

Cover Sheet: Request 13747

POS 3XXX Topics in Israeli Politics and Society

Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Patricia Sohn pjsohn@ufl.edu
Created	3/12/2019 6:34:39 PM
Updated	7/22/2019 9:15:09 AM
Description of request	The course, Israeli Politics, has been taught for many years under the Comparative Politics special topics number, CPO 4000. Seeking a 3000-level regular POS (general Political Science) course number with the title Israeli Politics and Society. The proposal is to allow students to repeat the course once with a different instructor, and/or as taught by a faculty member in a different field (Comparative Politics or International Relations). The course is an elective course.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Political Science 011617000	Patricia Sohn		3/25/2019
No document changes					
College	Recycled	CLAS - College of Liberal Arts and Sciences	Joseph Spillane	The College Curriculum Committee recycles this request, with the following: please consider either a) changing the course title to "Topics In Israeli Politics and Society" or b) proposing two distinct courses.	4/22/2019
No document changes					
Department	Approved	CLAS - Political Science 011617000	Patricia Sohn	The course title is changed as recommended. Thank you!	4/22/2019
No document changes					
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		7/22/2019
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			7/22/2019
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					

Step	Status	Group	User	Comment	Updated
College Notified					
No document changes					

Course|New for request 13747

Info

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Submitter: Patricia Sohn pjsohn@ufl.edu

Created: 9/6/2019 6:32:50 PM

Form version: 28

Responses

Recommended Prefix POS

Course Level 3

Number xxx

Category of Instruction Intermediate

Lab Code None

Course Title Topics in Israeli Politics and Society

Transcript Title Top. Israeli Pol&Soc

Degree Type Baccalaureate

Delivery Method(s) On-Campus

Co-Listing No

Co-Listing Explanation The course is available for undergraduates only. A related graduate seminar is also being proposed. The course is an elective course.

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic? No

Repeatable Credit? Yes

If repeatable, # total repeatable credit allowed 1

Amount of Credit 3

If variable, # min 0

If variable, # max 0

S/U Only? No

Contact Type Regularly Scheduled

Weekly Contact Hours 3

Course Description Addresses Israeli politics and society from a Comparative Politics or an International Relations perspective, depending upon instructor. May address Israeli politics at the grassroots, elite, societal, domestic, international, or micro-levels. Themes may include social movements, institutional configuration, religious-secular dynamics, immigration, ethnic politics, gender, foreign relations, international organizations, or other issues.

Prerequisites None

Co-requisites None

Rationale and Placement in Curriculum The course is an elective course. The course, Israeli Politics, has been taught for many years under the special topics Comparative Politics heading, CPO 4000. Seeking a 3000-level regular POS (general Political Science) course number with the title Israeli Politics and Society. The proposal is to allow students to repeat the course once with a different instructor, and/or as taught by a faculty member in a different field (Comparative Politics or International Relations).

Course Objectives Students who do the work for this course will be able to:

1. Identify major themes in Israeli politics and society in contemporary and late-modern periods.
2. Explain those themes as they relate to major social theories about those themes. The social theories may be developed in the context of work conducted in/on the region, or developed from other locales.
3. Compare grassroots, elite, societal, domestic, international, and/or micro-levels of analysis as they relate to the themes addressed in the class.

4. Relate to the themes of the class in writing using analytical distance.
5. Relate to the themes of the class in writing through some form of personal engagement, such as personal experience, issues in current events, or the like.
6. Discuss the themes addressed in the class through analytical distance, and through limited forms of personal engagement (personal experience, issues in the news, etc.).
7. Write a 6 page paper in response to a prompt relating to the course readings, or on an approved small research question.

Course Textbook(s) and/or Other Assigned Reading Approximately 45 pages of reading per week.

Required Texts (selections from):

1. Chaim Chissin, *A PALESTINE DIARY: MEMOIRS OF A BILU PIONEER, 1882-1887*. New York: Herzl Press, 1976.
2. Nissim Rejwan, *OUTSIDER IN THE PROMISED LAND*. Austin, TX: University of Texas Press, 2009.
3. Alisa Rubin Peled, *DEBATING ISLAM IN THE JEWISH STATE*. Albany, NY: State University of New York Press, 2001.
4. Esther Fuchs, ed. *ISRAELI FEMINIST SCHOLARSHIP: GENDER, ZIONISM, AND DIFFERENCE*. Austin, TX: University of Texas, 2015.

E-reserves reader with one chapter or article each from:

1. Mitchell Cohen, *ZION AND STATE: NATION, CLASS AND THE SHAPING OF MODERN ISRAEL*. New York: Columbia University Press, 1992.
2. Jacqueline Portuguese, *FERTILITY POLICY IN ISRAEL*. London: Praeger, 1998.
3. Daniel Bertrand Monk, *AN AESTHETIC OCCUPATION: THE IMMEDIACY OF ARCHITECTURE AND THE PALESTINE CONFLICT*. Durham, NC: Duke University Press, 2002.
4. Sammy Smooha, *JEWS AND ARABS IN ISRAEL*. Westview Press, 1989.
5. Yoav Peled, "Ethnic Democracy and the Legal Construction of Citizenship: Arab Citizens of the Jewish State" in *American Political Science Review* Vol. 86, No. 2 (Jun., 1992), pp. 432-443 (12 pages).
6. Ayala Emmett, *OUR SISTERS' PROMISED LAND: WOMEN, POLITICS, AND ISRAELI-PALESTINIAN COEXISTENCE*. Ann Arbor, MI: University of Michigan Press, 2003.
7. Martin Edelman, *COURTS, POLITICS, AND CULTURE IN ISRAEL*. Charlottesville, VA: University of Virginia Press, 1994.
8. Patricia Sohn, "Fault Lines" in *THE CAMBRIDGE COMPANION TO JUDAISM AND LAW*, edited by Christine Hayes. New York: Cambridge University Press, 2017.
9. Esther Carmel Hakim and Nancy Rosenfeld, eds. *WRITING PALESTINE 1933-1950: DOROTHY KAHN BAR-ADON*. Boston: Academic Studies Press, 2017.

Weekly Schedule of Topics Approximately 45 of reading pages per week.

Section One (Weeks 1 - 4). PIONEERING YEARS

Main text: Chaim Chissin, *A PALESTINE DIARY: MEMOIRS OF A BILU PIONEER, 1882-1887*. New York: Herzl Press, 1976.

E-reserves readings (one chapter each): Mitchell Cohen, *ZION AND STATE: NATION, CLASS AND THE SHAPING OF MODERN ISRAEL*. New York: Columbia University Press, 1992; and Esther Carmel Hakim and Nancy Rosenfeld, eds. *WRITING PALESTINE 1933-1950: DOROTHY KAHN BAR-ADON*. Boston: Academic Studies Press, 2017.

Week 1. Introductions

Week 2. Early Zionism and A Palestine Diary

Week 3. Mandate Period and Early State Development

Week 4. Mandate Period and Personal Experiences

Section Two (Weeks 5 - 8). ETHNICITY IN JEWISH POLITICS

Main text: Nissim Rejwan, *OUTSIDER IN THE PROMISED LAND*. Austin, TX: University of Texas Press, 2009.

E-reserves readings (one chapter each): Sammy Smooha, *JEWS AND ARABS IN ISRAEL*. Westview Press, 1989; and Martin Edelman, *COURTS, POLITICS, AND CULTURE IN ISRAEL*. Charlottesville, VA: University of Virginia Press, 1994.

Week 5. Mizrahi and Sephardi Identities

Week 6. Mizrahi and Sephardi Politics

Week 7. Iraqi Jewish Experience

Week 8. Shas

Section Three (Weeks 9 - 12). ETHNICITY IN ARAB-JEWISH DYNAMICS

Main text: Alisa Rubin Peled, *DEBATING ISLAM IN THE JEWISH STATE*. Albany, NY: State University of New York Press, 2001.

E-reserves readings (one chapter or article each): Daniel Bertrand Monk, *AN AESTHETIC OCCUPATION: THE IMMEDIACY OF ARCHITECTURE AND THE PALESTINE CONFLICT*. Durham, NC: Duke University Press, 2002; and Yoav Peled, "Ethnic Democracy and the Legal Construction of Citizenship: Arab Citizens of the Jewish State" in *American Political Science Review* Vol. 86, No. 2 (Jun., 1992), pp. 432-443 (12 pages).

Week 9. Debating Islam in the Jewish State

Week 10. Institutional Relations

Week 11. Holy Places

Week 12. Jews and Arabs in Israel

Section Four (Weeks 13 - 16). WOMEN IN ISRAEL

Main text: Esther Fuchs, ed. *ISRAELI FEMINIST SCHOLARSHIP: GENDER, ZIONISM, AND DIFFERENCE*. Austin, TX: University of Texas, 2015.

E-reserves readings (one chapter each): Jacqueline Portugese, *FERTILITY POLICY IN ISRAEL*. London: Praeger, 1998; Ayala Emmett, *OUR SISTERS' PROMISED LAND: WOMEN, POLITICS, AND ISRAELI-PALESTINIAN COEXISTENCE*. Ann Arbor, MI: University of Michigan Press, 2003; Patricia Sohn, "Fault Lines" in *THE CAMBRIDGE COMPANION TO JUDAISM AND LAW*, edited by Christine Hayes. New York: Cambridge University Press, 2017.

Week 13. The New Man Movement

Week 14. Women and the Military

Week 15. Women and Reproduction

Week 16. Women, Religion, and State

Links and Policies *This course follows UF policies on grading and make-up work. See: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/#gradestext>. Make-up work will be allowed only with an appropriate medical or scholastic excuse.

*Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, or www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

*Tardiness: Please do not be tardy. If you are tardy, come in quietly and do not disturb lecture, discussion, or other classroom activities. More than 3 tardy days will impact your participation grade negatively.

*Cell Phones: Students may have their cell phones out in class if they feel it is important for their safety; however, please do not read, use, or play with your cell phone during class.

*Respect: All participants (students, faculty, and/or any guest speakers) in this class are asked and expected to be respectful to one another during discussions and other class exercises, remembering that your student body (as the American polity) includes intelligent people of vastly ranging political, religious, social, and other opinions and subject positions. Discourse in this class is expected to cover a wide range of opinions and subject positions in a way that is civil at all times. We will practice how to do it in class. Sometimes it is hard work. Your cooperation in this effort will be greatly appreciated!

*Materials and supplies fees: none other than texts. Students are expected to have access to a computer and to the internet in order to write and to submit assignments.

*Student evaluations: Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

*The university's honesty policy regarding cheating, plagiarism, etc.

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: 'On my honor, I have neither given nor received unauthorized aid in doing this assignment.'" The Honor Code

(<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, students are obligated to

report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the faculty instructor for this class.

*Counseling and Wellness Center

Contact information for the Counseling and Wellness Center:

<http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the

* University Police Department: 392-1111 or 9-1-1 for emergencies.

Grading Scheme 10% Participation

(A) 33.3% - Active and appropriate participation in discussion, group activities, Individual Presentations, and ad hoc presentations on readings in the classroom. (B) 33.3% - Each student will be assigned to a study group. Each study group will be assigned to 1 of the E-Reserves readings for a presentation in class. Each student in the study group will be required to present a part of the reading. (C) 33.3% - Round Tables. The round tables are a culminating panel discussion in which each student responds to a set of prompts for that section of the course. Each student will be assigned to one round table.

NOTE: Attendance. After 3 unexcused absences, 5 points per absence will be taken of your final grade on a 100-point scale..

5% Film Report (1)

Each student will choose one film; you must have your film approved by me. Write a 2 page essay that engages the film with analytical distance, on the one hand, and personal engagement, on the other hand. Please relate the film to 3 of the readings in the class, including at least one main text. You may want to do this assignment after you have completed an abstract and journal so that you have experience with both types of writing. The assignment is due by the last day of classes.

25% Abstracts (4)

In 1-1.5 pages, explain the central argument/contention (or take-home message) of the assigned readings. Each paragraph must be 5-7 sentences (strict limit), drawing upon three (3) major pieces of evidence used in the reading to support that argument/contention. In this assignment, you are working on developing analytical distance and analytical neutrality or clarity. In some ways, it is the opposite of personal engagement. Please use footnotes and give a reference list, all formatted according to the Chicago Manual of Style, which is available in Announcements in Canvas.

25% Journal Entry (4)

2 pages. This is your opportunity to engage with the course readings on a personal level. Include only information that would be appropriate for me to read. I encourage you to keep a wider journal of your experience of the course for your own posterity. Please use footnotes and give a reference list, all formatted according to the Chicago Manual of Style, which is available in Announcements in Canvas.

35% Final Paper (6 pages)

Each student will write one 6-page essay in response to a choice of two essay prompts. The final essay will be due on Canvas on the day and time of the scheduled Final Exam for this course. There is no final exam for this course. You will be asked to distinguish between analytical distance and personal engagement with the materials, and to demonstrate both. When in doubt, analytical distance should come first. You may draw in some part upon your abstracts and journals, as appropriate to answering the essay prompt. Essays are limited to the readings from class. Please use footnotes and give a reference list, all formatted according to the Chicago Manual of Style, which is available in Announcements.

GRADING SCALE

A 93-100

A- 90-92

B+ 87-89

B 83-86

B- 80-82

C+ 77-79

C 73-76

C - 70-72

D+ 67-69

D 63-33

D- 60-62
E Below 60
Instructor(s) Patricia Sohn
Ido Oren
To Be Announced