

Course Catalogue | Fall 2016-17

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



ACADEMIC CALENDAR 2016-2017

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.

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

Undergraduate Programs



TAU International

Available to undergraduate + graduate students

Program Name: B.A LIBERAL ARTS

Course Number	Course Name	lectures	Semester	Day	Time	Location	Type
1662.1114.01	Critical Thinking	Dr. Uri Leibowitz	Fall	Sunday Wednesday	14:00- 16:00	Gilman 280	In- class
1662.1111.01	Modernity and its Discontents	Dr. Yoav Fromer	Fall	Tuesday Thursday	14:00- 16:00	Gilman 362 א Gilman 307	Paper
1662.1110.01	Israel – Society, History and Politics	Prof. Eyal Naveh	Fall	Sunday Tuesday	16:00- 18:00 18:00- 20:00	Gilman 305 Gilman 306	Take- home
1662.1102.01	Academic Writing	Mr. Robin Bagon	Fall	Sunday, Tuesday	10:00- 12:00	Rosenberg 212	Paper
Digital Culture And Communications							
1662.2513.01	Medium and History	Dr. Noam Yuran	Fall	Wednesday	12:00- 16:00	Dan David 210	Paper
1662.1501.01	Techno-utopia	Dr. Denisa Kera	Fall	Thursday	10:00- 14:00	Gilman 361	Paper
1662.2512.01	Persuasion and Argumentation	Dr. Sharon Avital	Fall	Monday	10:00- 14:00	Rosenberg 104	
Middle Eastern Studies							
1662.2212.01	Middle East Networks	Dr. Harel Horev	Fall	Monday Wednesday	14:00- 16:00	Gilman 277	Take- home
1662.2211.01	History and Politics of North Africa	Dr. Daniel Zisenwine	Fall	Monday Wednesday	12:00- 14:00	Rosenberg 001	Paper
Modern Jewish and Israel Studies							
1662.2303.01	Contemporary Israeli Literature	Dr. Ron Ben-Tovim	Fall	Monday Thursday	10:00- 12:00	Rosenberg 103 Rosenberg 102	In- class

			Fall				
Psychology and Psychoanalysis							
1662.1604.03	Psychology as a Science	Dr. Dafna Palti	Fall	Monday	10:00-14:00	Take-home	
1662.2602.01	Group Dynamics	Dr. Dorit Szykierski	Fall	Monday Wednesday	18:00-20:00	Gilman 307	Paper
1662.2601.01	Positive Psychology	Dr. Moshe Talmon	Fall	Tuesday	10:00-14:00	Rosenberg 105	
1662.1602.01	Issues in Social Psychology	Dr. Roni Berger	Fall	Monday	12:00-16:00	Rosenberg 002	In-class
Philosophy							
1662.1400.01	Introduction to Greek Philosophy	Dr. Yoav Meyrav	Fall	Monday Wednesday	10:00-12:00	Rosenberg 106	Paper
1662.2418.01	Existential Choices	Dr. Tami Yaguri	Fall	Monday	14:00-18:00	Rosenberg 102	In-class
1662.2417.01	Philosophy of Aesthetics	Dr. Rona Cohen	Fall	Monday Wednesday	12:00-14:00	Rosenberg 209	Take-home
1662.2415.01	Philosophy of Language	Dr. Naveh Frumer	Fall	Sunday Thursday	16:00-18:00	Gilman 220	Paper

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

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:

- Highly recommended textbook: Vaughn, L. (2015) *The Power of Critical Thinking: Effective Reasoning About Ordinary and Extraordinary Claims* 5th Edition. Oxford University Press
- All required reading material will be made available on the course website.
- Among the texts we will read:
 - Sokal, Alan D. "A physicist experiments with cultural studies." *Lingua franca* 6.4 (1996): 62-64.
 - Hilgartner, Stephen. "The Sokal affair in context." *Science, Technology & Human Values* 22.4 (1997): 506-522.
 - Gaddis, Vincent H. "The Deadly Bermuda Triangle." *Argosy*. February (1964): 28-29.
 - Sand, George X. "Sea Mystery at Our Back Door." (1952): 11-17.
 - Keeley, Brian L. "Of conspiracy theories." *The Journal of Philosophy* 96.3 (1999): 109-126.
 - Pascal's Wager, From: Pascal, Blaise, 1670, *Pensées*
 - Hájek, Alan, "Pascal's Wager", *The Stanford Encyclopedia of Philosophy* (Winter 2012 Edition), Edward N. Zalta (ed.), URL = <http://plato.stanford.edu/archives/win2012/entries/pascal-wager/>
 - Clark, Arthur C. "The nine billion names of God." (1953).
 - Rowe, William L. "The problem of evil and some varieties of atheism." *American Philosophical Quarterly* 16.4 (1979): 335-341.
 - Clark, Arthur C. "The Star" (1955).

- Ariely, D “The Power of Price” (from Ariely, Dan. Predictably irrational. New York: HarperCollins, 2008.)

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)

- 1) Higgins, E.T. (1987). Self-discrepancy: A theory of relating self and affect. *Psychological Review*, 94, 319-340.
- 2) Gilbert, P. (2009). Introducing compassion-focused therapy. *Advances in psychiatric treatment*, 15, 199–208.

- 3) Tversky, A. & Kahneman, D. Judgment under uncertainty: Heuristics and biases, *Science*, 185, 1124-1131.
- 4) Weise, D.R., Pyszczynski, R., Cox, C. R., Arndt, J., Greenberg, J., Solomon, S & Kosloff, S (2008). Interpersonal Politics: The Role of Terror Management and Attachment Processes in Shaping Political Preferences, *Psychological Science* 2008 19: 448- 455.
- 5) Jost, J.T., & Hunyady, O. (2002). [The psychology of system justification and the palliative function of ideology](#). *European Review of Social Psychology*, 13, 111-153.
- 6) Gilbert, D.T., Pinel, E. Z., Wilson, T.D., Blumberg, S.J., & Wheatly, T.(1988). Immune neglect: A source of durability bias in affective forecasting. *Journal of Personality and Social Psychology*, 75, 617-138.
- 7) Burger, J. M. (2009). Replicating Milgram: Would people still obey today? *American Psychologist*, 64, 1-11.
- 8) Berger, R., & Gelkopf, M. Heineberg, Y., & Zimbardo, P. (2015). Developing resiliency and promoting tolerance toward the other.
- 9) Batson, D. C., & Shaw, L.L. (1991). Evidence for Altruism: Toward a Pluralism of Pro-social Motives. *Psychological Inquiry* 2 (2): 107-122.

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)
- Thurs 10/11: Thomas Paine, *The Age of Reason* (selections)
- 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 others 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

McLuhan, Marshall. *Understanding media: The extensions of man*. MIT press, 1994.

André Bazin. "The ontology of the photographic image." *Film Quarterly* 13.4 (1960): 4-9.

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

Postman, Neil. *Amusing ourselves to death: Public discourse in the age of show business*. Penguin, 2006.

Bourdieu, Pierre. *On Television*. Free Press, 1998.

Baudrillard, Jean. *Simulacra and simulation*. University of Michigan press, 1994.

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

Fiske, John. "Television: Polysemy and popularity." *Critical Studies in Media Communication* 3.4 (1986): 391-408.

Nick Couldry, *Media Rituals: a Critical Approach*, London: Routledge, 2003

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

Daniel J. Boorstin, *The Image, or, What Happened to the American Dream*, Harmondsworth, Middlesex: Penguin, 1963

P. David Marshall, *Celebrity and power: Fame in contemporary culture*. University of Minnesota Press, 1997.

Graeme Turner, *Ordinary people and the media: The demotic turn*. Sage Publications, 2010.

Mole, Tom. "Hypertrophic celebrity." *M/C Journal* 7.5 (2004).

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

John Suler, "The online disinhibition effect." *Cyberpsychology & behavior* 7.3 (2004): 321-326.

Dylan E. Wittkower, "Social Media and the Organization Man." *APA Newsletter on Philosophy and Computers* 14.2 (2015).

James Grimmelman, "The privacy virus." *Facebook and philosophy* (2010): 1-12.

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

Marry Ann Doane, "Information, Crisis, Catastrophe", in Patricia Mellencamp (ed.) *Television: Essays in Cultural Criticism*, London: BFI Publishing, 1990, pp. 222-39

Arild Fetveit, "Reality TV in the digital era: a paradox in visual culture?." *Media, Culture & Society* 21.6 (1999): 787-804.

Nichols, Bill, *Blurred Boudaries: Questions of Meaning in Contemporary Culture*, Bloomington: Indiana University Press, 1994, pp. 43-62

13-14. Convergence culture

Henry Jenkins, *Convergence culture: Where old and new media collide*. NYU press, 2006.

Lev Manovich, *The Language of New Media*, Cambridge MA: MIT Press, 2001

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

Corner, John. "Performing the Real Documentary Diversions." *Television & New Media* 3.3 (2002): 255-269.

Nichols, Bill. *Blurred boundaries: Questions of meaning in contemporary culture*. Indiana University Press, 1994.

17-18. The economy of the visual image

Debord, Guy. *Society of the Spectacle*. Bread and Circuses Publishing, 2012.

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

7) 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)

Camus Albert (1991) *The Myth of Sisyphus: And Other Essays*. New York: Random House.

Buber, Martin (2004) *I and Thou*. London: Continuum International Publishing Group.

Frankl, Viktor (2006). *Man's Search for Meaning*. MA: Beacon Press.

Jung C.G. (1989) *Memories, Dreams, Reflections*. Edt. Aniela Jaffe, trans. Clara Winston. New York: Random House.

Kierkegaard S. (1980) *The Concept of Anxiety*. Edt. & Trans. Thomas M. Green. Princeton, New Jersey: Princeton University Press.

Nietzsche, Friedrich (1968) *The Will to Power: In Science, Nature, Society and Art*. Edts. Walter Kaufmann and R. J. Hollingdale. New York: Random House.

(2009) *On the Future of our Educational Institutions*. Translator: J. M. Kennedy. Edinburgh: Morrison & Gibb Limited.

Rosenzweig, Franz (1999) *Understanding the Sick and the Healthy: A View of World, Man, and God*. Edited and translated by Nahum N. Glatzer. Cambridge: Harvard University Press.

Sartre, Jean-Paul (2007) *Existentialism Is a Humanism* (translated by Carol Macomber, introduction by Annie Cohen-Solal, notes and preface by Arlette Elkaim-Sartre), New Haven: Yale University Press.

Van Deurzen, Emmy (1997) *Everyday Mysteries: Existential Dimensions of Psychotherapy*. New York: Routledge.

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]

[B1] The Milesians: Thales, Anaximander, Anaximenes

* Text: Select Fragments in Cohen, S.M., P. Curd, and C.D.C. Reeve, eds., *Readings in Ancient Greek Philosophy – From Thales to Aristotle* [AGR], Indianapolis/Cambridge: Hackett (1995), 8–14.

[B2] Pythagoreanism

* Text: Select Fragments in AGR, 15–20.

[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

* Text: Select Fragments in AGR, 62–69.

[B9] The Sophists

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

[C: Socrates]

[C1] Socrates: Conflicting Narratives

* Texts: (i) Plato, *Apology*, in AGR, 106–124;

(ii) Xenophon, “Apology of Socrates to the Jury”, tr. A. Patch, in R.C. Bartlett, ed., *Xenophon: The Shorter Socratic Writings*. Ithaca and London: Cornell University Press (1996), 9–17;

(iii) Aristophanes, *Clouds*, tr. P. Meineck. Indianapolis/Cambridge: Hackett (2000).

[C2] The Socratic Method

* Text: Plato, “Laches”, tr. I. Lane, in T.J. Saunders, ed., *Plato: Early Socratic Dialogues*, Harmondsworth: Penguin, 1987, 83–115.

[D: Plato]

[D1] From Socratic Method to Platonic doctrine

* Text: Plato, *Meno*, in AGR, 185–210.

[D2] Soul and Recollection

* Text: Selections from Plato, *Phaedo*, in AGR, 211–241.

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

* Text: Plato, *The Republic*, tr. T. Griffith, Cambridge: Cambridge University Press, 2000, Books 1 (pp. 1–36); 2 (pp. 37–70); 4 (pp. 111–143), 6–7 (pp. 186–254).

[D4] The Theory of Ideas Revisited

* Text: Selections from Plato, *Parmenides*, in AGR, 211–241.

[E: Aristotle]

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

* Text: Aristotle, *Metaphysics*, book 1, chapter 9, in AGR, 596–599. (1)

[E2: Change and the Theory of Causes]

* Text: *Aristotle, Physics*, Book 1, chapters 7 and 8 (AGR, 524–529); Book 2, chapters 1–3 (AGR, 530–537)

[E3: What is the Soul?]

* Text: Aristotle, *On the Soul*, Book 1, chapter 1 (AGR, 637–640); Book 2, chapters 1–3 (AGR, 640–645)

[E4: Ethics, Virtue, and Happiness]

* Text: Aristotle, *Nicomachean Ethics*, tr. T. Irwin, Second Edition, Indianapolis/Cambridge: Hackett 1999. Books 1–2 (pp. 1–30), Book 10, chapters 6–8 (pp. 162–167)

[F] Conclusion: The Legacy of Greek Philosophy through the Ages.

9) **Course Name:**

INTRODUCTION TO THE PHILOSOPHY OF LANGUAGE

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

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

Office hours: by email appointment

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

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:

Albert Laszlo Barabasi, *Linked* (Cambridge: Perseus, 2002), pp. 1-9, 41-64.

2. The Islamic civilization's networks

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

Reading:

Doron Pely, "Where East Not Always Meets West: Comparing the Sulha Process to Western-Style Mediation and Arbitration," *Conflict Resolution Quarterly*, vol. 28, no 4 (Summer 2011), pp. 427-440.

Doron Pely, "Honor: the Sulha's Main Dispute Resolution Tool," *Conflict Resolution Quarterly*, vol. 28, no 1 (Fall 2010), pp. 67-81.

Movie: 'Ajami (2009).

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

Reading:

Harel Chorev-Halewa, "Changes in the Status of the Palestinian Elite Families: the Al-Ja'abari and the Al-Masri Organizations," forthcoming.

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

Harel Chorev, "The Spring of the Networked Nation: Social Media and the Arab Spring," *The Levantine Review*, Vol. 1, No. 2 (December 2012), pp. 120-139.

Documentary: *Chicago Girl* (2013)

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

Ziad Abu Amr, "In the Right Place at the Right Times: Shaykh Ahmad Yasin and the Origins of Hamas," in Scott Appleby (ed.) *Spokesmen for the Despised: Fundamentalists Leaders of the Middle East*, (Chicago: Chicago University Press, 1996).

Documentary: *Hamas behind the Mask* (2005).

Crime and Punishment in the Gaza Strip (2011).

7. **The Networks of al-Qa'ida.**

Will be given later.

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 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:

Susan Gilson Miller, *A History of Modern Morocco*, Cambridge: Cambridge University Press, 2013 ISBN 978-0-52100899-0

Kenneth Perkins, *A History of Modern Tunisia*, 2nd Edition, New York: Cambridge University Press, 2014 ISBN 978-1-10765473-0

John Ruedy, *Modern Algeria: The Origins and Development of a Nation*, 2nd Edition, Bloomington: Indiana University Press, 2005, ISBN 978-0-253-21782-0

Dirk Vandewalle, *A History of Modern Libya*, 2nd Edition, Cambridge: Cambridge University Press, 2012. For supplemental reading and research, there are multiple scholarly journals which focus on North Africa. The leading one is the *Journal of North African Studies*.

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

L. Carl Brown, "Maghrib Historiography: The Unit of Analysis Problem", *The Maghrib in Question: Essays in History and Historiography* (eds. Michel Le Gall and Kenneth Perkins), Austin: The University of Texas Press, 1997, pp. 4-16.

Susan Gilson Miller, *A History of Modern Morocco*, New York: Cambridge University Press, 2013, pp. 1-6.

Daniel J. Schroeter, "On the Origins and Identity of Indigenous North African Jews", *North African Mosaic: A Cultural Reappraisal of Ethnic and Religious Minorities* (eds. Nabil Boudraa and Joseph Krause), Newcastle: Cambridge Scholars Press, 2007, pp. 164-177.

Daniel J. Schroeter, "From Sephardi to 'Oriental': The 'Decline' Theory of Jewish Civilization in the Middle East and North Africa", *The Jewish Contribution to Civilization: Reassessing an Idea* (eds. Richard Cohen and Jeremy Cohen), Oxford: Littman Library of Jewish Civilization, 2007, pp. 125-148.

North Africa at the Dawn of the Colonial Era:

John Ruedy, *Modern Algeria: The Origins and Development of a Nation*, Bloomington: Indiana University Press, 1992, pp. 16-44.

Dirk Vandewalle, *A History of Modern Libya*, 2nd Edition, Cambridge: Cambridge University Press, 2012, Ch. 1.

Weeks 2-3:

The Conquest of Algeria; The Tunisian and Moroccan Protectorates:

Ruedy, pp. 45-79; 80-113.

Kenneth J. Perkins, *A History of Modern Tunisia*, Cambridge: Cambridge University Press, 2004, pp. 10-38; 39-72.

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

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

Supplementary Readings:

Susan Slymovics and Sarah Abrevaya, "Jews and French Colonialism in Algeria: An Introduction", *Journal of North African Studies*, Vol. 17 No. 5 (2012), pp. 749-755.

Fredrick Cooper, *Colonialism in Question: Theory, Knowledge, History*, Berkeley and Los Angeles: University of California Press, 2005, pp. 3-32; 153-203.

Colonial Libya:

Dirk Vandewalle, *A History of Modern Libya*, 2nd Edition, Cambridge: Cambridge University Press, 2012, Ch. 1,2.

Weeks 4-5:

Anti Colonialism and Nationalism in Algeria and Tunisia

The Rise of Algerian Nationalism:

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

Joshua Schreier, *Arabs of the Jewish Faith: The Civilizing Mission in Colonial Algeria*, Rutgers University Press, 2011, pp. 1-22; 56-85.

Optional Film: The Battle for Algiers

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

Faycal Cherif, "Jewish Muslim Relations in Tunisia during World War II: Propaganda, Stereotypes, and Attitudes, 1939-1943", *Jewish Culture and Society in North Africa*, (eds. Emily B. Gottreich and Daniel J. Schoreter, Bloomington: Indiana University Press, 2011, pp. 305-320.

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.

Daniel J. Schroeter and Joseph Chetrit, "Emancipation and Its Discontents: Jews at the Formative Period of Colonial Rule in Morocco", *Jewish Social Studies*, Vol. 13 No. 1 (2006), pp. 170-206.

Susan Miller, "The Mellah of Fez: Reflections on the Spatial Turn in Moroccan Jewish History", *Jewish Topographies: Visions of Space, Tradition, and Place* (eds. A. Nocke, J. Baruch, A. Lipphardt), London: Ashgate, 2008.

Jamma Baida, "The Emigration of Moroccan Jews, 1948-1956", *Jewish Culture and Society in North Africa*, (eds. Emily B. Gottreich and Daniel J. Schroeter), Bloomington: Indiana University Press, 2011, pp. 321-333.

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.

William B. Quandt, *Between Ballots and Bullets: Algeria's Transition from Authoritarianism*, Washington: Brookings Institution Press, 1998, pp. 83-124.

Luis Martinez, *The Algerian Civil War 1990-1998* (tr. Jonathan Derrick), London: Hurst, 2000, pp. 1-20

Supplementary Readings:

James McDougall, "Savage Wars? Codes of Violence in Algeria 1830-1990", *Third World Quarterly*, Vol. 26 No. 1 (2005), pp. 117-131.

Luis Martinez, "The Distinctive Development of Islamist Violence in Algeria", *The Enigma of Islamist Violence* (eds. Amelie Blom, Laetitia Bucaille, Luis Martinez), New York: Columbia University Press, 2007, pp. 121-135.

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.

Aomar Boum, *Memories of Absence: How Muslims Remember Jews in Morocco*, Stanford: Stanford University Press, 2013, pp. 109-131

Libya in the Qaddafi Era

Vandewalle, Chapters 5,6,7.

Supplementary Readings:

Reconsidering Islamist Politics in Morocco

Bruce Maddy-Weitzman, "Islamism, Moroccan-Style: The Ideas of Sheikh Yassine", *Middle East Quarterly*, Vol. X No. 1 (Winter, 2003), pp. 43-51.

Avi Max Spiegel, *Young Islam: The New Politics of Religion in Morocco and the Arab World*, Princeton: Princeton University Press, 2015, pp. 1-18; 193-198.

The Western Sahara Crisis:

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

Jacob Mundy, "Performing the Nation, Pre-Figuring the State: The Western Saharan Refugees, Thirty Years Later", *Journal of Modern African Studies*, Vol. 45 No. 2 (June 2007), pp. 275-297.

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.

Mehdi Mabrouk, "A Revolution for Dignity and Freedom: Preliminary Observations on the Social and Cultural Background to the Tunisian Revolution", *Journal of North African Studies*, Vol. 16 No. 4 (2011), pp. 632-635.

Driss Maghraoui, "Constitutional Reforms in Morocco: Between Consensus and Subaltern Politics", *Journal of North African Studies*, Vol. 16 No. 4 (2011), pp. 679-699.

Dirk Vandewalle, "Libya's Uncertain Revolution", *The Libyan Revolution and Its Aftermath* (eds. Peter Cole and Brian McQuinn), London: Hurst and Co., 2015, pp. 17-30.

Supplementary Readings:

Michael Collins Dunn, "The Al-Nahda Movement in Tunisia: From Renaissance to Revolution", *Islamism and Secularism in North Africa* (ed. John Ruedy), London: Macmillan, 1994, pp. 149-165.

Clement Henry, "Tunisia 'Sweet Little' Regime", *Worst of the Worst: Dealing with Repressive and Rogue Nations* (ed. Robert Rotberg), Brookings Institution, 2007.

Francesco Cavatorta and Rikke Hostrup Haugbolle, "The End of Authoritarian Rule and the Mythology of Tunisia under Ben Ali", *Mediterranean Politics*, Vol. 16 No. 3 (2011), pp. 435-441.

George Joffe, "The Arab Spring in North Africa: Origins and Prospects", *Journal of North African Studies*, Vol. 16 No. 4 (2011), pp. 507-532.

Irene Fernandez-Molina, "The Monarchy vs. the 20 February Protest Movement: Who Holds the Reins of Political Change in Morocco", *Mediterranean Politics*, Vol. 16 No. 3 (2011), pp. 435-441.

John P. Entelis, "Algeria: Democracy Denied, and Revived", *Journal of North African Studies*, Vol. 16 No. 4 (2011), pp. 653-678.

Lisa Anderson, "Authoritarian Legacies and Regime Change: Towards Understanding Political Transition in the Arab World", *The New Middle East: Protest and Revolution in the Arab World* (ed. Fawaz A. Gerges), New York: Cambridge University Press, 2014, pp. 41-59.

Tunisia's Post Revolutionary Transition

Andrea G. Brody-Barre, "The Impact of Political Parties and Coalition Building on Tunisia's Democratic Future", *Journal of North African Studies*, Vol. 13 No. 2 (2013), pp. 211-230.

Duncan Pickard, "Prospects for Implementing Democracy in Tunisia", *Mediterranean Politics*, Vol. 19 No. 2 (2014), pp. 259-264.

Raphael Lefevre, "Tunisia: A Fragile Political Transition", *Journal of North African Studies*, Vol. 20 No. 2 (2015), pp. 307-311.

Francesco Cavatorta, "No Democratic Change...and Yet No Authoritarian Continuity: The Inter-Paradigm Debate and North Africa after the Uprisings", *British Journal of Middle Eastern Studies*, Vol. 42 No. 1 (2015), pp. 135-147.

Libya: The Revolution and Its Aftermath

.Frederic Wehrey, "NATO's Intervention", *The Libyan Revolution and Its Aftermath* (eds. Peter Cole and Brian McQuinn), London: Hurst and Co., 2015, pp.105-126.

Ian Martin, "The United Nation's Role in the First Year of the Transition", *The Libyan Revolution and Its Aftermath* (eds. Peter Cole and Brian McQuinn), London: Hurst and Co., 2015, pp.127-152.

Peter Bartu, "The Corridor of Uncertainty: The National Transitional Council's Battle for Legitimacy and Recognition", *The Libyan Revolution and Its Aftermath* (eds. Peter Cole and Brian McQuinn), London: Hurst and Co., 2015, pp.31-54

Sean Kane, "Barqa Reborn? Eastern Regionalism and Libya's Political Transition", *The Libyan Revolution and Its Aftermath* (eds. Peter Cole and Brian McQuinn), London: Hurst and Co., 2015, pp.205-228

Mary Fitzgerald, "Finding Their Place: Libya's Islamists During and After the Revolution", *The Libyan Revolution and Its Aftermath* (eds. Peter Cole and Brian McQuinn), London: Hurst and Co., 2015, pp.177-204.

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:

Plato, *The Republic*. Trans. G. R. F. Ferrari, and Tom Griffith. Cambridge: Cambridge University Press, 2000.

Week 2

On Beauty and Eros

Reading:

Plato, *The Symposium*. Trans. Howatson, M.C. and Sheffield, F. Cambridge: Cambridge University Press, 2008.

Aristotle, *The Poetics*. Trans Anthony Kenny. Oxford: Oxford University Press, 2013.

Week 3

The Two Forces of Creation

Reading:

Nietzsche, *The Birth of Tragedy and Other Writings*, R. Spiers (trans.), R Geuss and R. Speirs (eds.), Cambridge: Cambridge University Press, 1990.

Week 4, 5

The Birth of Modern Aesthetics

Reading:

Kant, Immanuel. *Critique of the Power of Judgment*, trans Paul Guyer, Eric Matthews. Cambridge : Cambridge University Press, c2000.

Week 6

Aesthetics after the Modernist Crisis

Reading:

De Duve, Thierry. *Kant after Duchamp*, Cambridge, Massachusetts: The MIT Press, 1996.

Week 7

“Light without Love”

Reading:

“Light without Love” in Harries, Karsten, *The Broken Frame: Three Lectures*, Washington DC: Catholic University of America Press, 1989.

Week 8

The Politics of Aesthetics

Reading:

Rancière, Jean, *The Politics of Aesthetics: the Distribution of the Sensible*. Trans, with an introd. by Gabriel Rockhill, London and New York: Continuum, 2004.

Week 9

Psychoanalytic Aesthetics

Reading:

Sigmund Freud. “The Uncanny,” in Strachey and Anna Freud (eds), *The Standard Edition of the Complete Psychological Works of Sigmund Freud*, London: The Hogarth Press, 1953.

Week 10

Art and Truth

Reading:

Heidegger Martin, “The Origin of the Work of Art.” Trans by A. Hofstadler, in *Poetry, Language, Thought*. New York, 1971.

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 psychological 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:

Cialdini, R. B. (2001). *Influence: Science and practice (4th edition)*. Needham Heights, MA: Allyn & Bacon. (Kindle edition is available through Amazon).

Perloff, Richard. *The Dynamics of Persuasion: Communication and Attitudes in the Twenty-First Century*. 4th edition. Routledge, 2010.

Daly, John. *Advocacy: Championing Ideas and Influencing Others*. Yale University Press, 2011

Natacha Dow Schul, *Addiction by Design-Machine Gambling in Las Vegas*, Princeton University Press, 2012

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 caucus using the techniques learned in class): 20 %.

4FB 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							
Number of the course	Course	Credit	lectures	recitation	lab	Total hours	classification
Semester (1)	<u>Semester Fall first year</u>						
509.1821	<u>Introduction to Computer Science - Python</u>	3	2		2	4	PROG
509.1824	<u>Linear Algebra</u>	6	5	2		7	MATH
509.1826	<u>Physics 0 & 1 & Methods in Math Phys</u>	7	8	4		12	PHYS
509.1846	<u>Calculus 1</u>	5	4	2		6	MATH
Total Semester		21	19	8	2	29	
Semester (3)	<u>Semester Fall second year</u>						
509.2804	<u>Numerical Analysis</u>	3.5	3	1		4	MATH
	<u>Quantum and Solid state Physics</u>	5	4	2		6	PHYS
509.2843	<u>Harmonic Analysis</u>	2.5	2	1		3	MATH

509.2844	Complex Functions	2.5	2	1		3	MATH
	Linear Circuits and Systems	5	4	2		6	EE
509.1	MATLAB Modeling Engineering Problems	1		2		2	PROG
Total Semester		19.5	15	9	0	24	
Semester (5)	Semester Fall Third year						
512.3513	Analog Electronic Circuits	5	4	2		6	EE
512.3526	Electronics Laboratory 1	2			4	4	EE-LAB
512.3543	Introduction to Control Theory	2.5	2	1		3	EE
512.3632	Random Signals and Noise	4	3	2		5	EE
512.3592	Wave Transmission	3.5	3	1		4	EE
Total Semester		17	12	6	4	22	
Semester (7)	Semester Fall Forth year						
512.4	Project	3			6	6	PROJ
512.3593	Electronics – Laboratory 3	2			4	4	EE-LAB
	Energy Conversion Laboratory	1			2	2	EE-LAB
Total Semester		6	0	0	12	12	

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

Course Name	Number
Business Ethics	2120.0100
The Essence of Judaism	2120.0109
Israeli Politics	2120.0112
The Israeli Economy	2120.0117
Modern History of the Middle East	2120.0120
After Auschwitz	2120.0124
Creative Writing	2120.0127
Israel & the Environment	2120.0139
Judaism and Christianity	2120.0169
Israeli Cinema	2120.0468
One Hundred Years- TLV/Jaffa	2120.0533
History of Anti-Semitism	2120.0539
Radical Islamic Movements	2120.0787

The Jewish World in the Modern Era	2120.5300
The Zionist Movement	2120.1005
The Israeli Collective Memory	2120.1012
The Struggle for Palastine	2120.0110
History of Israeli Art	2120.1015
Introduction to Modern Arabic	2120.0980

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.

Available only to undergraduate students

Department Name: ENGLISH AND AMERICAN

STUDIES

Course Number	Course Name	lectures	Seme ster	Day, Time, Location	Type
626236901	<i>A Picture of Narcissism: From Ovid to Wilde</i>	Ms. Tamar Gerstenhaber	Fall	Sunday, 14: 00-16: 00, Gilman Building - Room 279	Course Requirements Midterm(in class): 30% Final Paper: 70%
626235501	<i>African American Literature</i>	Dr. Dr. Sonia Weiner	Spring	Sunday, 12: 00-14: 00, Web Building- Room 102	Course Requirements: Midterm – In Class Final – Take Home
626227301	<i>American Gothic: From Poe to King</i>	Dr. Yael Maurer	Fall	Tuesday, 14: 00-16: 00, Building Web- Room 103	Course Requirements: Active attendance and participation 10% Midterm 45% Final exam (in class) 45% Check the Yedion for the dates of the final exam
626127801	<i>Introduction to British Culture I</i>	Dr. Jonathan Stavsky	Fall	Monday, 10: 00-12: 00, Web Building - Room 1 (lesson)	*Lesson + Exercise
626127801	Introduction to British Culture I	Dr. Jonathan Stavsky	Fall	Thursday, 10: 00-12: 00, Web Building- Room 1 (exercise)	
626225401	Native American Literature	Dr. Dalit Alperovich	Fall	Tuesday, 12: 00-14: 00, Gilman Building- Room 277	
626237301	<i>William Faulkner: Times and Works</i>	Dr. Maurice Ebileeni	Fall	Wednesday, 12: 0-14: 00, Web Building- Room 103	Course Requirements: Assignments: 20% Mid-term exam: 20% Final exam or paper 50% Engagement in class discussion: 10%
626125001	<i>Introduction to</i>	Dr. Nir	Fall	Sunday, 10: 00-12: 00, Gilman Building-	Course Requirements:

	<i>Literary Theory and Criticism</i>	Evron		Room 282 (lesson)	Reading, Attendance, Midterm exam, Final exam *Lesson + Exercise
626125001	<i>Introduction to Literary Theory and Criticism</i>	Dr. Nir Evron	Fall	Wednesday, 10:00-12:00, Gilman Building- Room 282 (exercise)	Course Requirements: Reading, Attendance, Midterm exam, Final exam
626237101	<i>The Long Nineteenth Century and the Gothic Imagination</i>	Ms Meyrav Koren-Kuik	Fall	Sunday, 12:00-14:00, Web Building- Room 103	
1662222201 [Q]	<i>Poetry and Protest</i>	Dr. Dara Barnat	Fall	Sunday, 16:00-18:00, Gilman Building- Room 282 (lesson)	*Lesson + Exercise
1662222201 [Q]	<i>Poetry and Protest</i>	Dr. Dara Barnat	Fall	Wednesday, 16:00-18:00, Gilman Building- Room 282 (exercise)	
626236601	<i>Confessional Poetry</i>	Dr. Roi Tartakovsky	Fall	Monday, 12:00-14:00, Web Building –Room 103 (lesson)	*Lesson + Exercise
626236601	<i>Confessional Poetry</i>	Dr. Roi Tartakovsky	Fall	Thursday, 12:00-14:00, Web Building –Room 103 (exercise)	
626237401	<i>Contemporary American Fantasy</i>	Mr. Shawn Edrei	Fall	Tuesday, 16:00-18:00, Rozenberg Building- Room 205	
626127801	Introduction to British Culture I	Dr. Jonathan Stavsky	fall	Monday, 10:00-12:00, Web Building- Room 1 (lesson)	*Lesson + Exercise
626127801	Introduction to British Culture I	Dr. Jonathan Stavsky	fall	Thursday, 10:00-12:00, Web Building- Room 1 (exercise)	
626228301	Chaucer: the Canterbury Tales	Dr. Jonathan Stavsky	fall	Monday, 14:00-16:00, Rozenberg Building- Room 209 (lesson)	*Lesson + Exercise
626228301	Chaucer: the Canterbury Tales	Dr. Jonathan Stavsky	fall	Thursday, 14:00-16:00, Rozenberg Building- Room 209 (exercise)	

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"

Stephen King, "Strawberry Spring", "The Boogeyman", The Green Mile

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 Tartakovsky 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 confessionals in 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:

Chaucer, Geoffrey. *The Riverside Chaucer*. 3rd ed. Gen. ed. Larry D. Benson. Oxford: Oxford University Press, 2008. ISBN: 0199552096.

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%

Graduate Programs



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:**

Course number	Program	Course name	Lecturer	Semester	Dates	Day, time location
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 <i>*The class includes a mandatory field tour</i> http://archaeology.tau.ac.il/internationalMA/?page_id=4288 <i>* Final Paperwork</i>	Dr. Ido Koch	Fall	03/11/16 - 15/12/16	Thursday 10:15-13:45 Room: 319 א

1671-4044-01	Archaeology and History of the Land of the Bible	<p>The archaeology and history of the land of Israel throughout the periods: Iron Age I-II <i>*The class includes a mandatory field tour</i></p> <p>http://archaeology.tau.ac.il/inter-nationalMA/?page_id=4293</p> <p><i>*Final Paperwork</i></p>	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	<p>The archaeology and history of the land of Israel throughout the periods: Iron Age II- Persian Period <i>*The class includes a mandatory field tour</i></p> <p>http://archaeology.tau.ac.il/inter-nationalMA/?page_id=4298</p> <p><i>*Final Paperwork</i></p>	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	<p>The archaeology and history of the land of Israel throughout the periods: Late Persian and Hellenistic Periods <i>*The class includes a mandatory field tour</i></p> <p>http://archaeology.tau.ac.il/inter-nationalMA/?page_id=4303</p> <p><i>*Final Paperwork</i></p>	Dr. Meir Edrey	Spring	15/05/2017-22/06/2017	Monday 10:15-13:45 Room 323

Course number	Program	Course name	Lecturer	Semester	Dates	Day, time location
---------------	---------	-------------	----------	----------	-------	-----------------------

Available only to Graduate students

Program Name: **CONFLICT RESOLUTION AND
MEDIATION (M.A.)**

10444009	Conflict resolution and mediation	Social-psychological Aspects of Conflict	Dr. Dennis Kahn	Fall	Oct 30 2016 to January 29 2017	Thursdays, 13:30-15:00 Room 104
10444004	Conflict resolution and mediation	Political Aspects of Conflict	Dr. Steven Klein	Fall	Oct 30 2016 to January 29 2017	Wednesdays 15:15- 16:45 Room 104
10444024	Conflict resolution and mediation	International Law	Daniel Reisner	Fall	Oct 30 2016 to January 29 2017	Tuesdays 18:00- 19:30
10444041	Conflict resolution and mediation	Islam and Conflict Resolution	Dr. Ahmed Natour	Fall	Oct 30 2016 to January 29 2017	Thursdays 11:00-12:30 Room 104
10444007	Conflict resolution and mediation	History of the Middle East	Dr. Uriya Shavit	Fall	Oct 30 2016 to January 29 2017	Tuesdays 14:30- 17:00 Room 104

Available only to Graduate students

Program Name: ENVIROMENTAL STUDIES (M.A)

Course Number	Program Name	Course name	Lecturer	Semester	Start/end date	Day, time, location	Final day to add or drop this course	Comments
---------------	--------------	-------------	----------	----------	----------------	---------------------	--------------------------------------	----------

0920.6120.01	Environmental Studies	Environmentalism: Ethical and Cultural Perspectives	Dr. Jeremy Benstein	Fall	October 30-January 29	Thursdays 14:00-16:00	November 10, 2016	Please check syllabus for final exam date.
0920.6430.01	Environmental Studies	Environmental Policy and Sustainable Development	Valerie Brachya	Fall	October 30-January 29	Mondays 12:00-14:00	November 10, 2016	Take home exam.
0920.6110.01	Environmental Studies	Essentials in Introductory Ecology: The Israeli Perspective	Dr. Boaz Schaham	Fall	October 30-January 29	Mondays 14:00-16:00	November 10, 2016	Please check syllabus for final exam date.
0920.6420.01	Environmental Studies	Physical and hydrological aspects of transboundary water resources management in Israel and the Middle East	Dr. Nimrod Inbar	Fall	October 30-January 29	Mondays 16:00-18:00	November 10, 2016	Please check syllabus for final exam date.
0920.6350.01	Environmental Studies	Environmental Health	Dr. Debby Mir	Fall	October 30-January 29	Tuesdays 14:00-16:00	November 10, 2016	Please check syllabus for final exam date.
0920.6100.01	Environmental Studies	Global Warming: Connecting the Dots	Prof. Colin Price	Fall	October 30-January 29	Tuesdays 12:00-14:00	November 10, 2016	Please check syllabus for final exam date.

0920.6130.01	Environmental Studies	Environmental Economics		Spring	March 13-June 29		March 23, 2017	Please check syllabus for final exam date.
0920.6300.01	Environmental Studies	Marine Systems of the Mediterranean Region: Environmental Challenges	Prof. Hudi Benayahu	Spring	March 13-June 29		March 23, 2017	Prerequisite : introductory ecology course or have approval of the lecturer. Please check syllabus for final exam date.
0920.6450.01	Environmental Studies	Changes in ways of perceiving the environment with the shift to agriculture	Dr. Daniel Naveh	Spring	March 13-June 29	Wednesdays 12:00-14:00	March 23, 2017	Take home exam.
0920.6421.01	Environmental Studies	Political and policy aspects of transboundary water resources management in Israel and the Middle East	Dr. Clive Lipchin	Spring	March 13-June 29		March 23, 2017	Prerequisite : Dr. Nimrod Inbar's course from Fall semester, or approval of the lecturer. Please check syllabus for final exam date.

Available only to Graduate students

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.

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

****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.)

Course number	Program	Course name	Lecturer	Semester	Day, time location
10344010	Political Science and Political Communication	Introduction to Politics & leadership	Dr. Evgeni Klauber	Fall	Wednesday 13:15-15:45
10344008	Political Science and Political Communication	Introduction to Political Communication	Prof. Amal Jamal	Fall	Wednesday 16:15-18:45
10344006	Political Science and Political Communication	Theories of Political Leadership & Communication	Prof. Tami Meisels	Fall	Tuesday 16:15-18:45

Available only to Graduate students

Program Name: SECURITY AND DIPLOMACY
STUDIES (M.A.)

Course number	Program	Course name	Lecturer	Semester	Day, time location	Comments
1033-4004	Security and Diplomacy Studies	The International System	Dr. Uriel Abulof	Fall	Oct 30-Feb6 Naftali building Room 004	Spots are limited. MA students is a requirement
1033-4021	Security and Diplomacy Studies	The History of the Arab-Israeli Conflict	Prof. Uriya Shavit	Fall	Oct 30-Feb6 Naftali building Room 004	Spots are limited. MA students is a requirement
1033-4003	Security and Diplomacy Studies	Modern Strategic Theory	Prof. Azar Gat	Fall	Oct 30-Feb6 Naftali building Room 004	Spots are limited. MA students is a requirement
1033-4010	Security and Diplomacy Studies	Israel's Strategic Doctrine	Dr. Eran Lerman	Fall	Oct 30-Feb6 Naftali building Room 004	Spots are limited. MA students is a requirement

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

Course number	Program	Course name	Lecturer	Semester	Day, time location
Fall semester	Oct20 th - Jan 29 th				
1140637401		Religion and Spirituality as coping resources with life crisis	Dr. Hisham Abu-Raiya	Fall	Wednesdays 16:15-17:45- at the Bob Shapell School of Social Work room 152

***** 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
SPEKERS 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

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

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 Descriptions:

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 Descriptions:

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

Department Name: **THE EITAN**

BERGLAS SCHOOL OF ECONOMICS

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.

Available only to Graduate students

Department Name: **COLLER SCHOOL OF MANAGEMENT**

***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.**

Course number	Program	Course name	Lecturer	Semester	Day, time location	Method
1231.3402.01	Coller School of Management	Consumer Insights and Strategic Marketing	Prof. Danziger Shai	Fall	Tuesday 15:45-18:30 Recanati Building, room 306	Lecture
1231.3412.01	Coller School of Management	Pricing Policy	Dr. Zubcsek Peter Pal	Fall	Tuesday 18:45-20:00 Recanati Building, room 254	Lecture
1231.3425.01	Coller School of Management	Data Analysis in Marketing	Dr. Zubcsek Peter Pal	Fall	Monday 18:45-20:00 Recanati Building Room 254	Lecture
1231.3425.10	Coller School of Management	Tutorial 01: Data Analysis in Marketing	Mr. Hod Refael	Fall	Monday 20:15-21:30 Recanati Building Room 252	Exercise
1231.3635.01	Coller School of Management	Strategic Innovation	Dr Stettner Uriel	Fall	Sunday 15:45-18:30 Recanati Building, Room 305	Lecture
1231.3635.02	Coller School of Management	Strategic Innovation	Dr Stettner Uriel	Fall	Wednesday 15:45-18:30 Recanati Building Room 305	Lecture
1231.3653.01	Coller School of Management	Business Simulation	Dr Stettner Uriel	Fall	Sunday 15:45-18:30 Recanati Building Room 305	Lecture

1231.7601.01	Coller School of Management	Project : Advanced Topics in Strategy	Prof. Karmeli Avi	Fall	Sunday 18:45-21:30 Recanati Building Room 403	Project
1242.3263.01	Coller School of Management	Operation Strategy	Dr. Noam Shamire	Fall	Tuesday 18:45-21:30 Recanati Building Room 305	Lecture
1243.3015.01	Coller School of Management	Management of Teams	Dr. Ofira Shraga	Fall	Thursday 18:45-21:30 Recanati Building Room 306	Lecture
1243.3551.01	Coller School of Management	Power in Organizations	Prof. Heller Daniel	Fall	Thursday 15:45-18:30 Recanati Building Room 306	Lecture
1238.2322.01	Coller School of Management	Strategy		Fall	Monday 8:15-11:00	
1238.2413.01	Coller School of Management	Marketing		Fall	Monday 11:15-14:00	
1238.2211.01	Coller School of Management	Statistics		Fall	Monday 14:30-17:15	
	Coller School of Management	Tutorial: Statistics		Fall	Tuesday 12:30-13:45	
1238.2410.01	Coller School of Management	Finance		Fall	Tuesday 14:00-16:45	
	Coller School of Management	Tutorial: Microeconomics		Fall	Tuesday 17:00-18:15	
1238.2210.01	Coller School of Management	Microeconomics		Fall	Wednesday 08:15-11:00	
1238.2211.01	Coller School of Management	Statistics		Fall	Wednesday 11:30-14:15	
1238.2415.01	Coller School of Management	Ethics		Fall	Thursday 9:15-12:00	
	Coller School of Management	Tutorial: Statistics		Fall	Thursday 12:30-13:45	

	Coller School of Management	Tutorial: Finance		Fall	Thursday14: 00-15: 15	
--	-----------------------------------	-------------------	--	------	--------------------------	--

Available to Undergraduate+ Graduate students

Department Name: TAU BUCHMANN FACULTY

OF LAW

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).

1st Semester 30.10.2016-29.01.2017						
Course Number	Course name	Lecturer	Schedule	Credits	Method	Time of Year
	Seminar: Information Technology Law	Prof. Michael Birnhack	Tue 16:00-19:00	3	seminar	Semester 1
1411700501	Workshop: Information Technology Law	Prof. Michael Birnhack; Prof. Assaf Jacob	Mon 18:00-20:00	3	RP	Semester 1
1411710801	Workshop: International Law	Prof. Aeyal Gross; Dr. Eliav Leiblich	Mon 16:00-18:00	3		Semester 1
1st Quarter 30.10.2016-9.12.2016						

	Reconstructing Legal Capacity	Prof. Amita Dhandu; Prof. Gabor Gombos	Changing	2		Quarter 1
	Risk Derivatives and Financial Crises	Adv. Menachem Feder	Tue; Wed 18: 15- 19: 55	2	IC(OB)	Quarter 1
1493100701	Introduction to Intellectual Property	Adv. Tony Greenman & Adv. Eran Bareket	Tue 8: 15- 11: 55	2	TH	Quarter 1
1493101901	Introduction to Business Law Criminal Justice in Israel	Dr. Hadar Jabotinsky Prof. Kenneth Mann	Thu 10: 15- 13: 55	2	TH	Quarter 1
1411704401	Criminal Justice in Israel	Prof. Kenneth Mann	Mon 18: 15- 19: 55; Fri 10: 00- 11: 40	2	TH+PR	Quarter 1
1882140101	Economic Growth and Distributive Justice	Prof. Yoram Margalioth	Coursera	2	IC(OB)	Quarter 1
	Church law: Property, Structure, Authority	Dr. Yifat Monnickendam	Mon; Wed 16: 00- 18: 00	2		Quarter 1
1411707101	International Legal Perspectives on the Israeli-Palestinian Conflict	Dr. Daphna Shraga	Mon; Thu 14: 00- 15: 40	2	IC(OB)	Quarter 1
	Common Law and Chinese Law	Prof. Richard Wu	Changing	2		Quarter 1
	Theory of Property	Prof. Mikhaïl Xifaras	Changing	2	FP	Quarter 1
2nd Quarter 18.12.2016-29.01.2017						
	Global IP and Sustainable Development	Prof. Margaret Chon	Changing	2	TH	Quarter 2
	Global IT Law	Prof. Michael Geist	Changing	2	FP	Quarter 2
1411729801	Antitrust Policy	Prof. David Gilo	Mon 18: 15- 19: 55; Thu 16: 15- 17: 55	2		Quarter 2
	Introduction to U.S. Class Action Law	Prof. Robert Klonof	Changing	2	IC	Quarter 2
1493100601	The international Law of Work	Prof. Guy Mundlak	Mon 12: 45-	2	TH	Quarter 2

			13: 55; Thu 14: 15- 15: 55			
--	--	--	-------------------------------------	--	--	--

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

Credits: 3

Course number: 1411700501

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

***(30.10.2016-9.12.2016)**

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 Name:

Course: Introduction to Intellectual Property

Adv. Tony Greenman & Adv. Eran Bareket

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 is 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 Shrager - 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. Mikhail 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:

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

18) 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