24 October 2014

Professor Bonnie Springer  
Chair  
Faculty Curriculum Committee  
College of Charleston

Dear Professor Springer,

Attached you will find a proposal for a new course in Jewish Studies, JWST 220, History of Israel. Our proposal includes:

- our new course form
- a sample syllabus
- a change of major form
- a change of minor form
- our form applying for general credit in the humanities
- correspondence from the Department of History

Thank you very much for your consideration.

Sincerely yours,

Larry Krasnoff  
Associate Director, Jewish Studies
In section A, list ALL of the forms covered by this signature page. If you submit a form that is not listed in A, your proposal will be held back until we receive a new, updated signature page.
You must obtain the signature of your department chair and dean before submitting your proposal.

A. FORMS COVERED BY THIS SIGNATURE PAGE. List each form you are submitting—for instance, PSYC 383, Course Form; PSYC, Change of Major Form; PSYC, Change of Minor Form.

- JWST 220, new course form
- JWST, change of major form
- JWST, change of minor form

B. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:

[Signature] Date: 10/22/14

2. Signature of Academic Dean:

[Signature] Date: 12/2/14

3. Signature of Provost:

[Signature] Date: 10/22/14

4. Signature of Business Affairs (only for course fees):

[Signature] Date: 

☐ fee approved on __________
☐ BOT approval pending

5. Signature of Curriculum Committee Chair:

[Signature] Date: 1/20/2015

6. Signature of Budget Committee Chair (only for new programs):

[Signature] Date: 

7. Signature of Academic Planning Committee Chair (only for new programs):

[Signature] Date: 

8. Signature of Faculty Senate Secretary:

[Signature] Date: 

Date Approved by Faculty Senate: __________________________
FACULTY CURRICULUM COMMITTEE
COURSE FORM

Instructions:
• Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
• Fill out the parts of the form specified in part B. You must do this before your request can move forward!
• Remember that your changes will not be implemented until the next catalog year at the earliest.
• If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: Larry Krasnoff
Phone: 953-4987
Email: krasnoff@cofc.edu

Department or Program: Jewish Studies
School: LCWA

Subject Acronym and Course Number: JWST 220

Catalog Year in which changes will take effect: FALL 2015

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☑ Add a New Course (complete parts C, D, F, G, H, I, J)
☐ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J)
☐ Course Number (you must submit a course deactivation request for the old course number)
☐ Course Name
☐ Course Description
☐ Credit/Contact Hours
☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

The development of the modern state of Israel is one of the most significant events in the history of the Jewish tradition, but our program now has no course specifically devoted to Israel. We treat Israeli history and culture in our history surveys, topical classes and occasionally first-year seminars, but we think our students would benefit from a course specifically devoted to the history of the state of Israel. We also want to contribute the proposed new Middle Eastern and Islamic World Studies minor, and we think this course will do that well.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on your own programs and courses as well other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

This course should be valuable as an elective for JWST majors and minors, HIST majors and minors, MEIW minors, and for a general education audience. The course can be cross-listed as HIST 261, Special Topics in Modern Asia, Africa, or Latin America, at the discretion of the Department of History.

This form was last updated on 12/13/13 and replaces all others.
EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: 
School: 
Subject Acronym: 
Course Number: 

Credit hours: __ lecture __ lab __ seminar __ independent study
Contact hours: __ lecture __ lab __ seminar __ independent study

Course title:

Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.):

Cross-listing, if any:

Is this course repeatable? ☐ yes ☐ no If yes, how many total credit hours may the student earn? ___

E. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use boldface for the information that is changing.

Department: Jewish Studies 
School: LCWA 
Subject Acronym: JWST 
Course Number: 220

Credit hours: 3 lecture __ lab __ seminar __ independent study
Contact hours: 3 lecture __ lab __ seminar __ independent study

Course title: History of Israel

Course description (maximum 50 words, exactly as it appears in the catalog):

A history of the modern state of Israel from its conception in the Zionist movement to the present. Topics will include the political and cultural development of the nation, its relationship to religion and to the Jewish Diaspora, and its conflicts with the surrounding Arab states and with the Palestinians.

Restrictions (pre-requisites, co-requisites, majors only, etc.): None

If this is a newly-created course, is it intended to be the equivalent of an existing course? ☐ yes ☐ no
If so, which course? _____________

If equivalent, will the newly-created course replace the existing course? ☐ yes ☐ no
Note: If yes, you must deactivate that course by submitting an additional Course Form.

Cross-listing, if any (submit approval from relevant department): ________________
Note: Cross-listed courses are equivalent.

Is this course repeatable? ☐ yes ☐ no If yes, how many total credit hours may the student earn? ___

Is there an activity, lab, or other fee associated with this course? ☐ yes ☐ no What is the fee? $_____
Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

F. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

None expected. The course can be taught with existing faculty.

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Students will be able to interpret the significance of primary source materials by placing them in the context of the history of Israel.</td>
<td>All students will be assessed on an essay in the course. Students can meet or exceed expectations by scoring either A or B on each dimension of the rubric (see syllabus). Since the rubric has so many dimensions, a relatively low percentage (say 25%) will likely met or exceed expectations.</td>
</tr>
<tr>
<td>2.</td>
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<td>3.</td>
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<td>4.</td>
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</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

The program-level outcomes for the JWST major are:

1. Students have a broad familiarity with Jewish history, thought, religion, and culture
2. Students have the ability to read texts and critically assess their significance for the Jewish tradition.

Typically this class will reinforce both of these skills, which are introduced in our required two-semester Jewish history survey, JWST 210 and 215.

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? □ yes □ no

If yes, please attach a Change Minor and/or Change Major/Program Form as appropriate.

This form was last updated on 12/13/13 and replaces all others.
J. CHECKLIST.

☑ I have completed all relevant parts of the form.

☑ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☑ (For new courses only) I have attached a syllabus.

☑ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

☑ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

☑ I have submitted one Signature Form that lists all of the different forms I am submitting.
Jewish Studies 220: History of Israel

Instructor: Joshua Shanes
Email: shanesj@cuci.edu
Office hours: Mon/Wed, 11-12 or by appointment (216 Jewish Studies Building)

Course Description

Israel, a tiny state about sixty-five years old, is a country of paradoxes. On the one hand, it is a remarkable story of Jewish political revival, boasting a dynamic economy, a technology sector that leads the world, a vibrant, multicultural society and in some ways a vital democracy. At the same time, Israel remains a nation fighting to defend its very legitimacy in the international community, the long conflict between Israelis and Palestinians has no end in sight, and the state suffers from a variety of internal conflicts. These include the relationship between its secular and religious inhabitants, between its Jewish majority and non-Jewish minorities, and strife over its continued occupation of contested territories, most of whose non-Jewish residents remain disenfranchised. Many question whether its self-definition as a “Jewish and democratic” state is viable, and what that means for its non-Jewish inhabitants and for the relationship between Judaism and the state.

This course will address these questions, surveying Israeli history and society from the birth of modern Zionism until today. We begin with an analysis of the early Zionist movement, both ideologically and practically as Jews began to settle Palestine in large numbers, and the movement’s conflict with the Palestinian Arab populations. We will then move to focus closely on some of the contentious issues in Israeli society over the past half century: political dynamics, religious-secular tensions, immigration and refugees, internal ethnic conflicts, military culture, the role of women, and of course Israel’s prolonged conflict with the Palestinians and Arab states. Class readings will consist of both secondary and primary sources (in translation), which we will learn to read critically and to contextualize. We will also be using film and other cultural artifacts extensively. Students will leave not only with a good grasp of the history of Israel, but will be encouraged to appreciate the legitimacy of multiple perspectives – multiple narratives - on numerous controversial issues.

Course Requirements

Attendance and Participation

Students are required to attend every class and to participate actively, paying close attention to the instructor and to other students, and showing evidence of consideration of the assigned readings. All readings must be completed in advance of the day posted. For example, readings listed under August 22 must be completed before coming to class on August 22. Note that
active participation in the class extends beyond discussion. It also means active listening and note-taking during lectures. It means asking questions during class to clarify issues that are unclear (if you are confused about an issue, other students probably are as well). It means coming to office hours and/or communicating via email if further clarification is needed.

The attendance grade is lowered five points for every unexcused absence, starting at 100% (so that one absence still receives an A). For example, two unexcused absences result in a 90%, three in an 85%, etc. Naturally your participation grade will also suffer if you are not in class to participate, and inevitably the material you miss will hurt your essays as well. Any student who fails attendance will automatically fail this class – no exceptions. Students who miss an excessive number of classes due to medical or other emergency should see me to arrange a medical withdrawal. If you are absent for legitimate reasons (health or personal), you should bring your documentation to the Office of Student Affairs (67 George Street) who will send a confirmation email to all of your professors. I will pass a sign-up sheet around the room each day – be sure to sign it.

**Essays**

Writing assignments consist of two short papers (~1000 words each) analyzing the films, literature and other texts used in class, and one longer paper (~1500 words). Late papers will have their grades lowered one grade if turned in within a week, thereafter two grades until December 2. No papers will be accepted after this date. There is also a final exam, as well as weekly quizzes based on the assigned readings and/or the previous day’s news on “haaretz.com.” There is also a map quiz on August 22.

**Guidelines for Response Papers**

- Your paper needs to have some sort of argument, a thesis, which you state clearly in the opening paragraph. Consider how the film(s) or reading(s) engages the questions of this course. How does it explore issues of Israeli (or Palestinian) identities, history, and society? What are its central questions, dilemmas, or themes? What makes this particular film or text “Israeli.” Saying that it’s about people who live there is not sufficient.

- You must engage at least TWO sources from the course texts to enhance your argument and discussion of the key tensions, themes, and/or characters in the film or literature. You might want to focus your analysis here on relationships between characters, the challenges or transformations they face, or how individual characters are portrayed and developed. Try to paraphrase the argument or use short quotes from the reading to demonstrate your point and how the text relates to the ideas raised by the film. Don’t just mention the reading in passing.
- At the end of your paper, provide a rigorous critique of the film or literature and an explanation of why you liked or disliked it. Did you think it was compelling, successful, moving, or a snooze? Did you empathize with the characters’ stories and experiences? Did you think the writers or directors had a specific ideological agenda? What was it? Your critique could discuss aesthetics, substantive issues raised, plot/character development, the quality of acting or writing, etc. Be as creative and honest here as you want to be.

**Grade Breakdown**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>5%</td>
</tr>
<tr>
<td>Participation/Quizzes</td>
<td>5%</td>
</tr>
<tr>
<td>Short Papers</td>
<td>40% (20% each)</td>
</tr>
<tr>
<td>Medium Paper</td>
<td>30%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
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</tbody>
</table>

**Grading Criteria**

As a rough guide, these are the criteria I will use when grading your papers. There is no precise weighting for each category, so that strengths in one aspect can compensate for weaknesses in another. Content and writing are weighted equally, and are by nature largely inseparable.

<table>
<thead>
<tr>
<th></th>
<th>A (90-100%)</th>
<th>B (80-89%)</th>
<th>C (70-79%)</th>
<th>D (60-69%)</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Relevance</strong></td>
<td>Directly relevant to the subtleties of the question/topic</td>
<td>Directly relevant to the question/topic</td>
<td>Mostly relevant to the question/topic</td>
<td>Includes some irrelevance or generalization</td>
<td>Little or no relevance</td>
</tr>
<tr>
<td><strong>Knowledge</strong></td>
<td>Excellent range of knowledge</td>
<td>Good familiarity with sources, shows awareness of important issues</td>
<td>Adequate knowledge of a reasonable range of material</td>
<td>Limited acquaintance with basic sources</td>
<td>Little or no knowledge</td>
</tr>
<tr>
<td><strong>Analysis</strong></td>
<td>Consistently analytical to a high level</td>
<td>A good analysis</td>
<td>Some analysis but with a tendency towards description or narrative</td>
<td>Limited analysis, largely descriptive or narrative</td>
<td>Little or no analysis</td>
</tr>
<tr>
<td><strong>Originality</strong></td>
<td>Shows originality, independence of thought and approach</td>
<td>Some evidence of originality</td>
<td>Limited evidence of originality</td>
<td>Unoriginal</td>
<td>Derivative or plagiarized</td>
</tr>
<tr>
<td>Argument</td>
<td>Logical, clear and coherent argument</td>
<td>Coherent and logical argument</td>
<td>Predictable or superficial argument</td>
<td>Argument lacks coherence and clarity</td>
<td>Little or no argument</td>
</tr>
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<td>-----------------------------------------------</td>
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</tr>
<tr>
<td>Use of Evidence</td>
<td>Arguments well supported using primary and secondary material appropriately</td>
<td>Good use of primary and secondary sources</td>
<td>Some use of source evidence, but more needed</td>
<td>Limited provision of evidence, paper based on basic sources</td>
<td>Little or no substantiation of argument</td>
</tr>
<tr>
<td>Presentation</td>
<td>Excellent writing, clean of grammatical errors, awkward sentences, etc.</td>
<td>Well-written, largely clean of such errors or awkward sentences</td>
<td>Generally well-written, with some lapses in proper spelling, syntax, etc.</td>
<td>Poorly written, poorly proofread</td>
<td>Carelessly written, badly presented, full of errors</td>
</tr>
<tr>
<td>Bibliography &amp; references</td>
<td>Full and appropriate</td>
<td>Full and appropriate</td>
<td>Mostly full and appropriate</td>
<td>Partial documentation</td>
<td>Little or no documentation</td>
</tr>
</tbody>
</table>

Rewrites: Any essay may be rewritten. Both the original essay and the rewrite must be submitted within one week of its return. Any new passages written for the rewrite should be underlined. If the student addresses the principal weaknesses of the original paper (beyond simply entering the corrections made by the instructor), the rewrite will be graded from scratch and the two grades will be averaged.

**General Education Student Learning Outcomes**
1. Students analyze how ideas are represented, interpreted or valued in various expressions of human culture.
2. Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments.
These learning outcomes are assessed by the third of our short papers.

**Laptop Prohibition (and other seemingly obvious rules for class conduct)**

All forms of electronic communication equipment are prohibited in this classroom, including cell phones, ipads, other texting tools and laptop computers. Students using any such tool will be asked to leave immediately.

In addition, the following is absolutely prohibited. Violators will be asked to leave:
- Overtly sleeping in class (i.e. head down or propped up with eyes closed)
- Reading any material unrelated to classroom activities
- Arriving late to class, ESPECIALLY ON DAYS PAPERS ARE DUE
• Inappropriate, rude, sexist or racist comments to classmates or faculty during class discussions
• Talking with another student to the extent that the volume is noticeably disruptive

Honor Code: Statement on Cheating and Plagiarism

The Honor Code of the College of Charleston specifically forbids cheating, attempted cheating, and plagiarism. A student found guilty of these offenses will receive a failing grade in the course. Additional penalties may include suspension or expulsion from the College at the discretion of the Honor Board. See the College of Charleston Student Handbook, for definitions of these offenses.

Plagiarism is defined by the Student Honor Code as:
1. The verbatim repetition, without acknowledgment, of the writings of another author. All significant phrases, clauses, or passages, taken directly from source material must be enclosed in quotation marks and acknowledged in the text itself or in footnotes/endnotes.
2. Borrowing without acknowledging the source.
3. Paraphrasing the thoughts of another writer without acknowledgment.
4. Allowing any other person or organization to prepare work which one then submits as one's own.

Responsibility Oath

“'I am responsible for my education.” As a student and rising scholar, it is your responsibility to let me know when I do not make sense and to ask questions when things are unclear. If it doesn’t make sense to you, it probably doesn’t make sense to others. Thus, it is my job to communicate the ideas in a different way. In university, non-medical (i.e. logistical) excuses for failure to perform are not acceptable. I check my email many times each day – if you are having difficulty with an assignment, contact me immediately so that we can solve the problem in time for you to complete it.

“I didn’t understand an assignment,” “I couldn’t access a reading,” or similar statements are never acceptable excuses for not completing an assignment at the college level. Begin your work early enough to contact the instructor in time if you have any problems or questions.

Required Reading
1. Anita Shapira, Israel: A History
2. Rabinovitch and Reinhartz, eds., Israel in the Middle East: Documents and Readings on Society, Politics, and Foreign Relations, Pre-1948 to the Present, SECOND EDITION
3. Alan Dowty, Israel/Palestine, THIRD EDITION
4. A subscription to Haaretz.com. Haaretz.com must be read every evening or morning before class, for at least 10 minutes. Focus on the main stories, but feel free to read the opinion
editorial or other features whose headlines catch your eye. We will begin class most days with a brief discussion or quiz of the news.

5. Other readings, indicated by asterisk, will be posted on-line at OAKS. Be sure to print these and bring to class.

Schedule (subject to change)

Unit I: Zionism(s) and the (Re)birth of Israel

Week 1
Tuesday, August 20: Introduction

Thursday, August 22: Zionism(s) in its European Origins

Dowty, Israel/Palestine, 22-46

Rabinovich, Israel in the Middle East, texts 2, 3, 4

MAP QUIZ TODAY (August 22) OF CONTEMPORARY MIDDLE EAST and ISRAEL

Week 2
Tuesday, August 27: Zionist Settlement: The Old and New Yishuv

*Troen, Imagining Zion, 62-81

*Koestler, Thieves in the Night, 3-78

Thursday, August 29: Aliyah and creation of the New Jew: Zionist divisions in the mandatory period

*Koestler, Thieves in the Night, 82-123

Film clip (in-class): "A Day in Degania" and/or "Avoda"

Week 3
Tuesday, September 3: Jabotinsky and the Revisionists

*Koestler, Thieves in the Night, 147-175, 290-308

*Charles Liebman and Eliezer Don Yehia, Civil Religion in Israel, 59-80

Rabinovich, Israel in the Middle East, text 11

Thursday, September 5: TBA

Shapira, Israel: A History: pages TBA
Week 4
Tuesday, September 10: **Jewish-Arab Conflict in Mandatory Palestine**

Dowty, *Israel/Palestine*, 55-85

Rabinovich, *Israel in the Middle East*, text 7, 9, 10 (only to page 36)

Thursday, September 12: **The Debate over Partition**


Rabinovich, *Israel in the Middle East*, introductions to texts 12, 14, 15, 16, 18, 19

Unit II: Israeli Culture, Society and Politics in its First Decades

Week 5
Tuesday, September 17: **1948: War of Independence vs. the Nakba**

Dowty, *Israel/Palestine*, 85-103


Rabinovich, *Israel in the Middle East*, texts 21, 22 (intro), 23 (intro), 24, 25 (intro), 26 (intro)

Thursday, September 19: **Film (in-class): Ushpizin**

FIRST SHORT PAPER DUE TODAY (September 19)

Week 6
Tuesday, September 24: **Israel's First Decade**

Rabinovich, *Israel in the Middle East*, texts 17, 27, 28, 29

*Charles Liebman and Eliezer Don Yehia, *Civil Religion in Israel*, 81-122

Thursday, September 26: **TBA**


Week 7
Tuesday, October 1: **Mizrahim, Ashkenazim and Israeli Multiculturalism**

Rabinovich, *Israel in the Middle East*, texts 30, 45, 64

*Shapira, *Israel: A History*, 222-245

FILM SCREENING WEDNESDAY EVENING: Sallah Shabati

Thursday, October 3: Coping with the Holocaust and its Survivors

*Nurit Gertz, “The Other in Israeli Cinema of the 1940s and 1950s,” Israeli and Palestinian Identity in History and Literature, 35-58

Film clips (in-class) “In my father’s house” (1947) and “New land” (1994)

Week 8
Tuesday, October 8: War and Society to 1973

Dowty, Israel/Palestine, 103-130

Rabinovich, Israel in the Middle East, 40, 65-67, 71

Thursday, October 10: Tracing Israeli Politics and Parties since 1948

SECOND SHORT PAPER DUE TODAY (October 10)

Unit III: Israel as a “Jewish and democratic” state

Week 9
Tuesday, October 15: NO CLASS – FALL BREAK

Thursday, October 17: Israeli Judaism: Hilonim (Secular), Religious Zionists, and Haredim (Ultra-Orthodox) before and after the Six Day War (1967)

*A Portrait of Israeli Jewry: Beliefs, Observances, and Values among Israeli Jews (Guttmann Center of the Israel Democracy Institute, 2012), 10-30

Shapira, Israel: A History: pages TBA

Rabinovich, Israel in the Middle East, texts 80-81, 124-5

Week 10
Tuesday, October 22: Non-Jewish Minorities in Israel (Religious, Ethnic and National)


Rabinovich, Israel in the Middle East, texts 51, 83, 126, 130, and appendix 5

Thursday, October 24: 1977-1993: Israeli Politics from the Rise of Likud to Oslo

Dowty, Israel/Palestine, 130-148

Rabinovich, Israel in the Middle East, texts 79, 85, 102, 108, 109
Week 11
Tuesday, October 29: Israel as a Jewish and Democratic State

* Sammy Smooha, “The Nation before the State,” in The State of Israel: Between Judaism and Democracy, 371-377

* Asad Ghanem, Nadim Rouhana and Oren Yiftachel, “Questioning ‘Ethnic Democracy’: A Response to Sammy Smooha,” 253-266 (skip endnotes)


Thursday, October 31: Tracing Israeli Identities through Popular Music

Shapira, Israel: A History: pages TBA


Week 12
Tuesday, November 5: The Settlements

Shapira, Israel: A History: pages TBA

* Gadi Taub, The Settlers, pages 1-22, 167-87

Rabinovich, Israel in the Middle East, 81, 84

Thursday, November 7: Palestinian Nationalism, the PLO and Hamas

Shapira, Israel: A History: pages TBA

Dowty, Israel/Palestine, 149-176

Rabinovich, Israel in the Middle East, texts 69 and 117

Film clips (in class): “Chronicle of Disappearance” and “Divine Intervention”

Week 13
Tuesday, November 12: TBA

FILM SCREENING WEDNESDAY EVENING: Waltz with Bashir

Thursday, November 14: Coping with Trauma: Discussion of Waltz with Bashir

Shapira, Israel: A History: pages TBA
**Week 14**
Tuesday, November 19: **Understanding Oslo: What was the deal, what went wrong, and where is the "Peace Process" today?**

Dowty, *Israel/Palestine*, 177-219

Rabinovich, *Israel in the Middle East*, texts 133, 136, 137, 143, 144

Thursday, November 21: **Peace Process (continued)**

Dowty, *Israel/Palestine*, 220-266

**Week 15**
**FILM SCREENING MONDAY EVENING: The Band’s visit**

Tuesday, November 26: **DISCUSSION OF BAND’S VISIT AND CONCLUSIONS**

Medium-length paper on Israel as a "Jewish and Democratic State" DUE TODAY (November 26)
FACULTY CURRICULUM COMMITTEE
CHANGE/DELETE PROGRAM FORM

Instructions:
- Please fill out all of the portions of the form that are specified in section B. **You must do this before your request can move forward!**
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, please start by checking the detailed instructions on the website.
- Please feel free to contact the committee chair with any remaining questions you might have.

A. CONTACT INFORMATION.

Name: Larry Krasnoff
Phone: 953-4987
Email: krasnoff@cofc.edu

School: LCWA
Department or Program: Jewish Studies

Name and Acronym of Major: JWST

B. CATEGORY OF REVIEW. Please check all that apply, then fill out the specified parts of the form.

☐ Change Request (fill out all sections)
  ☐ Add an existing course to requirements or electives
  ☑ Add a new course to requirements or electives (attach completed course form for each)
  ☐ Delete courses from requirements or electives
  ☐ Add or modify concentration*
  ☐ Add or modify cognate*

*Note: Only concentrations and cognates requiring **18 or more credit hours** will be tracked in Banner and Degree Works and noted on the transcript.

☐ Terminate Program (fill out E, G, H, and I)
  ☐ Terminate degree
  ☐ Terminate major
  ☐ Terminate concentration
  ☐ Terminate cognate

C. GENERAL INFORMATION

Number of Current Credit Hours (for existing program): 40+
Number of Proposed Credit Hours (for changed program): 40+
Catalog Year in which changes will take effect: FALL 2015

D. CURRICULUM. Please list every change you are making below AND attach the current Program of Study Worksheet for this major (http://registrar.cofc.edu/program-of-study-resources/program-of-study-worksheets/index.php) with changes marked in RED. Additions should show where the course will be inserted, deletions should be noted by crossing out the course, and moves indicated with arrows. Distinguish between required and elective courses, and note any prerequisites, co-requisites, sequencing, or other restrictions. Provide the catalog description and course list exactly as they should appear in the catalog. For each new course, submit the Curriculum Committee’s Course Form and a sample syllabus.

This form was last updated on 6/6/2013 and replaces all others.
We are creating a new course, JWST 220, History of Israel, and we want to count it as an elective for the JWST major.

**E. RATIONALE AND EXPLANATION.** Please provide a narrative addressing the request you are making and why you are making it.

We are creating a new course on the History of Israel, and we want students to be able to count it for their JWST majors. The development of the modern state of Israel is one of the most important events in the history of the Jewish tradition, and so our majors will benefit from studying Israel's history in detail.

**F. STUDENT LEARNING OUTCOMES AND ASSESSMENT.**

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the major or program?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Students have a broad familiarity with Jewish history, thought, religion, and culture.</td>
<td>We typically assess majors on both outcomes through essays in their research seminars.</td>
</tr>
<tr>
<td>2. Students have the ability to read texts and critically assess their significance for the Jewish tradition.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>

Additional Outcomes or Comments:

This new class should reinforce the skills required for these learning outcomes, which are typically introduced in the two-semester survey of Jewish history, JWST 210-215.
G. IMPACT ON EXISTING PROGRAMS AND COURSES. Please describe the impact of this request on other programs and courses. If you are deleting a program, please describe the effect on all programs that will be impacted; if you are adding or changing a program, please explain any overlap with existing programs at the College.

We believe this change will have little effect on other programs, except perhaps offering History majors an occasional new course option.

H. COSTS ASSOCIATED WITH THE REQUESTED ACTION. List all of the new costs or cost savings (including new faculty/staff requests, library, or equipment) associated with your request.

None expected. The course can be taught by existing faculty.

I. CHECKLIST

☐ I have completed all relevant parts of the form.

☐ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☐ I have attached a Course Form for each newly-created or modified course.

☐ (For proposals that affect other departments in any way) I have attached an acknowledgement from the relevant department.

☐ I have provided the complete curriculum for the program, concentration, emphasis, etc., including the description and course list, exactly as it should appear in the catalog.

☐ I have submitted one Signature Form that lists all of the different forms I am submitting.
Jewish Studies Major Requirements
Catalog Year: 2014-15
Degree: Bachelor of Arts
Credit Hours: 40+

"PR" indicates a pre-requisite. "CO" indicates a co-requisite.

Courses within this major may also satisfy general education requirements. Please consult http://registrar.cofc.edu/general-edu for more information.

Required Courses

☐ HBRW 101 Elementary Modern Hebrew I (4) PR: None
☐ HBRW 102 Elementary Modern Hebrew II (4) PR: HBRW 101 or placement
☐ HBRW 201 Intermediate Modern Hebrew I (4) PR: HBRW 102 or placement
☐ HBRW 202 Intermediate Modern Hebrew I (4) PR: HBRW 201 or placement
☐ JWST 210 Jewish History I: Ancient to Modern (3) PR: None
☐ JWST 215 Jewish History II: Modern to Present (3) PR: None
☐ JWST 450 Research Seminar in Jewish Studies (3) PR: Senior standing or instructor permission

Note: Students placing out of any of HBRW 101-202 do not receive credit toward the major; they must substitute another class for each HBRW course they place out.

Select five additional courses from the following of which at least three courses are at the 300-level or above:

☐ ☐ ☐ ☐ ☐

☐ HBRW 313 Hebrew Conversation and Composition (3) PR: HBRW 202 or placement
☐ HBRW 314 Hebrew Conversation and Composition (3) PR: HBRW 313 or placement
☐ HIST 213 American Jewish History: Colonial Times to Present (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).
☐ HIST 244* History of Germany from 1866 to the Present (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).
☐ HIST 344* Modern Europe Cultural History (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).
☐ HIST 345* Modern German Cultural and Intellectual History (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).
☐ HIST 359 Modern Jewish History: French Revolution to the Present (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).
☐ JWST 200 The Jewish Tradition (3) PR: None
☐ JWST 230 The Holocaust (3) PR: None
☐ JWST 240 Jewish Philosophy (3) PR: None
☐ JWST 245/ ENGL 191 Introduction to Jewish-American Literature (3) PR: None
☐ JWST 300 Special Topics in Jewish Studies (3) PR: None
☐ JWST 310 Topics in Jewish History (3) PR: None
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>JWST 315</td>
<td>Southern Jewish History</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>JWST 320</td>
<td>Topics in American Jewish Culture</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>JWST 325</td>
<td>Jewish Mysticism</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>JWST 330</td>
<td>Representations of the Holocaust</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>JWST 335</td>
<td>Modern Jewish Politics</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>JWST 400</td>
<td>Independent Study in Jewish Studies</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>PHIL 255*</td>
<td>Philosophy of Religion</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>POLI 344</td>
<td>Politics of the Middle East</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>POLI 359*</td>
<td>Special Topics in Comparative Politics</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>RELS 201</td>
<td>Hebrew Bible</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>RELS 225</td>
<td>The Jewish Tradition</td>
<td>3</td>
<td>None</td>
</tr>
<tr>
<td>RELS 310*</td>
<td>Sacred Texts</td>
<td>3</td>
<td>3 credit hours in religious studies or instructor permission</td>
</tr>
</tbody>
</table>

**Note:** *These courses must have specifically Jewish content to count towards the Jewish Studies major.
FACULTY CURRICULUM COMMITTEE
MINOR FORM

Instructions:
- Please fill out all of the portions of the form that are specified in section B. **You must do this before your request can move forward!**
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, please start by checking the detailed instructions on the website. Please feel free to contact the committee chair with any remaining questions you might have.

A. CONTACT INFORMATION.

Name: Larry Krasnoff          Phone: 953-4987          Email: krasnoff@cofc.edu

School: LCWA                Department or Program: Jewish Studies

Name and Acronym of Minor: JWST

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☐ Add a New Minor (complete all portions)

☒ Change an Existing Minor (complete C, D, E, G, H, and I)
  ☐ Add existing course or courses to requirements or electives
  ☒ Add new course(s) to requirements or electives (attach completed course form for each)
  ☐ Delete courses from requirements or electives

☐ Terminate a Minor (complete E, G, H, and I)

C. GENERAL INFORMATION.

Number of Current Credit Hours (for existing minors): 18
Number of Proposed Credit Hours (for new or changing minors): 18

Catalog year in which changes will take effect: FALL 2015

☒ Interdisciplinary (please see guidelines on the Curriculum Committee website and include acknowledgments from relevant departments)

According to academic policy, students may not obtain a major/concentration and minor in the same subject. Will students in specific majors be prohibited from declaring this minor because of this policy?

_____ Yes—Which major(s) or concentration(s)?

☒ No

D. CURRICULUM. For a changed minor, please list every change you are making below AND attach the current catalog entry for this minor (from the Minor Requirements section) with changes marked in RED. Additions should show where the course will be inserted, deletions should be noted by crossing out the course, and moves indicated with arrows. Distinguish between required and elective courses, and note any prerequisites, co-requisites, sequencing, or other restrictions. For each new course, submit the Curriculum Committee’s Course Form and a sample syllabus. For

This form was last updated on 6/6/2013 and replaces all others.
a new program, please submit the complete curriculum and catalog description exactly as they should appear in the catalog.

Add JWST 280, History of Israel, as an elective for the minor.

E. RATIONALE AND EXPLANATION. Please provide a narrative addressing the request you are making and why you are making it. In addition, for a new minor, please address its objectives, provide evidence of student interest (e.g. interviews with student focus groups, enrollment in special-topics courses in this area), and explain how the minor supports the liberal arts tradition as well as the mission of the institution.

The development of the modern state of Israel is one of the most important events in the history of the Jewish tradition, and so our minors will benefit from studying Israel’s history in detail.

F. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
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<th>Student Learning Outcomes</th>
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<tr>
<td>What will students know and be able to do when they complete the minor? Attach a Curriculum Map.</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
</tbody>
</table>

1.  
2.  
3.  
4.  

How does this minor align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this minor?

G. IMPACT ON EXISTING PROGRAMS AND COURSES. Please describe the impact of this request on other programs and courses. If you are deleting a minor, please identify all programs that will be affected. If you are adding or changing a minor, please explain any overlap with existing programs at the College.

We believe this change will have little effect on other programs, except perhaps offering History majors an occasional new course option.
H. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

None expected. The class can be taught with existing faculty.

I. CHECKLIST.

☐ I have completed all relevant parts of the form.

☐ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☐ I have attached a Course Form for each newly-created or modified course.

☐ (For proposals that affect other departments in any way) I have attached an acknowledgement from the relevant department.

☐ I have provided the complete curriculum for the minor, including the description and course list, exactly as it should appear in the catalog.

☐ I have submitted one Signature Form that lists all of the different forms I am submitting.
Jewish Studies Minor

Requirements
Credit Hours: 18
At least nine hours in the minor at the 200 level or above must be earned at the College of Charleston.

REQUIRED:
JWST 210 Jewish History I: Ancient to Modern
Courses should be selected with the approval of the director or associate director.
FYSE 124* First-Year Seminar in Jewish Studies
HBRW 101 Elementary Modern Hebrew I
HBRW 102 Elementary Modern Hebrew II
HBRW 201 Intermediate Modern Hebrew I
HBRW 202 Intermediate Modern Hebrew II
HBRW 313 Advanced Modern Hebrew: Conversation and Composition
HBRW 314 Advanced Modern Hebrew: Conversation and Composition
HIST 213 American Jewish History: Colonial Times to the Present
HIST 244* History of Germany from 1866 to the Present
HIST 344* Modern European Cultural History
HIST 345* Modern German Cultural and Intellectual History
HIST 359 Modern Jewish History: French Revolution to the Present
JWST 200 The Jewish Tradition
JWST 215 Jewish History II
JWST 230 The Holocaust
JWST 240 Jewish Philosophy
JWST 245/ENGL 191 Introduction to Jewish-American Literature
JWST 300 Special Topics in Jewish Studies
JWST 310 Topics in Jewish History
JWST 315 Southern Jewish History
JWST 320 Topics in American Jewish Culture
JWST 325 Jewish Mysticism
JWST 330 Representations of the Holocaust
JWST 335 Modern Jewish Politics
JWST 400 Independent Study in Jewish Studies
JWST 450 Research Seminar in Jewish Studies
PHIL 255* Philosophy of Religion
POLI 344 Politics of the Middle East
POLI 359* Special Topics in Comparative Politics
RELS 201 The Old Testament: History and Interpretation
RELS 225 The Jewish Tradition
RELS 310* Sacred Texts

*NOTE: These courses must have specifically Jewish content to count towards the Jewish Studies Minor.
IV. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director: 
   ___________________________ Date: 10/22/11

2. Signature of Academic Dean: 
   ___________________________ Date: 12/11/14

3. Signature of Provost: 
   ___________________________ Date: ____________________

4. Signature of Committee on General Education Chair: 
   ___________________________ Date: ____________________

5. Signature of Faculty Senate Secretary: 
   ___________________________ Date: ____________________

Date Approved by Faculty Senate: ____________________
Hi, Larry:

I've been slow responding because I wanted to consult with Bill Olejniczak in light of his long years of department experience, and he hasn't responded to me yet. My thought is that it would be a Good Thing to do a permanent cross-listing and that therefore a new course number would be in order, but I wanted to check how my department goes about approving a new course.

Back to you soon.

Phyllis

-- Dr. Phyllis G. Jestice
Professor & Chair
Department of History
College of Charleston

I'm sure you have 800 other things to deal with, but I wanted to follow up about this, since I am trying to move this proposal along.

Probably the easiest thing would be for you to say, if you were willing, that the course could be cross-listed with HIST 261, your topical class on Africa/Asia/Latin America, at your department’s discretion. That way you wouldn’t need a new course number or even to commit to much of anything, since you could choose to cross-list or not every time we offered this JWST 220 class. But I’m certainly willing to go the route of the permanent new course number, if you prefer.

Just let me know – thanks.

Larry.

Hi Phyllis,
We in Jewish Studies are proposing a new History of Israel course, to be taught at least initially by Josh Shanes. Is this something that you would like to cross-list, on a permanent or ad hoc basis? If it’s the former, you could send me note to that effect, and a new course number you would like to use. If it’s the latter, you can just use one of your existing topical course numbers, and we’ll let you know every time we offer it under JWST. Again, a note to that effect would help.

I’ve attached our curriculum committee proposal (with the line about cross-listing left blank for now) and Josh’s sample syllabus. Let me know if you have any questions.

Thanks,

Larry.
Hi again, Larry:

I heard back from Bill and, as I suspected, a permanent cross-listing is a rather complex process that would take well over a month since I don’t think we’ll have a department meeting in October.

So for now let’s go with a one-time cross-listing with HIST 261.

Cheers,
Phyllis
-- Dr. Phyllis G. Jestice
Professor & Chair
Department of History
College of Charleston

I’m sure you have 800 other things to deal with, but I wanted to follow up about this, since I am trying to move this proposal along.

Probably the easiest thing would be for you to say, if you were willing, that the course could be cross-listed with HIST 261, your topical class on Africa/Asia/Latin America, at your department’s discretion. That way you wouldn’t need a new course number or even to commit to much of anything, since you could choose to cross-list or not every time we offered this JWST 220 class. But I’m certainly willing to go the route of the permanent new course number, if you prefer.

Just let me know – thanks.

Larry.

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topical course numbers, and we’ll let you know every time we offer it under JWST. Again, a note to that effect would help.

I've attached our curriculum committee proposal (with the line about cross-listing left blank for now) and Josh's sample syllabus. Let me know if you have any questions.

Thanks,

Larry.