

SOC199H1S**Living together differently in the 21st century: Israel as a case study****University of Toronto****Winter 2024****Class hours: Tuesdays, 11:10-13:00****Instructor:** Kineret Sadeh**Email:** kineret.sadeh@utoronto.ca**Office Hours:** By appointment using Quercus Calendar**Teaching Assistant:** Ori Gilboa**Email:** ori.gilboa@mail.utoronto.ca**Course Webpage:** q.utoronto.ca**Statement of Acknowledgement**

We acknowledge this sacred land on which the University of Toronto operates. It has been a site of human activity for 15,000 years. This land is the territory of the Huron Wendat and Petun First Nations, the Seneca, and most recently, the Mississaugas of the Credit River. The territory was the subject of the Dish With One Spoon Wampum Belt Covenant, an agreement between the Iroquois Confederacy and Confederacy of the Ojibwe and allied nations to peaceably share and care for the resources around the Great Lakes. Today, the meeting place of Toronto is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work in the community, on this territory. [*Council of Aboriginal Initiatives, 2014*]

Course Description

How can people with different worldviews and dissimilar moral visions live together? Liberal philosophers have grappled with this question offering solutions including tolerance, peace, and multiculturalism. However, many people today, particularly in the West, oppose liberalism as a cultural message and a political goal. Powerful evidence can be found in the rise of "populist" backlash movements and the sharp polarization between liberals and conservatives. Can Western democracies overcome this crisis? This seminar explores this question from a sociological perspective with Israel as a case study. We will probe the efforts of Israeli activists and professionals to instill non-liberal peace among Jews and Arabs, to bridge the chasm between liberals and conservatives, and to include LGBTs and people with disabilities as equal members of society while surpassing liberal principles. By analyzing their work, we will broaden our understanding about living together differently in the 21st century and the future of liberalism.

Prerequisite: None**Learning Objectives:**

The course encourages students to develop the academic skills of critical reading and writing and the formation of arguments. By the end of the course, students will be able to:

- 1) Analyze liberal and non-liberal worlds of meanings critically and empathically.
- 2) Reflect on contemporary events and social problems based on course content.
- 3) Take their first steps in conducting research at the intersection of sociology, political philosophy, and Israel/Jewish studies.

Evaluation Components

Type	Due Dates	Weight
Attendance and Participation	Ongoing	10%
Comments	Ongoing	10%
Critical Reflection 1	February 6	15%
Critical Reflection 2	March 5	15%
Presentations	March 26/April 2	15%
Research paper	April 2	35%

Grading Descriptions**Attendance and Participation (10%)**

Students are expected to participate regularly and demonstrate active and critical engagement with the course materials. Class attendance is mandatory, and an absence declaration is required to justify any absences.

Comments (10%)

Students are required to submit 3 out of 7 weekly comments through Quercus. Each comment should briefly summarize the readings and include two discussion questions. Comments should not exceed 300 words. Students will choose their dates of submission after the first lecture.

Critical Reflection 1 & 2 (30%)

2 pages (excluding references) in 12-point font, double-spaced.

Students are required to submit critical reflections twice during the term on the dates specified in the syllabus. More information will be provided on Quercus.

Final Research Project (Paper 35% and Presentation 15%)

The final project's requirement is a 2–3-page paper (excluding references) in 12-point font and double-spaced. The paper will focus on social problems, either in Israel or elsewhere, concerning the 1) promotion of peace, co-existence, and social justice in non-liberal contexts or 2) bridging the conflict between liberals and non-liberals. Based on the course materials, students will be asked to 1) present the social problem, 2) discuss existing or potential solutions for it, and 3) propose an outline for a sociological study that examines these solutions. The topic must first be approved by the instructor. Additionally, students must prepare a 7-minute presentation on their paper using a format of their choice. More detailed guidelines will be provided in class and on Quercus.

Accessibility

The University of Toronto is committed to accessibility. If you require accommodations or have any accessibility concerns, please visit <http://studentlife.utoronto.ca/as> as soon as possible.

Course policies

Missed work

Students who are late in submitting an assignment for medical reasons, need to email the instructor (not the TA), and also declare their absence on the system (ACORN). This can only be used once during the semester.

Students who miss the test or are late in submitting an assignment for other reasons, such as family or other personal reasons, should request their College Registrar to email the instructor.

Handing in assignments: All assignments must be submitted to the instructor electronically via Quercus. The instructor and TA will NOT accept electronic copies of assignments via email.

Deadlines: The reflections and final paper are due by class time (11:10 a.m.). Please refer to the Due Date stated on page 2 of the Syllabus. Comments should be submitted 24 hours before class (by 11:10 on Monday). Late work will not be accepted without proper documentation (the Declaration of Absence on ACORN).

Use of Generative AI in Assignments

When writing comments, reflections, and final papers, students may use artificial intelligence tools to correct grammar. Other forms of use may be considered an academic offense in this course. *Notice:* this course policy is designed to promote your learning and intellectual development and to help you reach course learning outcomes. Please respect it.

Ouriginal

Sometimes, students will be required to submit their assignments to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

For some of your assignments, we will be using the software Ouriginal. It uses text matching technology as a method to uphold the University's high academic integrity standards to detect any potential plagiarism. Ouriginal is integrated into Quercus. For the assignments set up to use Ouriginal, the software will review your paper when you upload it to Quercus. To learn more about Ouriginal's privacy policy please review its [Privacy Policy](#).

Students not wishing their assignment to be submitted through Ouriginal will not be assessed unless a student instead provides, along with their work, sufficient secondary material (e.g., reading notes, outlines of the paper, rough drafts of the final draft, etc.) to establish that the paper they submit is truly their own.

Student Responsibilities and Expectations

Email Policy

I will respond to your email within two business days (48 hours, except weekends and holidays). In an email exchange, you must use your official University of Toronto email. Please also include the course code (i.e., SOC199H1S) in the subject line and your full name and student number in your message. Please do not send a repeat email (e.g., “did you get my email?”). In general, please treat emails as you would any other professional communication. You should be respectful in the way you address the instructor and the TA. Email is most suitable for questions that are clear, concise, and easily answerable. If you need help on course material, I strongly encourage you to attend office hours or make an appointment. For all general inquiries, please refer to the course syllabus.

Help from your Teaching Assistant

Your T.A. will hold scheduled office hours and respond to your emails. Please be judicious in your use of email. Use it only for questions that are brief and specific. Before sending a question by email, be sure to check the course outline to see if an answer is already available. Emails should not be seen as an alternative to doing the assigned reading or attending lectures. Expect to receive a response from your T.A. within two working days. For more in-depth discussions of the lectures, readings, tests, and position papers, take advantage of your T.A.’s office hours.

Grade Appeals

The instructor and teaching assistant take assignment and test marking very seriously, striving for fairness, consistency, and accuracy. Nevertheless, occasional mistakes or oversights may occur. If you believe a mathematical error has occurred, please inform the instructor.

If you think your work has been unfairly marked, you have 7 days from receiving the grade to appeal. Upon regrading, your grade may stay the same, go up, or go down. To initiate an appeal, you must submit a document outlining why you believe your work was unfairly marked and why it deserves a higher grade.

Academic Integrity

Academic integrity is fundamental to learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T degree that you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

Familiarize yourself with the University of Toronto’s Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>). It is the rule book for academic behaviour at the U of T, and you are expected to know the rules.

The University of Toronto treats cases of academic misconduct very seriously. All suspected cases of academic dishonesty will be investigated following the procedures outlined in the Code. The consequences for academic misconduct can be severe, including a failure in the course and a notation on your transcript. If you have any questions about what is or is not permitted in this course, please do not hesitate to contact me. If you have questions about appropriate research and citation methods, seek out additional information from me, or from other available campus resources like the [U of T Writing Website](#). If you are experiencing personal challenges that are having an impact on your academic work, please speak to me or seek the advice of your college registrar.

Required Readings & Course Schedule

Required readings: All course readings are accessible electronically. Unless otherwise noted, course readings will be uploaded on Quercus. Please refer to the proper week in the Modules tab.

Course Schedule: Students are expected to complete all required readings before each lecture.

Note: While we will make every effort to adhere to this schedule, please be aware that it may be subject to changes by the instructor.

INTRODUCTION

Lecture 1 (January 9)

After "The end of History" – liberalism and its opponents in the 21st century

Readings:

- Hunter, James Davison. 1991. *Culture Wars: The Struggle to Define America*. New York: Basic Books, Pp 42-51.

Tasks:

- One-minute self-presentation to the class

Lecture 2 (January 16)

The clash between liberals and non-liberals in Israel

Readings:

- Mizrachi, Nissim. 2016. "Sociology in the Garden: Beyond the Liberal Grammar of Contemporary Sociology." *Israel Studies Review* 31(1):36–65.

Tasks:

- Reading comment (no. 1)

Lecture 3 (January 23)

The autonomous individual and its maladies

Readings:

- Descartes, René. 1986 [1641]. *Meditations on First Philosophy*. Cambridge: Cambridge University Press. Pp 12-23.

Tasks:

- Reading comment (no. 2)

PART I: IDENTITY POLITICS

Lecture 4 (January 30)

Disability rights and the struggle for recognition in non-liberal contexts

Readings:

- Mizrachi, Nissim. 2014. "Translating Disability in a Muslim Community: A Case of Modular Translation." *Culture, Medicine, and Psychiatry* 38(1):133–59.

Tasks:

- Reading comment (no. 3)

Lecture 5 (February 6)

Recognition and ethnicity – the case of Mizrahim in Israel

Movie:

- *The Women's Balcony (Ismach Hatani)*. Directed by Emil Ben-Shimon, screenplay by Shlomit Nehama, Israel, 2016. (*will be available on the course website*)

Tasks:

- *Critical reflection 1*

PART II: PEACE

Lecture 6 (February 13)

Liberal peace, non-liberal peacemaking, and the challenge to sovereignty

Readings:

- Dalsheim, Joyce. 2014. *Producing Spoilers: Peacemaking and the Production of Enmity in a Secular Age*. New York: Oxford University Press. Pp 1-19.

Tasks:

- Reading comment (no. 4)

Lecture 7 (February 27)

Non-liberal peacemaking: temporality, boundaries, and the sacred/profane

Readings:

- Weiss, Erica. 2022. "Peace and Liberal Misrecognition: Non-Liberal Peace Initiatives in Israel-Palestine." *The American Sociologist* 53(4):604–24.

Tasks:

- Reading comment (no. 5)

Lecture 8 (March 5)

Non-liberal peacemaking: rethinking morality

Readings:

- Zalzberg, Ofer, and Roie Ravitzky. 2022. "Negotiations in Heterogeneous Societies: Ratifying a Peace Agreement in Israel." *Negotiation Journal* 38(3):501–21.

Tasks:

- *Critical reflection 2*

PART III: TOLERANCE AND DEMOCRACY

Lecture 9 (March 12)

Toleration, group boundaries, and epistemological modesty

Readings:

- Seligman, Adam B. 2004. "Tolerance, Liberalism and the Problem of Boundaries." *Society* 41(2):12–16.

Tasks:

- Reading comment (no. 6)

Lecture 10 (March 19)

Towards a new democratic culture?

Readings:

- Sadeh, Kineret. 2021. "Cultural Brokerage and Translation of Human Rights in the Face of Cultural Opposition: A Case of Deliberative Activism in Israel." *Journal of Human Rights* 20(4):468–85.

Tasks:

- Reading comment (no. 7)

Lecture 11 (March 26)

Class presentations I

Lecture 12 (April 2)

Class presentations II

Tasks:

- *Final research paper due*