

# SIS 150/NEAR E 150 Israel

## Dynamic Society and Global Flashpoint

Winter 2009-Miller 301

Course website: [http://faculty.washington.edu/migdal/SIS150/SIS\\_150.html](http://faculty.washington.edu/migdal/SIS150/SIS_150.html)

**Course Coordinator:**

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Mr. Yoav Duman  
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SIS 150 has its own web site with important information about the course as well as links to course readings and a wide array of course related websites. Make sure to check the course site before **each lecture** to learn about any course updates or assignment changes.

The URL is: [http://faculty.washington.edu/migdal/SIS150/SIS\\_150.html](http://faculty.washington.edu/migdal/SIS150/SIS_150.html)

**Introduction:**

Ever in the news, Israel is a focal point for key global processes that have shaped the 20<sup>th</sup> and 21<sup>st</sup> centuries. This course will introduce students to Israel—its people, institutions, social forces, and culture—in the comparative and international context of larger global forces. We aim for the course to fulfill two goals: 1) teach students about key aspects shaping the international arena through the lens of a single country and 2) introduce students in depth to a country that has been a flashpoint in world affairs for the last half century.

The course will start with the hatching of the idea of a national state for Jews in the context of the currents of nationalism in Europe, especially Eastern Europe, in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries. Students will gain an appreciation of important world forces and see how the Jews, who were critical components in the development of European nationalism generally, uniquely developed their own brand of nationalism, Zionism, through revival of the Hebrew language, the creation of a national anthem, the construction of national symbols, the building of political institutions, and more. The course will then focus on the final European imperial efforts to shape the world in the wake of World War I and the clash of nationalist movements that ensued in Palestine/The Land of Israel, as Jews and Arabs claimed exclusive rights to the British-ruled territory. The 1948 War, Israel's War of Independence and Palestinian Arabs' *Al-Naqba* (catastrophe), will be situated in the anti-colonial struggles of the period and the new post-World War II nationalist, ethnic, and religious wars that became a central feature of the Cold War period.

In the post-1948 period, students will focus on four elements. First, lectures and readings will delve into Israeli people and culture, giving students a grasp of the complex society that has developed over the last 60 years. From a resource-poor, largely agricultural society, it has been transformed into a high-tech player (recently, the second largest exporter of software in the world after the US). It has generated cultural products, such as literature, science, and films that have received worldwide recognition, including Nobel Prize Laureates (one of the few countries outside Western Europe and North America producing winners of the prize). Second, Israeli politics and society will be highlighted, pointing to socioeconomic and political rifts, interaction of state and religion, government and political parties, the parliament, elections, issues of human rights, military-state relations, and the place of minorities. Third, the course will look at Israel in the region. The Arab-Israeli and Palestinian-Israeli conflicts have played a significant role in shaping not only Israeli society but also the modern Middle East and the larger world beyond and continue to do so in the 21<sup>st</sup> century. Finally, students will study Israel in a global context. How during the Cold War and subsequently did Israel and its ongoing conflicts become so central to world order and disorder? How have issues such as oil and trade played out?

**Requirements for the Course and Assignments:**

1. Students are required to read the assignments listed below prior to attending the Tuesday section of the given week. Readings are divided between secondary material and primary documents (including texts, music, video clips, etc). The readings are designed to provide a general background that each lecture will build on. Students will have the opportunity to raise questions about the readings either during lectures or in weekly discussion sections.
2. Copies of course lecture slides will be available on the course website.
3. Students are expected to stay abreast of current issues in Israel. Each student should read headline articles of **at least one Israeli paper each day** during the quarter (see the course website for a full list of media outlets. Possible sources include: [www.haaretz.com](http://www.haaretz.com), [www.ynetnews.com](http://www.ynetnews.com), [www.jpost.com](http://www.jpost.com).). A general familiarity with current events in Israel will be expected on take-home assignments and in-class exams.
4. **Participation:** Students are expected to participate fully in discussion sections. Regular participation in section will help determine the final grade for the class.
5. **Response papers:** Students will write **two response papers**. These papers—about three pages each—should **not be summaries** of the readings. Rather, each should be an **analysis of the article or book excerpt**, having an argument based on a close reading (and citing of passages) of the texts. These papers will, in total, account for 20 percent of the final grade. Students can choose which two weeks they would like to hand in the papers and can choose which readings to analyze. Papers should be on one (or more) of the articles from the book, *Jews in Israel*, or on another of the longer readings for that week. **Both papers must be submitted in Tuesday section of the week that the reading is assigned. No late papers will be accepted.** These assignments will be about three pages (12 point font, double-spaced, one inch-margin).
6. **Unannounced quizzes:** In section, there will be three unannounced quizzes on the readings for the week, lecture material, and current issues in Israel. These will account for 15 percent of the final grade.
7. **Mid-term and final exams:** There will be an in-class exam on February 6 and a final exam on Thursday, March 19, 8:30-10:20 am, MLR 301 . Both exams will include identifications, as well as short and long essay questions. The questions will cover material from lectures, readings, and sections. The mid-term will count for 20 percent of the final grade and the final, 35 percent.
8. Late policy for papers and exams: **No extensions or make-ups will be granted unless you provide documentation of serious extenuating circumstances.**

**Final Grades will be Determined on the following basis:**

- **Mid-Term Exam (20%)**
- **Final Exam (35%)**
- **2 Response papers (20%)**
- **3 Quizzes (15%)**
- **Participation (10%)**

## Required Readings

There are two required textbooks for this course:

1. Rabinovich, Itamar and Reinhartz, Jehuda, eds., *Israel In The Middle East*
2. Rebhun, Uzi and Waxman, Chaim I., eds., *Jews In Israel*

These books are available for purchase at the University Bookstore.

Other readings are available electronically through the on-line course website at [http://faculty.washington.edu/migdal/SIS150/SIS\\_150.html](http://faculty.washington.edu/migdal/SIS150/SIS_150.html) **Students are required to bring the week's readings, both the textbooks and additional readings, to all section meetings. Students must complete all readings prior to the Tuesday section of the given week.**

### *Plagiarism Policy*

Plagiarism is defined as the use of creations, ideas or words of publicly available work without formally acknowledging the author or source through appropriate use of quotation marks, references, and the like. Plagiarizing is presenting someone else's work as one's own original work or thought. This constitutes plagiarism whether it is intentional or unintentional. The University of Washington takes plagiarism very seriously. Plagiarism may lead to disciplinary action by the University against the student who submitted the work. Any student who is uncertain whether his or her use of the work of others constitutes plagiarism should consult the course instructor for guidance before formally submitting the course work involved. (Sources: UW Graduate School Style Manual; UW Bothell Catalog; UW Student Conduct Code)

### *Accommodations Statement*

If you would like to request academic accommodations due to a disability, please contact: Disabled Student Services, 448 Schmitz, 205-543-8924 (voice/TTY).

If you have a letter from Disabled Student Services indicating you have a disability that requires academic accommodations, please present the letter to me so we can discuss the accommodations you might need for the class.

## **Lectures and Readings**

### **Week One**

*Class 1 (1/5): Overview: How and Why the Israeli Experience is Internationally Important*

*Class 2 (1/7) The Ancient Roots of Israel*

*Class 3 (1/9) An Overview of Israel Today*

### **Week One Readings:**

- *Jews in Israel*, ch. 1, 2 (to be read by Thursday section)
- *Israel in the Middle East*, #'s 21, 113, 114 (to be read by Tuesday section)
- Amos Elon, *The Israelis: Founders and Sons*, pp. 3-32 (to be read by Thursday section)

### **Week Two**

*Class 4 (1/12): The Comparative Roots of Modern Zionism*

*Class 5 (1/14): The Development of National Hebrew Culture and the Revival of the Hebrew Language*

*Class 6 (1/16) Gender Issues in Israel*

### **Week Two Readings:**

- Amos Elon, *The Israelis: Founders and Sons*, pp. 33-105
- Avram Shlonsky, "Toil"
- Rachel, "To my Country"  
([http://israel.poetryinternationalweb.org/piw/cms/cms/cms\\_module/index.php?obj\\_id=3271](http://israel.poetryinternationalweb.org/piw/cms/cms/cms_module/index.php?obj_id=3271))
- Natan Alterman "Shir ha'emek"
- Hatikvah (<http://www.science.co.il/Israel-Anthem.asp>)
- Bialik, "On the Slaughter"
- Ahad Ha-am, "Jewish State and the Jewish Problem"
- Abraham Isaac Kook, "The Land of Israel"
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- *Israel in the Middle East*, #'s 1, 2, 3, 80, 121
- *Jews in Israel*, ch. 8

**Week Three**

*Class 7 (1/21): Zionism in a World of Nationalism and Imperialism*

*Class 8 (1/23): Quest for a Homeland*

**Week Three Readings:**

- *Israel in the Middle East*, #'s 4, 5, 7, 8, 9, 10, 11, 12, 14, 19, 21
- Herzl, *Old-New Land*
- Amos Elon, *The Israelis: Founders and Sons*, pp. 106-186

**Week Four**

*Class 9 (1/26): The Holocaust, Zionism, and the War of 1948—Political issues*

*Class 10 (1/28): The Holocaust and Zionism—Cultural Issues*

*Class 11 (1/30): Open discussion*

**Week Four Readings:**

- *Jews in Israel*, ch. 17
- *Israel in the Middle East*, #'s 15, 16, 17, 18, 20
- Tom Segev, *1949: The First Israelis*, pp. 95-116; 296-323
- Adam Garfinkle, *Politics and Society in Modern Israel*, Ch. 3 (pp. 55-93)
- Review History of the Holocaust at [www.holocaustchronicle.org](http://www.holocaustchronicle.org)
- Dan Pagis, "Written in Pencil in the Sealed Freight Car"
- Aharon Mehed, "Yad Vashem"
- Zelda, "Everyone has a Name"
- Yehuda Poliker, "Small Treblinka Station"
- Etgar Keret, "Shoes"
- Subliminal, "God Almighty, When Will It End" <http://www.youtube.com/watch?v=SVYanQ5r6rw>

**Week Five**

*Class 12 (2/2): Immigration and Ethnicity*

*Class 13 (2/4): Cultural Diversity in Israel*

*Class 14 (2/6): Mid-term exam*

**Week Five Readings:**

- *Jews in Israel*, ch. 3, 4, 5, 12, 13
- *Israel in the Middle East*, #'s 29, 30
- Idan Raichel - "Boi"
- teapacks, "The Old Central station"
- Ofrah Haza - shabat malka
- Eli Amir, excerpt from "Scapegoat"

**Week Six**

*Class 15 (2/9): The Six-Day War and Its Legacy*

*Class 16 (2/11): The Six-Day War: A Cultural Perspective*

*Class 17 (2/13): Government, Elections and Constitution*

**Week Six Readings:**

- *Jews in Israel*, ch. 7
- *Israel in the Middle East*, #'s 28, 59, 60, 67, 68, 131
- Michael Oren, "The Revelations of 1967: New Research on the Six Day War and Its lessons for the Contemporary Middle East"
- Tom Segev, *1967*, pp. 419-436; 482-499
- Adam Garfinkle, *Politics and Society in Modern Israel*, (pp. 151-198)
- Yehuda Amichai, "On the Day of Atonement" (The Hebrew version of the poem is available at [http://books.google.com/books?id=0DH-ypSoxA4C&pg=PA14&lpg=PA14&dq=%D7%99%D7%94%D7%95%D7%93%D7%94+%D7%A2%D7%9E%D7%99%D7%97%D7%99+%D7%91%D7%99%D7%95%D7%9D+%D7%91%D7%A4%D7%95%D7%A8+%D7%91%D7%A9%D7%A0%D7%AA&source=bl&ots=INv442KEyM&sig=EiDAbFMxGF-2U07lkv67J1mloA4&hl=en&sa=X&oi=book\\_result&resnum=1&ct=result](http://books.google.com/books?id=0DH-ypSoxA4C&pg=PA14&lpg=PA14&dq=%D7%99%D7%94%D7%95%D7%93%D7%94+%D7%A2%D7%9E%D7%99%D7%97%D7%99+%D7%91%D7%99%D7%95%D7%9D+%D7%91%D7%A4%D7%95%D7%A8+%D7%91%D7%A9%D7%A0%D7%AA&source=bl&ots=INv442KEyM&sig=EiDAbFMxGF-2U07lkv67J1mloA4&hl=en&sa=X&oi=book_result&resnum=1&ct=result))

**Week Seven**

*Class 18 (2/18): The Role of the Military in Society and Politics*

*Class 19 (2/20): Immigrants, Foreign Workers, and the Labor Market in Israel*

**Week Seven Readings:**

- *Jews in Israel*, ch. 14
- *Israel in the Middle East*, #'s 32, 127
- Baruch Kimmerling, "Patterns of Militarism in Israel," *European Journal of Sociology* 34 (1993), 196-223
- Amos Elon, *The Israelis: Founders and Sons*, pp. 189-255

**Week Eight**

*Class 17 (2/23): From Kibbutz to Microsoft*

*Class 18 (2/25): Arab-Palestinian Israelis*

*Class 19 (2/27): Religion in the Modern World and Modern Middle East*

**Week Eight Readings:**

- *Jews in Israel*, ch. 6, 15
- *Israel in the Middle East*, #'s 126, 130
- Dan Breznitz. *Innovation and the State*. pp. 41-96
- "Israel's Economic Growth Defies Experts." *The Financial Times* November 4, 2007
- "U.S. entrepreneur makes aliyah seeking 'next big invention,'" *Haaretz*, August 28, 2008
- Migdal and Kimmerling. *Palestinians: The Making of a People*. (pp. 159-184)
- "Livni: National aspirations of Israel's Arabs can be met by Palestinian homeland," *Haaretz*, December 12, 2008
- **Vision statement article**



**Week Nine**

*Class 20 (3/2): Religion in Israel I*

*Class 21 (3/4): Religion in Israel II*

*Class 22 (3/6): Historical and Comparative Roots of the Conflict*

**Week Nine Readings:**

- *Jews in Israel*, ch. 9, 10, 16
- *Israel in the Middle East*, #'s 17, 25, 26, 27, 48, 57, 58, 65, 124
- Charles Liebman and Elihu Katz, eds. *The Jewishness of Israelis* (pp 1-31)
- Amos Elon, *The Israelis*, pp. 256-289
- Yehuda Amichai, "Gods Come and Go, Prayers Remain Forever"
- Savyon Liebrecht, "Apples from the Desert"
- Chava Pinchas-Cohen, "A Woman Mourner's Kaddish"

**Week Ten**

*Class 23 (3/9): Occupation and Human Rights*

*Class 24 (3/11): The Intifada, Peace Process, and Global Reverberations*

*Class 25 (3/13): Conclusion*

**Week Ten Readings:**

- *Jews in Israel*, ch. 20
- *Israel in the Middle East*, #'s 61, 120, 133, 136, 137, 140, 142, 145, 147, 155
- Ehud Olmert, "The Time Has Come to Say These Things," *New York Review of Books*, December 4, 2008
- Yaron Ezrahi, *Rubber Bullets*, pp. 207-234
- Jeffrey Goldberg, *Prisoners*, pp. 133-162
- Shimon Shamir, Bruce Maddy-Weitzman, eds. *The Camp David Summit-What Went Wrong?* Pp. 7-29, 60-67, 82-89