

## **POL377H1-S**

### **“Israel's Modern Tribes” - Course Syllabus, Winter 2024**

#### **Contact Information:**

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Office hours: by appointment\* on Zoom

#### **Course description**

In June 2015, Israel's President Reuven Rivlin gave a speech at the annual Herzliya Conference discussing the social and political schisms in modern Israeli society. Rivlin detailed the changes to Israel's population makeup and how it could harbor severe economic and social issues that will threaten the future of the Jewish state and bring about a “new Israeli order”. This course reviews and analyzes the characteristics, political, and social transformation experienced by each group and how it fits into the fabric of Israeli society. As a migrant-based nation fulfilling the vision of gathering of Jewish exiles Israel has always symbolized a diverse and multifaceted society filled with rich cultural influences and competing political agendas, both internally, and with regards to its non-Jewish minorities. Over the years winds of change and collective claims stirred the Israeli “melting pot” and created new realities that exposed early societal cleavages. Throughout the course students will gain a deep understanding of these core issues in modern Israel by reviewing texts, short clips, and participating in guided discussions that will analyze the socio-political cleavages as well as opportunities for integration and compromise between the “new tribes” that make up modern Israeli society.

#### **By the end of this course students will be able to:**

- Identify key characteristics relating to each sub-group in Israeli society.
- Explain the tension between the definition of Israel as a Jewish state and its democratic aspirations.
- Discuss the struggles over collective memory.
- Understand the implication of globalization on Israeli society and culture.
- Articulate the opportunities for social change based on demographic trends.

## Assignments

**Weekly participation** in discussion: Students are expected to come to class every week having read and critically reflected on the required readings before class. This is not a lecture course; discussion is primarily student-generated and based on weekly reading. Your participation grade will be based on the quality and relevance to course questions of your weekly participation, the extent to which your class contributions move the discussion forward, and the quality of your facilitation as presentation leaders. The participation grade will reflect preparedness for class, attentiveness, and contributions to class discussion. The class is a seminar where the instructor's primary role is to facilitate discussion rather than present information. I will work to ensure that everyone participates in the discussion on a regular basis.

In addition, you are asked to submit **at least 3** responses to the weekly discussion post, I will often provide a prompt, but you can always use the presentation slides and links provided for inspiration.

**Short analytical essay:** You are asked to sign up and turn in **1 short essay** (750-1000 words) about one of the weekly themes (double spaced) during the term, you should use the required and some or all the suggested readings that week. Your goal for each paper should be to critically address an interesting controversy or intellectual puzzle that arises in the assigned readings for the week the paper is due. The paper should not simply summarize the readings. You should pick a subject or question that can be covered in a short essay. Your essay can note how an author addresses some issue or a problem and explain some of the strengths or limitations of the approach that the author uses. You can also note important unanswered questions and make suggestions for improving the arguments or evidence in the readings. You can also tie together more than one reading, but you should not try to cover everything. Conclude your essay with a paragraph that asks a question related to the weekly topic. Explain why your question is an important one. Your paper is due on or before the class session where we discuss the topic. Please keep a backup copy of each written assignment. The essay about a week of your choice should be submitted by **February 27.**

**Movie watch-** culture is one of the best ways to understand a society and group representation. You are asked to sign up and watch a movie from the list and write a coordinated response to the prompt (as a group) and submit it on Quercus. This assignment will be open on February 19 and **due March 12. One person from the group needs to submit it but all group members names should be in the cover page.**

**Final Essay:** The term paper should be approximately 3,000 words long; quality matters more than quantity for your grade. Students are asked to focus on one of the weekly topics and offer analytical exploration. In this paper, you should demonstrate the knowledge and skills you have acquired in this course, focusing on ideas and concerns that are currently debated in Israel. Address the perspectives of different groups/institutions within Israel on this issue, and the interplay between state and society. For example: if a student chooses to focus on the ultra-orthodox in Israel, then the paper should zoom in on a particular challenge like military service for ultra-orthodox men and how their cultural and religious practices challenge the national draft. Provide the full bibliography at the end of your paper. The bibliography should have at least 4 academic articles and one book. Other sources could be added (for example: newspaper articles,

online sources etc.) Any visuals / graphs / tables should be added in the appendix. The paper will be submitted **no later than 4/6/2024 at 12 p.m.** Unexcused late papers WILL NOT BE GRADED. Excused late papers will be penalized 5% per day.

**Student presentations:** For the concluding sessions, students will present a brief preview about the topic of their final paper. The presentation will include a brief background about the selected topic, why they selected the topic, how does the paper connect to the course's theme, and present at least 2-3 sources that will be used for the analysis. The presentation should be about 5-7 minutes; students are expected to present questions, offer feedback, and suggestions to the presenter. Each paper topic must be cleared with the instructor in advance and **no later than March 12**. Students are encouraged to propose more than one topic and meet with me as necessary to receive guidance.

### **Course Grade Breakdown**

Class participation - **20%**

3 responses to one of the weekly discussion posts (a paragraph or about 8 sentences) – **10%**

One short essay- **20%**

Movie watch (small groups) written response – **10%**

Class presentation of paper topic- **10%**

Final paper - **30%**

### **Plagiarism**

Every year, students are caught for plagiarism. This is defined by the University of Toronto's Code of Behavior on Academic Matters as "the wrongful appropriation and purloining, and publication as one's own, of the ideas, or the expression of the ideas...of another." On all work you complete for this course, all passages, ideas or information culled from other people or sources must be attributed to them.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the *Code of Behaviour on Academic Matters*. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, please reach out to the instructor or consult institutional resources like the [University of Toronto website on Academic Integrity](#).

Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

### ***Other***

#### **Accessibility Needs**

Students with diverse learning styles and needs are welcome in this course. If you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the AccessAbility Services as soon as possible.

Please call 416-978-8060 or email [accessibility.services@utoronto.ca](mailto:accessibility.services@utoronto.ca). The sooner you let them know your needs the quicker they can assist you in achieving your learning goals in this course.

The University of Toronto is committed to accessibility, and I share that commitment by believing that every student should have an equal chance to excel in this course. I strive to create and maintain an inclusive environment and promise to provide reasonable and appropriate accommodations to persons who require them. More information is available here:

<https://studentlife.utoronto.ca/service/accessibility-services-registration-and-documentation-requirements/>

#### **Diversity, Equity and Inclusion**

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

#### **Quercus**

From time to time, class announcements & material will be delivered via e-mail and/or announcements through Quercus. It is the students' responsibility to maintain their e-mail addresses in good working order and to ensure that the e-mail address known to the university (and listed on Quercus) is accurate. Failure to receive important class announcements & messages are NOT legitimate excuses for missing class work.

Class Schedule:

Date	Topic	Notes
Week 1 – January 9	Introduction - Meet the Tribes	
Week 2 – January 16	A Declaration of Whose Rights?	
Week 3- January 23	The Melting Pot Challenge and Concept of Mamlachtiyut (Republicanism)	
Week 4- January 30	Israel of “Non-Whites”- From the Wadi Salib Protests to the Israeli Black	
Week 5 – February 6	Mizrahim the New Elites	
Week 6- February 13	Black Hatters - the Ultra-Orthodox Community in Israel	
<b>Week 7- – Reading Week</b>	<b>no classes (Feb 19-Feb 23)</b>	<b><u>Sign up to watch a movie</u></b>
Week 8 - February 27	Who Are the Israeli Settlers?	<b><u>Last date to submit essay 1.</u></b>
Week 9- March 5	Russians and Ethiopian Jews - Israelis of the 1990s	
Week 10- March 12	Minorities in Israel - Arabs, Druze and Bedouin Communities	Email me to approve your topic/ movie response is due
Week 11- March 19	Non-Jewish Immigration to Israel - a Story About Labor and Asylum	Student presentations part 1
Week 12 – March 26	Student presentations part 2	
Week 13- April 2	The Modern Tribes of Israel - Unpacking President Rivlin’s Speech	Final paper is <b><u>Due April 6 at 12 p.m.</u></b>

## **Class schedule and reading assignments**

### **Week 1: Introduction - Meet the Tribes**

Ben-Rafael, E., & Peres, Y. (2005). Is Israel one? religion, nationalism, and multiculturalism confounded. Brill. (Chapter 2, pp.27-43)

### **Week 2: - A Declaration of Whose Rights?**

Lissak, M., & Horowitz, D. (1989). Trouble in utopia: The overburdened polity of Israel. State University of New York Press. Chapter 2 Israel as a Multi-Cleavage Society

Migdal, Joel S. "Society-formation and the case of Israel." *Israel in Comparative Perspective: Challenging the Conventional Wisdom* (1996): 173-198.

#### *Recommended*

Avineri, S. (2011). Self-determination and Israel's declaration of independence. Israel's rights as a nation-state in international diplomacy. Jerusalem Center for Public Affairs, Jerusalem, **35-44**.

### **Week 3: The Melting Pot Challenge and Concept of Mamlachtiyut (Republicanism)**

Gorny, Y. (2001). The "Melting Pot" in Zionist Thought. *Israel Studies*, 6(3), 54-70.

Yanai, N. (1989). Ben-Gurion's Concept of "Mamlachtiut" and the Forming Reality of the State of Israel. *Jewish Political Studies Review*, 151-177.

#### *Recommended*

Go2Films. "Ben Gurion Epilogue." Vimeo, Go2Films, 20 July 2020, vimeo.com/191342438.

<https://tubitv.com/movies/100003730/ben-gurion-epilogue>

### **Week 4: The Israel of "Non-Whites"- From the Wadi Salib Protests to the Israeli Black Panthers**

Smooha, Sammy. "The Jewish ethnic divide and ethnic politics in Israel." *The Oxford Handbook of Israeli Politics and Society* (2020): **Chapter 11, pp 195-210**

Picard, Avi. "Like a phoenix: The renaissance of Sephardic/Mizrahi identity in Israel in the 1970s and 1980s." *Israel Studies* 22, no. 2 (2017): 1-25.

### **Week 5: Mizrahim the New Elites**

Averbukh, L. (2017). Israel on the road to the Orient? The cultural and political rise of the Mizrahim.

Cohen, U., & Leon, N. (2008). The new Mizrahi middle class: Ethnic mobility and class integration in Israel. *Journal of Israeli History*, 27(1), 51-64.

### **Week 6: Black Hatters - the Ultra-Orthodox Community in Israel**

Braun-Lewensohn, Orna, and Tehila Kalagy. "Between the inside and the outside world: coping of ultra-orthodox individuals with their work environment after academic studies." *Community Mental Health Journal* 55, no. 5 (2019): 894-905.

Stadler, N. (2002). Is profane work an obstacle to salvation? The case of Ultra Orthodox (Haredi) Jews in contemporary Israel. *Sociology of religion*, 63(4), 455-474.

#### *Recommended*

Don-Yehiya, E. (2005). Orthodox Jewry in Israel and in north America. *Israel Studies*, 10(1), 157-187.

Friedman, M., & Heilman, S. C. (1991). *The Haredim in Israel*. New York: American Jewish Committee.

Rubin, D. (2015). *Haredi Settlers: The Non-Zionist Jewish Settlers of the West Bank. In Citizenship after orientalism* (pp. 70-97). Palgrave Macmillan, London.

### **Week 7: Reading Week no classes (Feb 21-Feb 25)**

### **Week 8 –Who Are Israeli Settlers?**

Cooperman, A., Sahgal, N., & Schiller, A. (2016). Israel's religiously divided society. Pew Research Center.

Newman, D. (2005). From Hitnachalut to Hitnatkut: The impact of Gush Emunim and the settlement movement on Israeli politics and society. *Israel Studies*, 10(3), 192-224.

Tenenbaum, K., & Eiran, E. (2005). Israeli settlement activity in the West Bank and Gaza: A brief history. *Negot. J.*, 21, 171.

### **Week 9: Russians and Ethiopian Jews - Israelis of the 1990s**

Heilbrunn, S., Gorodzeisky, A., & Glikman, A. (2016). Identity of immigrants—between majority perceptions and self-definition. *Israel Affairs*, 22(1), 236-247.

Kurman, J., Eshel, Y., & Zehavi, N. (2005). Personal and group acculturation attitudes and adjustment: Russian and Ethiopian immigrants in Israel. *Journal of applied social psychology*, 35(5), 956-974.

#### *Recommended*

Ben-Eliezer, U. (2004). Becoming a black Jew: cultural racism and anti-racism in contemporary Israel. *Social Identities*, 10(2), 245-266.

**Week 10: Minorities in Israel - Arabs, Druze and Bedouin Communities**

Amara, M., & Schnell, I. (2004). Identity repertoires among Arabs in Israel. *Journal of Ethnic and Migration Studies*, 30(1), 175-193.

Dinero, S. C. (2004). New Identity/Identities Formulation in a Post- Nomadic Community: The Case of the Bedouin of the Negev. *National Identities*, 6(3), 261-275.

Nisan, M. (2010). The Druze in Israel: Questions of identity, citizenship, and patriotism. *The Middle East Journal*, 64(4), 575-596.

*Recommended*

Kretzmer, D. (2019). *The legal status of the Arabs in Israel*. Routledge.

**Week 11: Non-Jewish Immigration to Israel - a Story About Labor and Asylum**

Drori, Israel. *Foreign workers in Israel: Global perspectives*. SUNY Press, 2009. Chapter 1 pp.1-13. and chapter 13.

Yaron, H., Hashimshony-Yaffe, N., & Campbell, J. (2013). “Infiltrators” or Refugees? An Analysis of Israel's Policy Towards African Asylum-Seekers. *International Migration* , 51 (4), 144-157.

**Week 12: Student presentations**

\*\*Student are encouraged to use visual aids and short clips to present their topics

**Week 13: The Modern Tribes of Israel - Unpacking President Rivlin’s Speech**

The Four Tribes Initiative

<https://www.idc.ac.il/en/research/ips/pages/4tribes.aspx>

President Reuven Rivlin Address to the 15th Annual Herzliya Conference

“Israeli Hope: Towards a New Israeli Order”, 7 June 2015

\*Student Presentations continued and Concluding Discussion