Political and Social Movements in Israel
Professor Liora Norwich
Tuesday & Thursday 5:00- 6:20pm Winter 2015
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This course applies the scholarship on collective action and social movements to the case of Israel, providing students with a comprehensive understanding of the social, religious, and ethnic conflicts that have shaped Israeli society and politics through a focus on the diverse movements that drove them. The course is divided into three parts: part one, Introduction to Social Movements and Contentious Politics, provides an overview of the theoretical foundations of social movement theory; part two, Israel: A Movement society, explores the development of a range of movements which have shaped Israeli society since the 1880s; and part three, Between War and Peace, involves an examination of the different types of mobilization that have developed around the Israeli-Palestinian conflict. Throughout the course students will be challenged to consider the shared patterns of mobilization reflected across cases, the connections between the development of Israeli social movements past and present, and the cumulative impact of the emergence of these movements on the shape of Israeli political institutions, governance and society. This course has no prerequisites, however students are expected to come to class having done the readings and prepared to actively engage in class discussion.

Course Requirements

- **Participation 10%** (cumulative throughout the semester): This is a seminar, and thus active participation in weekly discussions is mandatory. Students are encouraged to participate by critically assessing the readings in relation to the themes of the week and the discussion questions generated during class.

- **Oral presentations on the readings 15%** (2 throughout the semester): Students are required to present twice throughout the semester. Each presentation is approximately 10 minutes in length. Presenters summarize, evaluate and critique the theory in light of the empirics of the week’s case study, and offer a series of questions to generate and structure discussion which they are required to take a role in leading. Students are required to consult with the professor regarding the content and style of their presentation before they present, and to submit discussion questions to the professor by 5pm the night before their presentation.

- **Written assignments corresponding with presentations 15%** (2 throughout the semester): In conjunction with each presentation students are required to submit a written assignment (3 pages in length, Times New Roman, double spaced), which critically assesses the readings and case on which they have chosen to present, and relates to the discussion question(s) they have developed.

- **Small investigative assignment 20%** (due week 5, Thursday Feb. 12th): This assignment requires students to investigate a social movement or campaign of
their choice (situated in either Israel or the US). Each movement or campaign is to be analyzed in relation to the theories of collective action and social movements discussed in class (specifically focused on the content from Part I).

- **Final research paper 40%** (due at the end of the semester, Thurs. April 23rd): The final paper (12-15 pages in length, Times New Roman, double spaced) requires students to develop a research question based on one of the movements covered in Part II or III of the course. Further instructions will be provided, and one-on-one consultation with the professor will be organized to assist each student in developing their question and research outline and investigative process.

**Assignment submission:**
All assignments must be submitted in person by their final due date. If there is a reason a student cannot submit in person, this has to be agreed upon with the professor ahead of time. Assignments submitted after the due date will be **penalized 2 points per day**, except in cases of a documented illness or personal emergency.

**Learning Goals:**
1) Facilitating students’ ability to evaluate the Israeli case in light of the theories of collective action, social movement and contentious politics, with an emphasis on comparative analysis of social and political developments.
2) Fostering confidence and developing students’ skills related to public speaking and presenting, including their ability to generate and lead academic discussions.
3) Strengthening students’ ability to engage in independent research projects, with a focus on developing theoretically informed research questions which facilitate the use of a range of primary and secondary sources.

**Required Texts**

Additional assigned articles and chapter excerpts will be made available to students on-line through the course Latte.

**Please note that the readings and the schedule in the syllabus are subject to change. Students will be notified in advance.**

**Academic Integrity:**
You are expected to be familiar with and to follow the University's policies on academic integrity: [http://www.brandeis.edu/studentaffairs/srcs/ai/top10students.html](http://www.brandeis.edu/studentaffairs/srcs/ai/top10students.html). Any suspected instances of alleged dishonesty will be referred to the Office of Student Development and Conduct. Instances of academic dishonesty may result in sanctions including but not limited to, failing grades being issues, educational programs, and other consequences. For further questions on academic integrity please consult the Academic Integrity Resources on the LTS website.
Use of cell phones and laptops in the classroom:

Use of cell phones in class, for talking, texting or reading/writing email is prohibited. If you wish to leave your cell phone on in ‘silent’ mode because of a specific emergency, please alert the professor at the beginning of the class.

The use of computers is permitted, if, and only if, this is for the purposes of taking notes in class. If it is discovered that students are using computers for other purposes during class time (including texting, messaging, Facebook, or surfing the web), the use of laptops in the classroom will be discontinued (please don't let this happen!).

Latte Course Website:

On Latte you will find a copy of this syllabus (with hyperlinks) in Course Tools => Get Course Syllabus. Assignments, course policies, and other materials are posted at the top center underneath the masthead. In the course modules are links to PowerPoint files for each week and the electronic readings assigned for that class (it is highly recommended that you print them all). Additional announcements, questions and material will be posted on Latte during the semester.

If you are experiencing difficulties logging in/accessing Latte consults the Student Guide to Latte at http://www.brandeis.edu/legacy-latte/help/student/index.html or contact the Help Desk at X65883 or latte@brandeis.edu

Part I: Introduction to Social Movements and Contentious Politics

Week 1 The Study of Collective Action: Considering the Case of Israel

Class 1: Introduction (Tuesday Jan. 13th)
Class 2: (Thursday Jan. 15th)

Week 2 The Study of Social Movements in Comparative Perspective: Collective Action, Mobilization and Protest
Class 3: (Tues. Jan. 20th)

Class 4: (Thurs. Jan. 22nd)

Recommended

Week 3 The Core of Social Movements: Mobilizing Bases, Repertoires and Framing
Class 5: (Tues. Jan. 27th)

Class 6: (Thurs. Jan 29th)

Week 4 Understanding Political Opportunities: Movements and the State
Class 7: (Tues. Feb. 3rd)

Class 8: (Thurs. Feb. 5th)

Recommended

Part II: Israel: A Movement Society

Week 5 Transnational Activism in the 19th Century: Early Zionist Mobilization
Class 9: (Tues. Feb. 10th)

Class 10: (Thurs. Feb. 12th)

Recommended

**Investigative assignment due

Week 6 Mizrahi Activism: ‘From the Margins to the Center?’ (Ethnic Protest Part I)
Class 11: (Tues. Feb. 24th)

Class 12: (Thurs. Feb. 26th)

Recommended
Week 7 ‘From Acquiescence to Challenge’: The Fractured Ethno-nationalism of Israel's Palestinian Arab Minority (Ethnic Protest Part II)

Class 13: (Tues. March 3rd)

Class 14: (Thurs. March 5th)

Recommended

Week 8 Religious Activism in Israel: Challenging Israel as a Jewish and Democratic Society

Class 15: (Tues. March 10th)

Class 16: (Thurs. March 12th)

Recommended

Week 9 'The People Demand Social Justice': Master frames, Protest Cycles and Institutionalization?

Class 17: (Tues. March 17th)

Class 18: (Thurs. March 19th)

**Recommended**


**Part II: Between War and Peace**

**Week 10 The Israeli Peace Movement- Success or Failure?**

**Class 19: (Tues. March 24th)**


**Class 20: (Thurs. March 26th)**


**Recommended**

• Lamarche, K. (2009). “Political Activism and Legitimacy in Israel: Four Groups Between Cooperation and Transgression”, in Elizabeth Marteu (ed.) *Civil Organizations and Protest Movements in Israel* (pp. 73-90).

**Week 11 The Settler Movement: Rejectionist to Insider Status?**

**Class 21: (Tues. March 31st)**


**Class 22: (Thurs. April 2nd)**

Week 12 Palestinian mobilization: Collective Action in Highly Repressive Settings

Class 23: (Tues. April 14th)

Class 24: (Thurs. April 16th)

Week 13 Wrap up discussion: Is the case of Israel useful in the study of social movements? Exploring themes and dilemmas

Class 25: (Tues. April 21st)
- Student final presentations of research papers

Class 26: (Thurs. April 23rd)
- Film (TBA) and discussion- possible options include *Have You Heard About the Black Panthers* (2002); *Young Israelis Fight for Social Justice* (a Vice documentary 2012). Class discussion
- **Final papers due**