*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
**Extremely important to know:**

- Students can take courses from the programs in the table below (for detailed information 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.

<table>
<thead>
<tr>
<th>Level (Bachelor's/Master's)</th>
<th>Program/Department name</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Bachelor's</td>
<td>B.A. in Liberal Arts</td>
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<tr>
<td>Bachelor's</td>
<td>B.Sc. in Electrical and Electronics Engineering</td>
<td><strong>Students are allowed to choose a maximum amount of 3 courses from this program</strong></td>
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<tr>
<td>Bachelor's</td>
<td>Study Abroad</td>
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<td>Bachelor's</td>
<td>English and American Studies</td>
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<tr>
<td>Bachelor's and Master's</td>
<td>Buchman Faculty of Law</td>
<td><strong>Students are allowed to choose a maximum amount of 3 courses from this program</strong></td>
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<tr>
<td>Bachelor's and Master's</td>
<td>Coller School of Management</td>
<td><strong>Students are allowed to choose a maximum amount of 2 courses from this program</strong></td>
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<tr>
<td>Master's</td>
<td>Archeology and History of the Land of the Bible</td>
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<td>Master's</td>
<td>Conflict Resolution and Mediation</td>
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<td>Environmental Studies</td>
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<td>Master's</td>
<td>Security and Diplomacy</td>
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<td>Master's</td>
<td>Crisis and Trauma Management</td>
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<td>Master's</td>
<td>Teaching English to Speakers of Other Languages (TESOL)</td>
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<td>Master's</td>
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Undergraduate Programs

TAU International
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<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Lectures</th>
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<th>Day</th>
<th>Time</th>
<th>Location</th>
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<tbody>
<tr>
<td>1662.1114.01</td>
<td>Critical Thinking</td>
<td>Dr. Uri Leibowitz</td>
<td>Fall</td>
<td>Sunday</td>
<td>14:00-16:00</td>
<td>Gilman 280</td>
<td>In-class</td>
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<tr>
<td>1662.1111.01</td>
<td>Modernity and its Discontents</td>
<td>Dr. Yoav Fromer</td>
<td>Fall</td>
<td>Tuesday</td>
<td>14:00-16:00</td>
<td>Gilman 362 &amp; 307</td>
<td>Paper</td>
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<td>Israel – Society, History and Politics</td>
<td>Prof. Eyal Naveh</td>
<td>Fall</td>
<td>Sunday</td>
<td>16:00-18:00</td>
<td>Gilman 305 &amp; 306</td>
<td>Take-home</td>
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<td>Tuesday</td>
<td>18:00-20:00</td>
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<tr>
<td>1662.1102.01</td>
<td>Academic Writing</td>
<td>Mr. Robin Bagon</td>
<td>Fall</td>
<td>Sunday</td>
<td>10:00-12:00</td>
<td>Rosenberg 212</td>
<td>Paper</td>
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<td><strong>Digital Culture and Communications</strong></td>
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<td>1662.2513.01</td>
<td>Medium and History</td>
<td>Dr. Noam Yuran</td>
<td>Fall</td>
<td>Wednesday</td>
<td>12:00-16:00</td>
<td>Dan David 210</td>
<td>Paper</td>
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<td>1662.2512.01</td>
<td>Persuasion and Argumentation</td>
<td>Dr. Sharon Avital</td>
<td>Fall</td>
<td>Monday</td>
<td>10:00-14:00</td>
<td>Rosenberg 104</td>
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<td>1662.2212.01</td>
<td>Middle East Networks</td>
<td>Dr. Harel Horev</td>
<td>Fall</td>
<td>Monday</td>
<td>14:00-16:00</td>
<td>Gilman 277</td>
<td>Take-home</td>
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<tr>
<td>1662.2211.01</td>
<td>History and Politics of North Africa</td>
<td>Dr. Daniel Zisenwine</td>
<td>Fall</td>
<td>Monday</td>
<td>12:00-14:00</td>
<td>Rosenberg 001</td>
<td>Paper</td>
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<tr>
<td><strong>Modern Jewish and Israel Studies</strong></td>
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<td>Contemporary Israeli Literature</td>
<td>Dr. Ron Ben-Tovim</td>
<td>Fall</td>
<td>Monday</td>
<td>10:00-12:00</td>
<td>Rosenberg 103</td>
<td>In-class</td>
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<td>Thursday</td>
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<td>Rosenberg 102</td>
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</tbody>
</table>

Program Name: B.A LIBERAL ARTS
# Courses Descriptions:

1) **Course name**

**Critical Thinking**

Fall Semester 2016- Syllabus

**Course Information**

**Sessions:** Sunday & Wednesday, 14:00-16:00  
**Room:** TBA  
**Instructor:** Dr. Uri D. Leibowitz (The Safra Center for Ethics and The Cohn Institute for History and Philosophy of Science and Ideas at Tel-Aviv University)  
**Email address:** TBA

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<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Instructor</th>
<th>Session Days</th>
<th>Session Time</th>
<th>Location</th>
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<tr>
<td>1662.1604.03</td>
<td>Psychology as a Science</td>
<td>Dr. Dafna Palti</td>
<td>Fall</td>
<td>Monday</td>
<td>10:00-14:00</td>
<td>Take-home</td>
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<tr>
<td>1662.2602.01</td>
<td>Group Dynamics</td>
<td>Dr. Dorit Szykierski</td>
<td>Fall</td>
<td>Monday</td>
<td>18:00-20:00</td>
<td>Gilman 307</td>
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<tr>
<td>1662.2601.01</td>
<td>Positive Psychology</td>
<td>Dr. Moshe Talmon</td>
<td>Fall</td>
<td>Tuesday</td>
<td>10:00-14:00</td>
<td>Rosenberg 105</td>
</tr>
<tr>
<td>1662.1602.01</td>
<td>Issues in Social Psychology</td>
<td>Dr. Roni Berger</td>
<td>Fall</td>
<td>Monday</td>
<td>12:00-16:00</td>
<td>Rosenberg 002</td>
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<tr>
<td>1662.1400.01</td>
<td>Introduction to Greek Philosophy</td>
<td>Dr. Yoav Meyrav</td>
<td>Fall</td>
<td>Monday</td>
<td>10:00-12:00</td>
<td>Rosenberg 106</td>
</tr>
<tr>
<td>1662.2418.01</td>
<td>Existential Choices</td>
<td>Dr. Tami Yaguri</td>
<td>Fall</td>
<td>Monday</td>
<td>14:00-18:00</td>
<td>Rosenberg 102</td>
</tr>
<tr>
<td>1662.2417.01</td>
<td>Philosophy of Aesthetics</td>
<td>Dr. Rona Cohen</td>
<td>Fall</td>
<td>Monday</td>
<td>12:00-14:00</td>
<td>Rosenberg 209</td>
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<tr>
<td>1662.2415.01</td>
<td>Philosophy of Language</td>
<td>Dr. Naveh Frumer</td>
<td>Fall</td>
<td>Sunday</td>
<td>16:00-18:00</td>
<td>Gilman 220</td>
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</table>
Office Hours: by appointment

Course Description:

What should we believe? This is the central question that will occupy us throughout the semester. We all believe various things and disbelieve others. But why do we believe what we believe? Do we have good reasons to believe as we do? Are our beliefs (likely to be) true? What new beliefs should we accept? Which, if any, of the beliefs we already hold should we revise?

To answer these questions, we will explore various methods for distinguishing claims that are likely to be true from those that are likely to be false. Among other things we will learn how to detect errors in our thinking, employ strategies for avoiding such errors, distinguish between good and bad arguments, identify common fallacies, extract arguments from texts, and present our own views clearly, carefully, and succinctly. Some case studies we may consider: The Sokal Hoax (The Science Wars), Bermuda Triangle, Conspiracy Theories, and Should We Believe in God?

Reading List:

- All required reading material will be made available on the course website.
- Among the texts we will read:
  - Pascal’s Wager, From: Pascal, Blaise, 1670, Pensées

Assessment

- 8 short (~half page and no more than 1 page) homework assignments: 3% each (total of 24% of the final mark).
  - NB: Homework assignments must be submitted (in print – not handwritten) by the start of lecture on the date they are due. No extensions will be given. Handwritten assignments will not be read.
- Attendance and participation: 10% of the final mark.
- Mid-term essay (up to 500 words): 16% of the final mark.
- Final in-class exam: 50% of the final mark.

2) Course name:

**Violence to Identity: An Introduction to Contemporary Israeli Literature**

Dr. Ron Ben-Tovim

Course Description

Throughout the course of its short history, the State of Israel has been oscillating between conservatism - religion, ethnic identities, and national ideology - and change brought on by shifting politics, frequent wars, a constant influx of new immigrants, as well as a wider recognition of indigenous Palestinian populations. All while attempting the delicate balance that is instilled into the formation of the state as such: Israel as a national home for the Jewish people, and Israel the inclusive democracy. The course will center on the most recent aspects of this coming to grips of Israeli identity, while looking at literature produced in the last generation. Issues to be discussed are challenges to ethnic and religious identities; the lingering specter of the Holocaust; the Israeli military and the effect of continued hostilities and wars; immigrations and the resurgence of Diasporic tradition; and new Arab-Israeli writing.

The course will include one long-form novel, along with short stories, articles, and poems.

The grade will be made up by one midterm paper and a final in-class exam.
3) **Course Name:**

**Social Psychology - Semester I, 2016-2017**

**Instructor:** Dr. Rony Berger

**E-mail address:** Bergerrony@Gmail.com

**Office:**

**Telephone:** 054-2332441

**COURSE OVERVIEW AND OBJECTIVES**

Social psychology is in essence the scientific study of human nature or as defined by Allport, “an attempt to understand and explain how thoughts, feelings and behaviors of individuals are influenced by actual, imagined, or implied presence of others” (1968). It covers a breathtaking array of topics including self-perception and self-esteem, inferences about human nature, errors and biases of attribution, judgment and decision-making, reason, intuition and heuristics, emotions and social relationships, happiness, conformity, obedience to authority and compliance, persuasion and attitude change, attraction, interpersonal and romantic relationships, stereotyping, prejudice and discrimination, aggression, altruism, empathy and behavior of groups. Thus, it seems that social psychology touches upon topics pertaining to a variety of areas from art, culture, social work, law and medicine to public policy, politics and international relationships. Social psychology deals with positive or pro-social behavior (self-esteem, self-affirmation, altruism, helping behavior etc.) and negative or anti-social behavior (self-hate, suicide, prejudice, stereotypes, violence etc.) as well as with stability and change in individuals and groups.

As ”social animals” people have long sought explanations for human behaviors, and in that context, one can characterize all human beings as laymen social psychologists. We constantly attempt to understand our behaviors as well as the behavior of others - our family members, our neighbors, our co-workers, our politicians and even our enemies. Furthermore, we often draw conclusions about their motives and intentions based on our latent and subjective theories (heuristics). We even share common beliefs about human nature and explanations regarding social phenomena. We call this knowledge “folk wisdom”, a wisdom that is often transmitted through literature, art, fairy-tales, maxims and our historical narratives. Unlike folk wisdom, social psychology attempts to establish the scientific basis for understanding human behavior by conducting studies and experiments. This empirically-based knowledge helps us uncover the fundamental principles of human behavior (basic science) and then apply these principles to social problems in the real-world (applied science).

While generally social psychology is considered a rather academic profession with a strong focus on theory building and experimental research, this course will emphasize the applicability of the theories and the concepts to current social events. Likewise, students will be required to explore the applicability of the learned materials in their daily-lives via class discussions or class presentations.
Students Requirements:

**Attendance and participation** - Attendance in all classes is mandatory (students will be excused only with a special permission by the teacher). Active involvement in class role playing, simulations and discussion is required.

**Reading** – For each class you will have to read the "required reading". The course textbook is: Gilovich, T., Keltner, D., & Nisbett, R. (2011). *Social Psychology*, (2nd edition). New York: W. W. Norton. Each class you will be required to read the assigned chapters. Additional reading will be assigned by the instructor.

**Class Presentations** – In order to facilitate active learning students (in groups of threesomes) will prepare a class presentation which will last about an hour and will include three parts: 1) A theoretical exposition; 2) An experiential part (that will involve the students either via an experiment or a simulation and demonstrate the theory or the studied social phenomenon) and 3) A class discussion which will engage the students in relating to the presented material. Students will be required to consult the lecturer before the presentation and put together a power point presentation.

**Final Test** – The final in-class test (multiple choice questions) will focus on the material learned in the class and in the reading materials. The questions will require understanding of the material and application to practical situations. Students will receive a list of the topics for the exam in order to help them prepare for the final test.

**EVALUATION**

**Grading** – The course grade will be based on three components:

1) **Class presentation (20%)** – The grade to the presenting students will be based on the instructor's evaluation regarding the depth and ingenuity of the presentation as well as the participation of the students in the experiential part and the class discussion.

2) **Class participation (10%)** – Students are expected to make comments, ask questions and partake in the simulations. This is not the course for those who want to be passive!

3) **Final test (70%)** – The test will comprise of multiple choice questions which will primarily focus on applicability of the concepts presented in the class.

**Bibliography (optional)**


4) Course Name:

**Modernity and its Discontents**

Dr. Yoav Fromer: yoavfromer@post.tau.ac.il

**Course Description:**

This introductory seminar to the liberal arts examines the origins, meanings, legacies and consequences of Modernity starting in the 18th century with the dawn of European Enlightenment and stretching across three centuries to the aftermath of the Second World War. The course will explore the political, philosophical, economic, social, technological and cultural transformations ushered in by Modernity and will, among other things, ask the following questions: what does it mean to be modern? What values, norms and institutions does Modernity entail? What are its benefits and consequences? Is there a “crisis” of modernity? Are we still living in a modern age – and if not – what comes after? Among the themes to be explored are: secularism and religion, individualism, science and rationality, democracy, bureaucracy, capitalism, nationalism, mechanization and industrialization, consciousness and identity, gender and race.

The course will engage a strong interdisciplinary approach and proceed thematically and chronologically through a study of key political-philosophical tracts paired with corresponding works of literary fiction (primarily novellas and short stories). Readings will include works by seminal political thinkers such as Kant, Paine, Rousseau, Wollstonecraft, Marx, Freud and Foucault, and by authors such as Balzac, Goethe, Dostoevsky, Conrad, Kafka, Woolf and Beckett. The readings will be complemented by corresponding works of art (David, Goya, Friedrich, Munch, Picasso, Dali, and Magritte) and Music (Mozart, Wagner, Beethoven, and Stravinsky) in an effort to demonstrate how
powerful impulses of Modernity manifested themselves commensurately across different forms of aesthetic representation.

**Grading and Assignments**

- **50%** class Participation and a Short Response Paper (2 pages). Due Dates TBA
- **19%** in-class Midterm Exam with Reading ID’s
- **31%** Final Paper (6-7 pages). Due Date TBA
  - Participation includes either informed in-class participation about the assigned readings/materials or written participation sent via email to me prior (or immediately after) the class. This is my only way to evaluate your understanding of the material and is a crucial part of the grade. If you don’t participate in any one of these ways – it will affect your grade!

**Attendance**

- You are allowed **THREE** unexcused absences (without Dr.’s Note or Emergency circumstance). Any additional unexcused absence will incur a penalty in your final grade for the course.

**Reading Materials**

- Readings will all be made available as internet links or PDF’s on the moodle website. However, since many of the novels we read are timeless classics available in paperback for cheap, I recommend purchasing them in advance for your convenience.
  - **PLEASE TURN OFF CELL PHONES IN CLASS!!**

**October 27: Introduction**

**Week 1: What does it mean to be enlightened – and is that such a good thing?**

- Tues 1/11: Immanuel Kant, “What is Enlightenment?” and “Idea for a Universal History”
- Thurs 3/11: Jonathan Swift, *Gulliver’s Travels* (selections from parts III and IV)

**Week 2: Secularism and Rationality**

- Tuesday 8/11: Voltaire, *Candide* (entire)
- View in class: Goya’s *Caprichos*
Week 3: Romanticism (or “Matters of the Heart”)
- Tues 15/11: Goethe, The Sorrows of Young Werther (part I)
- Thurs 17/11: Goethe, The Sorrows of Young Werther (part II)
- Listen at home: Beethoven’s 5th Symphony
- View in class: works by David Caspar Friedrich and J.M.W Turner

Week 4: Democratic Revolutions and Reaction
- Tues 22/11: Jean Jacques Rousseau, The Social Contract (selections)
- U.S. Declaration of Independence + Bill of Rights
- Marry Wollstonecraft, “Vindication of the Rights of Women”
- Robespierre, “The Justification of Terror”
- Thurs 24/11: Edmund Burke, Reflections on the Revolution in France (selections)
- Alexis de Tocqueville, “Tyranny of the Majority”
- Short Paper Due in class

Week 5: Bureaucracy and Capitalism
- Tues 29/11: Balzac, Colonel Chabert
- Watch at home: Orson Welles’s The Trial
- Thurs 1/12: Adam Smith, Wealth of Nations (chaps. 1-3); Karl Marx, “Alienated Labor” and
  “The Communist Manifesto” (Preamble+ Part 1)

Week 6: Science and Technology
- Tues 6/12: Filippo Marinetti, “The Futurist Manifesto”
- Franz Kafka, “In the Penal Colony”
- Thurs 8/12: Watch in-class: Stanley Kramer’s Inherit the Wind (1960)

Week 7: Midterm and Museum
- Tues 13/12: Midterm Exam in class
- Thurs 15/12: Museum Visit - Tel Aviv Art Museum

Week 8: Resisting Modernity
- Tues 20/12: Dostoevsky, Notes from Underground (part I)
- Thurs 22/12: Dostoevsky, Notes from Underground (part II)
- View in class: works by Edward Munch and Alfred Kubin
Week 9: Race and Gender

- Tues 27/12: Joseph Conrad, *The Heart of Darkness* (entire)
- Thurs 29/12: Virginia Woolf, *A Room of One’s Own* (selections)

Week 10: Tragedy, Collapse and Aftermath

- Tues 3/1: Tolstoy, *The Death of Ivan Ilyich*
  Listen: Stravinsky’s *Rites of Spring*
  View in-class: works by Otto Dix, George Grosz and Picasso
- Thurs 5/1: Michelle Foucault, “What is Enlightenment?”
  Watch: Samuel Beckett’s *Waiting for Godot*

*Please do NOT record or video the lectures without my prior permission*

5) Course Name:

*Psychology as a Science*

*A course for 2nd year students in the Psychology, Psychoanalysis, and Culture track*

Course Number: 1662.1604.01

Course Instructor: Dr. Dafna Palti,

Contact: paltida@post.tau.ac.il

Office Hours (by email appointment only): before class or at other times set individually

Course Description:

Psychology is the study of human behavior, but human behavior is complex and difficult to predict. Like physics or chemistry, psychologists use the scientific method in order to better understand and describe human behavior in the world around them. This year long course is aimed to give an introductory overview to the way it is done.

We will start with presenting the scientific process and some history of scientific psychology since the 19th century. Next, we will go into the details of using research in psychology, by presenting some elementary terms in research methods and in statistics that are relevant to psychological research. The course will be accompanied by reading several research papers coming from different fields in psychology, in which we will apply the terms and theory introduced in class. We will also have some demonstrations of statistical experiments in class. The course as a whole will provide the students with basic knowledge of the terms, concepts and methods used in research in psychology, and will
develop their ability to understand, and to think critically about, the psychological studies they will encounter.

**Grades in this course are composed of:**

20% - submission of homework assignments

10% - attendance and participation

6) **Course Name:**

**Medium and History: Old Media, New Media, Screens and Differences**

Dr. Noam Yuran

**Course Description:**

Marshall MacLuhan's famous claim “the medium is the message,” suggests that the deepest effects of a medium on human reality are entailed with its transparency. These are the effects that lay hidden from our eyes as users of the medium. However, there are moments when a medium is extracted from its transparency and revealed more clearly to our gaze. Such moments typically occur in the encounter between different media. The emergence of a new medium sheds new light on older media and exposes them in new ways. During the course, we will use this insight to study the entanglement of visual media with 20th century history. We will study how visual media – photography, television and the internet – shape human reality: how they change our worldview, our interactions with others, our sense of belonging to communities, societies and states. We will learn about the convergence of media, but also about their differentiation. We will explore the differences between media in various dimensions: their sociability, their politics, the different forms of identification they invoke, and the different ontological status of the visual image in them. We will study media through various phenomena: celebrities, reality TV, social networks, disaster images, selfies and more.

**Classes - Syllabus**

1-2. The concept of medium and the medium of photography


3-4. The world according to television. Simulation.


5-6. Television as a form of being together: polysemy and ritual

7-8. Stars, celebrities and ordinary people: different forms of sociability

9-10. Social networks: privacy, identification and exposure

11-12. Digital photography: image, reality and catastrophe

13-14. Convergence culture

15-16. Reality TV: television as a new media

17-18. The economy of the visual image

**Assignments**
1. Mid-term paper: one page response to a text from the syllabus (15%)
2. Final paper: six pages analysis of a media text (85%)
3. Up to 10 points bonus for an active participation in the class

**Course Name:**

*Existential Choices - Fall semester*

Dr. Tami Yaguri - tami.yaguri@gmail.com
Appointment by email

**Course Description:**

What one chooses is always important, not because a specific choice will change the world, but because it may change her life and shape her existence. This view is expressed by the 19th century Danish philosopher, Søren Kierkegaard, and has been carried on by leading existential philosophers such as Nietzsche, Rosenzweig, Sartre, and Camus. In this branch of philosophy conscious decisions, choices, and actions contribute to the design of self-identity and world view. Hence, it is important to choose well and to make the right choice. How to choose is as important as what to choose.

We constantly choose. Yet, some choices seem more significant and meaningful than others, some seem important and others less so. How do we know which is which? How can we tell an existential choice from a mere choice? What is the right way to choose? What counts as the right choice? Answers to these questions and others will be presented and discussed in the course.

**Class Requirements:**

Full attendance and active participation in discussion.
Reading assigned materials for class.
Presentations in class – 10%
Final in-class exam – 90%

**Bibliography** (partial list)


8) **Course Name:**

*Introduction to Greek Philosophy* - Fall Semester 2016

Dr. Yoav Meyrav - yoavmeyr@post.tau.ac.il

**Objective:** To familiarize students with the main figures and central texts of the Classical period of Greek philosophy, focusing on themes and modes of argumentation in philosophy of nature, metaphysics, ethics, and politics.

**Method:** Lectures and joint analysis of key passages.

**Course Requirements and their Grading:**

- Attendance - Mandatory (10%)
- Mid-term Assignment (paper, 3–4 pages) – Pre-Socratics (30%)
- Final Assignment (paper, 6–8 pages) – Plato and Aristotle (60%)
Fruitful participation in class can warrant up to 5 extra points to the final grade, at my discretion.

**Course Structure and Texts:**

*** Note: Please follow the course website for focus on the passages you should prepare for each session; you must have the text in front of you in class ***

[A] Introduction: What is Greek Philosophy? Historical and Thematic Orientation

[B: The Pre-Socratics]


[B2] Pythagoreanism


[B3] Xenophanes

* Text: Select Fragments in AGR, 21–23.

[B4] Heraclitus

* Text: Select Fragments in AGR, 24–34.

[B5] Parmenides

* Text: Select Fragments in AGR, 35–41.

[B6] The Pluralists: Anaxagoras and Empedocles

* Text: Select Fragments in AGR, 42–56.

[B7] Zeno of Elea

* Text: Select Fragments in AGR, 57–61.

[B8] The Atomists – Leucippus and Democritus

[B9] The Sophists

* Text: Select Fragments in AGR, 75–82.

[C: Socrates]

[C1] Socrates: Conflicting Narratives


[C2] The Socratic Method


[D: Plato]

[D1] From Socratic Method to Platonic doctrine


[D2] Soul and Recollection


[D3] *The Republic* between Ethics, Politics and Metaphysics


[D4] The Theory of Ideas Revisited


[E: Aristotle]

[E1: Moving Beyond Plato: Critique of the Theory of Ideas]

Course Description:

We all know what it’s like to have a thought, yet not quite being able to put it into words. Or that feeling of “I wish there were a word for that…” Many would agree the words we use shape the way we perceive our world: but then how to explain the fact that language is also man-made and changeable? Does that mean we are constrained by our language or rather that language allows us to shape the world at our whim? Do people who speak different languages or idioms also think differently, or are they merely expressing similar thoughts in different “dress”? And more profoundly, how do the immaterial thoughts in our head enter into vocal expressions and written signs to begin with?

This course will introduce some of the key questions in the philosophy of language, exploring the relations between thoughts and words, intentions and meanings, language and truth. Among the thinkers that will be read and discussed are Gottlob Frege, Bertrand Russell, W. V. Quine, John Austin, Ludwig Wittgenstein, and Ferdinand de Saussure.

Assignments and Grading

9) Course Name:

INTRODUCTION TO THE PHILOSOPHY OF LANGUAGE

Dr. Naveh Frumer - nfrumer@post.tau.ac.il

Fall 2016, Sun. & Thu., 16-18

Office hours: by email appointment
3 papers throughout the semester, each answering a key question about one thinker discussed during the course. The questions will be given during the course, based on the material discussed in class. Papers should be between 2-5 pages (double-spaced).

Each paper will compose one third of the final grade.

10) Course Name:

**Middle Eastern Networks: Society, Elites, and Radical Movements**

Dr. Harel Chorev Halewa

Course Description:

The purpose of this course is to expose its students to the new methodologies offered by the interdisciplinary science of Network Analysis, and the ways in which they can be used to better understand social and political actors in the Middle East. The course opens with an introduction in which we will study basic tools and research approaches of Network Analysis. After the introduction, we will apply these tools and concepts to different case studies.

Participation and assignments

Absence of three classes without justification cancels the student's participation in the course. The course grade will be calculated according to 20% participation, and 80% home-exam' score.

1. **Introduction: the methodology of Network Analysis in Middle Eastern Studies**
   
   Reading:

2. **The Islamic civilization’s networks**

3. **Informal familial & legal networks of customary law (’Urf) in Israel and Palestine.**
   
   Reading:


4. **Elite and Family Organizations’ networks: the Cases of the Ja‘abaris (Hebron) and the al-Masris (Nablus).**
   
   Reading:

5. **Social Media Networks and the Arab Spring.**


   Documentary: Chicago Girl (2013)

6. **The Networks of Hamas: guerilla, Terror and institutionalization.**


7. **The Networks of al-Qa’ida.**

   Will be given later.

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**11) Course Name:**

**The Maghreb: Contemporary History and Politics of North Africa - Fall Semester, 2016**

Dr. Daniel Zisenwine - dzisenwine@gmail.com

Office Hours: By appointment

**Course Description:**

This course is will introduce students to key events in modern North African history and developments that affected the region's Jewish communities. The course highlights ongoing security and political issues that affect North Africa, and an appraisal of the recent revolutions in Tunisia and Libya.

The course will focus on political developments that have shaped events in Morocco, Algeria, and Tunisia during the 20th and early 21st century (colonialism, nationalism, and the rise of radical Islamist movements), The recent uprisings in the Maghrib (Tunisia, Libya) and the impact of these events on the region's contemporary politics will also be discussed.

Drawing from a broad range of historical and political approaches, this course provides students with a comparative perspective on regional North African developments that can be applied to the study of other Arab settings and offers perspectives on the study of North Africa's modern Jewish history.

**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 and Participation (16%):**

Students must attend every class session prepared to participate.

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.

**In-Class Presentation (10%):** A 20 minute presentation on one of the selected readings (to be assigned by the teacher), outlining the main points and possible critique of the text.

**Mid Term Take Home Exam (19%)**

This will be a short paper with four questions (students will be required to answer two) from the readings that will serve as a prompt for students to write a paper that argues a general point, backed up with evidence from the readings. This paper will be due in the middle of the semester, and cover the early readings of the course (primarily the historical background to contemporary North Africa).

**Final Research Paper (6-10 pages) (55%):** on a course related topic of the student's choosing. Each student must submit a paper proposal which must be approved by the instructor. Suggested topics/themes will be distributed by the instructor. Paper proposals should be submitted for approval by the 5th week of the semester.

**Grading Policy:**

- No student can pass the course without completing all of the assignments.
- Students are responsible for retaining a copy of their papers until they have received a grade.

**Reading Assignments:**

There are several assigned textbooks which will be used for this course. The selections from these books, along with other required readings will be posted online:


The supplementary readings are intended to help students interested in various topics learn more about them and use them as sources for papers.

**Course Schedule:**

**Week 1:**

**Introduction: The Maghreb—“Unit of Analysis”; Studying North Africa’s Jewish Communities: Background**


**North Africa at the Dawn of the Colonial Era:**


**Weeks 2-3:**

**The Conquest of Algeria; The Tunisian and Moroccan Protectorates:**
Ruedy, pp. 45-79; 80-113.


Miller, Ch. 1, pp. 7-27; Ch. 2, 28-56.

Miller, Ch. 3, pp. 56-87; Ch. 4, pp. 88-119.

**Supplementary Readings:**


**Colonial Libya:**


**Weeks 4-5:**

**Anti Colonialism and Nationalism in Algeria and Tunisia**

**The Rise of Algerian Nationalism:**

Ruedy, pp. 80-113; 114-155.


**Optional Film:** The Battle for Algiers

**Tunisia:** Perkins, pp. 73-104; 105-129


**Paper proposals due at the end of week 5.**

**Week 6:**

**Moroccan Nationalism and its impact on the Moroccan Jewish Community**
Miller, Ch. 5, pp. 120-161.


**Week 7:**

**Political, Social, and Economic Challenges in the late 20th Century Maghrib I**

**Tunisia, Morocco, and Libya:**

Perkins, pp. 130-156; 157-184.

Miller, Ch. 6, pp. 162-186.

Vandewalle, Chapters 3,4.

**Week 8:**

**Political, Social, and Economic Difficulties in the Late 20th Century Maghrib II**

**Algeria and the Rise of Radical Islam**

Ruedy, pp. 195-230; 231-256.


**Supplementary Readings:**


**Week 9:**

**Morocco: Political and Social Challenges in the Early 21st Century:**

Miller, Ch. 7, pp. 187-213; Ch. 8, pp. 214-220; Ch. 9, pp. 221-236.


**Libya in the Qaddafi Era**

Vandewalle, Chapters 5,6,7.

**Supplementary Readings:**

**Reconsidering Islamist Politics in Morocco**


**The Western Sahara Crisis:**

Stephen Zunes and Jacob Mundy, *Western Sahara: War, Nationalism, and Conflict Resolution*, Syracuse: Syracuse University Press, 2011, Ch. 7, 8


**Week 10: “The Arab Spring”: Revolutions in Tunisia and Libya, Constitutional Reform in Morocco, Protests in Algeria:**

**The Ben ‘Ali Regime in Tunisia 1987-2011**

Perkins, pp. 185-212.


**Supplementary Readings:**


**Tunisia’s Post Revolutionary Transition**


Libya: The Revolution and Its Aftermath


12) Course Name:

Philosophy of Aesthetics

Dr. Rona Cohen Monday Wednesday- 12:00-14:00

Course Description:

The ability to judge objects as beautiful is a universal disposition rooted in human nature, a sensus communis (common sense) for the appreciation of beauty. Following Kant’s seminal work The Critique of the Power of Judgment, the philosophical discipline of aesthetics argues that the phenomena of beauty and its enjoyment involve a particular sort of experience irreducible to any other domain of human experience, such as cognition or morality. This course introduces fundamental concepts and key questions in philosophical aesthetics, paying special attention to the “modernist break” in 20th century art, after which the pursuit of beauty, formerly perhaps the loftiest aspiration of western artists throughout history, had become an indication of conservatism, epitomized by artist Barnett Newman’s argument that “the impulse of modern art is the desire to destroy beauty”. Other topics to be addressed in the course include questioning whether art is merely an imitation of nature, a “shadow of reality”, like Plato held, and therefore merely a fictitious deception devoid of truth or is art an event of truth, like Heidegger held? How do works of art express an idea or a concept through material sensible components? Do works of art have the power to express things that words cannot? Is the category of “aesthetic” obsolete with the politicization of art in the 20th century? How does everything we know about art and aesthetics changes in the 20th
century with Marcel Duchamp’s introduction of a urinal into the museum: does this act mark the “end of art” as Hegel had predicted?

**Grade:**

80% Take Home Exam  
20% Participation in class

**Week 1**

**Introduction**

Reading:


**Week 2**

**On Beauty and Eros**

Reading:


**Week 3**

**The Two Forces of Creation**

Reading:


**Week 4, 5**

**The Birth of Modern Aesthetics**

Reading:


**Week 6**

30
Aesthetics after the Modernist Crisis

Reading:


**Week 7**

“Light without Love”

Reading:


**Week 8**

The Politics of Aesthetics

Reading:


**Week 9**

Psychoanalytic Aesthetics

Reading:


**Week 10**

Art and Truth

Reading:

13) Course Name:

Persuasion and Argumentation, Fall 2017

Dr. Sharon Avital

Course Description:

Have you ever felt manipulated by a smooth-talking politician, a slick TV commercial, or a Girl Scout selling cookies? We will explore the strategies of persuasion and influence people use to manipulate our attitudes and behaviors, and discuss social scientific theories that explain when and why these strategies work. We will learn about the structure of arguments and the ways in which fallacies are used to manipulate opinion. The third part of the class will be dedicated to the use of emotions (humor and fear) and PR campaigns (campaigns for and against smoking, alcohol, pills for depression and war). The fourth part of the class will explore the concept of “persuasive technologies”, that is the ways in which the architecture of technologies such as avatars, online dating, and gambling machines manipulate our behaviour and needs.

Objectives:

By the end of the class you will be able to recognize a variety of psychologico and communicative processes involved specific persuasion topics such as compliance, conformity, cults, obedience, propaganda, and subliminal persuasion, among others.

You will also learn how to think independently, systematically, and skeptically about social scientific research. The latter goal will require that you take an active role in the learning process

Readings:

We will use excerpts from the following books:


Films:

Wag the Dog (Barry Levinson, 1997), available in the library

Assignments:
7 quizzes (covering the material of the previous week)- choose the top 5 quizzes and keep the higher grade: each quiz 12% - total 60%

One midterm paper (writing a pamphlet for an absurd cactus using the techniques learned in class): 20%.

4 FB posts (examples of material learned in class)- total of 20%

There is no final exam in this class.
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 1, 3, 5, 7 are taught in the fall**

**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, VLSI in the fall.

### NEW CURRICULUM March 2016

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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 Abroad Program. The following courses are open to exchange students:

https://international.tau.ac.il/course_offerings/?tab=6

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**Please note:** Hebrew studies (Ulpan) and any other language courses (including Arabic) are not included in the exchange and are given with an additional fee.
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<th>Course Number</th>
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<td>626236901</td>
<td>A Picture of Narcissism: From Ovid to Wilde</td>
<td>Ms. Tamar Gerstenhaber</td>
<td>Fall</td>
<td>Sunday, 14:00-16:00, Gilman Building - Room 279</td>
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<td>626235501</td>
<td>African American Literature</td>
<td>Dr. Dr. Sonia Weiner</td>
<td>Spring</td>
<td>Sunday, 12:00-14:00, Web Building- Room 102</td>
<td>Course Requirements: Midterm – In Class</td>
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<td>626227301</td>
<td>American Gothic: From Poe to King</td>
<td>Dr. Yael Maurer</td>
<td>Fall</td>
<td>Tuesday, 14:00-16:00, Building Web- Room 103</td>
<td>Course Requirements: Active attendance and participation: 10%</td>
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<td>626127801</td>
<td>Introduction to British Culture I</td>
<td>Dr. Jonathan Stavsky</td>
<td>Fall</td>
<td>Monday, 10:00-12:00, Web Building - Room 1 (lesson)</td>
<td><strong>Lesson + Exercise</strong></td>
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<td>626127801</td>
<td>Introduction to British Culture I</td>
<td>Dr. Jonathan Stavsky</td>
<td>Fall</td>
<td>Thursday, 10:00-12:00, Web Building- Room 1 (exercise)</td>
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<td>626225401</td>
<td>Native American Literature</td>
<td>Dr. Dalit Alperovich</td>
<td>Fall</td>
<td>Tuesday, 12:00-14:00, Gilman Building- Room 277</td>
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<td>626237301</td>
<td>William Faulkner: Times and Works</td>
<td>Dr. Maurice Ebileeni</td>
<td>Fall</td>
<td>Wednesday,12:00-14:00, Web Building- Room 103</td>
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<td>626125001</td>
<td>Introduction to</td>
<td>Dr. Nir</td>
<td>Fall</td>
<td>Sunday,10:00-12:00, Gilman Building-</td>
<td>Course Requirements:</td>
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<td>Course</td>
<td>Instructor</td>
<td>Session</td>
<td>Time and Location</td>
<td>Notes</td>
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<tr>
<td>Literary Theory and Criticism</td>
<td>Evron</td>
<td>Fall</td>
<td>Wednesday, 10:00-12:00, Gilman</td>
<td>Reading, Attendance, Midterm exam, Final exam *Lesson + Exercise</td>
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<td>Introduction to Literary Theory and Criticism</td>
<td>Dr. Nir Evron</td>
<td>Fall</td>
<td>Room 282 (lesson)</td>
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<td>Sunday, 12:00-1:00, Web Building</td>
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<tr>
<td>The Long Nineteenth Century and the Gothic Imagination</td>
<td>Ms Meyrav Koren-Kuik</td>
<td>Fall</td>
<td>Room 103 (exercise)</td>
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<tr>
<td>Poetry and Protest</td>
<td>Dr. Dara Barnat</td>
<td>Fall</td>
<td>Wednesday, 10:00-12:00, Gilman</td>
<td>Reading, Attendance, Midterm exam, Final exam *Lesson + Exercise</td>
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<td>Confessional Poetry</td>
<td>Dr. Roi Tartakovsk y</td>
<td>Fall</td>
<td>Monday, 12:00-14:00, Web Building –Room 103 ( lesson )</td>
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<td>Dr. Roi Tartakovsk y</td>
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<td>Thursday, 12:00-14:00, Web Building –Room 103 ( exercise )</td>
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<td>Contemporary American Fantasy</td>
<td>Mr. Shawn Edrei</td>
<td>Fall</td>
<td>Tuesday, 16:00-18:00, Rozenberg</td>
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<tr>
<td>Introduction to British Culture I</td>
<td>Dr. Jonathan Stavsky</td>
<td>Fall</td>
<td>Monday, 10:00-12:00, Web Building –Room 1 ( lesson )</td>
<td>*Lesson + Exercise</td>
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<tr>
<td>Introduction to British Culture I</td>
<td>Dr. Jonathan Stavsky</td>
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<td>Chaucer: the Canterbury Tales</td>
<td>Dr. Jonathan Stavsky</td>
<td>Fall</td>
<td>Monday, 14:00-16:00, Rozenberg</td>
<td>*Lesson + Exercise</td>
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<td>Fall</td>
<td>Thursday, 14:00-16:00, Rozenberg</td>
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</table>
Overview Courses Descriptions

1) Name of the course:

*A Picture of Narcissism: From Ovid to Wilde*

Advanced Course
Tamar Gerstenhaber  tamargerst@post.tau.ac.il

Course Description:

In his “On Narcissism: An Introduction”, Freud tells us that contrary to the commonly held belief which ascribes narcissism to specific individuals, narcissism “might claim a place in the regular course of human sexual development”. That is, narcissism, according to Freud, constitutes an archaic mainspring for the birth of human subjectivity. In this course, we will attempt to discover the specificity and material of the place Freud points towards through a close reading of literary texts which use the narcissus myth as their substrate.

We will begin our exploration with Ovid’s myth of “Narcissus and Echo” and the connection Leon Batista Alberti’s draws between this myth and the invention of painting. We will examine the manifestations of the complex connection between narcissism and painting in the early Shakespearian sonnets to the youth, heeding the bard’s advice to “hear with eyes.” Finally, we will carefully unfold Oscar Wilde’s use of the Narcissus myth and the Shakespearian sonnets in his short story “The Portrait of Mr. W. H.” and his seminal novel *The Picture of Dorian Gray*.

Primary texts:

Sigmund Freud:

“On Narcissism: An Introduction”

“The Ego and the Id”

Ovid: “Narcissus and Echo”

Shakespeare: *Sonnets*

Oscar Wilde:

“The Portrait of Mr. W.H.”
The Picture of Dorian Gray

Course Requirements: Midterm (in class): 30%
Final Paper: 70%

2) Name of the course:

American Gothic: From Poe to King

Dr. Yael Maurer
Advanced Course

Course Description:
In this course we will explore a literary genre known as "Gothic fiction" in its American form. We will read texts by American writers, beginning in the nineteenth century with the works of writers like Washington Irving, Nathaniel Hawthorne and Edgar Allan Poe, and move on to more contemporary writers who incorporate gothic elements in their fiction, like Stephen King, one of the most prolific and bestselling American authors today, whose writing follows this American tradition but reinvents it to fit our day and age.

Gothic fiction, as Joyce Carol Oates states in the introduction to her collection of American gothic tales, is a fitting literary form for the first settlers in the New World, the Puritans. The Puritan sensibility may be termed "Gothic" in the sense that the Puritans believed themselves to be chosen by God, but also potentially damned if they did not receive God's grace and were excluded from what they termed God's "Covenant of Grace". The Puritans believed all human activities are determined by God long before a person's birth.

Therefore, it comes as no surprise that Puritan sermons were concerned with witchcraft and demon possessions and with the invisible world of spirits which threaten the living. This sense of fear of the unknown and invisible world which exists somewhere outside our known world, but which has the power to invade and influence it, is at the heart of the Gothic tale. It is therefore fascinating to explore the ways in which this literary form came into being and how its influence is still very much with us today. One just has to glance at recent best–seller lists to see that the most popular books in the United States today are tales of vampires and demons.

As Eric Savoy and Robert K. Martin note in their study of the American gothic, the gothic is the most American of literary "turns" (rather than a coherent genre or mode) in its ironic dialogic relation with a haunted past. The irony lies in the fact that American civilization is founded on the attempt to get rid of this very past. Thus an essentially gothic American culture, to borrow Leslie Fiedler's term, is produced by a society driven by the need to get rid of its
ghosts and shadows. Teresa Goddu notes in her study of the sources of the genre and its historical beginnings that American history "remains troubled and haunted despite its claims to newness and innocence" (Gothic America, 13). Goddu discusses "the nightmare of American history" (13), a fitting appellation for the literary texts and the films we'll be discussing. We will watch a film based on a gothic tale (Timothy Burton's The Legend of Sleepy Hollow) and explore how it adapts and reinvents the original work of fiction.

We'll also watch the filmic adaptation of Stephen King's Southern gothic novel The Green Mile to see in what ways the South is re imagined as a gothic locale.

Primary texts:
Washington Irving, "The Adventure of the German Student", "The Legend of Sleepy Hollow", "Rip Van Winkle"
Edgar Allan Poe, "The Black Cat", "Hop Frog", "William Wilson"
Nathaniel Hawthorne, "Old Esther Dudley", "The Birthmark", "Dr Heidegger's Experiment", "Young Goodman Brown"

Course Requirements:
Active attendance and participation 10%
Midterm 45%
Final exam (in class) 45%
Check the Yedion for the dates of the final exam.

3) Name of the course:
Native American Literature

Advance Course

Dr. Dalit Alperovich leizarov@post.tau.ac.il

Course Description:
The course offers an introduction to Native American literatures spanning the twentieth century. We will read texts written by Native writers from different tribal-nations, introduce indigenous epistemologies, and will discuss texts in their historical, political, cultural, and literary contexts by applying various methods of literary analysis. Texts include novels by D'Arcy McNickle, Ella Cara Deloria, N. Scott Momaday, and James Welch, and short stories by Louise Erdrich, Sherman Alexie, Gerald Vizenor, and Leslie Marmon Silko.
4) Name of the course:

**William Faulkner: Times and Works**
Dr. Maurice Ebileeni

**Course Description:**
Nobel Laureate William Faulkner continues to be classified among the most important writers of American letters and one of the most original authors of the 20th century. This course will focus on the period from 1929 to 1942 — the “long decade” of Faulkner’s greatest literary achievements. We will be reading from some of his major novels such as *The Sound and the Fury* along with a selection of his short stories. The purpose is not only to read the texts, but also to place them in the historical and cultural context of the U.S. south. This will be a class with student discussion and occasional assignments. It is therefore essential that students do not fall behind in their reading.

**Course Requirements:**
Assignments: 20%
Mid-term exam: 20%
Final exam or paper 50%
Engagement in class discussion: 10%.

5) Name of the course:

**Introduction to Literary Theory and Criticism**
Basic Theory Course
Dr. Nir Evron nirev2@gmail.com

**Course Description:**
The purpose of this introductory course is to familiarize students with the central figures, major ideas and dominant intellectual movements that had shaped the study of literature. The history of the field will be presented as a series of intellectual conflicts in which competing sets of ideas about the nature of literature, language, meaning, selfhood and truth clash and inform one another. We shall read texts by Plato and Aristotle, Wordsworth and Coleridge, Matthew Arnold and Oscar Wilde, Marx, Freud, Derrida, Foucault and other 20th-century theorists.
**Course Requirements:**
Reading, Attendance, Midterm exam, Final exam.

6) **Name of the course:**

*The Long Nineteenth Century and the Gothic Imagination*

Advance Course  
Ms Meyrav Koren-Kuik  
meyravko@post.tau.ac.il

**Course Description:**

The advent of Gothic literature in England in the second half of the Eighteenth Century is traditionally viewed as a reactionary act, expressing a collective sense of anxiety, towards the socio-political upheaval across the channel in France. Novels by Horace Walpole, Matthew Lewis, and Ann Radcliffe, among others, established the poetic and aesthetic foundation of the Gothic Romance genre. Eerie castles, dark secrets, resourceful orphans, abuse of patriarchal power, and every manner of excess filled the pages of Gothic Romance novels.

By the dawn of the nineteenth century, the Gothic expanded its presence in literary texts beyond the definition of genre. It became what scholar Judith Halberstam aptly termed “a technology of monsters”. Nineteenth Century literature is suffused with Gothic elements, and the Gothic is present even in narratives that at first glance seem deceptively realistic. The aim of this course is to explore the Gothic in its extended context as a marker for social, political and cultural change in Britain. We will read two short novels: Mary Shelley’s *Frankenstein*, and Emily Bronte’s *Wuthering Heights*, as well as two novellas: R.L. Stevenson’s *The Strange Case of Dr. Jekyll and Mr. Hyde*, and H.G. Wells’ *The Island of Dr. Moreau*. The reading of fiction will be supported by the exploration of scholarly texts by Edmund Burke, Sigmund Freud, Charles Darwin, Judith Halberstam, Julian Wolfreys, Fred Botting, and Markman Ellis.

7) **Name of the course:**

*Poetry and Protest*

Dr. Dara Barnat

**Course Description:**

In this course we will be exploring poetry of dissent, resistance, and rebellion. In the public and political spheres, as well as the private, domestic ones, poets have written to confront
gender, racial, and ethnic oppression. Protest can be expressed through content, as well as structure, for instance breaking free from traditional poetic forms. Examples of protest poets include Walt Whitman, Langston Hughes, Muriel Rukeyser, Allen Ginsberg, Audre Lorde, June Jordan, Sylvia Plath, Adrienne Rich, Anne Waldman, Charles Bernstein, Marge Piercy, Naomi Shihab Nye, Claudia Rankine, and Yusef Komunyakaa. Alongside poetry we will read selections of criticism related to poetry, politics, and activism.

8) **Name of the course:**

**Confessional Poetry**

Advanced BA Course

Dr. Roi Tartakovksy  
tartako@post.tau.ac.il

**Course Description:**

M. L. Rosenthal first applied the term *confessional* to the poetry of Robert Lowell, and the term has expanded to include a mode of highly personal and revealing poetry associated with Anne Sexton, Sylvia Plath, John Berryman, and many others. In this class we will closely read the work of American poets whose work is said to be confessional while also questioning the very idea of confessional poetry. For example, we will ask what makes a poem confessional, whether poetry can ever be non-confessional, and how confessional poetry relates to other modes of confession.

9) **Name of the course:**

**Contemporary American Fantasy**

Advanced course

Mr. Shawn Edrei

**Course Description:**

Unlike its cerebral twin Science Fiction, the fantasy genre has remained largely consistent throughout the 20th century, with established themes and motifs that recur throughout its literary landscape. Images of beautiful forest-dwelling elves and savage green-skinned orcs remain as pervasive and plentiful as they were nearly a century ago.

However, the advent of the 21st century has brought about many narratives of resistance to (and subversion of) the prototypical structure of the fantasy text. Authors such as Rick Riordan, Ben Croshaw and Harry Turtledove have produced texts which undermine generic tropes and attempt to redefine fantastic iconography for modern audiences. This course will examine the different methods and techniques used to create these literary challenges, in an attempt to determine both their origins and possible ramifications for the future of the genre.
Course Requirements:

Reading List (tentative):

Harry Turtledove, “After The Last Elf is Dead”

Ari Marmell, *The Goblin Corps*

Paul Dale, *The Dark Lord’s Handbook*

Rhianna Pratchett, *Overlord*

Kurtis J. Wiebe, *Rat Queens*

Drew Hayes, *NPCs*

Ben Croshaw, *Mogworld*

Scott Snyder, excerpts from *Voodoo Heart*

10) Name of the course:

*Introduction to British Culture I*

Introduction Course

Dr. Jonathan Stavsky

Course Description:

What did the English language sound like over a thousand years ago? Why is it so different today? Has English culture always enjoyed the same global prestige? What are its sources? How did it come to assert itself? What was it like to be a woman in the fourteenth century? Is Shakespeare really the greatest love poet? Can texts written in the remote past speak to present readers? These are some of the questions asked, and partly answered, by this survey of English literature from its earliest medieval records to the Renaissance and beyond. It aims to familiarize you with some of the best poetry and drama ever produced in England and to give you the tools to understand, enjoy, and take further courses on the works you will study. By the end of the semester, you should be able to identify, analyze, contextualize, and trace the development of their forms, themes, and ideologies.

Syllabus: The material for this course includes the Old English epic *Beowulf*, Marie de France’s *Lais* (*), the Arthurian romance *Sir Gawain and the Green Knight*, Chaucer’s *Canterbury Tales* (*), the morality play *Everyman*, selected lyric poetry, Spenser’s *The Faerie Queene* (*), Shakespeare’s *Sonnets* (*), *Midsummer Night’s Dream*, and *Hamlet*, and Milton’s
biblical epic *Paradise Lost*. Works marked with an asterisk (*) will be taught in selections. All texts will be made available on the course website or read from online repositories.

**Course Requirements:**

Your grade will consist of (1) a midterm exam (33%), where you will be asked to identify and explicate passages from texts studied in the first half of the course according to a fixed set of criteria, and (2) a longer final exam (67%) that will include (a) identification and explication of passages from the second half of the course and (b) an essay that spans works from both parts.

**Course rules:**

1) Carefully go over the material in advance of the class for which it has been assigned and then reread it before the exams. Do not underestimate what preparing for this course involves. To keep up, you must plan a study schedule. In weeks where the load is lighter, read ahead.

2) Full attendance is mandatory, in compliance with University regulations. All absences must be coordinated in advance. Unjustified absences may result in a lower grade or a fail.

11) **Name of the course:**

*Chaucer: The Canterbury Tales*

Advanced Course

Dr. Jonathan Stavsky

**Course Description:**

Gradually composed during the last two decades of the fourteenth century, Geoffrey Chaucer’s *Canterbury Tales* is among the most important collections of verse narratives ever written. It is a work that continually probes the very nature of storytelling and representation while tackling issues as diverse as the mutability of fortune, the status of women and the relations between husband and wife, religious piety and hypocrisy, social conflict, and much more besides. Its thematic variety is matched by an equal wealth of forms, many of which were—and still remain—highly experimental.

This course will aim to go over the *Canterbury Tales* from cover to cover, together with selected background material and critical essays demonstrating the major approaches that scholars have brought to bear on this work, from formalism to book history, from feminism to post-colonialism. No prior knowledge of Middle English is required. However, all texts will be read in the original. By the second half of the semester, you are expected to become proficient in the grammar, core vocabulary, and pronunciation of the London dialect, the basis of Early Modern English. Students who successfully complete the requirements of the course should be
able to analyze, contextualize, theorize, and savor Chaucer’s poetry. They will also be qualified to pursue advanced seminars on this and other medieval authors.

**Preliminary Syllabus:**

In advance of the course, please get hold of the following edition of Chaucer’s complete works, which you will also be able to use in future years:


You may use BookFinder (http://www.bookfinder.com/) to compare the prices of new and used books (search by ISBN number to ensure you are placing the right order). Items ordered to Israel via The Book Depository (http://www.bookdepository.com/) generally arrive within two–three weeks. Other delivery options may take longer.

Additional texts will be made available on the course website or read from online repositories.

**Course Requirements:**

1) Four short assignments (40%). Each must examine the tale assigned for the class on which it is submitted in relation to the critical or contextual material that has been paired with it. More detailed instructions will be distributed at the beginning of the semester.

2) A short research proposal for the term paper (10%), due no later than December 22, based on a list of guidelines that will be circulated in the last week of November.

3) One term paper on the topic stated in your research proposal (40%), due on January 26.

**Course rules:**

1) Carefully go over the material in advance of the class for which it has been assigned.

2) To pass the course, you must submit all papers on time and get a passing grade for each. Students who fail a short assignment may write another one during the semester.

3) Full attendance is mandatory, in compliance with University regulations. All absences must be coordinated in advance. Unjustified absences may result in a lower grade or a fail.

23) *Name of the course:*

*William Faulkner: Times and Works*

Advanced Course
Dr. Maurice Ebileeni
Course Description:
Nobel Laureate William Faulkner continues to be classified among the most important writers of American letters and one of the most original authors of the 20th century. This course will focus on the period from 1929 to 1942 — the “long decade” of Faulkner’s greatest literary achievements. We will be reading from some of his major novels such as *The Sound and the Fury* along with a selection of his short stories. The purpose is not only to read the texts, but also to place them in the historical and cultural context of the U.S. south. This will be a class with student discussion and occasional assignments. It is therefore essential that students do not fall behind in their reading.

Course Requirements: Assignments: 20%, Mid-term exam: 20%, Final exam or paper 50%
Available only to Graduate students

**Program Name:** ARCHAEOLOGY & HISTORY OF THE LAND OF THE BIBLE (M.A.)

* Requirements from students who will be taking the course:

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<th>Course number</th>
<th>Program</th>
<th>Course name</th>
<th>Lecturer</th>
<th>Semester</th>
<th>Dates</th>
<th>Day, time location</th>
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| 1671-4043-01  | Archaeology and History of the Land of the Bible | The archaeology and history of the land of Israel throughout the periods: **Late Bronze Age** and **Early Iron Age I**  
  - The class includes a mandatory field tour  
  [http://archaeology.tau.ac.il/internationalMA/?page_id=4288](http://archaeology.tau.ac.il/internationalMA/?page_id=4288)  
  - **Final Paperwork** | Dr. Ido Koch | Fall | 03/11/16 - 15/12/16 | Thursday 10:15-13:45 Room: 319 N |
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<th>Instructor</th>
<th>Semester</th>
<th>Dates</th>
<th>Time</th>
<th>Room</th>
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| 1671-4044-01 | Archaeology and History of the Land of the Bible | The archaeology and history of the land of Israel throughout the periods: **Iron Age I-II**  
*The class includes a mandatory field tour*  
http://archaeology.tau.ac.il/internationalMA/?page_id=4293 | Dr. Omer Sergi | Fall | 19/12/16-26/1/17 | Monday 10:15-13:45 | Room 304 |
| 1671-4045-01 | Archaeology and History of the Land of the Bible | The archaeology and history of the land of Israel throughout the periods: **Iron Age II - Persian Period**  
*The class includes a mandatory field tour*  
http://archaeology.tau.ac.il/internationalMA/?page_id=4298 | Dr. Omer Sergi | Spring | 13/03/2017-11/05/2017 | Monday 10:15-13:45 | Room 323 |
| 1671-4046-01 | Archaeology and History of the Land of the Bible | The archaeology and history of the land of Israel throughout the periods: **Late Persian and Hellenistic Periods**  
*The class includes a mandatory field tour*  
http://archaeology.tau.ac.il/internationalMA/?page_id=4303 | Dr. Meir Edrey | Spring | 15/05/2017-22/06/2017 | Monday 10:15-13:45 | Room 323 |
# Available only to Graduate students

**Program Name:** CONFLICT RESOLUTION AND MEDIATION (M.A.)
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<th>Semester</th>
<th>Start/end date</th>
<th>Day, time, location</th>
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<td>Conflict resolution and mediation</td>
<td>Dr. Dennis Kahn</td>
<td>Fall</td>
<td>Oct 30 2016 to January 29 2017</td>
<td>Thursdays, 13:30-15:00</td>
<td>Room 104</td>
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<td>10444004</td>
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<td>Conflict resolution and mediation</td>
<td>Dr. Steven Klein</td>
<td>Fall</td>
<td>Oct 30 2016 to January 29 2017</td>
<td>Wednesdays 15:15- 16:45</td>
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<td>Daniel Reisner</td>
<td>Fall</td>
<td>Oct 30 2016 to January 29 2017</td>
<td>Tuesdays 18:00- 19:30</td>
<td>Room 104</td>
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<td>10444041</td>
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<td>Conflict resolution and mediation</td>
<td>Dr. Ahmed Natour</td>
<td>Fall</td>
<td>Oct 30 2016 to January 29 2017</td>
<td>Thursdays 11:00-12:30</td>
<td>Room 104</td>
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<td>10444007</td>
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<td>Conflict resolution and mediation</td>
<td>Dr. Uriya Shavit</td>
<td>Fall</td>
<td>Oct 30 2016 to January 29 2017</td>
<td>Tuesdays 14:30- 17:00</td>
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<td>0920.6120.01</td>
<td>Environmental Studies</td>
<td>Environmentalism: Ethical and Cultural Perspectives</td>
<td>Dr. Jeremy Benstein</td>
<td>Fall</td>
<td>October 30 - January 29</td>
<td>Thursdays 14:00-16:00</td>
<td>November 10 2016</td>
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<tr>
<td>0920.6430.01</td>
<td>Environmental Studies</td>
<td>Environmen Policy and Sustainable Development</td>
<td>Valerie Brachya</td>
<td>Fall</td>
<td>October 30 - January 29</td>
<td>Mondays 12:00-14:00</td>
<td>November 10 2016</td>
<td>Take home exam.</td>
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<tr>
<td>0920.6110.01</td>
<td>Environmental Studies</td>
<td>Essentials in Introductory Ecology: The Israeli Perspective</td>
<td>Dr. Boaz Schaham</td>
<td>Fall</td>
<td>October 30 - January 29</td>
<td>Mondays 14:00-16:00</td>
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<td>Environmental Studies</td>
<td>Physical and hydrologic aspects of transboundary water resources management in Israel and the Middle East</td>
<td>Dr. Nimrod Inbar</td>
<td>Fall</td>
<td>October 30 - January 29</td>
<td>Mondays 16:00-18:00</td>
<td>November 10 2016</td>
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<td>Environmental Studies</td>
<td>Environmental Health</td>
<td>Dr. Debby Mir</td>
<td>Fall</td>
<td>October 30 - January 29</td>
<td>Tuesdays 14:00-16:00</td>
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<td>0920.6100.01</td>
<td>Environmental Studies</td>
<td>Global Warming: Connecting the Dots</td>
<td>Prof. Colin Price</td>
<td>Fall</td>
<td>October 30 - January 29</td>
<td>Tuesdays 12:00-14:00</td>
<td>November 10 2016</td>
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<td>Semester</td>
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<tr>
<td>0920.6130.01</td>
<td>Environmental Studies</td>
<td>Environmental Economics</td>
<td></td>
<td>Spring</td>
<td>March 13</td>
<td>June 29</td>
<td>March 23, 2017</td>
<td>Please check syllabus for final exam date.</td>
</tr>
<tr>
<td>0920.6300.01</td>
<td>Environmental Studies</td>
<td>Marine Systems of the Mediterranean Region: Environmental Challenges</td>
<td>Prof. Hudi Benayahu</td>
<td>Spring</td>
<td>March 13</td>
<td>June 29</td>
<td>March 23, 2017</td>
<td>Prerequisite: introductory ecology course or have approval of the lecturer. Please check syllabus for final exam date.</td>
</tr>
<tr>
<td>0920.6450.01</td>
<td>Environmental Studies</td>
<td>Changes in ways of perceiving the environment with the shift to agriculture</td>
<td>Dr. Daniel Naveh</td>
<td>Spring</td>
<td>March 13</td>
<td>June 29</td>
<td>Wednesdays 12:00-14:00</td>
<td>March 23, 2017</td>
</tr>
<tr>
<td>0920.6421.01</td>
<td>Environmental Studies</td>
<td>Political and policy aspects of transboundary water resources management in Israel and the Middle East</td>
<td>Dr. Clive Lipchin</td>
<td>Spring</td>
<td>March 13</td>
<td>June 29</td>
<td>March 23, 2017</td>
<td>Prerequisite: Dr. Nimrod Inbar's course from Fall semester, or approval of the lecturer. Please check syllabus for final exam date.</td>
</tr>
</tbody>
</table>
Program Name: **MIDDLE EASTERN STUDIES** (M.A.)

*All courses are seminar courses.

* The final assignment for all 3 courses is a seminar paper - students can choose to submit a short (3,000-4,000 words) OR long (7,000-8,000 words) paper.

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Program Name</th>
<th>Course name</th>
<th>Lecturer</th>
<th>Semester</th>
<th>Day, time, location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1654.4001</td>
<td>Middle eastern studies</td>
<td>Foundations for the Advanced Study of the History of Islam</td>
<td>Dr. Elisheva Machlis</td>
<td>Fall</td>
<td>Sunday - 10:00-14:00</td>
</tr>
<tr>
<td>1654.4003</td>
<td>Middle eastern studies</td>
<td>Selected Topics in the History of the Modern Middle East</td>
<td>Prof. Meir Litzvak</td>
<td>Fall</td>
<td>Monday + Wednesday 12:00-14:00</td>
</tr>
<tr>
<td>1654.4024</td>
<td>Middle eastern studies</td>
<td>Historical Approaches and Methods for Middle Eastern Studies</td>
<td>Dr. Brandon Friedman</td>
<td>Fall</td>
<td>Monday + Wednesday 10:00-12:00</td>
</tr>
</tbody>
</table>

*Each class is 4 TAU credits, and all are seminar courses. Students must submit a seminar paper of at least 3000 words to earn credit for the course, and they must participate and submit any additional course assignments. Spring semester assignments are due September 18, 2018.*

**Course Overviews** - International MA in Middle Eastern Studies

Fall 2016: October 30, 2016 – January 29, 2017
1) Course Name:

**Foundations for the Advanced Study of the History of Islam**

Lecture: Dr. Elisheva Machlis

**Course Description:**

The course is designed to expose students to the multiple layers of Islamic history and the almost infinite varieties of Islam. At the same time, we will discuss the mechanisms that allow historical actors to crush this multiplicity into a single, seemingly coherent entity.

What was the ‘Islam’ of Islamic reformers of the late nineteenth century, what was it for secularists of the early Turkish republic and was it for present-day Jihadists? What is ‘Islamic’ in Islamic civilization and is it really meaningful to refer to a bewildering plurality of societies and phenomena across a huge geography and over almost a millennium and a half under one banner? What ties the millions of people that inhabited these vast territories over centuries to one another, and what are the things they would recognize as ‘their own’? How did this ‘Islam’ change over time and what nevertheless kept it recognizable to its believers? Throughout the course we will seek answers to these questions and, equally important, discuss some of the empirical, methodological and theoretical challenges of historical research.

2) Course Name:

**Historical Approaches and Methods for Middle Eastern Studies**

Lecture: Dr. Brandon Friedman

**Course Description:**

This course is designed to provide students with the research skills, sources, and tools necessary to conduct research in Middle Eastern Studies. The primary objective is to equip students with the ability to critically evaluate academic work and employ methodological tools throughout their studies. The course will expose students to key historiographical and theoretical debates on four major topics: approaches to the study of Islam; the Orientalism debate; modernization theory and identity; and interpreting the upheavals of "The Arab Spring". Through the introduction of various disciplinary approaches, students will engage with the evolution of scholarly discourse on the modern Middle East in preparation for their own research projects.

3) Course Name:

**Selected Topics in the History of the Modern Middle East**

Lecture: Prof. Meir Litvak

Course overview will be updated later on.

Available only to Graduate students
## Program Name: POLITICAL SCIENCE AND POLITICAL COMMUNICATION (M.A.)

<table>
<thead>
<tr>
<th>Course number</th>
<th>Program</th>
<th>Course name</th>
<th>Lecturer</th>
<th>Semester</th>
<th>Day, time location</th>
</tr>
</thead>
<tbody>
<tr>
<td>10344010</td>
<td>Political Since and Political Communication</td>
<td>Introduction to Politics &amp; leadership</td>
<td>Dr. Evgeni Klauber</td>
<td>Fall</td>
<td>Wednesday 13:15-15:45</td>
</tr>
<tr>
<td>10344008</td>
<td>Political Since and Political Communication</td>
<td>Introduction to Political Communication</td>
<td>Prof. Amal Jamal</td>
<td>Fall</td>
<td>Wednesday 16:15-18:45</td>
</tr>
<tr>
<td>10344006</td>
<td>Political Since and Political Communication</td>
<td>Theories of Political Leadership &amp; Communication</td>
<td>Prof. Tami Meisels</td>
<td>Fall</td>
<td>Tuesday 16:15-18:45</td>
</tr>
</tbody>
</table>

Available only to Graduate students
**Program Name:** SECURITY AND DIPLOMACY STUDIES (M.A.)

<table>
<thead>
<tr>
<th>Course number</th>
<th>Program</th>
<th>Course name</th>
<th>Lecturer</th>
<th>Semester</th>
<th>Day, time location</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1033-4004</td>
<td>Security and Diplomacy Studies</td>
<td>The International System</td>
<td>Dr. Uriel Abulof</td>
<td>Fall</td>
<td>Oct 30-Feb 6</td>
<td>Naftali building Room 004</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Spots are limited. MA students is a requirement</td>
</tr>
<tr>
<td>1033-4021</td>
<td>Security and Diplomacy Studies</td>
<td>The History of the Arab-Israeli Conflict</td>
<td>Prof. Uriya Shavit</td>
<td>Fall</td>
<td>Oct 30-Feb 6</td>
<td>Naftali building Room 004</td>
</tr>
<tr>
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<td>Spots are limited. MA students is a requirement</td>
</tr>
<tr>
<td>1033-4003</td>
<td>Security and Diplomacy Studies</td>
<td>Modern Strategic Theory</td>
<td>Prof. Azar Gat</td>
<td>Fall</td>
<td>Oct 30-Feb 6</td>
<td>Naftali building Room 004</td>
</tr>
<tr>
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<td></td>
<td></td>
<td>Spots are limited. MA students is a requirement</td>
</tr>
<tr>
<td>1033-4010</td>
<td>Security and Diplomacy Studies</td>
<td>Israel’s Strategic Doctrine</td>
<td>Dr. Eran Lerman</td>
<td>Fall</td>
<td>Oct 30-Feb 6</td>
<td>Naftali building Room 004</td>
</tr>
<tr>
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<td>Spots are limited. MA students is a requirement</td>
</tr>
</tbody>
</table>

Available only to Graduate students
Program Name: CRISIS AND TRAUMA STUDIES (M.A. IN SOCIAL WORK)

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

Fall semester - October 31, 2016 - January 29, 2017

<table>
<thead>
<tr>
<th>Course number</th>
<th>Program</th>
<th>Course name</th>
<th>Lecturer</th>
<th>Semester</th>
<th>Day, time location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1140637401</td>
<td>Fall</td>
<td>Religion and Spirituality as coping resources with life crisis</td>
<td>Dr. Hisham Abu-Raiya</td>
<td>Fall</td>
<td>Wednesdays 16:15 - 17:45 - at the Bob Shapell School of Social Work room 152</td>
</tr>
</tbody>
</table>

*** 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, or Criminology.

Available only to Graduate students
Program Name: **THACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (M.A)**

**Fall Semester: October 30, 2016 - January 29, 2017**

NOTE: 1 academic hour = 45 minutes.
You will have a 1/2 hour break between classes.

Classroom: **Dan David building, Room 104**

<table>
<thead>
<tr>
<th>Mondays</th>
<th>Wednesdays</th>
<th>Thursdays</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching Literature (2 credit hours)</strong></td>
<td><strong>TESOL Practicum: Critical Issues (2 credit hours)</strong></td>
<td><strong>Research Forum (1 credit)</strong></td>
</tr>
<tr>
<td>To be announced</td>
<td>Hanne Juel Solomon</td>
<td>16:00-18:00</td>
</tr>
<tr>
<td>8.30-10.00</td>
<td>9:00-12:00 (for field trips)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10:15-11:45 for classroom meetings) - schedule to be announced</td>
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<td></td>
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</tr>
<tr>
<td><strong>Methods of Language Teaching (3 credit hours)</strong></td>
<td><strong>Practicum – Bridging Theory and Practice (1 credit hour)</strong></td>
<td>Must attend 3 lectures per semester</td>
</tr>
<tr>
<td>Dr. Julia Schlam Salman</td>
<td>Hanne Juel Solomon</td>
<td><strong>DATES TO BE ANNOUNCED</strong></td>
</tr>
<tr>
<td>10.30 – 13.00</td>
<td>12:00-12:45</td>
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<td></td>
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</tr>
<tr>
<td><strong>Curriculum and Materials Development (3 credit hours)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elana Spector-Cohen</td>
<td></td>
<td></td>
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<tr>
<td>13.30-16.00</td>
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</tbody>
</table>

**Overview the Fall Semester Courses:**
1) **Course Name:**

**Curriculum Design and Material Development**

Elana Spector-Cohen (3 credit hours)

**Course Description:**

This course integrates basic concepts and models in curriculum design for teaching English as a Second, Foreign or Additional Language, with guidelines for designing and creating effective authentic course materials. The course will cover fundamental issues in curriculum planning (e.g. needs and situation analyses, goals and objectives, evaluating and creating learning materials, providing for effective teaching, curriculum innovation and evaluation) and their relevance to language teaching programs. The course includes both theoretical and hands-on components.

2) **Course Name:**

**Linguistic Models**

Prof. Dorit Ravid (2 credit hours)

**Course Description:**

The course presents students with updated reviews of the two main theoretical thrusts in linguistic knowledge, processing and acquisition today: the Chomskyan/nativistic view of language as a domain-specific, hard-wired module; and of the Connetonist/empiricist view of language as a derivative of domain-general learning abilities driven by input. The relevance of these models for language learning and thought are discussed in class.

3) **Course Name:**

**Methods of Language Teaching**

Dr. Julia Schlam Salman (3 credit hours)

**Course Description:**

This course is designed to introduce students to a broad range of didactic methods in language teaching. Students will consider these models within a variety of English language education contexts including primary school, secondary school and higher education. This course includes both theoretical approaches to language teaching and a consideration of their practical application in the classroom.

**Teaching Literature to English Learners**

(Lecturer and course description to be announced)

4) **Course Name:**
Practicum – Bridging Theory and Practice

Hanne Juel Solomon, Teacher Trainer (1 credit hour)

Course Descriptions:

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).

5) Course Name:

TESOL Practicum: Critical Issues

Hanne Juel Solomon, Teacher Trainer (2 credit hours)

Course Descriptions:

Based on theory and research from the field of ESL/EFL combined with visits to various educational sites, students will discuss, reflect and analyze critical issues relevant to the EFL classroom. With a specific focus on the discrepancies between theory and practice, the discussions will include issues such as the use of technology in ESL/EFL settings, approaches to pedagogical grammar, agendas behind and motivations in the EFL classroom, different EFL teaching methods as well as bilingual/multilingual education. In addition this course will provide practical ideas for the classroom as well as serve as a platform for discussions concerning the practical teaching experience (e.g. classroom management, methods, materials, special populations).

6) Course Name:

Research Forum (1 credit hour)

Elana Spector-Cohen

Course Descriptions:

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. Since the research forum is held in conjunction with the MA students in the equivalent Hebrew program, the TESOL students are required to attend the three sessions that are held in English only; others are optional. 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. Readings related to the topic are distributed in advance.

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.
Available only to Graduate students
Number of the course: 1011471301

1) Course Name:

**DYNAMIC GAMES: NUMERICAL METHODS AND APPLICATIONS**

Schedule of the course:

1. Sunday Dec. 11th 2016 - 16:00 – 19:00
2. Tuesday Dec. 13th 2016 – 9:00 – 12:00
3. Wednesday Dec. 14th – 9:00 – 12:00
4. Sunday Dec. 18th - 16:00 – 19:00

**Dynamic Games: Numerical Methods and Applications**

Course Description:

The objective of this course is to introduce students to dynamic games and their applications in economics, with an emphasis on industrial organization. During the course we will solve a simple version of the Ericson & Pakes (1995) model of industry dynamics and discuss how to extend it to capture key features of real-world industries. We will discuss some of the existing methods for computing equilibria of dynamic games and about ways to alleviate the computational burden.
In general, courses offered by the Coller school of Management are intended for master's students. In special cases (and pending approval of the Coller school of Management), bachelor's students will be allowed to take courses in this department.

<table>
<thead>
<tr>
<th>Course number</th>
<th>Program</th>
<th>Course name</th>
<th>Lecturer</th>
<th>Semester</th>
<th>Day, time</th>
<th>Method</th>
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</thead>
<tbody>
<tr>
<td>1231.3402.01</td>
<td>Coller School of Management</td>
<td>Consumer Insights and Strategic Marketing</td>
<td>Prof. Danziger Shai</td>
<td>Fall</td>
<td>Tuesday 15:45-18:30 30 Recanati Building, room 306</td>
<td>Lecture</td>
</tr>
<tr>
<td>1231.3412.01</td>
<td>Coller School of Management</td>
<td>Pricing Policy</td>
<td>Dr. Zubcsek Peter Pal</td>
<td>Fall</td>
<td>Tuesday 18:45-20:00 254 Recanati Building, room 254</td>
<td>Lecture</td>
</tr>
<tr>
<td>1231.3425.01</td>
<td>Coller School of Management</td>
<td>Data Analysis in Marketing</td>
<td>Dr. Zubcsek Peter Pal</td>
<td>Fall</td>
<td>Monday 18:45-20:00 254 Recanati Building, Room 254</td>
<td>Lecture</td>
</tr>
<tr>
<td>1231.3425.10</td>
<td>Coller School of Management</td>
<td>Tutorial 01: Data Analysis in Marketing</td>
<td>Mr. Hod Refael</td>
<td>Fall</td>
<td>Monday 20:15-21:30 252 Recanati Building Room 252</td>
<td>Exercise</td>
</tr>
<tr>
<td>1231.3635.01</td>
<td>Coller School of Management</td>
<td>Strategic Innovation</td>
<td>Dr Stettner Uriel</td>
<td>Fall</td>
<td>Sunday 15:45-18:30 30 Recanati Building, Room 305</td>
<td>Lecture</td>
</tr>
<tr>
<td>1231.3635.02</td>
<td>Coller School of Management</td>
<td>Strategic Innovation</td>
<td>Dr Stettner Uriel</td>
<td>Fall</td>
<td>Wednesday 15:45-18:30 305 Recanati Building Room 305</td>
<td>Lecture</td>
</tr>
<tr>
<td>1231.3653.01</td>
<td>Coller School of Management</td>
<td>Business Simulation</td>
<td>Dr Stettner Uriel</td>
<td>Fall</td>
<td>Sunday 15:45-18:30 305 Recanati Building Room 305</td>
<td>Lecture</td>
</tr>
<tr>
<td>Course Code</td>
<td>Department</td>
<td>Course Name</td>
<td>Instructor</td>
<td>Semester</td>
<td>Day</td>
<td>Time</td>
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<tr>
<td>1231.7601.01</td>
<td>Coller School of Management</td>
<td>Project: Advanced Topics in Strategy</td>
<td>Prof. Karmeli Avi</td>
<td>Fall</td>
<td>Sunday</td>
<td>18:45-21:30</td>
</tr>
<tr>
<td>1242.3263.01</td>
<td>Coller School of Management</td>
<td>Operation Strategy</td>
<td>Dr. Noam Shamire</td>
<td>Fall</td>
<td>Tuesday</td>
<td>18:45-21:30</td>
</tr>
<tr>
<td>1243.3015.01</td>
<td>Coller School of Management</td>
<td>Management of Teams</td>
<td>Dr. Ofira Shraga</td>
<td>Fall</td>
<td>Thursday</td>
<td>18:45-21:30</td>
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<tr>
<td>1243.3551.01</td>
<td>Coller School of Management</td>
<td>Power in Organizations</td>
<td>Prof. Heller Daniel</td>
<td>Fall</td>
<td>Thursday</td>
<td>15:45-18:30</td>
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<tr>
<td>1238.2322.01</td>
<td>Coller School of Management</td>
<td>Strategy</td>
<td></td>
<td>Fall</td>
<td>Monday</td>
<td>08:15-11:00</td>
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<tr>
<td>1238.2413.01</td>
<td>Coller School of Management</td>
<td>Marketing</td>
<td></td>
<td>Fall</td>
<td>Monday</td>
<td>11:15-14:00</td>
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<tr>
<td>1238.2211.01</td>
<td>Coller School of Management</td>
<td>Statistics</td>
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<td>Fall</td>
<td>Monday</td>
<td>14:30-17:15</td>
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<tr>
<td></td>
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<td>Tutorial: Statistics</td>
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<td>Fall</td>
<td>Tuesday</td>
<td>12:30-13:45</td>
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<td>1238.2410.01</td>
<td>Coller School of Management</td>
<td>Finance</td>
<td></td>
<td>Fall</td>
<td>Tuesday</td>
<td>14:00-16:45</td>
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<tr>
<td></td>
<td></td>
<td>Tutorial: Microeconomics</td>
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<td>Fall</td>
<td>Tuesday</td>
<td>17:00-18:15</td>
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<td>1238.2210.01</td>
<td>Coller School of Management</td>
<td>Microeconomics</td>
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<td>1238.2211.01</td>
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<td>Wednesday</td>
<td>11:30-14:15</td>
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<tr>
<td>1238.2415.01</td>
<td>Coller School of Management</td>
<td>Ethics</td>
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<td>Fall</td>
<td>Thursday</td>
<td>09:15-12:00</td>
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<td></td>
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<td>Fall</td>
<td>Thursday</td>
<td>12:30-13:45</td>
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<tr>
<td>Coller School of Management</td>
<td>Tutorial: Finance</td>
<td>Fall</td>
<td>Thursday 14:00-15:15</td>
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<td></td>
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</tbody>
</table>

Available to Undergraduate + Graduate students
As a TAU Law exchange student, you can take up to 7 courses. To sign up for more than 7 courses, you will need a special permission from the exchange program academic director. TAU exchange program requires that every student takes at least three courses while at TAU Law, regardless if your university recognizes the credits.

We calculate TAU credits as follows:

- 1 credit equals 13 academic hours. Each academic hour is composed of 45 minutes. Accordingly, a one credit course will meet for 585 minutes.
- A two-credit course equals 26 academic hours, i.e. 1170 minutes.

Further, TAU Law's drop/add policy is quite strict and I would like to emphasize our policy:

- Semester-long courses: Add/drop during the first two weeks ONLY.
- Quarter-long & condensed courses: Add/drop must be done before the third lesson ONLY. (Class may meet twice/week, so the period is shorter).
- Maximum number of changes (either add or drop) is 4. More than 4 requests cannot be accommodated.

Course registration: Please find attached the "Course description" for the coming semester in TAU (Spring 2016).

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course name</th>
<th>Lecturer</th>
<th>Schedule</th>
<th>Credits</th>
<th>Method</th>
<th>Time of Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1411700501</td>
<td>Seminar: Information Technology Law</td>
<td>Prof. Michael Birnhack</td>
<td>Tue 16:00-19:00</td>
<td>3</td>
<td>seminar</td>
<td>Semester 1</td>
</tr>
<tr>
<td>1411710801</td>
<td>Workshop: Information Technology Law</td>
<td>Prof. Michael Birnhack; Prof. Assaf Jacob</td>
<td>Mon 18:00-20:00</td>
<td>3</td>
<td>RP</td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td>Workshop: International Law</td>
<td>Prof. Aeyal Gross; Dr. Eliav Leiblich</td>
<td>Mon 16:00-18:00</td>
<td>3</td>
<td>RP</td>
<td>Semester 1</td>
</tr>
<tr>
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<td>Instructor(s)</td>
<td>Time</td>
<td>Credits</td>
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<tr>
<td>Reconstructing Legal Capacity</td>
<td>Prof. Amita Dhanda; Prof. Gabor Gombos</td>
<td>Changing</td>
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<td>Quarter 1</td>
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<td>Risk Derivatives and Financial Crises</td>
<td>Adv. Menachem Feder</td>
<td>Tue; Wed 18:15-19:55</td>
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<tr>
<td>Introduction to Business Law Criminal Justice in Israel</td>
<td>Dr. Hadar Jabotinsky; Prof. Kenneth Mann</td>
<td>Thu 10:15-13:55</td>
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<tr>
<td>Criminal Justice in Israel</td>
<td>Prof. Kenneth Mann</td>
<td>Mon 18:15-19:55; Fri 10:00-11:40</td>
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<tr>
<td>Economic Growth and Distributive Justice</td>
<td>Prof. Yoram Margalioth</td>
<td>Coursera</td>
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<tr>
<td>Church law: Property, Structure, Authority</td>
<td>Dr. Yifat Monnickendam</td>
<td>Mon; Wed 16:00-18:00</td>
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<td>Quarter 1</td>
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<tr>
<td>International Legal Perspectives on the Israeli-Palestinian Conflict</td>
<td>Dr. Daphna Shraga</td>
<td>Mon; Thu 14:00-15:40</td>
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<td>Common Law and Chinese Law</td>
<td>Prof. Richard Wu</td>
<td>Changing</td>
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<tr>
<td>Theory of Property</td>
<td>Prof. Mikhail Xifaras</td>
<td>Changing</td>
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<td>Global IP and Sustainable Development</td>
<td>Prof. Margaret Chon</td>
<td>Changing</td>
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<td>Global IT Law</td>
<td>Prof. Michael Geist</td>
<td>Changing</td>
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<tr>
<td>Antitrust Policy</td>
<td>Prof. David Gilo</td>
<td>Mon 18:15-19:55; Thu 16:15-17:55</td>
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<td>Quarter 2</td>
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<tr>
<td>Introduction to U.S. Class Action Law</td>
<td>Prof. Robert Klonof</td>
<td>Changing</td>
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<tr>
<td>The international Law of Work</td>
<td>Prof. Guy Mundlak</td>
<td>Mon 12:45-19:45</td>
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COURSES DESCRIPTIONS: BY QUARTER- FALL SEMESTER

*(30.10.2016-29.01.2017)*

1) **Course Name:**

**Seminar: Information Technology Law**

Professor Michael Birnhack – TAU  
Credits: 3  
Course number: 1411xxxx01  

**Course Description:**

What is the relationship between law and information technology (IT)? Does the law lag behind IT? Can the law regulate technology? This seminar will query the complex relationship between law and IT. It is a conceptual seminar, with the intention of providing students with tools to address additional IT Law topics in their individual works. We will encounter several answers to the over-arching question and a few explanatory models. We shall ask not only whether the law can regulate technology, but also how. We will examine various regulatory modalities and legislative techniques. Accordingly, each of the topics we will discuss serves as a case study for one or more strands of the above, broader theoretical themes.

During the first meetings, we will sample few topics related to IT Law, such as online speech (shielding children from harmful material; the use of technological filters, the rise of new intermediaries, e.g., search engines), ISP liability, online anonymity, and digital privacy. The remainder of the seminar will be devoted to students' presentations of their individual research.

The purpose of the seminar is to equip students with informed general perspectives about the law/information technology relationship, delve into several topics in the seminar's meetings, and then enable the students to closely study one topic, in their seminar papers. As such, the seminar is also meant to improve academic legal skills.

**Grade Components:** 80% seminar paper due 15/7/2017, 20% participation

2) **Course Name:**

**Workshop: Information Technology Law**

Prof. Michael Birnhack; Prof. Assaf Jacob – TAU & IDC
Course Description:
Digital networks have an almost infinite number of speech opportunities, communications, commerce and more, but also posed substantial challenges of copyright infringement, privacy violations, harm to one's reputation, terrorist activity, scams and more. What is the relationship between law and information technologies? This is the topic of the workshop. The workshop invites experts from Israel and abroad to present their current work, from law and other relevant disciplines. We will discuss these issues by way of critically reading several yet-unpublished works in progress on cutting edge topics, and then discussing the papers with the authors. This is an advanced seminar and assumes prior familiarity with the general themes of law and technology.

For foreign / exchange students: students in the Law & Technology track of the International LL.M program are expected to take the workshop. Exchange and other foreign students should meet the prerequisite of having studied at least one course on internet law/ cyberlaw/ intellectual property/ digital privacy. In case of doubt, please contact Prof. Birnhack prior to registration.

Grade Components:
70% Written comments, 20% active participation, 10% oral comment

3) Course Name:
Workshop: International Law

Professor Aeyal Gross; Dr. Eliav Leiblich - TAU
Credits: 3
Course number: 1411710801

Course Description:
Tel Aviv University International Law Workshop serves as a forum in which leading international law scholars, from Israel and abroad, present their works in progress and address past and contemporary challenges to international law. The workshop also provides TAU students (including LL.M. and Ph.D students) with the opportunity to read and comment on presented and classic texts. Students are assigned to write eight reaction papers and engage with the authors during the workshop's sessions.

Prerequisites: International Law

Grade Components:
85% Reaction papers, 15% active participation.

FALL SEMESTER - FIRST QUARTER

4) Course Name:
Course: Reconstructing Legal Capacity

Prof. Amita Dhanda - NALSAR University of Law
Credits: 2
Course number: 1411xxxx50

Course Description:

Recognition of personhood and possession of capacity to act are two limbs of the concept of legal capacity. In traditional legal understanding in order to have the capacity to act an individual must have reached the age of maturity and possess the capacity to reason and understand. This legal construction flowed from those philosophical expositions which privileged the place of reason in defining the human. Consequently, the human status was denied to those beings in whom the capacity to reason was either absent or deficient. The social categories of class, race or gender have influenced social perceptions in attributing the presence or absence of reason. Constructions of Legal Capacity have been made accordingly. As the prejudice of these exclusions was realized, denial of legal capacity on grounds of class, gender and race came to be challenged if not eliminated.

In comparison to the abovementioned disqualifications, which were prompted by social causes; a natural deficiency was claimed to explain the exclusion of children and persons with intellectual or psychosocial disabilities. This so called objective disqualification was subjected to critical scrutiny by persons with disabilities, disabled peoples organizations, disability rights scholars and activists. This challenge resulted in the construction of the paradigm of universal legal capacity with support in the United Nations Convention on the Rights of Persons with Disabilities. Even as the CRPD has been ratified by 165 countries and signed by 187, the reconstruction of legal capacity in accordance with the new paradigm is a substantial legal challenge. The course aims to deepen legal understanding by stepping out of the comfort zone of legal expositions by established legal authorities be they legislators or judges; and instead proposes to study the question by drawing upon the experiential understanding of disabled persons and inter-disciplinary expert knowledge.

The course will begin with a brief discussion on the philosophical preconceptions which informed the old paradigm of legal capacity. The counter-point shall be set up by looking at the narratives of persons with disabilities which dwell on the impact of the deprivation of legal capacity on them. The extent of support or challenge that these narratives receive from scientific work on the human brain and mind is the next segment of the course. Subsequent to which the course would address the manner in which different countries and legal systems are putting in place a normative system and attendant services to fulfil their international obligations. The examination would bring home that whilst there is willingness to recognize persons with disabilities as persons before the law, the acknowledgement of their capacity to act is more riddled in controversy. Next the Course examines the manner in which the Treaty Body of the Convention has developed the jurisprudence of Article 12 through the concluding remarks and General Comment No 1 and the opposition to the interpretations of the Committee. In the last part the course would draw attention to those marginalized groups who are denied legal capacity by not being recognized as persons before the law. The CRPD as the most recent human rights instrument has brought home how the denial of legal capacity can be a powerful tool of exclusion and discrimination. The course explores the utility of the CRPD paradigm to make a case for the legal capacity of marginalized groups other than persons with disabilities.

5) Course Name:
**Course: Risk Derivatives and Financial Crises**

Adv. Menachem Feder  
Credits: 2  
Course number: 1411660401

**Course Description:**

Derivatives are financial instruments that are used by sophisticated market players to manage financial risks. Derivatives are a crucial component of today’s markets, but often are considered exotic or are misunderstood.

This course will explore the concept of financial risk and how, financially and contractually, that risk is controlled through the use of derivatives. Specifically, the course will examine the risks addressed by derivatives, the design and nature of derivatives, the differences between exchange-traded and off-exchange traded derivatives, the use of derivatives for hedging, speculation and arbitrage, the risks generated by derivatives, the legal architecture of derivative transactions and the legal and regulatory treatment of derivative trades. Finally, the course will explore the concept that derivatives cause, or at least contribute significantly, to financial crises and will review the ongoing policy debates over the use and oversight of derivatives around the world. This course will consider a number of past, including recent, financial crises and will touch on various areas of commercial law, including banking, bankruptcy, corporations and insurance.

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

6)  
**Course: Introduction to Intellectual Property**

Credits: 2  
Course number: 1493100701

**Course Description:**

The course will introduce the student to the theoretical basis and the legal foundations of intellectual property protection. We will examine the fundamentals of the laws of the traditional forms of intellectual property: copyright and related rights, patents, designs, trademarks and trade secrets, as well as more modern concepts, such as the right of publicity and IP in traditional knowledge. In particular, we will explore the subject matter, scope and term of protection, as well as questions of ownership and infringement. Emphasis will be placed on the balancing of IP rights with the public interest, such as the right of free speech and the free flow of information, and on the influence of advances in technology on that balance. Additionally, we will discuss the international regimes of protection and different approaches to the subject matter in various jurisdictions.  
(Mandatory for International LL.M. - Technology Track students without a prior background in IP).

**Grade Components:** 24 Hrs. take home exam
7) **Course Name:**

*Course: introduction to business law*

Dr. Hadar Jabotinsky - TAU  
Credits: 2  
Course number: 1493xxxx01

**Course Description:**

This course is designed to provide the students with a basic understanding of business law and a better understanding of what falls into the category of business law. As part of the course the students will be exposed to several bodies of laws, primarily corporate law, securities law and competition. Upon completion of the course the students will be able to analyse business law questions that arise in commercial settings and apply concepts and doctrines covered in the course.

**Grade Components:**

24 Hrs. take home exam

8) **Course Name:**

*Course: Criminal Justice in Israel*

Professor Kenneth Mann - TAU  
Credits: 2  
Course number: 1411704401

**Course Description:**

This course will focus on central characteristics of the criminal legal process in Israel. We will look at Israeli legal process in comparative perspective, using United States case law as a backdrop for identifying critical issues in criminal justice. The course will give special emphasis to a “downside-up” empirical view of how the legal process actually operates in police stations, prosecutors’ offices, the courts and in prisons. We will develop an empirical model of criminal justice, and compare it with law-in-the books.

Emphasis will be given to the important differences in criminal justice for the poor as compared to the rich, and how those differences become evident at different stages of the criminal process, such as in plea bargaining, the conduct of criminal trials, sentencing and in appeals. Special attention will also be given to lawyers’ ethics in criminal defense representation and prosecutorial advocacy. We will also look at use of administrative detention in matters related to national security offenses, refugee entry and illegal immigration. Overall we will try to identify distinctive aspects of the Israeli legal process as compared to the American legal process.

**Grade Components:**

80% Take home exam, 20% papers. Extra credit will be given for productive class.

9) **Course Name:**

*Coursera: Economic Growth and Distributive Justice*
Professor Yoram Margaliot - TAU  
Credits: 2  
Course number: 1882140101 - coursera

Course Description:  
Background- Students of the faculty will be offered, at the beginning of the first semester, an online course under the platform of Coursera, which was developed by Stanford University professors. As of now, over 110 leading universities worldwide offer courses in Coursera. Tens of thousands of students all around the globe will take the course at the same time. Most of them, however, will not receive any credit. Some of them will receive a certificate from Coursera testifying that they finished the course successfully. Tel Aviv University students can receive 2 credits for this course, as it is considered as a third division course.

Course Description:  
The course will seek to enrich students with basic knowledge and understanding of how the state functions in the socio-economic sphere, while presenting and analyzing those main policymaking tools that are available to it. This basic knowledge is important for every resident and especially for those with voting rights. No previous knowledge of math, economics or law is assumed.

The course will cover the tax system and how the government balances between tax collection and government expenditures, as well as explain basic terms and discussions about: social welfare (happiness), the function of social welfare, public goods, externalities, inequality, poverty, minimum sustainability, the tension between social division of goods and effectiveness (efficacy ?), minimum wages versus wage subsidies (negative income tax), GDP (gross domestic product), free trade, optimal tax models, capital gains tax, family taxation, gift taxing (philanthropy), the consequences of globalization (with an emphasis on international tax) and an attempt to predict the necessary adaptations to the future workplace (market).  
The course structure:

1. Lessons Structure - 6 online lessons, 1.5 hours each, divided into short units. Once a week a new lesson will be uploaded to the course website. Additionally, a review lesson will be held in Tel Aviv University prior to the exam.
2. In-video questions will pop up during the video lessons. The questions are not part of the grading, but for the students to review how well they understood the course material. The correct answers will be revealed immediately after the student's answers.
3. Lessons Watching - Students may watch the online video lessons whenever and wherever they want (very flexible); They can do so using their computers and or smartphones, by downloading the Coursera Application. Online connection in not always necessary, since the video lesson may be downloaded to computers.
4. Online Quizzes – 2 online quizzes will be held by the end of the second and fourth lessons. Students may take the quizzes until a deadline that will be published later on. Students may take the quizzes as many times as they want in order to improve their grade. Each Quiz is worth 5% of the final grade.
5. Final Exam – the course final exam is an in-class exam that will be held in Tel-Aviv University. Students may use their notes and a calculator during the exam. The exam is worth 90% of the final grade.
6. Final Grade – Final Exam in class (90%) and 2 online quizzes (2*5% = 10%).

Grade Components:
90% Final in class exam, with open books, 10% quizzes.

10) **Course Name:**

   **Course: Church Law: Structure, Authority and Property Church Law**

Dr. Yifat Monnickendam - TAU  
Credits: 2  
Course number: 1411729901  
Course Description:  
With the rise of Christianity, Christian legal systems became established in the Byzantine east and the European west. These two legal systems form the basis of modern Canon law; while tied to modern legal systems, eastern and western Canon law also offers unique jurisprudence and different ways of legal thinking. In the first part of this course, we will focus on the broad perspective of eastern and western Canon law, including jurisprudence, the authority of the Church and the Bishops, the courts, the judicial process and the role of customs. We will also become acquainted with the main sources of these two legal systems, which we will study using methods drawn from Legal History and Comparative Law. In the second part of this course, we will focus on a few questions relating to property and ownership in western and eastern Canon law.

11) **Course Name:**

   **Course: International Legal Perspectives on the Israeli-Palestinian Conflict**

Dr. Daphna Shraga - UN  
Credits: 2  
Course number: 1411707101  
Course Description:  
The course will examine the Israeli-Palestinian conflict in both its external and internal dimensions: the conflict between Israel and its Arab neighbors, between Israel and Palestinians of the occupied territories, and, within Israel, the status of the Arab-Israelis. In focusing on selected legal issues at the core of the conflict, this course will examine the origin and chronology of the conflict, the claims for a title to the land and their relevancy to present-day discourse; the peace agreements with Egypt and Jordan; the legal status of the West Bank and the Gaza Strip in a perspective of time, and the questions of the applicability of the laws of occupation and human rights law, the Israeli settlements and Jerusalem; the Camp David Accords, the Oslo Accords and other peace initiatives not pursued; the status of Palestine in the UN and in the region; the problem of the Palestinian refugees, its origin and scope; The Arab-Israelis and their claim to civil, economic and political equality; the road to reconciliation: transitional justice, or are Israelis and Palestinians ready for a Truth Commission?  
Prerequisites: International Public Law.

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

12) **Course Name:**

   **Course: Common Law and Chinese Law**
Prof. Richard Wu - University of Hong Kong  
Credits: 2  
Course number: 1411xxxx50

13) **Course Name:**  
*Course: Theory of Property*

Prof. Mikhaïl Xifaras - Science Po  
Credits: 2  
Course number: 1411xxxx50

**Course Description:**  
This course will explore the basic analytical concepts of the core of property (Person, Patrimony, Property, Ownership, Rights in rem etc.). The goal is to propose a genealogy of these concepts, primarily as developed in the continental tradition during the nineteenth century. We will then follow the fate of these concepts on both sides of the Atlantic, comparing continental and American contributions. We will read canonical texts related to this genealogy. There are no prerequisites, and no prior knowledge of property concepts will be assumed.

**Grade Components:**  
100% Final Paper

**FALL SEMESTER - SECOND QUARTER**  
*(18.12.2016-29.01.2017)*

14) **Course Name:**  
*Course: Global IP and Sustainable Development*

Prof. Margaret Chon - Seattle University, WA, US  
Credits: 2  
Course number: 1411xxxx50

**Course Description:**  
This course covers selected topics in global intellectual property legal regimes where IP greatly impacts economic and human development. Topics will include access to medicines and access to knowledge, as well as emerging institutions such as public private partnerships. It will include all major areas of intellectual property, including copyright, patent, and trademark law.

**Pre-requisites:** Having completed the IP course taught by Greenman & Bareket

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

15) **Course Name:**
**Course: Global IT Law**

Prof. Michael Geist - Faculty of Law, University of Ottawa  
Credits: 2  
Course number: 1411xxxx50  

**Course Description:**

This course examines the legal and policy issues relating to information technology (IT) from a comparative, global perspective. It covers wide range of issues involving how national governments regulate the technology of internet and how private citizens’ rights relating to internet are protected.

Issues to be canvassed include privacy and personal data, internet jurisdiction, regulation of internet marketing, issues in electronic transactions, internet governance, domain name business models and disputes, intellectual property challenges for new business models, legal issues raised by cloud computing, as well as net neutrality and telecom regulation. Each class will begin with a brief mini-case study modelled on the business school case study approach. Students will consider the fact pattern, briefly partner to discuss potential responses, and then engage in a class-wide discussion. The case study will be followed by a seminar/lecture format that will include lectures, discussion, and video presentations. Class PowerPoints will be posted after class.

**Grade Components:**

100% Final Paper

16) **Course Name:**

**Course: Antitrust Policy**

Prof. David Gilo - TAU  
Credits: 2  
Course number: 1411729801  

**Course Description:**

The course will give an overview of antitrust policy. We will study how to analyze oligopolistic markets and harm to competition from various practices, including cross ownership among rivals, most favored consumer clauses, price matching practices, vertical restraints, loyalty discounts, excessive pricing by dominant firms and vertical mergers.

17) **Course Name:**

**Course: Introduction to U.S. Class Action Law**

Prof. Robert Klonof - Lewis & Clark Law School, OR, US  
Credits: 2  
Course number: 1411xxxx50  

**Course Description:**

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This class will survey the major issues in class action law, including class certification, class settlement, attorneys’ fees, and use of the multi-district litigation device. The course will focus in depth on a number of high profile cases in which the instructor has been personally involved, including the British Petroleum oil spill case; the National Football League Concussion class action; and the consumer class action against Fitbit regarding its heart rate monitor.

**Pre-requisites:** Basic course in civil procedure

**Grade Components:**

100% Final in class exam

**Course Name:**

*Course: The international Law of Work*

Prof. Guy Mundlak - TAU  
Credits: 2  
Course number: 1493100601

**Course Description:**

Young women labor stitching jeans in Bangladesh; fishermen in Southern United States losing their jobs to Vietnam; care live-ins work around the clock; construction workers in Germany remain unemployed at the time Polish workers are being posted in Germany; consumers boycott Nike, but hesitate before paying premium prices for fair trade coffee; trade unions around the world support their fellow dock-workers in the Liverpool port. What do we make of these examples?

As labor and capital markets transcend domestic borders, the objectives of labor law can no longer be confined solely to actions within the nation state. The purpose of this course is twofold.

First, to identify the diverse components of international employment and labor law, the institutions, the claims and the methods for advancing social protection to workers world-wide. This inquiry spans beyond traditional instruments that are associated with labor law, and includes trade law, private international law, international human rights and corporate social responsibility. It further seeks to embed the study of legal instruments in the broader economic and sociological debates on globalization. The second goal is to critically assess how international developments affect domestic labor law and our perception of the ethical and economic values that underscore this body of law.

**Course Objectives**

- To understand the debates about globalization
- To embed legal dilemmas in social and economic context
- To test our moral intuitions about dilemmas of global justice
- To piece together the various components of the loose body of law that we designate as international labor law.
To start from the local premises of labor law we are familiar with and to test them in the move from the national to the international

**Grade Components:**

Take home exam, with up to 5 points for active class participation