

Welcome to
CPO 3410 Topics in Israeli Politics and Society!

Fall 2022

Political Science Section: 34PO (26622)

Jewish Studies Section: 2B81 (25218)

Dr. Patricia Sohn, Ph.D.

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Office Hours: Tuesday, Wednesday, and Thursday 9:00 – 11:00 a.m. in person; if you need a Zoom meeting, please arrange it in advance (or phone for a Zoom link)

The course addresses Israeli politics and society with attention to some pre-state historical process and focusing primarily on the 20th and 21st centuries. Themes: Law, Courts, and Rights; History, Narrative, Identity; Arab-Israeli Conflict and Ethnic Relations; Judaism, Islam, and the State; Religion vs. Secularism, Tradition vs. Modernity; Gender and Women

TEXTS

Available through textbook adoptions (three weeks per text, selections from):

- (1) Frederick Greenspahn, ed. *Contemporary Israel: New Insights and Scholarship*. New York, NY: New York University Press, 2016.
- (2) Gad Barzilai, *Communities and Law: Politics and Cultures of Legal Identities*. Ann Arbor, MI: University of Michigan Press, 2005. (Addresses Orthodox, Feminist, and Palestinian communities in Israel.)
- (3) Mark Tessler, *A History of the Israeli-Palestinian Conflict*. Bloomington, IN: Indiana University Press, 2009.
- (4) Alisa Rubin Peled, *Debating Islam in the Jewish State*. Albany, NY: SUNY Press, 2001.
- (5) Michal Raucher, *Conceiving Agency: Reproductive Authority among Haredi Women*. Bloomington, IN: Indiana University Press, 2020.

Some of the texts are free through UF Smathers Library e-reserves.

E-Reserves readings (free) at Smather's Library, including Louis Fishman, Yoav Peled, Menachem Hofnung, Susan Martha Kahn, Michael Provence, Nissim Rejwan, Alan Dowty, Pinhas Shifman, Patricia Sohn, Bar-Adon and Carmel-Hakim, Tamar El Or, Abu-Rabia-Queder, Dahan-Kalev, etc.

ASSIGNMENTS

- **15%** Participation (ad hoc participation, individual presentation, and round table presentation)
- **30%** 3 Abstracts (1-1.25 pages each)
- **20%** 2 Journal Entries (1.5-2 pages each)
- **35%** 1 Final Essay (6 pages)

EXPLANATION OF ASSIGNMENTS

15% Participation, of which:

- (A) 30% - Ad Hoc Participation: Active and appropriate participation in discussion of readings, ad hoc group activities in the classroom.
- (B) 30 % - Individual Presentations on readings in the classroom or via Voice Thread (free account at <http://ufl.voicethread.com>).
- (C) 34% - 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. More than 3 unexcused absences will result in a reduction of 0.05 points, per unexcused absence over 3, from your final grade on 100-point scale.

30% Abstracts (3)

1 to 1.25 pages each (longer will reduce points)

Explain the central argument/contention (or take-home message) of the assigned readings in paragraphs that are 5-7 sentences each (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 to develop 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. Please use 11- or 12-point font, 1" margins (or a tiny bit less, but not more), and double-space all written assignments.

You will choose which day that you will submit an abstract. An abstract should be written about one chapter or article of your choice; it can be a chapter from one of our main texts, or a chapter or article from e-reserves. Submit an abstract by 11:59 p.m. of the day that we are scheduled to discuss the chapter or article in the Reading Schedule. **You can only submit one written assignment per class day; you cannot submit an abstract and journal about the same chapter or article.** Please do not wait for your written assignments until the end of the semester, as you want to use them to help you prepare for class and in preparation of the Final Essay prompts.

20% Journal (2)

1.5 - 2 pages each

This assignment 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. Paragraphs must be 5 - 7 sentences each, strict limit.

You will choose which day that you will submit a journal assignment. A journal assignment should be written about one chapter or article of your choice; it can be a chapter from one of our main texts, or a chapter or article from e-reserves. Submit a journal assignment by 11:59 p.m. of the day that we are scheduled to discuss the chapter or article in the Reading Schedule. You can only submit one written assignment per class day; you cannot submit an abstract and journal about the same chapter or article. Please do not wait for your written assignments until the end of the semester, as you want to use them to help you prepare for class and in preparation of the Final Essay prompts.

35% Final Essay (1)

6 pages

Each student will write one 6-page essay in response to a choice of two essay prompts. Use Chicago Manual of Style in-text citations and full reference page. 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. Paragraphs must be 5 - 7 sentences each.

GRADING SCALE

A 93-100	C 73-76
A- 90-92	C - 70-72
B+ 87-89	D+ 67-69
B 83-86	D 63-66
B- 80-82	D- 60-62
C+ 77-79	E Below

READING SCHEDULE

Week 1

Introductions

Weeks II through IV

Main Text: Mark Tessler, *A History of the Israeli-Palestinian Conflict*. Bloomington, IN: Indiana University Press, 2009.

Week II

- o Tuesday: Tessler, Chapter 1 and "The Haram al-Sharif Incident and its Aftermath" by Louis Fishman
- o Thursday, Tessler, Chapter 2 and "Ottoman Modernity, Colonialism, and Insurgency in the Interwar Arab East" by Michael Provence

Week III

- o Tuesday: Tessler, Chapter 3 and "Zionism and Immigration to Palestine" by Carmel-Hakim and Rosenfeld
- o Thursday: Tessler, Chapter 4 and "Barbarians at the Gate" by Nissim Rejwan

Week IV

- o Tuesday: Tessler, Chapter 11 and "Ottomanism and Arabism in Syria Before 1914: A Reassessment" by Rashid Khalidi
- o Thursday: Tessler Chapter 12 and "Egypt and Early Arab Nationalism, 1908-1922" by James Jankowski; and ROUND TABLE ONE

Weeks V through VII

Main Text: Frederick Greenspahn, ed. *Contemporary Israel: New Insights and Scholarship*. New York, NY: New York University Press, 2016.

Week V:

- Tuesday: Greenspahn, ed. Chapter 1 and "Forty Years of Public Law" by David Kretzmer
- Thursday: Greenspahn, ed. Chapter 3 and "The Unintended Consequences of Unplanned Constitutional Reform: Constitutional Politics in Israel" by Menachem Hofnung

Week VI:

- Tuesday: Greenspahn, ed. Chapter 4 and "Ethnic Democracy and the Legal Construction of Citizenship: Arab Citizens of the Jewish State" by Yoav Peled
- Thursday: Greenspahn, ed. Chapter 5 and "Jewish Politics" by Alan Dowty

Week VII:

- Tuesday: Greenspahn, ed. Chapter 6 and "Family Law in Israel: The Struggle Between Religious and Secular Law" in Pinhas Shifman
- Thursday: Greenspahn, ed. Chapter 9 and "Fault Lines" by Patricia Wood [Sohn] ; and ROUND TABLE TWO

Weeks VIII through X

Main Text: Gad Barzilai, *Communities and Law: Politics and Cultures of Legal Identities*. Ann Arbor, MI: University of Michigan Press, 2005.

Week VIII:

Tuesday: Barzilai Chapter 1

Thursday: Barzilai Chapter 2

Week IX

Tuesday: Barzilai Chapter 3

Thursday: Barzilai Chapter 4

Week X:

Tuesday: Barzilai Chapter 5

Thursday: Barzilai Chapter 6; ; and ROUND TABLE THREE

Weeks XI through XIII

Main Text: Alisa Rubin Peled, *Debating Islam in the Jewish State*. Albany, NY: SUNY Press, 2001.

Week XI:

Tuesday: Peled, Chapter 2

Thursday: Peled, Chapter 3

Week XII:

Tuesday: Peled, Chapter 4 and "Three Generations of Al-Sane Women" by Henriette Dahan-Kalev, et Al.

Thursday: Peled, Chapter 5

Week XIII:

Tuesday: Peled, Chapter 6 and "Between tradition and modernization: understanding the problem of female Bedouin dropouts" by Sarab Abu-Rabia-Queder

Thursday: Peled, Chapter 7; and ROUND TABLE FOUR

Weeks XIV through XVI

Main Text: Michal Raucher, *Conceiving Agency: Reproductive Authority among Haredi Women*. Bloomington, IN: Indiana University Press, 2020.

Week XIV:

Tuesday: Raucher, Chapter 1 and "Not Mamzers: The Legislation of Reproduction and the "Issue" of Unmarried Women" by Susan Martha Kahn

Thursday: Raucher, Chapter 2

Week XV:

Tuesday: Raucher, 4 and "Educated and Ignorant" by Tamar El-Or

Thursday: Raucher, 5

Week XVI:

Tuesday: Raucher, Conclusion and "Global Trends in Religion and State: Secular Law and Freedom of Religion in Israel" by Patricia Sohn; and ROUND TABLE FIVE

Final Essay:

**Choose ONE of a choice of two prompts,
to be posted November 5, 2022 on Assignments Tab for "Final Essay"**

Final Essay Due: December 15, 2022 at 7:30 p.m. on Canvas

No Final Exam

ROUND TABLES

Each student should speak for 2 minutes regarding one or two questions for their round table of choice. The questions will appear at the Canvas Assignments Tab for this assignment one week prior to the round table for each. The question(s) will be in regard to the text listed. The round table will happen on the last day of the readings for each text (accounting for holidays).

On Tuesday of Week II, students will be asked to sign up for a choice of the round tables below. The list of students assigned to each round table will be your study group for in-class ad hoc participation activities for the semester.

ROUND TABLE ONE

Mark Tessler, *A History of the Israeli-Palestinian Conflict*. Bloomington, IN: Indiana University Press, 2009.

ROUND TABLE TWO

Frederick Greenspahn, ed. *Contemporary Israel: New Insights and Scholarship*. New York, NY: New York University Press, 2016.

ROUND TABLE THREE

Gad Barzilai, *Communities and Law: Politics and Cultures of Legal Identities*. Ann Arbor, MI: University of Michigan Press, 2005.

ROUND TABLE FOUR

Alisa Rubin Peled, *Debating Islam in the Jewish State*. Albany, NY: SUNY Press, 2001.

ROUND TABLE FIVE

Michal Raucher, *Conceiving Agency: Reproductive Authority among Haredi Women*. Bloomington, IN: Indiana University Press, 2020.

COURSE POLICIES AND OTHER INFORMATION

ABSENCES AND MAKE-UP ASSIGNMENTS

- Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies, which can be found at: <http://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>. (Links to an external site.)
- Absences over 3 will count 0.5 points off of your final grade (on a 100 point scale) without an appropriate scholastic, medical, or other approved excuse.
- Make-up assignments will not be allowed without a scholastic, medical, or other approved excuse.

ACCOMMODATION

- 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.

CLASS DEMEANOR

- 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; it will affect your participation grade.
- 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

- THERE IS NO POLITICAL LITMUS TEST IN THIS CLASSROOM. 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 (like 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 this in class. Sometimes it is hard work. Every effort will be made to avoid ethnic or racial bias in the classroom discussions in regard to any perceived or real majority or minority community; or any perceived (as "dominating" or "hegemonic") or real religion, gender, or other group identity. Your cooperation in this effort will be greatly appreciated!
- Men's and women's voices, and voices from every religion, ethnicity, race, etc., are welcomed in this classroom. No person in this classroom was involved in historical events (such as colonialism) that have been interpreted by some scholars to have had deleterious

effects upon one group/community or another; we may study some of those arguments as scholarly arguments; but it does not in any way imply guilt or responsibility on the part of a living ethnic or racial community represented in this classroom. Colonialism, for example, was an historical phenomenon conducted by several major countries from from the late-16th century to approximately the 1950s; it was conducted primarily by European countries in parts of south and southeast Asia, the Americas, and Africa; but it was also laudably deconstructed by European countries from the mid-19th and early-20th century forward, with France at the forefront of the intellectual power behind many of the 20th century decolonization efforts and including by some important European monarchs, such as Queen Elizabeth II. It is a phenomenon that was a policy of a long-prior generation that we study in Comparative Politics because knowledge empowers peacemakers and the forces of stability on all sides; and lack of knowledge can lead to significant destabilization in important locales, or even on a global scale (e.g., a "politics of the street", and other examples). For example, when I studied at the Sorbonne as an undergraduate on study abroad, I heard an apocryphal story going around the Sorbonne at the time about a French professor who "found" and helped to have broadly published one of the classic post-colonial texts of an African diaspora scholar, Frantz Fanon, The Wretched of the Earth. Whether the story was true or not, I cannot say, but it was a powerful story at the Sorbonne at the time. The professor was a multiculturalist but also a bit of a hawk, according to the story, and he was so upset by the violence in the core argument of the text, he reportedly felt an inherent responsibility to bring the text to the Western world in multiple languages so that we would know the anger that was brewing, and what was being said, elsewhere, about colonialism. It is one of the classic sorts of struggles of Comparative Politics scholars who spend time abroad -- what types of views to bring forward, and what to set aside and not report. We see things that no one wants to see or to think about; and we see many uplifting and wonderful phenomena. In Israel, we will study some scholarly works that talk about ethnic identity politics (primarily Mizrahi-Ashkenazi, and a little bit of Arab-Jewish) and gender politics in Israel, for example. Some uplifting developments in everyday relations, as well as diplomatic efforts, will be addressed. We will also study a text about Haredi (religious) women and reproduction policies. It is assumed in this course that everyone has their own perspective on such issues, and that ALL of those perspectives have their own inherent value. All you are asked in this classroom is to practice respect for one another in your comments in class discussion regarding the readings; we will seek to avoid personal opinion, although we may include personal experience beginning at some point during the semester. You are each individual adults and budding intellectuals for the purposes of class discussion. Some of you may even one day decide to become scholars!

- Likewise, you are not required to BELIEVE an argument from the professor or from the readings; you are asked in this class to be able to reproduce, analyze, and evaluate such arguments on their own terms; what you believe or ultimately decide to hold as your own normative (value-related) opinion is wholly up to your own analytical and normative discretion. It is hoped that this course will help you to develop both the analytical skills to make such decisions about your own neutral-analytical and normative-valuative views, and to have increasing confidence in your own skills and ability to do so.

OTHER...MISCELLANEOUS

- 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> ([Links to an external site.](#)).

CANVAS

- All assignments will be submitted and graded on-line through Canvas, our on-line course and assignments platform at UF. If this causes you hardship, please contact me immediately so that we can arrange a suitable alternative.
- This class is an in-person class. Students who are sick or who are not cleared for campus may possibly be able to view the class via Zoom during class session; it must be arranged with the professor in advance. Students are not guaranteed an ability to participate in the class via Zoom. More than 10 days viewing class via Zoom without a medical or other acceptable excuse by University policy will result in a decreased participation grade; students will be required to complete a make-up assignment to fulfill the "Ad Hoc Participation" part of their grade

ADDITIONAL UF AND COURSE POLICIES

UF and Course Policies

- Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. [Click here to read the university attendance policies \(Links to an external site.\)](#).
- Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. [Click here to get started with the Disability Resource Center \(Links to an external site.\)](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.
- Current UF grading policies for assigning grade points. See: [link to the university grades and grading policies \(Links to an external site.\)](#).
- Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. [Click here for guidance on how to give feedback in a professional and respectful manner \(Links to an external site.\)](#). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. ([Links to an external site.](#))[Summaries of course evaluation results are available to students here \(Links to an external site.\)](#).

- Materials and Supplies Fees: Books and e-reserves. E-Reserves should not cost money if you are on campus or using the UF-VPN; if you are asked to pay for an article on e-reserves, please contact the professor immediately. [The UF-VPN can be found at this link \(Links to an external site.\)](#).
- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. [Find more information in the university attendance policies \(Links to an external site.\)](#).
- **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 specifies a number of behaviors that are in violation of this code and the possible sanctions. [Click here to read the Honor Code \(Links to an external site.\)](#). Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

UF TECH HELP

The first place to call for any and all CANVAS or technical computing questions relating to this course, including use of ARES e-reserves; call:

For all Technical assistance questions please contact the [UF Computing Help Desk \(Links to an external site.\)](#) [Links to an external site.](#) - (352) 392-HELP (4357) | helpdesk@ufl.edu

- [Online Apps \(Links to an external site.\)](#) [Links to an external site.](#) - access to software applications from any computing device from any location, at any time
- [lynda.com \(Links to an external site.\)](#) [Links to an external site.](#) - free online computer software training
- [Safe Computing Practices \(Links to an external site.\)](#) [Links to an external site.](#) - keep your computer and online information safe
- [Student Software Licensing \(Links to an external site.\)](#) [Links to an external site.](#) - free or reduced rate software for all UF students
- [Office365 \(Student Cloud services\) \(Links to an external site.\)](#) [Links to an external site.](#) - e-mail, calendars, instant messaging and web conferencing
 - [Migrating to Office365 \(Links to an external site.\)](#) [Links to an external site.](#)
- [UF Mobile App \(Links to an external site.\)](#) [Links to an external site.](#)
- [UF Virtual Private Network \(VPN\) \(Links to an external site.\)](#) [Links to an external site.](#) - secured internet connection required for some UF services

ADDITIONAL USEFUL UF NUMBERS, EMAILS, AND/OR WEBSITES

CAMPUS RESOURCES

Health and Wellness

- *U Matter, We Care*: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website \(Links to an external site.\)](#) to refer or report a concern and a team member will reach out to the student in distress.
- *Counseling and Wellness Center*: [Visit the Counseling and Wellness Center website \(Links to an external site.\)](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center*: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website \(Links to an external site.\)](#).
- *University Police Department*: [Visit UF Police Department website \(Links to an external site.\)](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- *UF Health Shands Emergency Room / Trauma Center*: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website \(Links to an external site.\)](#).

Academic Resources

- *E-learning technical support*: Contact the [UF Computing Help Desk \(Links to an external site.\)](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- *Career Connections Center (Links to an external site.)*: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- *Library Support (Links to an external site.)*: Various ways to receive assistance with respect to using the libraries or finding resources.
- *Teaching Center (Links to an external site.)*: Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
- *Writing Studio (Links to an external site.)*: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- *Student Complaints On-Campus*: [Visit the Student Honor Code and Student Conduct Code webpage for more information \(Links to an external site.\)](#).
- *On-Line Students Complaints*: [View the Distance Learning Student Complaint Process \(Links to an external site.\)](#).

All written assignments will be submitted through the [Canvas Assignments tab](#) for this course.

PROSE EXPLANATION OF GRADING OF WRITTEN ASSIGNMENTS (For table/graph form, see Canvas course page)

Your grades for your written assignments are made up primarily of three components: research, writing, and ideas. The three are weighted in that order.

You can go a long way with meticulous **RESEARCH** into our readings, perfectly formed footnotes, and perfectly formed reference lists. No outside sources for abstracts or final essay, and minimal outside sources are allowed for journal entries (more details in class). I provide a style guide to help with footnotes, reference list, and some basic comma issues. But that will not take you to an A or A+.

Your **WRITING** should be well organized, coherent, grammatically correct, and follow a certain political science model. The political science model entails writing in a way that is to the point, direct, succinct, active voice, avoids passive voice wherever possible, avoids generalizations, and stays very grounded in the readings (and their details, where appropriate). You will learn and develop writing skills in this model as we move through the semester. You are not expected to know it in advance.

IDEAS means that, once you have effectively and accurately explained the main argument or take-home message of our reading(s) using the political science model just mentioned, you can then move to the third step, which is to develop your own analytical ideas about what really matters in the readings. That is, what should the reader of your abstract/journal/essay take home as the central point from your essay about the readings? (Journals include personal engagement; more details in class.)

When you have effectively achieved strong skills in all three areas, research, writing, and ideas, you can expect an A+ grade on written assignments in this class.

I do not grade on a curve. If you put the time and effort in and learn these skills, you can get a good grade in this class.

Note: If you have writing issues that you know about with regard to grammar, syntax, style, English language, etc., I recommend going to the Writing Lab (address at end of syllabus) with your first few written assignments to get comments from the lab before turning them in to me. You are also welcomed to bring them to office hours for feedback.

-- Dr. Sohn