

Courses 2019-2020

General History

[Nazism and the City: Space and Ideology in the Third Reich \(In English\)](#)

Dr. Teresa Walch

This seminar will investigate the links between ideology and space (with an emphasis on cities) during the Third Reich and the Holocaust. In Nazi Germany, the city was both celebrated and despised. National Socialists blamed the modern city for the supposed corruption of society and linked city life with many of their “enemies”—Communists, Bolsheviks, homosexuals, and Jews. From 1933 onward, National Socialists transformed cities to fit their worldview, seeking to “cleanse” Germany, and later all of Europe, of Jews and Jewish influences. We will discuss spatial concepts at the core of Nazi ideology—such as *Lebensraum* (living space), Blood and Soil, and Aryanization—and examine how the regime transformed these spatial ideologies into practice. We will also investigate various spatial solutions devised by the regime to segregate and expel Jews, such as concentration camps, ghettos, “Jew Houses,” and the Nisko and Madagascar Plans. Finally, we will delve into several case studies of European cities as sites of both refuge and terror for European Jewry during the Holocaust.

[Race and Heredity](#)

Dr. Amir Teicher

In this seminar we will acquaint ourselves with contemporary and comparative approaches in the study of Nazism. Among other things, we will discuss: the Nazi state as a “Racial State”; the idea of the Volksgemeinschaft; Nazism as applied biology; Nazism as Fascism; Genocide; managing and enslaving populations; Nazism and imperialism; and more. In addition to the reading materials, all seminar participants are required to read, by the end of the Passover holiday, Boaz Neumann’s two books in Hebrew from 2007 and 2019.

[German Hygenic Race](#)

Dr. Amir Teicher

This seminar is designed for students who are proficient in German and are interested in themes such as Nazism, racial theories and eugenics. We will learn together how to cope with various archival materials, including hand writing, and acquire deciphering, synthesis and research skills .

[Introduction to the Slavery in America](#)

Prof. Michael Zakim

It is impossible to separate out the settlement of the New World from the history of modern slavery. Ten million Africans were “imported” to America since the sixteenth century. How was this giant migration carried out? Did it have precedent in world history? What kind of American societies developed as a result? Why did racism fill such a central role in what would appear to be an entirely economic project? Why was Africa the source of New World slave labor? What eventually motivated the emergence of political and moral opposition to slavery, which can be first dated to the eighteenth century? How can we explain the differences in the process of slavery’s abolition between the United

States (by means of total war) and the West Indies and South America (by means of graduated emancipation)? The seminar will focus on the history of slavery in British America and the United States, with relevant comparisons to the experience “south of the border.”

[The Civil War](#)

Dr. Yael Sternhell

This seminar will introduce students to a range of historians who are reframing and challenging conventional thinking about the Civil War era, from slavery to the end of Reconstruction. We will mostly read books and articles published in recent years and also devote considerable attention to the growing array of digital projects opening new possibilities for research in this field.

[The Civil War: History, Myth and Memory](#)

Dr. Yael Sternhell

This seminar will explore the contested and convoluted legacy of the American Civil War, from the end of the conflict in 1865 to the Trump era. By examining a wide range of historical, literary, cinematic and visual texts, we will analyze the reasons behind the war’s unmatched presence in American public life and its consequences for politics, society and culture over the years

Jewish History

[The Holocaust History](#)

Prof. Havi Dreifuss

The Holocaust History course will be based on the online course on Coursera's Massive Open Online Course as well as on six classroom sessions. During the course of the semester, we will discuss the various aspects of the Holocaust, including: the development of the anti-Jewish policy of Nazi Germany, the Jews of Germany and their surroundings in the 1930s, various European societies and their attitude toward Jews, the development of the Final Solution and Jewish and non-Jewish reactions to the murder of the Jews of Europe.

[Jewish Leadership during the Holocaust](#)

Prof. Havi Dreifuss

During the course we will examine different leadership patterns which developed among the Jewish society during the Holocaust. We will discuss several models of leadership in Eastern and Western Europe, and we will analyze changes that occurred in them in face of the "Final Solution".

[The Holocaust](#)

Prof. Havi Dreifuss

During the course we will review and examine the major events that occurred during the Holocaust, while experimenting the academic writing and improving skills of critical reading. Among the issues which we will deal with: anti-Semitism and Nazi ideology; Jews in Germany in the thirties; Anti-Jewish

policies in different occupation zones; The Eastern European Jewish society and its isolation in ghettos; The fate of the Jews in Western Europe, the Balkans and North Africa; the Jewish community in Israel (The Yishuv) and the Jews of the United States in light of the Holocaust.

Controversies in Holocaust Studies

Prof. Havi Dreifuss

During this course we will delve into main debates that shaped Holocaust research over the years, while focusing on various schools and the ways they analyzed the historical reality in light of the diverse documentation. Among the topics we will discuss: antisemitism and its part in Nazi ideology; The development of the Final Solution; Jews and non-Jews during the Holocaust; The gray zone; Genocide and the Holocaust; Holocaust commemoration in the world of technology. We will also focus on the basics of academic writing and strive to improve skills of critical reading and of analysis of sources

Antisemitism: Can Hate Have a History of Its Own? (In English)

Dr. Scott Ury

Can antisemitism have a history of its own? How are we to research, analyze and understand expressions of hate and violence against Jews throughout history? Are actions in the ancient world really part of the same phenomena as those that take place in contemporary times? Or are these developments better analyzed and understood as reflections of specific times and places? Is antisemitism, indeed, a unique, perhaps eternal form of hate that has accompanied and influenced “the Jews” for centuries? And why are scholars, intellectuals and politicians unable to come to an agreement about the nature, content and history of antisemitism? These and many other questions will be probed and debated through readings of scholarly literature and sources as well as lectures and discussions.

Requirements: Active participation (including regular attendance), reading assignments, take-home exam.

The Jews and the Crucifixion of Jesus: Mythology and History

Prof. Jeremy Cohen

In this course we shall not try to determine who really killed Jesus. Yet we will investigate the myth of the Jewish Christ Killer in all of its dimensions. We shall find precedents for Christianity’s Passion story in the biblical writings of ancient Israel. We shall understand how – and why – the indictment of the Jews for engineering the death of Jesus took hold in Christianity of the first century. And we shall follow the development of the Christ-Killer myth from the first century to the twenty-first, considering its response to historical change and its impact on people, events, societies, and cultures.

JEWISH-CHRISTIAN DEBATE IN LATE ANTIQUITY AND THE MIDDLE AGES

Prof. Jeremy Cohen

A study of the literature of the Jewish-Christian debate in late antiquity and the Middle Ages: its social and historical context; its reflection of ambiguity and ambivalence in either side's perception of the other; and its assets and liabilities for fruitful historical research.

History and Philosophy of Science and Ideas

Prof. Amos Morris - Reich

Antisemitism and Racism in the History of Science: Recent Historiographic Trends

Scientific racism and antisemitism were embedded in the natural sciences, social sciences, and the humanities at least until the end of the Second World War. The intention of the seminar is to explore recent tendencies in the history of science of these fields. Who is studying these chapters in the history of science? What are the questions that historians seek to answer? Based on what philosophical, historical, and political premises and assumptions? And what are their findings or arguments? Are their assumptions different with regard to scientific racism (e.g. non-whites) than with regard to antisemitism (with regard to Jews)? If this is the case, what are the reasons for this and what can be evinced about recent tendencies in the history of science? To deal with these questions, we will read and analyze research on the subject published in the last generation.

Sociology and Anthropology

One on One: Other Life Experiences

Dr. Smadar Sharon

Mrs. Maysaloon Dallasheh

The course focuses on the relationship between the life experiences of Jews and Arabs in Israel and wider issues in political sociology, social inequality and the politics of space. We will discuss central issues pertaining to life in the geographical space shared by the two national groups, as well as social and cultural issues of each group independently. The course will enable students to develop tools for critical reading of texts and of contemporary social phenomena. The course has a unique structure, combining lectures with structured discussions in small groups or One on One. The course will also include a practical component, such as a collective planning of a day seminar in the Faculty of Social Sciences. In the second half of the semester students will receive guidance and support from the academic staff, toward the completion of the practical assignment, which will constitute part of the final assignment. The personal encounters between Arab and Jewish students throughout the semester and in the course of working on the assignment will provide a productive site for a sociological and anthropological consideration of majority-minority relationship in Israel, and in relation to the study materials.

Applied Anthropology in the Reality of Immigration and Refugees Between Africa

Dr. Ravit Talmi-Cohen

The seminar is directed toward students with an activist's orientation, who are seeking to integrate theories of immigration and their application in the field as related to the movement from Africa to Israel of immigrants, work migrants, and asylum seekers. Studies will address anthropological, sociological, political, economic, and applied aspects of immigration and refugeeism within Africa and from Africa to Israel, focusing on the encounter between immigrants, organization, the local population, and immigration policies.

This is a service-learning course, and includes 40 hours research fieldwork in related organizations. Working in the organization will provide a personal and in-depth acquaintance with the field, and a profound understanding of the classroom material. The final project will be based on social action as well as on academic criteria.

Course grade: 20% presentation, 30% social action, and 50% - final project.

Psychology

[Self-Esteem, Racism, and Sexism: Automatic Judgment of the Self and Others](#)

Prof. Yoav Bar-Anan

Short description: Judgment of the self and others is a frequent human behavior with profound implications on society and on personal well-being. People can make judgment automatically, with little effort, intention, and perhaps also without awareness. In this course, we will learn how psychologists research automatic social judgment in the context of self-esteem, racism, and sexism. We will also look for methods to add knowledge with empirical research. Research questions for example: How can we differentiate between people with negative automatic self-judgment and people with positive automatic self-judgment? What are the implications of automatic activation of racist and sexist stereotypes? Does automatic sexism contribute to the persistence of male-female power structure even among people who do not endorse sexist beliefs?

Communication Studies

Prof. Jerome Bourdon

[Media, Sexism and Racism](#)

The course will deal with three topics. First, we will examine how the relations between racism and the media evolved, from a world based on nation and nationalism, with little tolerance for minorities, to a more complex, multicultural and global world, where many populations claim to be (and might be) victims of racism. Second, we will see how the question of racism must be posed differently for different media genres (news and current affairs, drama, satire...). Finally, we will deal with a paradox at the center of the relation between racism and the media: how come the media can be conceived both as a major source for the expression of racism, but also a major arena for fighting racism?

Law

[Holocaust Trials? Between Denial and Proof](#)

Rachel Levitan

- The role of Law in shaping history.
- Case Laws that made history – from S.S. trials to Nuremberg trials.
- Trials of Kapo's in Tel Aviv – to the Eichmann Trial.
- Prohibition of Holocaust denial – legislations and case laws
- Holocaust denial – social media
- The enormous property robbery – The legal fight

Holocaust and the Law: Between the Public and the Private

Dr. Rivka Brot

The Law was the first discipline to confront the Holocaust after WWII both in trials and with international treaties. The Holocaust also had a central role in shaping Israeli collective memory and identity. And still, in legal education, the Holocaust occupies a marginal place. The course aims to investigate this riddle and ameliorate it, by developing a holistic approach to integrating the insights and dilemmas of confronting the Holocaust with legal tools across legal doctrines and fields.

The course will address various issues on the intersection between law and the Holocaust, that require an understanding of various legal fields in order to properly address them. The aim is to develop skills to understand the complexity of the topic by using legal materials learned separately in different courses.

The students will conduct individual research and group projects. The class will be divided into groups, with each one receiving several assignments and a joint project to be presented at the end of the course. The course will cover a diverse list of topics located at the junction of the Holocaust and the law, with special focus on exploring the tensions between private and public law, national and international law. Among the various issues that will be discussed are: cultural genocide and restitution; corporate responsibility for gross human rights violations; Holocaust and transitional justice; victims' testimonies in criminal trials and truth and reconciliation commissions; memory laws; the question of ownership of community cultural property; the human right to truth; refugee law; and more.

Political Science

Fascism, National Socialism and New-Right

Prof. Alberto Spektorowski

Education

Racism

This course will familiarize students with the concept of racism, its various sources and definitions, and its moral, social and ethical significance in the educator's work. It will examine the different ways in which racism can be discussed in the classroom. We will acquire educational coping strategies, all the while addressing students with respectively different needs and socio-cultural background. Furthermore, we will develop the skills to integrate education against racism in various fields of knowledge. Finally, we will discuss the relationship between social and political processes in education and the role of the teacher in order to gain a broad and in-depth perspective.

The course combines theory and practice. The meetings will be organized around topics and dilemmas drawn from the reading list. Additionally, there will be an open discussion on these subjects, as well as practice sessions through case studies and implementation of pedagogical tools. The design of the course is the following: first, a discussion of terminology; second, presentation of the relationship between education, politics and society; third, a review of educational strategies and tools that can be used in the educational struggle against racism; and fourth, a discussion of the teacher's personal and professional identity and role in society.

Course requirements: attendance and active participation, compulsory reading, submission of final assignment