

**790:352/563:352 Israeli Politics**  
Spring, 2021: Asynchronous Course using Canvas

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Office Hours: Tuesday 1:00 – 3:00 pm on zoom or by appointment

The purpose of this course is to familiarize students with the historical background, structure, and unique concerns of Israeli politics. We will take seriously the role of political theory, history, and historical memory in helping shape contemporary politics. From there, we shall examine how the increasing dominance of right-wing parties, the influence of religious and immigrant groups, the threat of terrorism, ongoing territorial disputes, a changing international arena, and other concerns shape the distinctive contours of Israeli politics. Finally, we will conclude by discussing the most immediate concerns confronted by Israeli society: the prospects for a change in government and the possibility for peace with the Palestinians.

**Course Goals:**

Familiarize students with foundational theories and debates.

Build skills in textual interpretation and analysis.

Guide students in the construction of critical arguments in papers.

Enable students to relate scholarly analyses to relevant contemporary political concerns and increase political literacy.

Foster civil and critical dialogue between students about key concerns.

**On Teaching and Learning During a Pandemic:** The global pandemic affects us all. The most important thing we can do to make sure this semester a success is be in regular communication. The course may be asynchronous, but **please** stay in touch with me. **Do not disappear! STAY IN CONTACT!** The only way I know you are both engaged and ok is if you are completing your assignments and maintaining an ongoing virtual dialogue with me and your classmates.

There are three events to keep in mind on a weekly basis:

Monday: You post your reading analysis entry for the week (see details below).

Tuesday: Instructor posts the PowerPoint lecture with accompanying audio narration.

Thursday: You post one question regarding the lecture on the discussion board (details below).

Every other week (dates and times to be determined), the instructor will host Zoom meetings for all students able to attend. Participation is optional. However, you **STRONGLY ENCOURAGED** to participate as much as possible. Participation will **definitely** help boost

your grade and if there's anything I can do to help facilitate your participation, please let me know ASAP.

**The assigned texts** are all available on Canvas.

### **Grading:**

Three Papers: 20% each

You will have three (6 to 8 pages) papers based on readings. You must use double-spaced, Times New Roman font, size 12, and one-inch margins. You must use sources and cite them in accordance with Chicago Style. For more information:

[http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html).

- Papers that fail to comply with any of these requirements will receive no grade higher than a D.

For each day the paper is late, your grade will drop one full letter grade.

Papers will be submitted on CANVAS by 11pm on the due date.

Reading Analyses: 20% (Begin on Week 2)

Every Monday, students must submit a short blog entry on the week's assigned readings. Nine (9) submitted analyses are required to pass the course. The entries are ungraded and many readings are hard. This is your chance to show me that you are doing the readings. You are aren't expected to get it completely right. I just want to see that you are making some effort to understand and are doing the readings. The weekly blog entry should do two things: 1) in your own words, summarize the core arguments of each of the assigned readings; 2) identify one more specific thing you found particularly interesting or problematic about the piece and explain why. Blog entries submitted after midnight on Mondays will count as missed.

Weekly Question: 10% (Begin on Week 2)

Every Thursday, students must post one question on the discussion board that relates to the lecture. Students are encouraged to also attempt to answer questions posed by classmates. Nine (9) posts on the weekly discussion board are required to pass the course. Questions must be posted on the discussion board before midnight on Thursday or will be counted as missed. This shows me you have watched the PowerPoint lecture.

Participation: 10%

The asynchronous nature of this course makes showing participation a bit more difficult than an in-person course. The best ways to show participation are by engaging in discussions on the discussion board, reaching out to the instructor, and, the best way to guarantee a great grade, participating in as many Zoom meetings as possible.

**Grading rubric for all written work submitted in this course**

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D/F</b>
Argument/Analysis	Makes clear and compelling argument. Solid reasoning. Offers insightful analysis	Makes clear argument, based on plausible readings. Some effort to sustain argument throughout the analysis.	Attempts to offer a cogent argument and analysis, but argument and analysis are based on faulty reasoning.	Failure to make a cogent argument or to offer sound analysis.
Writing/Grammar	Well-written. Appropriate word choices. Free of grammar and spelling mistakes.	Well-written, but may include a handful of grammar, spelling, or word choice mistakes.	Multiple errors, but still clearly intelligible.	Multiple errors that interfere substantially with comprehension.
Organization/Structure	Clear, easy to follow organization with intro, body, conclusion. Provides reader with a “road map” of essay.	Clear organization with some road map for reader.	Some effort to structure the paper, but organization is problematic or difficult to follow.	Disorganized and difficult or impossible to follow.
Use/mastery of readings	Uses multiple readings and demonstrates mastery of facts and arguments made in readings.	References multiple readings and demonstrates a good degree of understanding.	Minimal use of readings and/or failure to demonstrate adequate mastery of readings.	Failure to use readings

**Course policies and information**

- Participation is **mandatory**.
- **Respectful and polite** dialogue with your classmates and instructor online is expected of all students.

- **Completion of all assignments is required to pass the course.**
- **Please note the following services provided by the university to ensure your mental and physical well-being.**

**Student-Wellness Services:**

**Just In Case Web App**

<http://codu.co/cee05e>

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

**Counseling, ADAP & Psychiatric Services (CAPS)**

**(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/**

[www.rhscaps.rutgers.edu/](http://www.rhscaps.rutgers.edu/)

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

**Violence Prevention & Victim Assistance (VPVA)**

**(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 /**

[www.vpva.rutgers.edu/](http://www.vpva.rutgers.edu/)

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932-1181.

**Disability Services**

**(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

**Scarlet Listeners**

**(732) 247-5555 / <http://www.scarletlisteners.com/>**

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.

**Report a Concern:** <http://health.rutgers.edu/do-something-to-help/>

- Please note the University's policy on academic integrity and plagiarism:

<http://academicintegrity.rutgers.edu/academic-integrity-policy/>

I especially recommend the resources under "For Students" in the upper right corner of the page. I encourage you to discuss the course readings and the issues that they raise

with your classmates. But all work turned in with your name on it must be entirely your own. You are responsible for familiarizing yourself with, and abiding by, the University's academic integrity policy. (See also <http://academicintegrity.rutgers.edu/academic-integrity-tutorial/>.) Violations of academic integrity will be handled personally by the professor and prosecuted through the Office of Student Conduct. **Plagiarism of any assignment will lead to a failing grade in this course.**

- Please note the University's religious observance policy (<https://scheduling.rutgers.edu/scheduling/religious-holiday-policy>) You should consider yourself excused when class falls on a religious holiday that you observe. You should inform your instructor in advance, and you must make up any class notes or assignments that you miss.
- Please note the University's policy on gender-based and sex-based harassment Rutgers faculty are committed to helping create a safe learning environment for all students and for the university as a whole. If you have experienced any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. Rutgers has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The University strongly encourages all students to report any such incidents to the University. Please be aware that all Rutgers employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers as listed in Appendix A to [Policy 10.3.12](#)) are required to report information about such discrimination and harassment to the University. This means that if you tell a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the University's Title IX Coordinator. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can find a list of resources in Appendix A to University Policy 10.3.12. For more information about your options at Rutgers, please visit [endsexualviolence.rutgers.edu](http://endsexualviolence.rutgers.edu)
- Announcements and course information will be posted to the course Canvas site and at times sent via email, through Canvas, to the class email list. The system automatically sends email to your official Rutgers address. If you don't know this email address, please find out and be sure to check it regularly.

## Schedule of readings, lectures, and assignments

*NB: Instructor reserves the right to make changes and will give the students adequate notice*

<b>Date</b>	<b>Reading</b>
<b>Background</b>	
Week 1	Nationalisms Before Israel
Week 2	The Founding and Its Impact
Week 3	A Brief Survey of Post-1948 Israeli History
Week 4	The Meanings of a Jewish State
Week 5	The Structure of Israeli Democracy
<b>FIRST PAPER DUE by 11pm</b>	
Week 6	Political Ideologies and Parties
Week 7	Citizenship, Ethnicity, and Belonging
Week 8	The Rule of Law and Self-Defense
Week 9	The Role of Religion
Week 10	Israel and the Palestinian Territories
<b>SECOND PAPER DUE by 11pm</b>	
Week 11	Gendered and Sexual Politics
Week 12	Israel and the World
Week 13	A Future for the Peace Process?
Week 14	Israeli Democracy in Crisis?
<b>FINAL PAPER DUE: TBD</b>	