



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

School of International Letters & Cultures

Academic Unit CLAS - humanities Department _____

Subject HEB Number 348 Title Israeli Society and Culture Units: 3

Is this a cross-listed course? (Choose one)
If yes, please identify course(s) No

Is this a shared course? No If so, list all academic units offering this course _____
Course description: _____

Requested designation: Global Awareness-G
Note - a separate proposal is required for each designation requested

Eligibility:
Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact the General Studies Program Office at (480) 965-0739.

Area(s) proposed course will serve:
A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

- Checklists for general studies designations:**
Complete and attach the appropriate checklist
- Literacy and Critical Inquiry core courses (L)
 - Mathematics core courses (MA)
 - Computer/statistics/quantitative applications core courses (CS)
 - Humanities, Fine Arts and Design core courses (HU)
 - Social and Behavioral Sciences core courses (SB)
 - Natural Sciences core courses (SQ/SG)
 - Global Awareness courses (G)
 - Historical Awareness courses (H)
 - Cultural Diversity in the United States courses (C)

- A complete proposal should include:**
- Signed General Studies Program Course Proposal Cover Form
 - Criteria Checklist for the area
 - Course Syllabus
 - Table of Contents from the textbook, and/or lists of course materials

Contact information:

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Department Chair/Director approval: (Required)

Chair/Director name (Typed): Robert Joe Cutter Date: 10 Dec. 2014

Chair/Director (Signature): 

Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[G] CRITERIA			
GLOBAL AWARENESS [G]			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	Syllabus
		2. The course must match at least one of the following descriptions: (check all which may apply):	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.	Syllabus
<input type="checkbox"/>	<input checked="" type="checkbox"/>	b. The course is a language course for a contemporary non-English language, and has a significant cultural component.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.	Syllabus
<input type="checkbox"/>	<input checked="" type="checkbox"/>	d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures."	

Course Prefix	Number	Title	Designation
HEB	348	Israeli Society and Culture	Global Awareness (G)

Explain in detail which student activities correspond to the **specific** designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue	SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.	SAMPLE: Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.
1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	The course examines Israeli culture and society, including studying Israeli political structure, mindset, immigration/absorption, the modern Hebrew language as a national value, the diversity of the Israeli society, the Kibbutz, science and technology, Israel as a welfare state, as well as the performance arts, sports and leisure of the Israeli people, and mandatory military service.	The course familiarizes the students with different concepts of the function of the state (Israeli as a socialist welfare state, Unit 2 and 3), government systems (multiparty vs. two party, Unit 2), and a modern state without a separation between religion and state (religion as part of the public education system, Unit 1).
2a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.	Areas studied in-depth include: the history of the Hebrew language, the different styles of Israeli music	Unit 1 explores the Language War to have Modern Hebrew as the only spoken language of the Modern State of Israel. Unit 5, among other topics, explores the diversity of Israeli music, influenced by the backgrounds of Israel's immigrants (including Oriental, European, religious, and popular influences).
2c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.	The political system of Israel is a multi-party system. Last election, 34 parties were presented on the ballot, in comparison to the two-party US system, resulting in a coalition government. Additionally, the Israeli parliament is a unicameral system.	In Unit 2, students are required to analyze the US governing system and compare it to the Israeli system. In addition, they need to decide and defend, for each country's systems, which branch of government is the strongest.

Course Description:

HEB 348: Israeli Society and Culture

The course is designed to introduce the society and culture of the Modern Israeli state. It focuses on the structure of the Israeli state and different aspects of its culture. We start from when the idea of the modern state was created, by the Zionist movement in Europe, and from there, to the Land of Israel in the late 19th century to a modern state. Then, we examine the three branches of government and explore how different they are from the American version. The course concludes with an exploration of the art and culture in Israel: Israeli theater, poetry, literature, cinema, and museums.

The course's text book:

THE ISRAELIS, ORDINARY PEOPLE IN AN EXTRAORDINARY LAND, BY DONNA ROSENTHAL, FREE PRESS, 2008

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II One Nation, Many Tribes

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III Widening Fault Lines Between Jews and Jews

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HEB 348 - Israeli Culture and Society

SPRING 2015 iCourse

Syllabus

WELCOME

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Course description and overall objectives:

The course is designed to introduce the society and culture of the modern Israeli state. It focuses on the structure of the Israeli state and different aspects of its culture. We start from when the idea of the modern state was created, by the Zionist movement in Europe, and from there to the Land of Israel in the late 19th century, to a modern state. Then, we examine the three Israeli branches of government and understand how different they are from the US.

We will look at the human mosaic that constitutes the Israeli society. The Israeli partition is based on ethnic origin, by religious affiliation and/or by political association. Diversity of popular music in Israel is an indicator of the different legacies that coexist in the country. For every lesson there is a song to listen to that represents a different segment of Israeli society. Some of the course reading material offers students personal stories of the multi sectors, which characterize the society in Israel. The political arena also represents the fractions of society, more than 20 parties stand for election every four years. We'll try to understand how it works. We'll look at the diversity of daily newspapers which is evidence of that phenomenon.

Israel is a country that encourages immigration; what does it mean? To whom is it directed? The course deals with these questions and they lead us to survey the other 25% of the state citizens who are not Jews.

Important aspect of the Israeli society is its being a welfare state. Welfare, in Israel, insures certain standards of living for all its citizens, not only in regard to health or retirement, but also in basic food, public transportation and even in art, higher education and more. The course covers these aspects as well.

An additional area with which we deal with is the unique Israeli creations and innovations, such as the Kibbutz (a communal settlement), solar energy systems, new genetic engineered fruits and vegetables, irrigation systems for a desert landscape and more.

The last unit of the course concentrates on the art and culture in Israel: the Israeli theater, poetry, literature, cinema, and museums. Under culture, I included the typical open markets that one sees in every city. Video presentations will bring the sights and the sounds of Israel. One of the course projects is watching Israeli movie and analyzing it.

The course will utilize short writing assignments and research papers. Integrating online resources will facilitate the course material.

The student learning outcomes:

Upon successful completion of the course, students will be able:

1. To understand the historical background that lead to the establishment of the modern state of Israel.
2. To critically examine social, political, and religious patterns that exists in Israel.
3. To recognize the unique culture of Israel.
4. To have better understanding of news and sights which are coming from the television, internet and other means of media.

Required book:

- Rosenthal, Donna, The Israelis: Ordinary People in and Extraordinary Land, Simon & Schuster Inc., A.S.U. 2008 (9780743270359)

Announcements:

Students are responsible for reading all messages posted on the "Announcements" section of Blackboard. The "Announcements" section will contain messages to the class as a whole, instructions for assignments, and any updates to the schedule from the lecturer. Be sure to check the "Announcements" section regularly.

Power Point Presentations:

For each Unit there is a Power Point presentation/s. The presentations have an audio attached to it. Be aware that in the audio you have additional information than what is presented on the slides. You can pause the recording at any stage by pressing the pause button and also you can review each slide by moving the progress bar back to the beginning.

Copyrighted Material:

I would like to state that the course content, including the presentations, are copyrighted material and students may not copy or download. (see ACD 304–06, “Commercial Note Taking Services” for more information).

The Weekly Reports, Units' Questions, Reading Remarks and Responses, and Research Papers:

At the end of the syllabus, you will find a list and time table for the course assignments. Pay close attention to it to make sure you won't miss due days.

Throughout the course, students are required to make "postings" on the Blackboard. There are four types of postings required:

1. Weekly Reports on Discussion Board:

Each week you will research the internet and/or listen to the television for events or news that happened in Israel. You will then post a summary of what you have found most interesting on the discussion board. It has to include your personal input that explains why you chose it. The report should be a minimum of 150 words.

The weekly report can be from all aspects of life of the State of Israel. Added YouTube videos are encouraged to the written portion. Hopefully this will give us more sense of Israel, during our course. **Be sure to cite your source of information.**

Here are a few suggestions where you can find up-to-date news about Israel:

<http://www.haaretz.co.il/>

<http://www.jpost.com/>

<http://www.israelhayom.com/>

<http://www.timesofisrael.com/>

<http://www.ynetnews.com/home/0,7340,L-3083,00.html> and there are many more.

2. Questions at the end of each Unit:

For each unit there are one or two questions. You need to answer them all. Make sure your answers reflect the unit material. Each answer should have a minimum of **350** words.

The link to post your answers is in the Unit folders.

3. Unit Reading Remarks and Responses

A. After reading each unit's assigned reading and watching the presentations, pick one or more content, mentioned which you find particularly interesting or important, and explain your choices. It should be at least **150** words.

B. You will respond to another student's choice (A.), with at least **100** words.

You are welcome to agree with fellow students as long as you add something of your own to the discussion; and you are welcome to disagree with your fellow students and argue a different point of view, but this must be done respectfully and politely as would be expected in any classroom discussion.

A. and **B.** responses will be posted on the course **Blackboard Discussion Board**.

Part A will be posted, **at the latest, three days prior to the end of the unit time**, to give the other students time to read and respond. The due days for part A. and B. are indicated on the title of the unit forum.

4. Research Paper

Throughout the course there will be three research papers to write. Their topics relates to the material covered in this course. For the research assignments you will draw upon outside sources (books, articles, news reports, websites, etc.), and of course they should be cited.

When writing your paper, be sure to keep in mind the following grading rubric. Your essay will be evaluated on how well you:

- 1) Demonstrate that you have viewed/listened to and understood the presentations.
- 2) Demonstrate that you have read and understood the assigned portions of the unit.
- 3) Included outside sources. Don't forget to cite your sources.
- 3) Include commentary on, reaction to, reflection upon, or analysis of, aspects of the subject matter.

Each paper must be minimum 4 pages in MLA format, and be submitted via Blackboard. Needless to say that Wikipedia is not a source of information and shouldn't be cited, as such.

The documents should be saved in either: .doc (a word document before 2007), .docx (word 2007 or 2010) or .rtf (rich text format).

The documents name should be: Last name & Assignment, example: Shemer Unit One Research Report.doc
Once the assignment is finished be sure to click submit. If you save it as a draft I will not be able to access your work. The research papers must be submitted via Blackboard using the links provided in the units

Make-up Work:

Make-up work is not offered. Late work won't be accepted nor graded.

Lecturer's expectations:

This is a distance learning course but not a self-paced course. Assignments have regular due dates. Due to the structure of the course, students are responsible for completion of all coursework and posting them by the end of their due dates.

Assignments are due before midnight of its respective due date You have a few days for each Unit and corresponding assignments; please make sure to leave yourself enough time to take care of any technical problems that may arise.

Late work – Work is considered late if it is not turned in by midnight (Arizona time) on the day it is due. Late work will NOT be accepted. The due dates for the assignments are clearly outlined and will be upheld. Please start early and don't allow yourself to get behind. You are responsible for keeping up in this course.

At the end of the syllabus you will find a list of the assignments and their due dates. The due date is, the last day the assignments can be posted.

Grading policy:

I grade on a straight percent scale, not on a curve. Grades will be assigned using the plus/minus system implemented in Fall 2004.

The overall grade for the course will be calculated on a point system.

1. Weekly Report: 5 points X 15weeks	11%	75 points
2. Questions at the end of each Unit: 40 points X 5 units	29%	200 points
3. Unit Reading Remarks (A) and Responses (B): 20 points for A + 10 for B X 5 units	18%	125 points
4. Research Paper: 100 points each X 3 papers	<u>42%</u>	<u>300 points</u>
TOTAL POINTS POSSIBLE:	100%	700 points

Grading scale:

A+ $\geq 97.0\%$	B- 80.0 - <83.0%
A 93.0 - <97.0%	C+ 77.0 - <80.0%
A- 90.0 - <93.0%	C 70.0 - <77.0%
B+ 87.0 - <90.0%	D 60.0 - <70.0%
B 83.0 - <87.0%	E <60.0%

Changes to Syllabus:

The lecturer reserves the right to change any part of the syllabus, except grading policy. If any changes are made a message will be posted in the "Announcements" section of Blackboard.

Academic Integrity

Be sure that what you hand in as yours is really yours. Make sure to follow citation and quotation rules.

I advise you to read ASU's "Student Academic Integrity Policy."

You are expected to be familiar with The Academic Integrity Policy of the university, which you find at

<https://provost.asu.edu/index.php?q=academicintegrity> , and CLAS Academic Integrity guidelines, at:

<https://clas.asu.edu/node/17780>.

Disability policy

If you require accommodations on assignments for a disability, university-sanctioned event, or religious holiday, you must let me know in advance. See the links below for the accommodations the university provides and that this class follows:

- Religious accommodations: <http://www.asu.edu/aad/manuals/acd/acd304-04.html>
- University-sanctioned activities: <http://www.asu.edu/aad/manuals/acd/acd304-02.html>
- Disability resources: <http://www.asu.edu/aad/manuals/ssm/index.html#700>. NB: Students requesting accommodation for reasons of a disability must be registered with the Disability Resource Center and submit the appropriate documentation from the DRC.

Classroom behavior policy

You are welcome to agree with fellow students as long as you add something of your own to the discussion; and you are welcome to disagree with your fellow students and argue a different point of view, but this must be done respectfully and politely as would be expected in any classroom discussion.

Threatening behavior:

Any disruptive, threatening, or violent behavior will be dealt with according to University Policy, which can be found at: <http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>

Notification of offensive course content:

The purpose of this course is to study another culture, the Israeli culture. But if you find some of the course content offensive, please feel free to discuss it with me, the head of the Middle Eastern section, or the director of SILC. All of us may be contacted in person or by email.

Unit one

Week 1: watch presentations:

Historical Review:

- The Zionist movement
- The Language War, The Academy of the Hebrew Language
- The Independence Declaration
- No separation between state and religion: religious institutions

Week 2:

Reading:

1. The article: ZIONISM by Prof. Benyamin Neuberger

<http://www.mfa.gov.il/MFA/Facts+About+Israel/State/ZIONISM-+Background.htm>

2. From the Book *The Israelis*, Becoming Israeli pp. 7-94

Viewing:

1. The Independence Declaration: <http://www.youtube.com/watch?v=6ZDSBF5xtoo>

2. Jerusalem from Above: http://www.youtube.com/watch?v=9w7UVY2cEa0&feature=channel_video_title

Listening:

1. To the Israeli singer Shlomo Arzi:

<http://www.youtube.com/watch?v=3Z5tv23K3yk&feature=fvwrel>

2. and to Yehuda Poliker:

<http://www.youtube.com/watch?v=UcdYF5Z7TZM>

Week 3:

First unit questions:

Choose one of questions and post your answer on Blackboard.

The answer should have a minimum of **350** words.

1. Do you think that the “religious” laws are coercion laws or are they loyal to the values expressed in the declaration of independence?

2. What part does a language have in a country? In your answer also refer to the “Language War” in Israel and express your opinion in regard to USA, in regard to those who suggest adding also the Spanish as an official language.

Unit two

Week 1: watch presentations:

The Government Structure:

- a. The three branches: The executive system
The judicial system
The legislator system
- b. The president
- c. The State Comptroller and Ombudsman

Reading:

1. The Israeli government structure:
http://www.jewishvirtuallibrary.org/jsource/Politics/how_govt_works.html
2. From the official site of *The State Comptroller and Ombudsman* read these three pages:
The Principles of State Audit: <http://www.mevaker.gov.il/serve/site/english/eintro.asp>
State audit functions: <http://www.mevaker.gov.il/serve/site/english/erole.asp>
The Ombudsman: <http://www.mevaker.gov.il/serve/site/english/eombuds-intro.asp>
3. From the book *The Israelis, One Nation, Many Tribes*, pp. 97 - 169

Week 5:

Listening:

1. The Israeli singer Shimon Buskila “You are my Tomorrow”
<http://www.youtube.com/watch?v=ZIsWjAP8coU>
2. Moshe Perez in his song “Take Me”
<http://www.youtube.com/watch?v=LGiMY8nb-fM>

Second unit questions:

1. What role does the media play in the Israeli democracy? How is it in USA?
2. Based on the official Comptroller and Ombudsman site, write what is the uniqueness of the Israeli State Comptroller and Ombudsman and research if there is a parallel functions in the US government.

Week 6:

First paper: The structure of the Israeli government is divided into three branches; also the American system is divided into three branches. On first glance it might seem to be the same system, is it?

1. Analyze the similarities and the differences between the two systems.
2. In the two countries, Israel and the United States, which body of government do you think is the strongest? Justify your answer.

Unit three

Week 7: watch presentation:

The Israeli Society:

- a. Seculars, Traditionalists, Religious – and their deferent nuances.
- b. welfare state:
 - Birth and death
 - The education system:
 - The public and the religious public schools
 - High education: the subsidized universities and private colleges.
 - Health insurance
 - Minimal wage
 - Public transportation
 - Public TV and radio
- c. Immigration, The Law of Return
- d. The calendar

Week 8:

Reading: 1. From the book *The Israelis*, Widening Fault Lines Between Jews and Jews, 173-243

2. The article on the Israeli society:

http://www.mongabay.com/reference/country_studies/israel/SOCIETY.html

Listening: to the Israeli singer Eyal Golan who sings, in an orient style, his song *Tears*:

<http://www.youtube.com/watch?v=cnnPzPyiIo4>

Week 9:

Third unit questions:

1. In your opinion, what are the advantages and what are the disadvantages of a socialist/welfare country in contrast to a capitalist country.
2. In the second presentation of the unit you saw the deferent groups that together constitute the Israeli society. You are asked to prepare a presentation of United States society. Will you present it as one homogenous group or, like in Israel, a combination of groups? If so, which groups will you include? Justify your answer.

Unit four

Week 10: watch presentations

Unique Israeli Settlements/Communities:

- a. Cities and cities' planning, the Bauhaus influence, the cities of Tel-Aviv, Jerusalem & Be'er-Sheva.
- b. Development Town
- c. Kibbutz

Innovations and Inventions, among many in:

Technology: solar system, irrigation system for a desert landscape.

Agriculture: engineered fruits, vegetable and flowers

Week 11:

Reading: 1. from the official site of the Kibbutz's organization read:

Commemorating 100 Years of the Kibbutz http://www.kibbutz.org.il/eng/081101_kibbutz-eng.htm

2. from the book *The Israelis*, Schizophrenia: Non-Jews in a Jewish State, pp. 247-323

Viewing:

1. The early days of the city of Dimona, a developing city in the Negev desert:
<http://www.youtube.com/watch?v=RbJMbRGiE2o>
2. Innovations and inventions:
 - A. Science Museum in Jerusalem exhibits the country's top inventions
<http://www.youtube.com/watch?v=2lMwxwjDQYw>
 - B. Learning to Walk with Cerebral Palsy
<http://www.youtube.com/watch?v=dO3MdxIHkIk>
 - C. Israel High-Tech: <http://www.youtube.com/watch?v=yYXk16Xnp6g>
 - D. Israel Boasts Agricultural Innovations
<http://www.youtube.com/watch?v=cmlrtHdREVw&feature=related>
 - E. Fish farming in the Desert:
<http://www.youtube.com/watch?v=GxIJ489WxkU&feature=related>
 - F. Our Future Water:
http://www.youtube.com/watch?v=RWM61DXMi_M&feature=player_embedded

Listening:

1. The Givatron, a Kibbutz's group that sings in Hebrew a chain of Russian's melodies.
http://www.youtube.com/watch?v=_Nb3jSgqATA&feature=related

2. Shlomo Gronich & Sheba choir. The Sheba choir is composed of Ethiopian youth. The song that you will listen to is called *The Journey to Israel*. It tells the story of the unique difficult journey, most of it by foot at night in a hostile surrounding, that Ethiopians had to endure in order to reach their dream land, Israel.
<http://www.youtube.com/watch?v=vJ9wheyZOdo>

Fourth unit question:

Immigration is a hot topic in United State in general and in particular here, in Arizona. Discuss the different **official** attitude of the U.S government and the Israeli government and their policies toward immigration.

Week 12:

Second paper: The Kibbutz

In your writing refer to **all three** issues:

1. Search for additional material about the Kibbutz; summarize the values and ideas that gave birth to Kibbutz.
2. Explain why you think that by the end of the 20th century the Kibbutz had to change in order to exist.
3. The kibbutz in Israel has always been a source of attraction to many people from all over the world. Many young people from all over the world and from different religion and affiliation, volunteer to work for free in a Kibbutz for a period of up to a year, just to get the feeling of the Kibbutz experience. Regardless of this attraction, can you explain why the Kibbutz model was not adopted by any other culture?

Unit five

Week 13: watch presentation

Culture & Art in Israel:

- Theaters: subsidized and independence.
- Literature
- Cinema
- Music: philharmonic, opera , military bands, Hasidic music, contemporary music, & sing along
- Ballet: classic, Bat-Sheva,
Folk dance: “Hora” national dance and the yearly festival
- Museums: The Israeli Museum, Ein Hod,
- Street Food, The open markets & open malls such as Nachlat Binyamin

Week 14:

Reading: 1. from the book *The Israelis*, The Sexual Revolution, pp. 327 – 383

Listening: to the Israeli music in the presentation.

Fifth unit question:

Geographically Israel is in Asia and accordingly referred to as a Middle Eastern country. Based of the course material how would you describe the Israeli culture, as a Middle Eastern or as a western culture? Justify your answer with specifics from the unit and the course.

Week 15:

Final paper:

- a. Choose an Israeli feature movie.
- b. Send me an e-mail with the name of the movie to get my approval of it.
- c. Watch the movie and write according to these points.
- d. In the parentheses, you have the points for each part.

1. The subject of the movie. (5)
2. The plot. (10)
3. Describe the main figures. (10)
4. Explain the conflict or the axis the movie evolve around. (10)
5. Analyze what makes the movie an Israeli movie. The fact that the movie was produced by Israelis and the actors are Israelis and speak Hebrew is not sufficient for the purpose of this course to be regarded as an Israeli movie. The plot must have Israeli, unique elements. Meaning, if the script would be played and filmed in another country it will be misunderstood or won't be relevant to that country's culture and people. (40)
6. Describe aspects learned in the course that you were able to find in the movie. (25)

(100)