

# CPO 4000

# Israeli Politics

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Spring 2017 Office Hours:  
Tuesday 7<sup>th</sup> and 8<sup>th</sup> period,  
Thursday, 8<sup>th</sup> period

# Description

- The course addresses Israeli politics and society across a range of topics, including: state development; religion and politics; Islamic state institutions; gender politics; and identity politics, particularly relating to ethnic politics but including other aspects of identity politics as well.
- The course gives you experience analyzing qualitative data/information.
- Daily course work centers on analysis of readings.
- There is a small lecture component to the course.
- The course is a politics and society course rather than one centered on quantitative analysis or more formal institutions. It will include grassroots and micro-level politics, as well as some focus on institutions at the micro-level and in terms of actual practices (by contrast to formal rules).

# Texts

- Nissim Rejwan, *Outsider in a Promised Land: An Iraqi Jew in Israel*. University of Texas Press, 2009.
- Frederick Greenspahn, ed. *Contemporary Israel: New Insights and Scholarship*. New York University Press, 2016.
- Alisa Rubin Peled, *Debating Islam in the Jewish State: The Development of Policy toward Islamic Institutions in Israel*. State University of New York Press Series in Israel Studies, 2001.
- Small selection of readings available at e-reserves at Smather's Library: <https://ares.uflib.ufl.edu/ares/>

# Assignments

- 10% Participation      Active discussion of readings in class and participation in in-class individual and group assignments (daily in class)
- 20% Quizzes (3)      3 quizzes on the readings
- 20% Abstracts (4)      4 abstracts on readings (5-7 sentences, explain the central argument of the reading through three major pieces of evidence) (every four weeks)
- 25% Readings Journal (10)      Make a one-paragraph entry every week to discuss the readings with particular regard to their impact on your thinking about the Middle East (other students will not see these entries) (weekly)
- 25% Short Paper (1)      Final short paper. 6 page paper responding to a question prompt about the readings and discussions in class (Chicago Manual of Style, in-text citations required, Reference list required; you may draw upon your abstracts in writing your answers) (once)

# Participation

- We will keep our discussions, as much as possible, centered on the arguments in the readings. Come to class every day ready to talk about the central argument or arguments in the readings. Israeli politics, like Middle East politics, involves issues that are deeply important to some people. Therefore, to keep the classroom pleasant and a positive learning experience as much as we can, we will spend most of our time analyzing the texts themselves. There is no political litmus test in this class. Each student is allowed his or her own opinions. However, those opinions should, for the most part, be kept to the private sphere and not be part of the classroom. Students in this class range significantly in origin as well as in professional interests and goals. So, be aware that we have a very diverse classroom. Once we are in the groove and used to how to talk about the texts as neutrally as possible, we can range a little bit outside of the readings to include larger issues in Israeli politics.
- This assignment will help you to develop *analytical speaking skills*.

# Quizzes

- Your quizzes will be taken in paper form in the classroom. They will focus primarily on the readings. They will also include class discussion, lecture, and any films that we have seen as part of that segment of the course.
- Quizzes are intended to help you to develop *analytical reading skills*.

# Abstracts

- Abstracts should be no fewer than five sentences and no more than seven sentences. The length of the abstract is a graded part of the assignment. The abstract should seek to achieve a balance between substance (being in-depth) and clarity (being concise). In comparative politics, we usually aim to write as concisely as possible while still maintaining depth, clarity, and substance. Try not to be flowery – keep that for your poetry classes! Use Chicago Manual of Style in-text citations and a full Chicago Manual of Style book reference at the top of the page (this way, you have it later for your short paper). You are seeking to explain the central argument of the reading (as far as we have gotten in the reading at the time of the assignment) through three major pieces/bodies/types/historical moments/personages/political or social processes used as evidence by the author to make the argument. If you would like, you can comment on the extent to which the author succeeds in supporting the argument (e.g., does the evidence fit the argument?). Keep your comments neutral and positive to the extent possible; in comparative politics, we also seek to avoid being “normative” (e.g., putting our own preferences in). We try our best to leave normative analyses to political theorists and philosophers! We are often reporting on evidence that is (deeply) important to other people, and which is complex in nature, so we seek to keep the writing straight-forward, active, declarative voice, and non-normative.
- Writing about the texts in this way will help you to develop *analytical writing skills*. It will also help you to develop *analytical reading skills*.

# Readings Journal

- Each week by Friday at 11:00 p.m., please submit on-line through CANVAS a 1-page thought piece on the readings and discussions for the week. Please try to keep your comments positive, although frustrations with coming to terms with some of the readings are certainly appropriate if you find yourself in that position. Insights, connecting readings and discussions to things you have found in the news, and the like are all helpful and important. Be sure to keep your entries in a file for yourself so that you have your journal to look back on in future years!
- Other students will not see this assignment, but I will see it. So, please do not include material that you are not comfortable with me seeing, or that would not be appropriate for me to read.
- This assignment is your record for posterity of your engagement with this wonderful and sometimes complicated topic. It is your record of how you have *engaged personally with the materials from this course*.

# Short Paper

- The short paper will be in response to a question prompt that I give you near the end of the semester. You will have four weeks to work on the essay. It is open book and open note. **DO NOT** consult with other students in class, as it will show up in your writing and will result in a grade of 0 for the assignment. Use the same writing guidelines as with the abstracts, except that you do not have a sentence limit for your paragraphs. You will have four weeks to work on the short paper. It will be limited to the readings in class. It will be due:
- Wednesday, April 19<sup>th</sup> by 11:59 p.m. on Canvas.
- This assignment will help you to develop *analytical reading and writing skills*.

# Notes on Written Assignments

- All written assignments for this course should be submitted on-line on CANVAS with the following parameters:
- Double-Spaced
- 11- or 12- point font
- Using Chicago Manual of Style in-text citations
- Using Chicago Manual of Style References
- Include your name
- Include page numbers, as appropriate

# Cheating

- Don't cheat. Do your own work. You learn the material better that way.
- One instance of cheating will result in a grade of 0 for that assignment. A second instance of cheating will result in a failing grade for the course.

# Tardiness and Absences

- I follow UF policies on tardies and absences. Try not to be tardy. If you have truly extenuating circumstances and have to be late, come in quietly and do not disrupt class, please. I don't take it personally if you are late, but please do not disrupt class. If you are frequently late, it will mitigate negatively on your participation grade.
- More than 3 absences will count against your final grade at a rate of 0.5 per absence off of your final grade on a 100 point scale.

# Reading Schedule

- Week I
  - Introductions
- Week II
  - *Contemporary Israel*, Greenspahn, ed. Chapter 5, P. Woods, “The Women’s Movement: Mobilization and the State”
  - *Contemporary Israel*, Greenspahn, ed. Chapter 3, C. Goldscheider, “Immigration: Social Strains and the Challenge of Diversity”
- Week III
  - *Contemporary Israel*, Greenspahn, ed. Chapter 1, A. Saposnik, “Contesting Israel: Narratives in Scholarship and Beyond”
  - *Contemporary Israel*, Greenspahn, ed. Chapter 4, R. Russell, “Kibbutzim: The Challenge of Transformation”
- Week IV
  - *Contemporary Israel*, Greenspahn, ed. Chapter 2, N. Rouhana and A. Sabbagh-Khoury, “Palestinian Citizenship in Israel: A Settler Colonial Perspective”
  - *Contemporary Israel*, Greenspahn, ed. Chapter 8, N. Aschkenasy, “Israeli Fiction: National Identity and Private Lives”
- Week V
  - *Contemporary Israel*, Greenspahn, ed. Chapter 9, S. Bolozky, “Israeli Hebrew: National Identity and Language”
  - *Contemporary Israel*, Greenspahn, ed. Chapter 10, T. Sasson, “The Politics of Israel: Relations with the American Jewish Community”
  - **Quiz I**

# Reading Schedule

- Week VI
  - Nissim Rejwan, Chapters 1, 2 and 3
- Week VII
  - Nissim Rejwan, Chapter 4, 5, and 6
- Week VIII
  - Nissim Rejwan, Chapter 7, 8, and 9
- Week IX
  - Nissim Rejwan, Chapter 10, 11, and 12
- Week X
  - **Tuesday, Quiz II**
  - **Thursday: P. Woods, selection from Judicial Power and National Politics, Second Edition (e-reserves)**
  - **Thursday: J. Migdal, “The Crystallization of the State and Struggles over Rule Making” in Through the Lens of Israel (e-reserves)**

# Reading Schedule

- Week XI
  - D. Kretzmer, “Jurisdiction, Justiciability, and Substantive Norms” in *The Occupation of Justice* (e-reserves)
  - Selection from K. Khamis, *Haifa Fragments* (e-reserves)
- Week XII
  - Alisa Rubin Peled, Chapters 1 and 2
- Week XIII
  - Alisa Rubin Peled, Chapters 3 and 4
- Week XIV
  - Alisa Rubin Peled, Chapters 5 and 6
- Week XV
  - **Quiz III**

## • **Final Short Essay**

- Due Wednesday, April 19th by 11:59 p.m.  
on Canvas
- You will have four weeks to work on the  
essay
- The prompt will appear in CANVAS under  
“Assignments” on or before March 22<sup>nd</sup>

# Other Information

- If you have trouble with Canvas, please call 392-HELP, the UF computing help desk.
- For information on UF policies on attendance, tardiness, and other questions, see: <https://catalog.ufl.edu/ugrad/1516/regulations/info/attendance.aspx>
- For the student honor code, please see: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>