Request Form for General Education Certification:
Humanities Requirement: (Please include a syllabus)
Faculty Member(s): Larry Krasnoff
Course Number: JWST 220
Course Name: History of Israel
This Course is currently Listed in the Undergraduate Catalog Yes____ No X
(If your answer is "No", please explain the status with the curriculum committee)____ Approved for Fall 2015, 2/10/15
Department of faculty member(s): ___ Jewish Studies_____
Course Description:

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.

I. Explain how the proposed course satisfies the following Approval Criteria for Humanities:

1. The primary purpose of the course is the examination of particular expressions of human culture in their social, historical, intellectual, aesthetic, or ethical dimensions.

The course studies the nature and significance of the modern state of Israel in its social and historical context.

2. The course must analyze how ideas are represented, interpreted, or valued in these cultural expressions.

The course studies, among other things, what it means for Israel to call itself a "Jewish and democratic" state. Each of these claims are controversial from both a religious and a political perspective.

3. The course must examine relevant primary source materials as understood by the appropriate discipline(s).

The course uses documents, films, literature, and other primary source materials as tools for analysis of the history of Israel. (See attached syllabus.)
4. The course must require students to interpret the material in writing assignments (or alternatives that require equally coherent and sustained analysis).

Three papers are required.

II. Please provide an example of a signature assignment that the proposed course would use to enable assessment of the humanities learning outcome, using the evidence and grading rubric for the respective outcome

See the directions for “response papers” on the attached syllabus.

**Student Learning Outcome 1:** Students analyze how ideas are represented, interpreted or valued in various expressions of human culture.

**Evidence:** Paper or equivalent assignment in which students analyze an idea or ideas related to the course content employing the concepts, methods or practices appropriate to the discipline.

**Standard** At least 80% of students score 3 or 4 on rubric.

**Rubric for SLO 1**

<table>
<thead>
<tr>
<th>Does not meet expectations 1</th>
<th>Approaches Expectations 2</th>
<th>Meets expectations 3</th>
<th>Exceeds Expectations 4</th>
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<tbody>
<tr>
<td>Paper (or equivalent) disregards or fails to coherently engage the idea or ideas. It may lack any appropriate pattern of structure or development. Paper (or equivalent) fails to employ concepts, methods or practices appropriate to the discipline. Paper (or equivalent) shows severe deficiencies in reading and writing college-level English or the Target Language of the course.</td>
<td>Paper (or equivalent) is unsatisfactory in multiple ways. It displays serious weaknesses in composition and analysis of the idea or ideas, and does not adequately employ concepts, methods and practices appropriate to the discipline.</td>
<td>Paper (or equivalent) is competent, though sometimes marginally so. It displays adequate analysis of the idea or ideas and satisfactory employment of concepts, methods or practices appropriate to the discipline. Paper (or equivalent) demonstrates proficiency in the conventions of written English or the Target Language of the course.</td>
<td>Paper (or equivalent) displays cogent analysis of the idea or ideas and informed employment of concepts, methods or practices appropriate to the discipline. Paper (or equivalent) demonstrates excellent composition skills in English or the Target Language of the course.</td>
</tr>
</tbody>
</table>
**Student Learning Outcome 2:** Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments (or alternatives that require equally coherent and sustained analysis).

**Evidence:** Paper or equivalent assignment involving description, contextualization and interpretation of primary source.

**Standard:** 80% of students receive a score of 3 or 4 on each dimension.

**Rubric for SLO 2**

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Does not meet expectations 1</th>
<th>Approaches Expectations 2</th>
<th>Meets expectations 3</th>
<th>Exceeds expectations 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description:</strong> identify and/or describe the primary source</td>
<td>Incorrect identification, description is inaccurate, inappropriate</td>
<td>Identification/description is insufficient, ambiguous, lacks detail</td>
<td>Identification/description is accurate, adequately detailed despite omissions</td>
<td>Identification/description is stated clearly and comprehensively and includes relevant information</td>
</tr>
<tr>
<td><strong>Context:</strong> situate the primary source in terms of time, place, genre, and/or discipline</td>
<td>Little or no description of context, or irrelevant contextualization</td>
<td>Some description of context, but not adequate</td>
<td>Primary source is reasonably contextualized; contextualization is in terms of more than one context</td>
<td>More nuance and sophistication in terms of situating the primary source; student contextualizes primary source in terms of multiple contexts</td>
</tr>
<tr>
<td><strong>Interpretation:</strong></td>
<td>Paper does not move beyond description, or offers inaccurate or irrelevant interpretation not connected to description</td>
<td>Paper marginally moves beyond description; student offers inadequate or irrelevant evaluation; not reasonable connection to description and context.</td>
<td>Interpretation is reasonably connected to the description and contextualization; student offers evaluation that is less than comprehensive.</td>
<td>Interpretation arises from description and contextualization; student offers evaluation supported by the contextualization and description; student's insight takes into account the complexities of the primary source.</td>
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</table>
III. SYLLABUS REQUIREMENT

Syllabi should include the following:

"General Education Student Learning Outcomes" section where the general education outcomes are listed. After listing the outcomes, there should be a clear statement indicating where those outcomes will be assessed “These outcomes will be assessed in...final exam, essay 2, etc”. The name of the assignment will have to match the one given under Evaluation/Grading Distribution and it should indicate clearly the percentage of the grade that the assignment has in the course. Example:

<table>
<thead>
<tr>
<th>General Education Student Learning Outcomes</th>
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<tbody>
<tr>
<td>• Students analyze how ideas are represented, interpreted, or valued in various expressions of human culture.</td>
</tr>
<tr>
<td>• Students examine relevant primary source materials as understood by the discipline and interpret the material in writing assignments. (do not include &quot;or alternatives that require equally coherent and sustained analysis&quot; IF YOU CHOOSE a writing assignment. Otherwise, replace “writing assignment” with the chosen alternative.)</td>
</tr>
</tbody>
</table>

These outcomes will be assessed on the SHORT ESSAY #3 (you must specify which one!!!)

LATER IN THE SYLLABUS...it should show the weight in the grade

Grades

Grades on individual assignments reflect the quality of your work in terms of how it meets the respective goals for each project. Your final grade will be calculated according to the following formula:

| Homework and Discussion                      | 10% |
| Quizzes                                     | 10% |
| Short Essays (3, 2-3 pgs. each, in-class and take home) | 15% |
| Midterm Exam                                 | 20% |
| Comparative Analysis Paper (6-8 pgs.)        | 20% |
| Final Exam                                   | 25% |
IV. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:

   [Signature]

   Date: 1/19/16

2. Signature of Academic Dean:

   [Signature]

   Date: 1/25/16

3. Signature of Provost:

   [Signature]

   Date: 1/19/16

4. Signature of Committee on General Education Chair:

   [Signature]

   Date: 1/26/16

5. Signature of Faculty Senate Secretary:

   [Signature]

   Date: ______________________

Date Approved by Faculty Senate: ______________________
Jewish Studies 220: History of Israel

Instructor: Joshua Shanes  
Email: shanesj@cofc.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**

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<tr>
<td>Attendance</td>
<td>5%</td>
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<tr>
<td>Participation/Quizzes</td>
<td>5%</td>
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<tr>
<td>Short Papers</td>
<td>40% (20% each)</td>
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<td>Medium Paper</td>
<td>30%</td>
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<td>Final Exam</td>
<td>20%</td>
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**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.

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<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>
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<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>
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<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 second 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 Reinharz, 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)