



ARIZONA STATE UNIVERSITY

GENERAL STUDIES COURSE PROPOSAL COVER FORM**Course information:**Copy and paste current course information from Class Search/Course Catalog.

College/School	College of Liberal Arts and Sciences	Department	School of International Letters and Cultures
Prefix	HEB	Number	349
Title	Israeli Wars in Israeli Movies		
Units:	3		

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

Is this a shared course? No If so, list all academic units offering this course

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a permanent numbered course with topics? Yes

If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

(Required)

Course description:

Requested designation: Global Awareness-G**Mandatory Review:** No*Note- a separate proposal is required for each designation.***Eligibility:**

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2016 Effective Date: October 1, 2015

For Spring 2017 Effective Date: March 10, 2016

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, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

A complete proposal should include:

- ☒ Signed course proposal cover form
- ☒ Criteria checklist for General Studies designation(s) being requested
- ☒ Course catalog description
- ☒ Sample syllabus for the course
- ☐ Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.**Contact information:**

Name	Judith Shemer	E-mail	judith.shemer@asu.edu	Phone	480-727-7724
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Department Chair/Director approval: (Required)

Chair/Director name (Typed): Nina Berman

Date: 1.10.17

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.

Reviewed 4/2014

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.	
		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.	
<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 type="checkbox"/>	<input checked="" 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.	
<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."	

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Course Prefix	Number	Title	Designation
HEB	349	Israeli Wars in Israeli Movies	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.	Throughout the history of Israel, the attitude of Israelis changed toward war. We can see that change expressed in film, and this is the subject of the course.	In order to understand the impact of wars in Israel, the student must learn about the Israeli-Arab conflict with its periodic wars, including the causes of the wars, the participants, outcomes, and historical details involved in each war, with the outcome that they will be familiar with the Israeli-Arab conflict and understand in more depth the current events of this conflict. This is particularly the focus of the assignment in Week 1 (page 8) but also informs student discussion of the films throughout the class,
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-US and the study must contribute to an understanding of the contemporary world.	Since every few years a war erupts in Israel, war is a meaningful aspect of contemporary Israeli culture both nationally and personally. This national and personal impact is reflected in Israeli film. The main focus of the course is to explore the relationship between Israelis and wars through the media of film.	Students are asked throughout the course to explore and reflect upon elements of Israeli film that are very specific to Israeli culture. For example, since all Israelis are required by law to serve in the army (men and women), all Israelis relate personally to films about Israeli wars. Since each film is about a specific war, there is an expectation by Israelis that the feature film will reflect reality. In reference to Waltz with Bashir (an animated movie), students are asked to discuss the film's purpose in seeking the truth and are asked if the director/main character managed to do so. See page 10. In the film "Beaufort" the three main actors did not serve full time in the army, or not at all. This fact appeared in any discussion about the film and the willingness of Israelis to go and watch the movie. Students are asked to reflect upon the

		relevance of this in understanding contemporary Israeli culture. See page 9 for the film Beaufort discussion question.

The description that was send to be posted in the courses' catalog:

HEB 349 Israeli Wars in Israeli Movies, an iCourse in English:

From its first day of independence, the State of Israel has been in a state of war with its Arab neighbors. Every few years, the fighting erupted into an open war. At the beginning of the country's history, there was a consensus that the wars were forced on the Israelis, and therefore, the heavy toll on human life was unavoidable. Since 1967's Six Day War and the political change in 1977, Israeli society is split in attitude toward war and its impact on the Jewish society of Israel. The absolute belief in the political and military leaders, who led Israel to initiate military operations, was shaken and new political agendas entered the political arena. To this divided society, the first and second Intifadas occurred with the waves of terrorism. These events added fire to the heated debates in Israel.

One means of expression is through the cinema. In this course we will watch, analyze, and discuss selected movies on the Israeli wars and terrorism in the streets of Israel. Trough these movies, produced by Israelis, we'll try to understand the mood and attitude of the Israelis toward war, enemies, and political and military leaders.

HEB 349 - Israeli Wars in Israeli Movies – iCourse

Syllabus

WELCOME

Lecturer: Judith Shemer

Office: LL173F

Phone: 480-727-7724

Email: judith.shemer@asu.edu

Office hours: Tuesday & Thursday, 9:00 - 10:00am, via email, and by appointment.

Course Overview:

From the first day of independence, the State of Israel has been in a state of war with Arab countries. Every few years it erupts into an active war. In the early years of the State of Israel, there was a consensus that the wars were forced on the Israelis, and therefore, the heavy toll on human life was unavoidable. After 1967's Six Day War and the political change in 1977, the Israeli society became split in their position toward war and its impact on the Jewish society of Israel, as well as in regards to the situation where more than 2 million Arabs are under military Israeli rule in the occupied territories. In addition, the absolute belief in the political and military leaders, which lead Israel to initiate military operations, was shaken, and new agendas entered the political arena. The first and second Intifada brought waves of terrorism in Israel to this divided society. These events added fire to already heated debates in Israel.

One way to express opinions, illustrate values, and create public debate is through movies. In this course we will watch, analyze, and discuss selected Israeli movies on the Israeli wars and terrorism in the streets of Israel. We will explore changes in the mood, presentations, and attitude of the Israelis toward war, enemies, and the political and military leaders, from the first Israeli war, to the present day.

Course Prerequisites:

ENG 101 or 107

Learning Outcomes:

Upon successful completion of this course students will be able to:

- demonstrate comprehension of the historical background of the State of Israel
- examine the historical background of the Israeli wars with Arab countries
- compare similarities and differences between different wars in different periods
- critically discuss various themes in the course forum with the other students
- critically examine social and political changes that happened in Israel from its independence to the present day
- explain the impact on the Israeli people from the fact that Israel is surrounded by enemy countries
- analyze perceptions of war, security, and fear as seen in the Israeli movies
- compare the same motives in different movie genres, and explain what it says about the society at the different times
- critically discuss whether the actor's role ends once the camera is turned off, or whether he/she has to have some sort of identification with the character he/she is playing
- contextualize how the Israeli war movies raised polar reactions in the Israeli society
- demonstrate how the sense of abandonment the soldiers experience in the Israeli wars since 1967 is presented in movies
- define the attitude of the general Israeli society towards war related loss, suffering in general, and widows in particular
- evaluate the change of attitude and moral values toward the Israeli military commanders and politicians
- analyze the reality in which not all of society is in the same "place/situation" in an ongoing war

Course assignments:

Quiz

For every movie there is a short online quiz. Give short answers to the questions.

I recommend you go over the questions before watching the movies.

Write:

In some of the weeks, there is writing prompt. The response should not be more than a page long.

Discussion Board:

At the end of each movie, you need to reflect in one or two postings, as instructed.

1. For each movie, choose one scene that impressed you and you think is significant to the movie. Describe the scene and explain your choice.
2. Related to a question, if assigned to the movie.

I encourage you to read other students' posting and respond to them. This will enable us to have a dialogue that will make the course more interesting and beneficial.

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.

Unit paper:

At the end of each unit, there is a given subject that you are required to write about. The subject represents issues raised in the units' readings and movies, but also present in previous units' readings and movies so don't forget to relate to them as well. For the units' paper, additional sources are required.

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

- 1) demonstrate that you have viewed the movies
- 2) demonstrate that you have read and understood the assigned reading portions of the unit.
- 3) included outside sources. Don't forget to cite your sources.
- 4) include commentary, reactions, reflections, and analysis on aspects of the subject matter.

The paper should be in MLA format and at least 3 full pages.

Course Resources:

This is the list of Israeli movies that are part of the course and will be available on Blackboard.

1. *Hill 24 Doesn't Answer* (1955), director: Thorold Dickinson
2. *Himmo King of Jerusalem* (1987), director: Amos Guttman
3. *Siege* (1969), director: Gilberto Tofano
4. *Halfon Hill Doesn't Answer* (1976), director Assi Dayan
5. *The Troup* (1978), director: Avi Nesher
6. *A Time for Cherries* (1991), director: Haim Bouzaglo
7. *Kippur* (2000), director: Amos Gitai
8. *The Bubble* (2006), director: Eytan Fox
9. *Beaufort* (2007), director: Joseph Cedar
10. *Waltz with Bashir* (2008), director: Ari Folman

Disclaimer

Because of the subject of the course and the movies presented, some students might find some scenes and subject matter offensive or difficult to watch. I recommend you look for trailers of the movies to determine if the course is for you.

Additional suggested bibliography

- Talmon, Miri. *Israeli Cinema Identities in Motion*. Austin: U of Texas, 2011. Print.
- Schnitzer, Meir. "The New Generation of Israeli War Movies." *Al-monitor THE PULSE OF THE MIDDLE EAST*. 7 June 2012. Web. 23 Nov. 2014. <<http://www.al-monitor.com/pulse/culture/2012/06/the-first-memory-battle-the-new.html#>>.
- Kronish, Amy, *World Cinema: Israel*, Madison [N.J.] : Fairleigh Dickinson University Press 1996
- Avisar, Ilan. Israeli cinema and the ending of Zionist ideology. In F Lazin & G Mahler (eds) *Israel in the Nineties.*, Univ Press of Florida, 153-168.
- Friedman, Regine. Between silence and abjection: The film medium and the Israeli war widow. *Film Historia* 3(1-2) , 1993, pp. 79-89
- Gertz, Nurith. From Jew to Hebrew: The Zionist "Narrative" in the Israeli Cinema of the 1940s and 1950s, *Israel Affairs*, (Spring 1998) 175 – 200.
- Gertz, Nurith "The Impact of the Holocaust on Israeli Ideological Models," *Remembering for the future* (Oxford & New-York: Pergamon Press), pp. 132-139, 1988.
- Gertz, Nurith. "My Michael - From Jerusalem to Hollywood via the 'Red Desert'," in:

Leon Yudkin ed., *Modern Hebrew Literature in English Translation* (New York: Markus Wiener), 1987, pp. 139-156.

- Gertz, Nurith. "A World Without Boundaries, Israeli National Identity in the Eighties as Expressed in Cinema & Literature," *Discours Social/Social Discourse*, 4, 3&4, (Summer-Autumn), 155-171
- Ne'eman, Judd. The empty tomb in the postmodern pyramid: Israeli cinema in the 1980s and 1990s. In C Berlin (ed) *Documenting Israel*. Cambridge, 1985.
- Ne'eman, Judd. The death mask of the moderns: A genealogy of New Sensibility cinema in Israel. *Israel Studies* 4:1, 1999, 100-128.
- Schorr, R (1988) 40 years film-making in Israel. *ARIEL* 71-72: 106-127
- Shaviv, Miriam. (2001). A literary blank ballot. *INTERNET JERUSALEM POST*, april 20, 01
- Shoham, Reuven. (1997). 'Kovner vs Kovner', *AJS Review* 22(2): 223-242
- Turner, Graeme. *Film Languages*. In D Graddol & O Boyd-Barrett (eds) *Media Texts*. Routledge., pp 119-135.
- Wurmser, Meyrav. (2001) Escapism and defeat. *INTERNET JERUSALEM POST*, Apr 20, 01
- Zertal, Edith (1977) Dan Wolman – Film-maker. *Ariel* 44: 88-102.

Course Requirements

This is an online course and therefore there will not be any face-to-face class sessions. All assignments and course interactions will utilize internet technologies.

Attendance

In an online course, attendance is participation. Every assignment has its point value and lack of submission results in not receiving points for the assignment.

Email and Internet

The students must have an active ASU email account and access to the Internet. All lecturer correspondence will be sent to the students' ASU email account. Please plan on checking your ASU email account regularly for course related messages.

This course uses Blackboard for the facilitation of communications between faculty and students, submission of assignments, and posting of grades. The *my* ASU/Blackboard Course Site can be accessed at

<http://my.asu.edu>

Campus Network or Blackboard Outage

When access to Blackboard is not available for an extended period of time (greater than one entire evening - 6pm till 11pm) the due date for assignments will be changed to the next day by midnight.

Submitting Assignments

All assignments, unless otherwise announced by the lecturer, **MUST** be submitted via Blackboard. Each assignment will have a designated place to submit the assignment.

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 11:59 p.m. of its respective due date.

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. The students are responsible for keeping up in this course.

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.

Grading Policy:

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

The course grade will be based on points accrued over the semester for several activities which are:

1. Quizzes	300 points	18%
2. Writing short answers about the movies and the readings	450 points	27%
3. Discussion Board	430 points	25%
4. Unit Papers	<u>500 points</u>	30%
	1680 points	100%

Creating a meaningful thread to another student's posting will add bonus 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 $<60.0\%$

Honor's Contract

The course offers Honor's Contract. An interested student should contact the lecturer to discuss a topic and format of assignment.

Copyrighted Material:

The course content is copyrighted material and students may not copy or download. (see [ACD 304–06](#), “Commercial Note Taking Services” for more information).

Academic Integrity:

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>.

Disability Accommodations:

Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. The DRC Tempe office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: (480) 965-1234 (V) or (480) 965-9000 (TTY). For additional information, visit: www.asu.edu/studentaffairs/ed/drc.

Policy against Threatening Behavior

All incidents and allegations of violent or threatening conduct by an ASU student (whether on-or off campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until

an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

Changes to Syllabus:

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

If you have any questions or hesitations, I encourage you to write to me and ask.

I wish us all an interesting and challenging course,

Judith Shemer

judith.shemer@asu.edu

THE COURSE WEEKLY OUTLINE:

Unit 1: Introduction

WEEK 1

Read: Miri Talmon and Yaron Peleg. "Introduction". *Israeli Cinema, Identities in Motion*. Ed. Miri Talmon and Yaron Peleg. 2011 ed. U of Texas, 2011. IX – XVII. Print.

Write: 1. List all the wars Israel participated in since its establishment. (Dates, causes, against which countries, the outcome of each one, who was the Prime Minister and the Defense Minister at the time)

2. Based on the introduction you read, write:

- What do the movies represent to the society that produced them?
- The different historical stages of the State of Israel, from its establishment to the present day, as reflected in Israeli fiction movies. Create a historical review of the transformations the Israeli movies went through that represent the change in national focus and identity of each period.

Unit 2: The Hill as a Symbol

WEEK 2

Read: Cohen, Uri S. "From Hill to Hill. A Brief History of the Representation of War in Israeli Cinema." *Israeli Cinema, Identities in Motion*. Ed. Miri Talmon and Yaron Peleg. 2011 ed. U of Texas, 2011. 43 - 58. Print.

Watch the movie: Hill 24 Doesn't Answer

Quiz: on the movie

Write: How is the *state of Israel* conceived in the movie in present, at the time of the movie, and in the future?

Discussion Board

- The movie wants to portrait the Israelis as having high moral, in contrast to their enemy. Where can we see this in the movie?
- Describe a chosen scene and explain your choice

WEEK 3

Read: Kaplan, Eran. "From Hero to Victim. The Changing Image of the Soldier on the Israeli Screen." *Israeli Cinema, Identities in Motion*. Ed. Miri Talmon and Yaron Peleg. 2011 ed. U of Texas, 2011. 59 - 69. Print.

Watch the movie: Beaufort, the movie and the interview with the director

Quiz: on the movie

Write: A command was given that when the convoy would arrive to the post, the soldiers should load it with unneeded equipment, to help speed up the evacuation. Liraz, the post commander, answers that all is necessary, and that if there is one thing that is not necessary, then the whole post is not necessary. What do you think of his argument?

Discussion Board:

1. Whenever the name of this movie, Beaufort, is mentioned among Israelis, it ends up with a discussion about the three main actors who did not serve in the army or did not complete their mandatory service. Do you think this is relevant?
2. Describe a chosen scene and explain your choice

WEEK 4

Watch the movie: Hill Halfon Doesn't Answer

Quiz on the movie

Write: Explain the name of the movie and how it is connected to the other two movies of the unit.

Discussion Board:

1. The movie Hill Halfon Doesn't Answer is a satire. What are the satirical elements in the movie?
2. Describe a chosen scene and explain your choice

Unit paper: How do the messages of the movies, Hill 24 Doesn't Answer from 1955 & Beaufort from 2007, differ from one another? What does this say about the changes in the Israeli society and its culture of war? How do the films convey artistically (with metaphor, symbolism and imagery) these changes?

Unit 3: reality v. fiction

WEEK 5

Read: Munk, Yael. "The Privatization of War Memory in Recent Israeli Cinema." *Israeli Cinema, Identities in Motion*. Ed. Miri Talmon and Yaron Peleg. 2011 ed. U of Texas, 2011. 96 - 109. Print.

Watch the movie: Kippur

Quiz on the movie

Write: The chaos of Yom Kippur War is the place where trauma is created, according to Gitai, the movie's director. Explain what he believes stands behind the chaos, as it is presented in the article, and choose a scene from the movie to demonstrate the feeling he is talking about.

Discussion Board:

1. Describe a chosen scene and explain your choice

WEEK 6

Read: Schnitzer, Meir. "The New Generation Of Israeli War Movies - Al-Monitor: The Pulse of the Middle East." *Al-Monitor*. 7 June 2012. Web. 15 Feb. 2015. <<http://www.al-monitor.com/pulse/culture/2012/06/the-first-memory-battle-the-new.html#>>.

Watch the movie: Waltz with Bashir

Quiz on the movie

Write: What is the argument the article presents, and how is this expressed in Israeli movies about wars?

Discussion Board:

1. One of the main topics the movie deals with is memory, how memory works and how it fills in holes or covers bad memories. Maybe our memory "tricks" us? Forman, in order to find what happened and where exactly he was at the time of the massacre, start an illustrated journey to find his lost memory. Forman wants to clarify for himself and for the audience who is ethically responsible for the horrible event. Respond to Forman's ethical questions: what does it mean not to want to remember? What does it mean not to want to see? What does it mean not to see in real time? Does Forman manage to convey to us, the audience, the truth about the Sabra & Shatila massacre and his part in it?
2. Describe a chosen scene and explain your choice

WEEK 7

Read: Munk, Yael. "In Search of Lost Time: First Lebanon War History According to Three Israeli Films." *Adcan* 54 (2011): 25-28. *Openet*. Open University. Web. <<http://www.openu.ac.il/Adcan/adcan54/25-28.pdf>>.

Watch the movie: Time for Cherries

Quiz on the movie

Write: Yael Monk analyzes why the movies *Beaufort*, *Waltz with Bashir*, and *Lebanon* moved the Israeli audience and raised different polar reactions in different parts of the Israeli society. Summarize her arguments.

Discussion Board:

1. There are scenes where Miki is acting for the sake of the camera. What is the meaning of this, in the broader perspective of the movie?
2. Describe a chosen scene and explain your choice

Unit Paper: In the movies we watched so far, there is “the sense of abandonment that the soldiers experience” (Munk, *The Privatization of War Memory*, 99) analyze this with examples from the movies.

Unit 4: the legacy of death and the bereavement ritual

WEEK 8

Read: Zerubavel, Yael. "Coping with the Legacy of Death. The War Widow in Israeli Film." *Israeli Cinema, Identities in Motion*. Ed. Miri Talmon and Yaron Peleg. 2011 ed. U of Texas, 2011. 84 - 95. Print.

Watch the movie: *Siege*

Quiz on the movie

Write: Analyze the relationship the protagonist has with her husband’s close friends. Bring scenes from the movie to demonstrate your analysis.

Discussion Board:

1. Does the same expectation from an Israeli war widow exist here in the US?
2. Describe a chosen scene and explain your choice

WEEK 9

Read: Loshitzky, Yosefa. "The Bride Of The Dead: Phallocentrism And War In Himmo, King Of Jerusalem." *Literature Film Quarterly* 21.3 (1993): 218. *Communication & Mass Media Complete*. Web. 15 Feb. 2015.

Watch the movie: *Himmo King of Jerusalem*

Quiz on the movie

Write: what makes a hero a hero according to the movies *Himmo King of Jerusalem* and *Hill 24 Doesn't Answer?*

Discussion Board:

1. What are the similarities and the differences between the movies *Himmo King of Jerusalem* and *Hill 24 Doesn't Answer?*
2. Describe a chosen scene and explain your choice

Unit paper: The book *Himmo King of Jerusalem* was written in 1966, a year before the Six Day War. Thirty-four years later, the movie *Kippur* was made and 41 years later the movie *Beaufort* was created. Putting the last two movies together, what are the philosophical developments, particularly in regard to war, you can see between the movie *Himmo* and the other two movies?

Unit 5: the Israeli siege mentality and the present and responsibilities of the parents in their children's Israeli reality

WEEK 10

Watch the movie: The Troup

Quiz on the movie

Discussion Board:

1. The movie the Troup is shown every year on the public television in Israel during Independence Day. Can you explain why?
2. Describe a chosen scene and explain your choice

WEEK 11

Read: Bar-Tal, Daniel, and Dikla Antebi. "Siege Mentality in Israel." *Papers on Social Representations. Threads of Discussion* 1 (1992): 251-75. Web. <http://psych1.lse.ac.uk/psr/PSR1992/1_1992BarTa.pdf>.

Write: Explain the Israeli siege mentality and its consequences

WEEK 12

Read: Zanger, Anat. "Beaufort and My Father, My Lord, Traces of the Binding Myth and the Mother's Voice." *Israeli Cinema, Identities in Motion*. Ed. Miri Talmon and Yaron Peleg. 2011 ed. U of Texas, 2011. 84 - 95. Print.

Unit Paper: As the wars continue, we see change in the attitude and trust toward the military commanders and the political world which send the soldiers to war. Describe this change and the implication of moral change it represents toward the Israeli wars.

Unit 6: the front and the home front

WEEK 13

Watch the movie: The Bubble

Quiz: on the movie

Discussion Board:

1. Explain the name of the movie and suggest one of your own.
2. Describe a chosen scene and explain your choice

WEEK 14

Unit Paper: The symbolic element of Tel-Aviv versus Jerusalem, as well as the concept of center versus margins, with the tension between them, appears in the movies *Himmo King of Jerusalem*, *Beaufort*, and *Kippur*. Discuss these concepts and how they are presented in the movies.

WEEK 15

1. Summarize the values and attitudes expressed in the Israeli movies nowadays toward wars, military commanders, and politicians.
2. Choose an American war movie and analyze these same aspects in it.
3. Analyze by comparing and contrasting these aspects in the Israeli and American war movies, and the values that stand behind them.
1 and 2 can be done in a table format. 3 must be in an essay format.
4. Discuss the development of the historical tradition of Israeli films by genre, use of technologies, and how it changed historical perception vs. personal experience.