00- 18:00	17	FP	
1411731501	Workshop: Law & Economics	Prof. Avraham Tabbach & Dr. Shay N. Lavie	<b>Mon</b> 18:00- 20:00	202	Papers	
3rd Quarter	13.03.2017-	08.05.2017				
Course Number	Course Name	Professor's Name	Schedule	Room	Exam	Exam Date
1411549250	The Protection of International Investments	Prof. Alberto M. Aronovitz	Changing		IC	April 7, 2017
1411728250	International Finance and Regulation	Prof. Jan Dalhuisen	Changing		IC	April 23, 2017
1411728350	Comparative Study of Constitutional Transfer	Prof. Gunther Frankenberg	Changing		TH	April 6, 2017
1411727950	Fiduciary Law: The Control of Managerial Relationships	Prof. Joshua Getzler	Changing		TH	April 27, 2017
1411656901	International Intellectual	Dr. Amir Khoury	<b>Tue</b> 16:15- 17:55; <b>Wed</b>	203	IC(OB)	May 16, 2017

	Property Law		14:00-15:40			
1493101101	Licensing of Intellectual Property	Adv. David Mirchin	Thu 8:15-11:55	207	TH	May 14, 2017
1411728150	Citizenship Law in Context	Prof. Kim Rubenstein	Changing		IC+PRESENTATIONS	April 20, 2017
1411670001	History of English Law	Dr. David Schorr	Wed; Thu 14:05-15:45	304/206	IC(OB)+PAPERS	May 8, 2017
1493101801	The Role of Religion in War and in Peace Building	Prof. Suzanne Stone	Tue; Wed 10:15-11:45	207	TH	May 11, 2017
<b>4th Quarter</b>	<b>16.05.2017-</b>	<b>29.06.2017</b>				
<b>Course Number</b>	<b>Course Name</b>	<b>Professor's Name</b>	<b>Schedule</b>	<b>Room</b>	<b>Exam</b>	<b>Exam Date</b>
1411723950	The Law of Robotics	Dr. Ian Kerr	Changing		FP	
1411728750	Privacy in the Information State: Challenges and Critique	Prof. Lisa Austin	Changing		TH	June 25, 2017
1411728850	Hegel's Legal Philosophy	Prof. Alan Brudner	Changing		FP	
1411729150	Gender, Race and U.S. Tort Law	Prof. Martha Chamallas	Changing		IC	June 21, 2017
1411728550	Civil Justice in the United States	Prof. Alexandra Lahav	Changing		TH	June 27, 2017
1411729750	Statutory and Constitutional Interpretation	Prof. Andrei Marmor	Changing		TH	June 25, 2017
1411729250	Comparative Law Methodology	Prof. Ralf Michaels	Changing		FP	
1411728950	The Religion Clauses of the American First Amendment	Prof. Burt Neuborn	Changing		IC	June 29, 2017
1411729550	International	Prof. David	Changing		TH	June 15,



	Investment Law: A New Global Constitutional Order?	Schneiderman				2017
1411729050	Comparative Constitutional Law	Prof. Mila Versteeg	Changing		FP	
1411729450	Law, Sciences and Expertise	Prof. Jasanoff	Changing		TH	June 22, 2017
1411558850	Visual Arts and the Law	Prof. Kurt Siehr	Changing		IC(ob)	June 23, 2017

## Courses descriptions and Syllabizes

### **\*\* COURSE DESCRIPTIONS - BY QUARTER \*\***

#### **SPRING SEMESTER**

**Course Name:** Seminar Business Law- Transnational Perspectives (1493102001)

**By Dr. Ido Baum - ICA**

**Credits: 3**

#### **Course Description:**

Diversification is the first rule of good investment. It therefore follows that capital often seeks transnational investment opportunities. In this seminar we will discuss the implications of globalization on corporate law, corporate governance, securities regulation, competition (AKA antitrust) law and business formation. We will do so by considering how different norms influence cross-border business activity.

Students are expected to actively participate in the discussions and contribute insights from their own legal systems. While significant parts of the class discussions will inevitably focus on corporate law and tangent areas of law, students may write their seminar dissertation on a wider variety of business law topics.

**Prerequisites:** the seminar is available to students enrolled to the business law track. Other students with relevant academic or professional background may apply after consulting with the Dr. Baum.

**Grade Components:** 80% dissertation, 20% class participation and presentation.

**Course Name: Workshop: Private Law Theory (1411731201)****By Professor Hanoach Dagan, Professor Roy Kreitner***From TAU***Credits: 3****Course Description:**

The Private Law Theory Workshop is a forum for ongoing scholarly research in private law and a Law Faculty course. The Workshop presents new scholarship on topics in and around contract, torts, property, and unjust enrichment. Students who take the workshop for credit submit written comments – in English or in Hebrew – on the papers presented. Sessions include a brief presentation followed by an open discussion (q. & a.) with the participation of students and faculty. The discussions will proceed under the assumption that the presented paper has been read carefully by all the participants.

**Grade Components: 80% Paper, 20% high quality participation.****Course Name- Workshop: Law & Economics (1411731501)****By Professor Avraham Tabbach & Dr. Shay Lavie***From TAU***Credits: 3****Course Description:**

This workshop will provide students the opportunity to engage with ongoing research in the economic analysis of law, written by leading worldwide scholars. At most of the meetings, invited speakers will present works in progress, and an in-class discussion will follow. Students are required to read, before sessions, the papers to be presented and to submit brief written comments on eight papers throughout the semester. Grades will be based on the written comments' quality as well as class participation. Enrollment is permitted to students who have completed their first year in law school; as topics change, students may take the workshop multiple times.

**Grade Components: 100% Papers.****SPRING SEMESTER - THIRD QUARTER****Course Name: The Protection of International Investments (1411549250)****By Prof. Alberto M. Aronovitz***From Swiss Institute of Comparative Law***Credits: 2****Course Description:**

Persons and companies investing abroad have always been exposed to the danger that the host-state would take unexpected unilateral measures that could cause damage to the project. Such measures may take the form of discriminatory regulation and/or tax increases, seizures and confiscations, (formal or hidden) expropriations or nationalizations. This course examines the international legal aspects of investment protection in both customary and treaty law. It deals with the means available to investors to better protect their projects abroad and provides an

analysis of the existing international procedures for investor v. state dispute settlement in cases of infringements.

Special attention is devoted to the human rights dimension of investments and to the recent developments in Israel and other areas of the globe in the field of investments in gas and natural resources.

**Grade Components: 100% Final in class exam.**

**Course Name:** International Commercial, Financial, Insolvency and Arbitration Law (1411728250)

**By Prof. Jan Dalhuisen**  
*From Kings College, UK*  
*Credits: 2*

**Course Description:**

This is the foundation course in international finance and deals with financial risk and how it is managed in commercial and investment banks, what the major risk management tools are, what financial regulation contributes to financial stability and depositors/investors protection, and to the proper functioning of the financial markets, how this regulation is structured and why financial crises still occur.

**Grade Components: 100% in class exam**

**Course Name:** Comparative Law as Critique – Cinderella Meeting Lévi-Strauss at IKEA, etc. (1411728350)

**Prof. Gunther Frankenberg**  
*From Goethe-Universität Frankfurt*  
*Credits: 2*

**Course Description:**

The course is designed to introduce students to the discipline of comparative law, with a focus on the comparison of constitutions. After presenting the discipline and the importance of critical knowledge, it will address questions like “why compare?” and “how compare?”, including the ethical and political implications of comparison. In the second part of the course, we will discuss the transfer of constitutions, its problems and side-effects and compare different human rights narratives and court decisions (veiling). In the last part we will analyze, from a comparative perspective, constitutions in difficult situations: divided nations, fragmented societies, states of emergency, etc.

**Pre-requisites:** A reader will be provided!

**Grade Components: 100% 24 Hrs. Take home Exam**

**Course Name:** Fiduciary Law: The Control of Managerial Relationships (1411727950)

**By Prof. Joshua Getzler**  
*From Oxford University, UK*  
*Credits: 2*

**Course Description:**

In the common law systems the law of fiduciaries is one of the most pervasive and important methods by which managers are guided and constrained in their control of the affairs of others. Fiduciaries are subject to negative rules preventing conflict of interest and illicit profit-taking, and more controversially are also subject to duties of due care, disclosure, good faith, prudence, and active performance on

behalf of beneficiaries who rely upon them. These duties are historically grouped together under the umbrella notion of accountability, and this general idea has entered also into public law and governmental relationships. The ascription of fiduciary duties, their content, and the causal and remedial rules for their enforcement, are all highly contested in today's law, and billions of dollars are spent litigating over the reach of such duties, especially in the financial world. A grasp of fiduciary law is thus an essential part of the toolkit of any transactional lawyer, or indeed any student of the structure of private law

**Grade Components: 100% 24 Hrs. Take home Exam**

**Course Name: International Intellectual Property Law (1411656901)**

**By Dr. Amir Khoury**

*From TAU*

*Credits: 2*

**Course Description:**

Unlike many fields in law, the national laws dealing with intellectual property protection are substantially affected by international agreements and conventions pertaining to the protection of IP rights. This course follows the development of these agreements namely how they were conceived and how they have evolved over time.

The course reflects on the changes that have occurred within the international IP régime namely with the advent of the World Trade Organization. It also considers the "trade-off" which leads countries to adopt that régime. The course also devotes attention to the "North-South" debate between Developed and Developing countries ("have"s & "have-not"s, respectively) and considers how this has been (and is being) resolved.

**Grade Components: 100% Final in class exam, with open books**

**Course Name: Licensing of Intellectual Property (1493101101)**

**By Adv. David Mirchin**

*Credits: 2*

**Course Description:**

This is an advanced licensing class for students who already have a solid foundation in intellectual property law and contract law. The focus will be practical rather than theoretical, and the course will address real-world business and legal scenarios faced by technology companies.

The purpose of the course is to familiarize students with a wide range of licensing issues and ways to address divergent interests. We will cover in-depth licensing of software, content and inventions. We will review the purpose of various key terms in licensing agreements, the interests of each party, and a variety of fallback and alternative solutions which could serve your client and "make the deal happen." The course will address some specific legal issues related to licensing, such as the enforceability of clickwrap agreements, and website terms of use never agreed to by users, the impact of bankruptcy upon a license, and licensing of open source software.

Students will also learn about various forms of agreement related to intellectual property licenses, such as Software-as-a-Service (SaaS) agreements and software escrow agreements.

**Grade Components: 100% 24 hrs. Take home exam**

**Course Name:** Citizenship Law in Context (1411728150)

Prof. Kim Rubenstein

*From Australian National University**Credits: 2***Course Description:**

A course to engage with the theoretical and practical aspects of citizenship law and policy in both the national (comparative country analysis) and international law context. By the end of the course you should be able to understand the theoretical debates about citizenship, and the relationship between those debates and citizenship law and practice in several countries, be able to assess the elements of citizenship law in a range of countries and evaluate and discuss the policy issues that arise in the national and international arena.

**Pre-requisites:** A preference to have Constitutional and Administrative law. Other relevant factors will be discussed for a particular student's case.

**Grade Components:** 60% in class exam, 20% presentation, 20% participation

**Course Name:** The History of English Law (1411670001)

Dr. David Schorr

*From TAU**Credits: 2***Course Description:**

The course is an introduction to the history of English (and to some extent, British) law, including not only such fundamentals such as the common law, the law of equity and constitutional law, but also secondary elements such as ecclesiastical law, the law merchant, and colonial law. Readings will be taken primarily from historical sources.

Beyond the function of any comparative-law course in helping the student gain a deeper understanding of his or her own legal system, English law has particular importance for appreciating a number of important historical and theoretical issues that cut across time and place, including legal pluralism and the relationship between law and religion.

The course will focus on specific historical issues and developments from various periods that highlight central topics in the history of English law. Basic knowledge of the English legal system and its central institutions in their historical context will help develop participants' skills in using and evaluating claims based on English law. The exposure to various types of historical primary sources will also help students make intelligent use of English legal sources in their professional lives.

**Grade Components:** 80% final exam without open books, 20% papers.

**Course Name:** The Role of Religion in War and Peace Building (1493101801)

By Prof. Suzanne Stone

*From Yeshiva University, NY, US**Credits: 2***Course Description:**

The religious-ethnic-nationalist conflicts in the Middle East and elsewhere have given rise to a dramatic re-examination of the role of religion in both promoting

and preventing conflict. This course examines how diverse religious traditions view world order, the morality of and norms governing war, and post-war reconciliation. We will explore these topics from a variety of disciplinary perspectives: comparative law, sociology of religion, political theory, and religious studies. The course will combine theory with case studies drawn from the contemporary Middle East, including Israel.

**Grade Components: 100% 24 hrs. Take home exam**

### **SPRING SEMESTER - FOURTH QUARTER**

**Course Name: The Law of Robotics (1411723950)**

**By Dr. Ian Kerr**

***Credits: 2***

#### **Course Description:**

We are entering an age of advanced robotics and automation. By the time that students enrolled in this course become established in their legal careers, it is anticipated that robots will be our surgeons and our domestic servants. Other complex services—including legal services—once offered by humans will be completely automated; these automated systems will become the proxy for human decision-making.

How do law and technology structure and constrain our possible future worlds? What laws or ethical rules ought to govern a society enmeshed in human-computer interaction? And how will these various codes enable and disable the possibility of achieving what is good, what is right and what is just?

The aim of this course is to interrogate the above questions through an exploration of the state of the art of robot and automation technologies and their introduction into society. Robots allow us to explore questions of legal ontology and epistemology, including what it means to know or enforce the law, the nature of rules and rule-following, what makes laws and their interpretation legitimate, the nature of just code, etc. We will also consider, more generally, the ethical and legal significance of populating robots in the workplace, market and home. Through a critique of existing and soon to be proposed ethical and legislative frameworks, we will contemplate the interrelationship between ethics, law and technology by thinking about the general goals of artificial intelligence, whether and how robots ought to be programmed, how automated systems ought to resolve conflicting rules and norms, and about the broader social implications of boarding this strange Mothership.

**Grade Components: Final Paper 100%.**

**Course Name: Privacy in the Information State- Challenges and Critique (1411728750)**

**By Prof. Lisa Austin- University of Toronto**

***Credits: 2***

#### **Course Description:**

This course will critically examine claims that the information state is something new and unprecedented and then ask whether our existing legal

paradigms for the protection of privacy can meet its purported challenges. Some of the emerging issues that will motivate our discussions include: the private/public nexus of state surveillance; the “datafication” of everything with the advent of Big Data, social media and the Internet of Things; the increasingly global private sector and its trans-border data flows; and the nature of our interests in non-intimate information such as metadata.

**Grade Components: 100% Final Exam, 24 Hrs. Take home Exam**

**Course Name: Hegel’s Legal Philosophy (1411728850)**

**By Prof. Alan Brudner**

*From University of Toronto*

*Credits: 2*

**Course Description:**

In this course we read Parts I (Abstract Right) and II (Morality) of G.W.F. Hegel’s Philosophy of Right. We focus on Hegel’s philosophy of property, contract, tort and crime, asking how it illuminates the common law regarding conflicts of title, the measure of contract damages, unconscionable bargains, corrective justice, and the mental element of crime. Evaluation will be based on a short essay explicating a passage of text or applying Hegel’s ideas to a problem in the law of property, contract, tort or crime.

**Grade Components: Final paper**

**Pre-requisites:** Basic courses in at least two of property, contract, tort, and criminal law

**Course Name: Gender, Race and U.S. Tort Law (1411729150)**

**By Prof. Martha Chamallas**

*From Ohio State University, US*

*Credits: 2*

**Course Description:**

On the surface, U.S. tort law is largely gender and race neutral. However, formal equality does not mean that tort law is gender-inclusive, in the sense of providing equal attention to and protection for women, gendered interests or gender-related harms. Nor do prevailing doctrines always provide equal protection to members of minority racial and ethnic groups. This course will re-examine several prominent areas of tort law, including liability for intentional torts, negligence and strict liability, as well as the computation of damages, to assess whether and how gender and race bias has permeated various doctrines and affected liability and the measure of damages. We will study such topics as domestic violence torts, liability for rape and sexual assault, recovery for reproductive harms and the use of gender-based and race-based economic tables to assess damages. The course will also re-consider the major theoretical approaches to tort law through the lens of gender and race equity.

**Grade Components: 100% Final in class exam**

**Course Name:** Civil Justice in the United States (1411728550)**By Prof. Alexandra Lahav***From UCONN, School of Law***Credits: 2****Course Description:**

This course will introduce the American civil court system and consider the main issues or themes in civil justice in the United States and critiques of that system: federalism and forum shopping, complex litigation, due process of law, access to justice and tort reform.

**Grade Components: 100% 24 Hrs. Take home Exam****Course Name:** Statutory and Constitutional Interpretation (1411729750)**By Prof. Andrei Marmor***From Cornell University***Credits: 2****Course Description:**

The purpose of this course is to examine in detail the main theories of statutory and constitutional interpretation and to shed light on the nature of the debates and disagreements between them. We will focus on the three main dominant theories in statutory interpretation: internationalism, purposivism, and textualism, showing how disagreements between them concern both descriptive matters about the nature of language and interpretation, and normative matters concerning the proper role of the judiciary in a democratic regime. In the context of Constitutional interpretation we will pay close attention to the rationale of constitutionalism, how it bears on constitutional interpretation, and how it explains the various ideological disputes between justices of the Supreme Court about the grounds and the legitimacy of their constitutional decisions.

**Grade Components: 100% 24 Hrs. Take home Exam****Course Name:** Comparative Law Methodology (1411729250)**Prof. Ralf Michaels***From Duke Law, US***Credits: 2****Course Description:**

We know comparative law is crucial for our globalized world. But how should it be done? After a long period in which methodological and theoretical discussions were almost nonexistent, the last decades have us given a plethora of both, with no consensus in sight. The course will show a path through the thicket. It will introduce students to the main themes in comparative law method, as well as the most important scholarly contributions. We will learn about conceptual, cultural, and functional comparison. We will learn about the role of legal tradition and legal transplants, of legal pluralism and of law and development. And we will find ways to structure and organize the seemingly disjointed themes of the current comparative law discussion. In the end, students will understand the fundamentals of



comparative law method and theory, and will be able to engage in sophisticated comparative law scholarship.

**Grade Components: Final Paper**

**Course Name:** The Religion Clauses of the American First Amendment (1411728950)

**Prof. Burt Neuborn**

*Fom NYU, US*

*Credits: 2*

**Course Description:**

The course will explore the constitutional protection of religious freedom in the United States. We will begin with a short discussion of the role of the Supreme Court in interpreting and enforcing rights guaranteed by the United States Constitution. We will read *Marbury v. Madison*, the seminal case granting the Supreme Court the final power to construe the constitution, and to strike down legislation that violates it. We'll contrast that model for protecting rights with other possible models.

We will then proceed to an analysis of the First Amendment's two religion clauses – prohibiting an establishment of religion, and guarantying its free exercise. I'll ask whether the two Religion clauses are in tension with one another. We'll ask whether limits should exist on government assistance to religion, and whether society has a right to limit religiously-motivated conduct. We'll then proceed to an analysis of the most important "free exercise" and "establishment" cases decided recently by the United States Supreme Court. I hope that the cases will generate discussion about similar issues in Israel, and how they are institutionally resolved. The course will include a good deal of discussion and debate between me and the participants in the seminar, and among the participants themselves. I will expect a serious commitment to preparing for each class, and civility and mutual respect in discussing deeply emotional issues.

**Grade Components: 100% Final in class exam**

**Course Name:** International Investment Law: A New Global Constitutional Order? (1411729550)

**By Prof. David Schneiderman**

*From University of Toronto*

*Credits: 2*

**Course Description:**

This course examines the basic structure, substantive norms, and numerous controversies concerning the global law to protect and promote foreign investment. This is a new legal regime, made up of over 3,000 bilateral and regional treaties entered into between most states in the world, and that intersects with many conventional legal fields (including administrative law, constitutional law, international law, and international arbitration). The regime is enforced by a contingent of international investment lawyers, operating under a system of privatized justice, in which states are held accountable for their misbehaviour by awarding damages to harmed individuals and corporations. All of which prompts the question: does this new regime of international investment law institutionalize global standards for 'good governance' or amount to a new global constitutional order for the protection of powerful economic interests? Much of the course will be taken up with learning the doctrine associated with this new legal order, its historical

background, and future prospects. We also will assess numerous controversies that have arisen around the regime including: the problem of transparency, appellate review mechanisms, shrinking of policy space for developing and less-developed countries, the utility of human rights norms, and associated legitimacy problems.

**Grade Components: 100% 24 Hrs. Take home Exam**

**Course Name: Comparative Constitutional Law (1411729050)**

**By Prof. Mila Versteeg**

*From School of Law, University of Virginia*

*Credits: 2*

**Course Description:**

In this class, we will explore the considerations and challenges in writing a constitution, and its subsequent operation. The first part of this seminar draws on leading legal, economic and political theories to explore the origins of constitutions: why do countries adopt written constitutions? And what explains their constitutional choices? The second part of the seminar explores different substantive constitutional design topics, or the different ways in which constitutions deal with rights, checks and balances, and the protection of ethnic minorities. The last part of the seminar addresses potential implications of constitutional design choices. We draw on interdisciplinary research to explore an important puzzle in constitutional design: why do governments comply with their constitutional commitments? And to what extent can constitutional design aid compliance?

**Grade Components: Final Paper**

**Course Name: Law, Science and Expertise (1411729450)**

**Prof. Sheila Jasanoff**

*From Harvard Kennedy School*

*Credits: 2*

**Course Description:**

This course explores the tensions, contradictions, and mutual dependencies that characterize the relations between law, science, and technology in contemporary societies, drawing particularly on the US experience. It situates the interactions of law, science, and technology in relation to wider transformations in modern culture and society. It examines how ideas of evidence, expertise, and public reason have evolved over the past half-century in response to such phenomena as the rise of environmentalism, the risk society, race and gender activism, and the genetic and information revolutions. "Law" is broadly construed to include the activities of legislatures, regulatory agencies, and courts. "Science" correspondingly is used as a cover term for both scientific discoveries and technological innovations. Throughout, the course seeks to understand how the law's tacit assumptions and explicit rules connect the power and authority of science and technology to those of other social institutions, such as state, market, and expert professional bodies. Students are expected to learn how law, science, and technology work together to sustain and reproduce deep-seated commitments to particular forms of evidence and reasoning, particular notions of liberty, and particular understandings of what constitutes a well-ordered society.

**Grade Components: 100% 24 Hrs. Take home Exam (up to 1500 to 2000 words).**

**Course Name: Visual Arts & the Law (1411558850)**

**Professor Kurt Siehr**

*From Max Planck Institute*

*Credits: 2*

**Course Description:**

The course "Visual Arts and the Law" introduces into public international law, private international law and national law on the matter of protection of cultural objects and the cultural heritage. Also the law of the European Union is considered. The course touches on export prohibitions, stolen property, cultural property in times of war and times of peace and Holocaust art.

**Prerequisites:** It may be of some advantage if students had some knowledge in public and private international law.

**Prerequisites:** It may be of some advantage if students had some knowledge in public and private international law.

**Grade Components: 100% Final in class exam with open books.**

# Graduate Programs



# Available only to Graduate students

Program Name: ARCHAEOLOGY & HISTORY OF

THE LAND OF THE BIBLE (M.A.)

## Courses Descriptions and Syllabizes

Course Number	Course Name	Lectures	Semester	Day	Time	Location	Type
16714045-01	Iron Age II - Early Persian Period	Dr. Omer Sergi	Spring semester	Monday	10:15-11:45	Gilman, Room no. 323	Dates: 13.03.17 - 11.05.17 (6 weeks) Tour Date: 11.05.17
16714046-01	The Archaeology and History of the Southern Levant During the Late Persian and the Hellenistic Periods	Dr. Meir Edrey	Spring semester	Monday	10:15-11:45	Gilman, Room no. 323	Dates: 15.05.17 - 22.06.17 (6 weeks) Tour Date: 22.06.17

Course Name: Iron Age II - Early Persian Period (16714045-01)

By Dr. Dr. Omer Sergi

### Important Details:

Monday 10:15-11:45

Credit: 2

Dates: 13.03.17 - 11.05.17 (6 weeks)

Tour date: 11.05.17

Room: 323

### Course Description:

Historically speaking, the Iron Age II (ca. 980–586 BCE) was the period that saw the rise and fall of the territorial kingdoms in the Levant. As early as the Iron Age IIa (ca. 980–800 BCE) territorial-political entities ruled by local dynasts were formed throughout the Levant, among them also the Biblical kingdoms of Judah and Israel.

By the Iron Age IIB-c (ca. 800–586 BCE), these kingdoms dissolved and integrated into a larger imperial system of different successive imperial powers: Assyria, Egypt, and Babylonia. By the time, the Persian Empire took over the Levant (ca. 539 – 330 BCE) the territorial kingdoms no longer existed, and the imperial provinces formed the political – territorial organization of the region.

The main goal of the class is to discuss and to reconstruct the rise and fall of the southern Levantine territorial kingdoms in the land of Israel, by focusing on the archaeology and history of Israel and Judah. In order to do that, we shall review the archaeological record from excavations and surveys throughout Israel, trying to clarify the settlement trends, urbanization process and material culture indicating centralization of political power. Consequently, we shall study the important ancient Near Eastern historical documents that may shed light on the historical circumstances for the rise and fall of the local kingdoms. On this ground, we will be able to examine also some Biblical texts in order to assess their date, their historical point of view and accordingly, their contribution to the historical reconstruction of the period.

**Course Name: The Archaeology and History of the Southern Levant During the Late Persian (and the Hellenistic Periods - 16714046-01)**

**By Dr. Meir Edrey**

**Important Details:**

Monday 10:15-11:45

Credit: 2

Lecturer:

Dates: 15.05.17 – 22.06.17 (6 weeks)

Tour date: 22.06.17

Room: 323

**Course Description:**

This part of the course will introduce you to the archaeology of the Southern Levant during the classical periods. Throughout the course, we will learn basic concepts of classical archaeology and examine the material culture of the Persian and Hellenistic periods through a survey of notable sites in the southern Levant.

# Available only to Graduate students

**Program Name: CONFLICT RESOLUTION AND MEDIATION**

For further information you should check out their website:

<https://resolution.tau.ac.il/Courses>

Course Name	lectures	Semester	Day	Time	Location	Type
Nationalism and Ethnic Conflicts	Dr. Evgeni Klauber	Spring Semester	Mon	9:00 - 11:30am	Naftali Room 425	Seminar 3 credits TAU
Advanced Negotiations	Dr. Hilla Dotan	Spring Semester	Mon	12:00 - 3:15pm	Naftali Room 104	Seminar 3 credits TAU
Migration and Conflict	Dr. Avinoam Cohen	Spring Semester	Mon	4:00 - 6:30pm	Naftali Room 203	Seminar 3 credits TAU
Israeli Politics and Society	Dr. Yael Shomer	Spring Semester	Tue	1:00- 2:30pm	Naftali Room 104	Elective Course 2 credits
Conflict Analysis (2)	Dr. Chamutal Eitam	Spring Semester	Tue	3:00 - 7:00pm	Naftali Room 104	Elective Course 2 credits
Practicum in Int's NGOs (4)	Dr. Daniel Beaudoin	Spring Semester	Wed	11:00 - 1:30pm	Naftali Room 104	Elective Course 2 credits
Humanitarian Aid	Dr. Daniel Beaudoin	Spring Semester	Wed	2:00 - 3:30pm	Naftali Room 104	Elective Course 2 credits
Palestinian Politics and Society	Mr. Mostafa Elostaz	Spring Semester	Wed	4:30 - 6:00pm	Naftali Room 104	Elective Course 2 credits
Game Theory	Maya Diamant	Spring Semester	Thu	9:00 - 10:30am	Naftali Room 104	Elective Course 2 credits
Leadership	Dr. Nimrod Rosler	Spring Semester	Thu	1:00 - 3:30pm	Naftali Room 425	Seminar 3 credits

						TAU
Environment, Conflict, and Cooperation	Dr. Clive Lipchin	Spring Semester	Thu	4:30 - 7:00pm	Naftali Room 425	Elective Course 2 credits

## Courses descriptions and Syllabizes

### **Course Name: Nationalism and Ethnic Conflicts (3 credits)**

**By Dr. Evgeni Klauber**

*Department of Political Science*

#### **Course Description:**

What is a nation? Where is the nation's homeland? Who is part of "us" and who is part of "them"? Why some ethnic groups mobilize to civil wars while others remain silent? How are these questions answered? Why do these answers alter? These and other questions stand at the center of inter- and intra-national conflicts around the globe. This seminar will unfold the main theoretical approaches to understand them and will try to provide possible solutions for ethnic conflicts. It will then investigate the interactions between state-building and nation-building, the relationship between nationalism, citizenship and minority rights, the nexus between nationalism, ethnicity and conflict, the colonial legacies of nationalism (especially among Post-Soviet newly emerged states), the religious nationalism, and the impact of globalization on ethnicity and nationalism. We will also try to integrating ideas of culture, ethnicity, and multiculturalism into conflict resolution.

### **Course Name: Advanced Negotiations (3 credits)**

**By Dr. Hilla Dotan,**

*Organizational Behavior Department at the Coller School of Management,  
Tel-Aviv University*

#### **Course Description:**

This course builds on the "Principles and Processes of Negotiation in Conflict Resolution" course from the fall semester and provides an exposure to advanced analytical tools, frameworks, and a series of complex simulations with the purpose of providing class participants the opportunity to analyze, understand and develop advanced negotiation skills and tactics. In this course, participants will learn to identify their own assumptions and behaviors and the skills required to overcome difficult tactics or individuals. Moreover, a key focus is on effectively responding to emotions – your own and others' – with the aim of building and maintaining productive relationships even in complex situations or with challenging counterparts. In addition, the course will expose participants to valuable strategies for dealing with powerful (and/or unethical) individuals as well as tools for negotiating from a weakness.



The basic premise of the course is that negotiation skills are best learned through practice grounded in deep analysis and self-reflection. Although theoretical concepts and principles will be presented in class lectures and in readings, the course will focus primarily on improving practical skills in dyadic and group situations through a series of in-class simulations developed by the department. Each simulation has been carefully chosen to address a diverse set of complex negotiation problems that are faced by conflict resolution and mediation experts in a diverse set of organizational and global settings (including multi-issue, multi-party, multi-cultural negotiations). The simulations aim to build on each other and raise issues that complement diagnostic and technical skills taught in other courses in the conflict resolution program. A key focus is not only teaching participants a diverse set of skills, but learning to select the most effective strategy and how to apply the learned skills in a given situation/context.

**Course Name: Migration and Conflict (3 credits)**

**By Avinoam Cohen**

**Course Description:**

Across the world, migration has become highly politicized and is frequently associated with conflict. In many cases, population movements lead to multifaceted conflicts with state institutions or indigenous populations at destination. Upon a closer view, however, we find that migration does not always result in conflict. Confrontations between immigrants and locals are observed in some cities and states, but not in others. Conflicts can appear at different levels, assumes diverse characteristics and erupt around distinct issue areas. Migration related conflicts can transform over time, intensify in some cases and decline or resolve in others.

This seminar focuses on the intersection of migration and conflict. We will juxtapose different theoretical explanations for migration and of conflicts that arise in the context of human mobility. We will consider cross-national differences in treatment of immigrant groups and discuss how state institutions and civil society might affect the outcome and transformation of conflicts.

This course should prepare students to:

1. Identify main theories of international migration and explanations for
2. conflict that arise in the context of population movements.
3. Recognize societal, political and economic drivers of immigration policies.
4. Compare local interactions with immigrants and immigration conflicts.
5. Evaluate the potential of particular policies and other planned interventions to prevent or resolve conflicts.

**Course Name: Israeli Politics and Society (2 credits)**

**By Dr. Yael Shomer.**

*Assistant Professor, Department of Political Science, Tel Aviv University*

**Course Description:**

This seminar will present a rather broad, and yet very brief, introductory survey of some of Israel's major social, economic, cultural and political aspects in their respective historical developments. It will attempt to present an evenhanded view of the achievements, difficulties and failures in all these domestic areas. More specifically, it will deal with Israel's changing social, ethnic, national, religious and ideological schisms and the various policy impacts of this multicultural composition, as well as with its governmental, political, legal and military institutions and other public organizations, their functioning and their operation.

**Course Name: Environment, Conflict, and Cooperation in the Middle East (3 credits)**

**By Dr. Clive Lipchin,**

*Director, Center for Transboundary Water Management, Arava Institute for Environmental Studies*

**Course Description:**

In this course, the environment is conceived in a broad sense of physical factors that condition human affairs. This includes geographical factors, such as territory, as conceived by political borders, as well as the availability, pattern and distribution of natural resources. The course will cover varying perspectives on conflict and cooperation over shared resources, within as well as among nations. Topics will be first introduced on a global level and will then focus on the Middle East (particularly Israel, Jordan and the Palestinian Authority).

This course will prepare students to:

- apply conflict and cooperation theory to environmental conflicts;
- become familiar with global environmental problems and their connection to conflict and cooperation;
- And become familiar with environmental problems in the Middle East and the political contexts in which they are formed and the possible pathway for their resolution.

**Course Name: Practicum in International Humanitarian Aid and Development Organizations (4 credits)**

**By Daniel Beaudoin, Ph.D. candidate,**

*Humanitarian and civil-military adviser.*

**Course Description:**

Students will become closely acquainted and involved with both the national non-governmental organizations, as well as the work of the international aid and development agencies that operate in Israel and the Palestinian Territories (PT). This in depth and personal encounter with the national and international aid and human

rights organizations in Israel will allow the students to experience firsthand the complexities and varied approaches and challenges that these organizations face in the implementation of their respective missions. The learning experience will combine theoretical aspects together with practical understanding and reflective processes. The learning process will take place in class, in the field and through reflective meetings in small groups with the lecturer in the course of the semester. This course involves 2.5 hours of class time per week and an internship of 40 hours in the field.

**Course Name:** International Humanitarian Aid and Development Organizations (2 credits)

**By Daniel Beaudoin,**

*Ph.D. candidate, Humanitarian and civil-military adviser.*

**Course Description:**

The role of humanitarian aid agencies is thought to be to save lives and ameliorate suffering. Their level of success depends on varying factors, from a topography that might make communication and transport more or less easy, to the prevalence of corruption and insecurity in distribution chains and to the increasingly politicized nature of humanitarian aid. A significant factor in meeting humanitarian objectives, however, is the capacity of humanitarian officials to negotiate access to beneficiaries and to secure protection both for recipients and for staff in the context of often very sensitive political and military environments. This course provides a unique opportunity for critical reflection, analysis, and debate on the negotiation approaches of INGOs working in development, relief, and advocacy contexts. The course will study several conflict arenas, and also provide a case study of humanitarian advocacy and aid operations as conducted by the International Committee of the Red Cross and the United Nations Relief and Works Agency in the Palestinian Territories.

**Course Name:** Palestinian Politics and Society (2 credits)

**By Mostafa Elostaz,**

*Al-Quds University Jerusalem.*

**Course Description:**

Unlike all other Arab states that have achieved independence, The Palestinians remain a nation without an independent "State." The Arabs and Jews of Palestinian were promised independence by England, and the land, which was eventually abandoned by the British Mandate and referred to the United Nations. One State achieved independence, while the other went through several occupations, the last of which is still in effect. To deal with Palestinian Politics as a separate concept would be at best arrogant, and at worst foolish. While one nation – the Israelis – has moved forward in its state building, the other is still stuck, and has rarely succeeded in achieving its goals – whether social, political, or economic. Add

to the current situation a major split – both geographic and political – in a nation that has occupied by Israel for the past 50 years.

In this course, we will be tracing and studying the story of the rise of Palesinian Nationalism since 1948. Of course, a brief historical introduction will be necessary. One thing that we have to keep in mind that the Palestinian Story cannot be told independent from the Israeli Story. The two are highly connected and some would argue dependent on each other.

In the first part of the class, we will be dealing with various authors and academic analyses. During the last 3-4 weeks of the class, we will have guest speakers from the trenches. These are individuals who have been involved in creating the peace agreements between Israelis and Palestinians, and you will get to hear first-hand about their work and experiences; their success and failures.

This course should prepare students to:

1. Understand the background to rise of Palestinian Movement.
2. Appreciate the transformation of Palestinian Society from the 19<sup>th</sup> century to the current time.
3. Grasp the differences between Palestinian Politics and Israeli Politics.
4. Understand the role religion has been playing in the shaping of Palestinian politics and society.
5. Appreciate and Understand the Current position of Palestinian politics post Arab Spring

**Course Name:** Game Theory and Conflict Resolution (2 credits)

**By Dr. Maya Diamant**

*Faculty of Management, Tel Aviv University*

**Course Description:**

A conflict is an interactive situation. The course of the conflict as well as its resolution depend on the decisions made by the various parties involved. Each party, when considering its decisions, should take into account the decisions made by all the other parties. Game theory studies decision making in such interactive environments.

We will present prototypes of various games and study basic concepts required for their analysis like domination and equilibrium. Emphasize will be put on the need to change the "rules" of the game when it results in undesirable outcome, and designing rules to obtain a desired result.

We will highlight the differences between decision making of a single agent and interactive decision making, namely, a game. One of the differences is that in the first case we are aiming at getting an optimal decision. In games optimality does not always apply, and the result of games can be dismal even when all parties behave rationally. Israel, which, as the website of this program claims, is the Silicon Valley of Conflict Resolution is also the Death Valley of Frustratingly Unresolved Conflict. The frustration may partly due to the lack of understanding of the fact that in interactive situations good will and rationality do not necessarily guarantee good results.

**Course Name:** Leadership and Conflict (3 credits)

**By Dr. Nimrod Rosler.**

**Course Description:**

One of many influential figures in the life of an intractable conflict is the leader. She or he has the ability to harness and mobilize the public towards the creation and intensification of conflicts or lead the people to dialogue with the other side. The course will be comprised of two main parts: the first part will examine the phenomenon of leadership. We will discuss the sources of power, the influences of the leader and test models describing different types of leadership. In the second part of the course we will examine the role of the leader in various stages of the conflict - his or her motivation, basic strengths and the tools available for social influence. <https://resolution.tau.ac.il/resolution/leadership>

# Available only to Graduate students

Program Name: MIDDLE EASTREN STUDIES

Course Number	Course Name	Lectures	Semester	Day	Time	Type
1654.4002	Islam and the West	Prof. Uriya Shavit	Spring Semester	Sun	14:15-17:45	Double lesson 4 credits
1654.4007	History, Religion and Culture of Iran: Past and Present	Dr. Domenico Agostini	Spring Semester	Mon Thu	12:15-13:45 14:15-15:45	Double lesson 4 credits
1654.4006	The Arab-Israeli Conflict: Problems and Historical Controversies	Prof. Meir Litvak	Spring Semester	Mon Wed	14:15-15:45 12:15-13:45	Double lesson 4 credits
0654.4106	The Middle East in the 20th Century: Interdisciplinary Aspects	Dr. Amos Nadan	Spring Semester	Tue Thu	12:15-13:45 18:15-19:45	Double lesson 4 credits
1654.1001	Introduction to Standard Arabic	Mr. Ilan Rubin	Spring Semester	Tue Thu	10:15-11:45 10:15-11:45	Double lesson 4 credits

## Courses Descriptions and Syllabizes

Course Name: The Arab Israeli Conflict

**By Professor Meir Litvak**

### Course Description:

This seminar examines key issues in the study of the history of the Arab-Israeli conflict in three complementary levels: Zionism and Palestinian nationalism, Israel and Arab countries and Great Powers involvement. It seeks to analyze a series of historical and methodological questions and controversies stemming from different methodological and ideological points of departure and their manifestation in the

historiography of the conflict. Among the major points to be discussed are the evolving conflict between Zionism and the emergent Palestinian nationalism; the debate over the 1948 war; the failure of post-1948 peace efforts, the road to the 1956 war, Arab politics and the reemergence of Palestinian nationalism; the road to the 1967 and 1973 wars, the evolution of the peace process and the failure of the Palestinian Israeli peace efforts.

**Course Name:** History, religions and ideas of Iran: past and present

**By Mr. Domenico Agostini**

**Course Description:**

The contribution of Pre-Islamic ideas and traditions to the burgeoning Islamic civilization in Iran was of immense importance culturally, politically, and most remarkable of all, even from the religious point of view. Since the Early Islamic period this ancient culture was reshaped within the new one, brought by the Arab conquerors. The existence of this cultural hybridization of Pre-Islamic and Islamic notions regardless of religion is still tangible and socially powerful within the context of the Islamic Republic of Iran.

This course aims to light up on some of the most important Iranian issues, such as Identity, Nationalism, Political Legacy, Linguistic Koine, Religious Continuity and Change, and to follow their development and readjustment during various periods of Iran history with a special emphasis on the cultural impact and social influence on contemporary Iran.

**Course Name:** The Middle East in the 20th Century: Interdisciplinary Aspects

*(Seminar in English for the MA and MAMES course of study)*

**Course Description:**

This course aims at exploring our understanding of how experts from different disciplines analyze historical events in the region, including the way in which they use various kinds of qualitative and quantitative information. A subsidiary aim is to provide students with the ability to integrate information and methods into their own research, even from disciplines that they are not expert in. In other words, this course has been designed to take us all – students and instructor – out of the comfort zones of our own fields of study into a more challenging environment, in order to enable us to see wider contexts.

The first case study that we will deal with is the Arab Revolt of 1936-9. We will discuss various analyses written by researchers specializing in the political, social and economic disciplines, on the causes, development and termination of the revolt. We will also discuss the various types of sources used - such as oral evidence, quantitative data and more.

The following case studies, and in fact the rest of the syllabus of this interdisciplinary course, will be developed in real time, with the students, throughout the course itself.

Consequently, each student will be asked to prepare a list of sources that analyze a specific case study of their choice from different disciplinary perspectives. The case studies and sources provided by the students will then form the basis of future class discussions.

### **Course Name: Islam and the West: A Meeting or a Clash of Civilizations?**

**Dr. Uriya Shavit**

#### **Course Description:**

Muslim-Western relations have become a central issue on the international agenda. The course will examine these relations from several perspectives and relying on various methodologies. Among the issues to be studied: The contesting paradigms of "The End of History" and "The Clash of Civilization"; the debate on the compatibility of Islam and liberal democracy; the ideological roots of al-Qaeda and ISIS; the "Decline of the West" in Western and Arab writings; the road to the war in Iraq; and sociological, cultural and religio-legal aspects of Muslim migration in the West.

#### **1. The Triumph of Liberal Democracy**

With the end of the Cold War, some Western scholars believed liberal democracy and Western values achieved a decisive, final victory. Discussion will focus on the political and social impact of their theories, including in the Arab world.

#### **2. A Clash of Civilizations?**

Against the triumphant backdrop, some scholars cautioned that the West still faces serious resistance, mainly in Muslim societies. We will discuss the intellectual origins of their ideas, and how Arab intellectuals interpreted them.

#### **3. Democracy and Islam**

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

#### **4. Internet, Satellite Television and Democracy**

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

#### **5. Al-Qaeda and ISIS: Roots and Ideology**



From where did al-Qaeda and ISIS come from? Discussion will focus on the movements' intellectual origins, as well as on their modes of operation. Uriya Shavit, "The Muslim Brother's Conception of Armed Insurrection against.

#### 6. The Origins of the War in Iraq

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

#### 7. Islam in the West: Early conceptualizations

Already in medieval times, Muslim religious scholars addressed the legal status of Muslim minorities in the West. Their religious edicts laid the ground for modern discussions of the issue in Muslim scholarships.

#### 8. Islam in the West: Between Integration and Introversion

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

#### 9. Debating the Veil and Other Issues

The growing number of Muslims in the West, and the sharp increase in public manifestations of Islam, encourage public debates as to Islam's compatibility with the modern liberal nation state. Discussion will focus, among other issues, on the veil-debate in France.

#### 10. The Islamophobia and Multiculturalism Debate

What is Islamophobia? And what, if anything, do Anti-Semitism and Islamophobia have in common?

#### 11. The Religious Law of Muslim Minorities in the West

The permanent nature of Muslim migration to Western countries has encouraged the evolution of a religious-juristic corpus pertaining to the challenges Muslim minorities face. Discussion will focus on debates within this corpus on issues ranging from Muslim participation in Christmas celebrations to service in the United States armed forces.

#### 12. The Decline of the West

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

# Available only to Graduate students

## Program Name: ENVIROMENTAL STUDIES (M.A)

Please note that only fit students can register to those courses. Your GPA must to be 92+. For more information, please check out the websit: <https://en-environment.tau.ac.il/International/Courses>

The list below is a complete list of courses for the International MA Program. Not all courses are offered every year.

Please refer to the program of study for information on credit hours and coursework requirements for completion of the degree.

For updated classroom location and course dates please refer to the Student Calendar.

**All courses are 2 credits unless otherwise noted.**

Key:

I - Introductory course

C - Core course

S - Seminar

E - Elective

Course Number	Course Name	Lectures	Semester	Day	Time	Type
(I)	Environmental Economics	Dr. Daphna Designi	Spring Semester	Mon	12:00-14:00	2 credits
(C)	Marine Systems of the Mediterranean Region: Environmental Challenges	Prof. Hudi Benayahu	Spring Semester	Thu	12:00-14:00	2 credits
(C)	Changes in ways of perceiving the environment with the shift to agriculture	Dr. Daniel Naveh	Spring Semester	Wed	12:00-14:00	2 credits
(E)	Political and policy aspects of transboundary water resources management in Israel and the Middle East	Dr. Clive Lipchin	Spring Semester	Thu	14:00-16:00	2 credits

(E)	Solid Waste Production and Management	Dr. Debby Mir	Summer Semester			2 credits
(E)	Sustainability and the City	Assoc. Prof. Elissa Rosenberg	Summer Semester			2 credits
(E)	Problems of globalization in the third world: Effects on women and the environment	Prof. Jenny Kien	Summer Semester			2 credits

## Courses Descriptions and Syllabizes

### Course Name: Environmental economics

By Dr. Boaz Barak

#### Course Description:

This course will expose students to economic theory applied to environmental and natural resources issues. As almost all environmental issues are at least in part a matter of economic incentives, an economics paradigm is critical to understanding environmental policy decision-making. Course topics include efficiency and distribution in considering solutions to environmental problems; when markets work well and how they fail; economic approaches to environmental externalities and public goods; valuation of ecosystem services; benefit-cost analysis; economic growth, international trade, and the environment.

### Course Name: Marine systems of the Mediterranean Region: Environmental challenges

By Professor Hudi Benayahu and Dr. Omer Polak

#### course Description:

Study of marine systems in the Mediterranean region; exploration of environmental issues surrounding the Red Sea and the Mediterranean Sea. The course will include field trips to the Mediterranean coast of Israel, a cruise with the R/V Med explorer and visits to sites of environmental interest related to the subject matter.

**Course Name:** Changes in ways of perceiving the environment with the shift to agriculture

By Dr. Daniel Naveh

**Course Description:**

The transition from hunter-gatherer to agriculture-based life, which includes raising domesticated animals, has been shown to be one of the focal transitions in the history of humankind. Research has shown that in addition to societal shifts and methods of subsistence, this transition continues to impact current understanding of and approaches to environmentalism. The course will address the interactions between economy, society, culture and environmentalism through a deeper look at current and prehistoric hunter-gatherer cultures. In addition, the question of whether, or how, these interactions are relevant to modern and post-modern processes will be addressed.

**Course Name:** Policy and political aspects of transboundary water resources management in Israel and the Middle East

By Dr. Clive Lipchin

**Course Description:**

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

**Course Name:** Policy and political aspects of transboundary water resources management in Israel and the Middle East

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**Course Description:**

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course is to provide students with an overview of the challenges facing policy makers and water experts in effectively managing these shared resources and negotiating over their equitable allocation.

**Course Name:** Solid Waste Production and Management

By Dr. Debby Mir

**Course Description:**

The UN, OECD and Israel government policy is aiming towards a zero waste society; waste management is big business on the local, national and international stage. What can we expect into the future? In this course students study the history and development of waste patterns and management strategies through readings and classroom participation, including the following topics: waste quantity and quality as a basis for best management practices; legislation, politics, community expectations and economics in establishing approaches and addressing issues in managing residential, commercial and industrial wastes; food recovery, access to infrastructure and services, packaging, life cycle, cradle-to-cradle, waste=food, and household hazardous waste; waste management issues, challenges and opportunities; science and technology; innovative waste management.

**Course Name:** Sustainability and the City

By Assoc. Prof. Elissa Rosenberg

**Course Description:**

This course will explore the meaning of sustainability within a broader interdisciplinary framework that brings together architecture, landscape architecture, engineering and urban design - a framework that had once clearly existed until it was eroded by 20th century practice. The course will present a critical approach to the contemporary discourse of sustainability through a study of its historical and theoretical roots, from mid-19th century to present as well as a review of contemporary sustainable site practices. The course will examine the changing relationship of city and nature in the industrial to post-industrial city based on the study of texts, projects and built works.

**Course Name:** Problems of globalization in the third world: Effects on women and the environment

By Professor Jenny Kien

**Course Description:**

Problems with global "free trade"; effect of globalized free trade in food and fuel on 3rd world agriculture and environment - desertification. The effects of globalization and environmental damage on women and indigenous peoples. Working towards solutions.

# Available only to Graduate students

## Program Name : POLITICAL SCIENCE AND POLITICAL COMMUNICATION (M.A.)

Course Number	Course Name	Lectures	Semester	Day	Time	Type
10344012	Populist Leadership in Facist, Marxist and Democratic Regimes <b>(Seminar)</b>	Dr. Alberto Spektorowski	Spring Semester	Tue	16:15-18:45	<b>Seminar 3 TAU Credits</b>
10344022	Research Methods	Dr. Ina Kubbe	Spring Semester	Wed	13:15-15:45	<b>3 TAU Credits</b>
10344014	Politics and Media: Political Theories and Institutions through Cinematic Eyes	Dr. Yael Shomer	Spring Semester	Thu	12:30-15:00	<b>3 TAU Credits</b>
10344016	Public Diplomacy and Propaganda	Dr. Giora Goodman	Spring Semester	Thur	16:15-18:45	<b>3 TAU Credits</b>

### Courses Descriptions and Syllabizes

***\*\*Course descriptions for the spring semester of 2017 are not available yet. please see below the syllabi of similar courses that were offered by the Political Science and Political Communication Program last year (during the spring semester of 2016). Hopefully this will give you a good idea if the courses' content.***

**Course Name: Populist leadership in Fascist, Marxist and Democratic regimes**

**By Dr. Alberto Spektorowski**

#### **Course Description:**

The course deals with populist leadership and communication between the leader and the people in different regime types: democracy , authoritarian and fascist - We will focus on "authoritarian personality" of modern politics are theoretical significance and practical significance -The course will discuss in detail the psychological and ideological factors behind the political leadership of personalities such as Mussolini, Hitler, Peron, Franco and Stalin, and will explore the direct , non-institutionalized communication they succeed in creating between

them and the people. Moreover, the course will focus as well in the new institutional framework created by those populist leaders. Fascist, Communist and Populist regimes differ each other although all of them share contempt for liberal democracy and liberal rights. All of them needed a political leader that would express in a non-mediated way the will of the people or the social class. The course will analyze why the new political frame created by these regimes suited the role of populist leadership.

In the last chapter of the course we will discuss the significance of populist leaders in democratic regimes. . We will focus on the question of whether a populist leadership is the only tool that can break the bureaucracy to promote or to hamper social reforms. We shall analyze in comparative way the idea of neo liberal populism as expressed by political leaders such as Menem in Argentina Fujimori in Peru and Netanyahu in Israel. All of them managed to produce non popular economic reforms through populist democratic means. As a way of contrast we shall deal with the new democratic populism in Latin America as expressed by Chavez in Venezuela and Cristina Kirchner in Argentina on the one hand and the Populist Radical Right in Europe, which is endorsing the side of economic nationalism and racism. Despite obvious differences, we shall trace the share conviction in those leaders and their parties that popular democracy is a response to liberal democracy and globalized political and economic elites.

Finally we shall discuss the relevant question whether populist leadership comes to the aid of democracy or undermines it.

### **Course Name: Propaganda and Public Diplomacy**

**By Dr Giora Goodman**

#### **Course Description:**

The rapid advance of mass communications across the globe and its impact on international relations, has had significant consequences for the framing of foreign policies and the practice of diplomacy. One of the most notable of these has been the increasing governmental efforts to control the media environment by dissemination of propaganda - often termed more politely, "information" or "explanation" - in order to influence mass or elite foreign audiences and attain short and longer-term policy goals. This has been part of a new approach to diplomacy termed "public diplomacy", which seeks to engage with foreign mass audiences, no less than with traditional policy-making elites.

This short course will consider the real or perceived effect of state propaganda and public diplomacy in international relations. The use of various organizations and techniques for influencing foreign audiences will be analyzed in terms of theory and practice, illustrated by case-studies from the Arab-Israeli conflict.

#### **Course details:**

The course will take place during the second term, on Thursdays, 16.15-18.45.

**Requirements:**

1. Regular attendance and participation in class discussions.
2. Final exam.

**Course Name:** Politics and Media: Political Theories and Institutions through Cinematic Eyes

**By Dr. Yael Shomer**

**Couse Description:**

Political institutions and processes shape and affect policy outcomes in democratic countries. In this class we will examine how central political institutions and theories are reflected in movies. The central goal of the course is to examine and discuss central theories in political science and learn about political institutions. To this end we will analyze movies and discuss to what extent they reflect the theories and institutions examined. The following topics will be discussed (among other topics): elections, voters and candidates, lobbyism and corruption, the rally around the flag theory, female suffrage and women rights, the median voter theorem and the calculus of voting paradox, terrorism and revolutions, them and us in politics and more.

**Requirements:**

1. Participation 20%:
  1. Students are required to be present in all classes- I will take names.
  2. Students are required to read regularly prior to each class and **to watch the weekly movie prior to each class.**
  3. Students are required to actively participate in class discussion.
2. Presentation (20%): each student will present once during the semester:
  1. 10-15 minutes presentation of the weekly readings- giving a short overview of the main concepts/theories/phenomenon based on the readings.



3. Discussion questions (20%): each student should send till midnight the day before class a discussion question based on the reading material and the movie we watched for the class. We will use these as starting points for our in class discussions.

4. Final exam (40%): we will have a final exam on the last day of class (August 4<sup>th</sup>). Multiple choice exam (20 out of 21 questions).

**I reserve myself the right to decrease the reading load as I see fit.**

# Available only to Graduate students

**Program Name: SECURITY AND DIPLOMACY STUDIES**

**(M.A.)**

For the courses descriptions and syllabizes please check the program page online:

<https://secdip.tau.ac.il/courses>

Course Number	Course Name	Lectures	Semester	Day	Time	location
10334009	Intl Law	Dr. Robbie Sable	Spring semester	Mon	16:15-18:45	Naftali building Room 00
10334008	Modern Diplomacy	Dr. Emmanuel Navon	Spring Semester	Thu	17:00-19:30	Naftali building Room 004

## Courses descriptions and Syllabizes

**Course Name: International Law and the Middle East Conflict**

By **Prof. Robbie Sabel-** [robbie.sabel@mail.huji.ac.il](mailto:robbie.sabel@mail.huji.ac.il)

### **Course Description:**

The course is intended to provide students with the background to the role that international law plays in both formulating foreign policy in the Middle East and in the attempts to solve the conflict. The course deals with basic relevant elements of international law including: The sources of international law; the role of States in international law; acquisition of territory, recognition of States, the law of the United Nations; the laws of war; the laws of belligerent occupation; human rights law; the rights of refugees; the law of the sea. The course will also study the elements of international law that are reflected in select documents associated with the conflict between Israel and its neighbours. Among the documents to be studied: The 1917 Balfour Declaration; The 1922 League of Nations British Mandate; The 1949 Armistice Agreements; Relevant UN General Assembly and UN Security Council Resolutions; The Camp David Agreements with Egypt; The Peace Agreement with Egypt and Jordan; The Oslo Agreements, The Arab League Peace Initiative; the "Roadmap".

[Syllabus](#)

# Available only to Graduate students

**Program Name: CRISIS AND TRAUMA STUDIES (M.A.IN SOCIAL WORK)**

*Available Courses to students from other International programs:\*\*\**

**\*\*\* Please note that students who wish to take one of the courses must have a BA degree in related fields such as Psychology, Social Work, Sociology, Education, Criminology**

Course Number	March 13 - June 22	Course Name	Lectures	semester	Day
1140704401	March 13 - June 22	Social Policy aspects of coping with long-term stress	Dr. Yossi Korazim	Spring Semester	Mondays 10:15-11:45- at the Bob Shapell School of Social Work room 152
1140652501	March 13 - June 22	An Integrative scope of the Mind-Body: Implications for Stress, health and Well-Being	Dr. Noga Tsur	Spring Semester	Thursdays 10:15-11:45- at the Bob Shapell School of Social Work room 152
1140637501	March 13 - June 22	Theory and Practice of advancing community based interventions for acute and long term crisis in under developed countries	Dr. Mike Naftali	Spring Semester	Thursdays 12:15-13:45- at the Bob Shapell School of Social Work room 152
1140708401	March 13 - June 22	Domestic Violence related stress: assessment and intervention	Prof. Einat Peled	Spring Semester	Mondays 14:15-15:45- at the Bob Shapell School of Social Work room 152

# Available only to Graduate students

Program Name: THACHING ENGLISH TO SPEKERS OF OTHER LANGUAGES

(M.A)

March 13, 2017 - June 29, 2017

NOTE: 1 academic hour = 45 minutes.

You will have a 1/2 hour break between courses

Classroom: **Dan David Building, room 104**

Technology and Language Learning course: **Sharett building, room 001**

Mondays	Wednesdays	Thursdays
<p>Technology and Language Learning (3 credit hours) 10:15-2:00 (plus 2 virtual meetings) Karen Eini</p> <p><b>Alternating Weeks with</b> Teaching EFL to Learners with Learning Disabilities and ADHD Rita Zaltsman-Kulick (3 credit hours) 10.30-12.00</p> <p><b>AND</b> Practicum - Bridging Theory and Practice (1 credit hour) * Hanne Juel Solomon 12:30-2:00</p> <p><b>*Every other week</b></p> <p>Language Testing and Assessment: From Theory to Practice (3 credit hours) Dr. Lisa Amdur 2:30-5:00</p>	<p>Teaching EFL to Learners with Learning Disabilities and ADHD Rita Zaltsman-Kulick (3 credit hours) 8:30-10:00</p> <p>Immigration and Minorities (3 credit hours) Dr. Michal Tannenbaum 10:30-1:00</p> <p>Multilingualism in the Public Space: Linguistic Landscape and Language in a Language Policy: Language in the Global World (3 credit hours) 1:30-4:00 Prof. Elana Shohamy</p>	<p>Research Forum 16:00-18:00</p> <p><b>Must attend 3 lectures per semester</b> <b>DATES TO BE ANNOUNCED</b></p>

## Courses descriptions and Syllabizes

**Course Name:** Immigration and Minorities: Linguistic, Psychological and Educational Aspects\*

**By Dr. Michal Tannenbaum (3 credit hours)**

**Course Description:**

This course discusses linguistic, social, institutional, and psychological aspects of immigrants and other minorities in Israel and in other countries. The course deals with theoretical models related to immigration and language maintenance, emotional aspects involved in language maintenance, language shift and language loss, and institutional and educational approaches towards various minority groups in different contexts.

**Course Name:** Multilingualism in the Public Space: Linguistic Landscape and Language Policy: English in the Global World\*

**By Prof. Elana Shohamy (3 credit hours)**

**Course Description:**

The course *Multilingualism in the Public Space: Linguistic Landscape* (1/2 semester) focuses on the displays and representations of linguistic (as well as visual, images and sounds) of multilingualism in public spaces (e.g., signs, brochures, graffiti, instructions, billboard, and the Internet). We will see how English and other languages are used for political, educational, economic, ideological purposes and for the creation of de facto policies. We will learn how to document, analyze and understand languages in public spaces (i.e., linguistic landscape items), and how to use this resource for language teaching in critical ways. Readings will include philosophers of space as Auge, Lefebvre, de Certeau, Barthes, Bourdieu, as well as the numerous research studies in this new emerging field that document patterns of multilingualism in various parts of the world. Students will participate in a number of field trips as assignments will include documentation of various places and phenomena in Israel in order to gain deep insight into Israeli society and using the data for effective language teaching.

In the course *Language Policy: English in the Global World* (1/2 semester) students will be exposed to the major issues surrounding the status and roles of English in the world today in terms of functionality, dominance, controversies, dilemmas, varieties and rights. We will examine different patterns of English language policies as exemplified, explicitly and implicitly, via different mechanisms, in a number of countries. We will study the specific case of the dominant role that English plays in Israel in education and the public

space in relation to other local, national and trans-national languages. We will discuss the challenges of these policies to educational policies in relation to factors such as teaching methods contents and tests.

**Course Name : Language Testing and Assessment: From Theory to Practice\***

**By Dr. Lisa Amdur (3 credit hours)**

**Course Description:**

The course focuses on the theoretical and practical aspects of language testing and

assessment. Various issues related to both large scale and classroom assessment will be discussed; particular attention will be given to the classroom use of multiple assessment

tools. Students will both critique various instruments (designed by teachers and externally developed) and be involved in designing and implementing their own language assessment tools.

**Coues Name: Practicum - Bridging Theory and Practice**

**By Ms. Hanne Juel Solomon, Teacher Trainer (1 credit hour)**

**Course Description:**

In these sessions practical ideas for the classroom will be discussed as well as issues related to the practical teaching experiences (e.g. classroom management, methods, materials, special populations).

**Course Name: Teaching English, Reading, Motor and Behavioral Skills to Special Needs and Struggling Learners\***

**To be announced (3 credit hours)**

**Course Description:**

This course addresses the nature and needs of students with mild to moderate disabilities: learning, behavioral, physical and sensory challenges. Emphasis will be on dyslexia, ADHD, Autism -spectrum disorder students. The course will also focus on practical *intervention teaching strategies* for TESOL teachers. Particular attention is given to the essential five skill areas of reading for struggling learners in all grade levels

**Course Name: Technology and Language Learning \***

**By Ms. Karen Eini (3 credit hours)**

**Course Description:**

In this course we learn about digital technology in language learning. We will review various theoretical and practical topics dealing with computers and language education and critically assess the pedagogical value and usability of language learning software, online resources and applications available for ESL/EFL. Students will create and implement digital learning materials and are expected to actively participate both in class and online.

**Course Name: Research Forum (1 credit hour)**

**By Ms. Elana Spector-Cohen**

**Course Description:**

A component of studies in the MA program is participation in a research forum where distinguished researchers from Israel and abroad are invited to present their current research related to aspects of second language learning. The research forum is held in the fall and spring semesters for students in both MA programs in the Second Language

Learning Program – the Hebrew program and the MA TESOL program. The meetings are held approximately five times each semester on Thursdays from 4-6pm. The format consists of a lecture of about one hour followed by the opportunity for students to ask questions and discuss issues with the researcher. Every semester there will be at least three lectures that are held in English.

# Available only to Graduate students

**Department Name:** THE EITAN BERGLAS SCHOOL OF ECONOMICS

**Please note** that Courses are open to economics master's students only.

Participation is pending an approval of the School of Economics before the beginning of the semester.

Course Name	Lecturer	Day	Time	Location
Family Macroeconomics	Mr. Moshe	Sun	2:00- 5:00 pm	Berglas 101
Topics in Public Economics	Prof. Michael Strabitchzki	Sun	6:00- 8:00 pm	

## Courses descriptions and Syllabizes

**Course Name:** Family Macroeconomics

By Mr. Moshe- [Hazan-moshehaz@post.tau.ac.il](mailto:Hazan-moshehaz@post.tau.ac.il)

Office Hour: Berglas 216, by appointment

Sunday 2:00- 5:00 pm

Berglas 101

### **Course Description:**

Course requirements, grading, and attendance policies The final grade will be based upon a paper you will have to submit (90%). The paper will have to be very closely related to what we discuss in class and must be approved by me before you start writing it. The paper can take several forms. It can be an empirical paper on a topic related to what we do in class. Alternatively, you can model facts that we'll discuss in class and that are not modelled elsewhere (or modelled differently). Finally, you can modify a model that we discuss in class. Either extending it or changing assumptions that seem inconsistent with the data and study the implications of such modifications. 10% of the final grade will be based on participation. I expect you to attend all classes, (unless you have a good excuse) and encourage you to read the papers and actively participate in the discussions in class.



**Last year syllabus:**

[http://www2.tau.ac.il/internetfiles/yedion/syllabus/10/2014/1011/1011423001\\_syl.pdf](http://www2.tau.ac.il/internetfiles/yedion/syllabus/10/2014/1011/1011423001_syl.pdf)

**Course Name:** Topics in Public

**By Prof. Michael Strabitchzki**

Sunday 6:00- 8:00 pm

***\*\*We don't have a syllabus in English, but you can see the bibliography***

[http://www2.tau.ac.il/internetfiles/yedion/syllabus/10/2014/1011/1011421501\\_syl.pdf](http://www2.tau.ac.il/internetfiles/yedion/syllabus/10/2014/1011/1011421501_syl.pdf)

# Available only to Graduate students

Department Name: COLLER SCHOOL OF MANAGEMENT

*In general, classes offered by the Coller school of Management are intended for matser's students. In special cases (and pending approval of the Coller school of Management), bachelor's students will be allowed to take classes in this department.*

Course Number	Course Name	Lecturers	Day	Hours	Room&Hours	Remark
1231.3412.02	<a href="#">Pricing Policy</a>	Dr. Zubcsek Peter Pal	Thu	15:45-18:30	404 Recanati	3rd Module
1231.3641.01	<a href="#">Strategic Aspects in Mergers and Acquisition</a>	Dr. Friedman Yair	Tue	15:45-18:30	304 Recanati	3rd Module
1231.3927.01	<a href="#">Intro to the Case Competition</a>	Dr. Friedman Yair	Mon	15:45-18:30	403 Recanati	3rd Module
1243.3242.01	<a href="#">Compensation Strategy</a>	Prof. Bamberger Peter	Tue	18:45-21:30	103 Recanati	3rd Module
1243.3552.01	<a href="#">Giving: Pro-Social Behavior and Managerial Effectiveness</a>	Prof. Bamberger Peter	Tue	15:45-18:30	103 Recanati	3rd Module
1238.2412.01	Value Creation	Yossi Aviv	Thu	09:45-12:30	303 Dan David	3rd Module
1238.3402.01	Consumer Behavior	Prof. Shai Danziger	Apr 3, 20, 24, 27, May 4	18:45-21:30	303 Dan David	3rd Module
1238.4773.01	Creativity	Prof. Rom Schrift	Mar 13, 16, 20, 23, 27, 30	18:45-21:30	303 Dan David	3rd Module

1238.3213.01	Project Management	Dr. Alex Coman	Fri	08:15-11:00	303 Dan David	3rd Module
1231.3425.02	<a href="#">Data Analysis in Marketing</a>	Dr. Zubcsek Peter Pal	Tue	15:45-17:00	252 Recanati	3rd&4th Modules
1231.3425.20	<a href="#">Tutorial 02: Data Analysis in Marketing</a>	Mr. Hod Rephel	Tue	17:15-18:30	252 Recanati	3rd&4th Modules
1242.3269.01	<a href="#">Competitive Intelligence</a>	prof. Rouach Daniel	Mon	15:45-18:30	403 Recanati	4th Module
1243.3125.03	<a href="#">Managing Negotiations</a>	Dr. Dotan Hilla	Sun	15:45-18:30	301 Recanati	4th Module
1238.3120.01	Leading Change in the Global Organization	Mrs. Sharon Moshayof	Sun	15:45-18:30	303 Dan David	4th Module
1238.3453.01	New Product Development	Dalit Brand	Tue	15:45-18:30	303 Dan David	4th Module
1238.3601.01	The Entrepreneurial Process	Prof. Danny Warshay	Two weeks only: June 18-20, 25-27	See syllabus	303 Dan David	4th Module

**\*\* Important to know** ahead there will be an Orientation a week before the beginning of the semester:

- 3<sup>rd</sup> Module will be at 13.3-12.5
- 4<sup>th</sup> Module will be at 14.5-30.6