Proposal for a New or Revised Course  
Weinberg College of Arts and Sciences  

Revised December 3, 2015

Please provide the following information about the proposed course. You can download this Word document, save it on your computer, and type your responses between the lines.

Some resources linked to from this form are password protected. To access them, you will need to enter your Northwestern NetID and password.

1. Department or program.
   • Jewish Studies Program
   • Department of Economics

2. Proposed course number and title.
   Israel: From Socialist Legacy to High-tech Market Economy
   • JWSH 336
   • ECON 236

3. Who in the department/program will submit paperwork to the Registrar’s Office if the course is approved (name, email address, phone number)?
   Claire Sufrin, c-sufrin@northwestern.edu, 1-3080.

4. If a 300-level course, is it being proposed (a) for undergraduate credit only or (b) for both undergraduate and graduate credit? (If both, then the course will be reviewed by both the Undergraduate and Graduate Curricular Review Committees.)
   Undergraduate credit only.

5. Prerequisites. (If included, please indicate by course equivalent, e.g., rather than "some background in French," specify "FRENCH 102-3 or equivalent.")
   **ECON 201, 202**

6. When the course will be offered for the first time.
   Spring 2017

7. How frequently the course will be offered.
Annually

8. Likely instructor(s).

In Spring 2017, the course will be taught by visiting scholar Dan Peled (Haifa University). We anticipate that the course will be taught by other visitors in subsequent years.


35 students

**Role of the course in Northwestern curricula**

10. Reasons for offering the course. Please address such issues as the following:

- How will the course enhance the offerings of your department or program and the university? (How does it differ from related courses in this and other departments and schools? Or, will it replace a course you are deleting?)

This course represents the first Jewish Studies course to delve into the study of Israel through a social science lens. As such, it is a significant addition to our courses in Israel Studies, which are currently limited to the study of the history and culture of the modern state of Israel.

In addition, this course will be a unique offering in the Department of Economics. It will offer students a chance to see how economic concerns have shaped and been shaped by the unique conditions of the modern state of Israel.

- If an undergraduate course, how will it serve your majors/minors? What about non-majors, etc.?

The course will not count toward the Economics major or minor (except as a “related course”) but it will count toward a major or minor in Jewish Studies. We anticipate that the course will attract many students interested in the state of Israel who have completed the sequence of introductory courses in the Department of Economics but have chosen not to pursue a major or minor.

11. If an undergraduate course, in what distribution requirement area(s) should it count? (For more information, see the College webpage on **distribution requirement guidelines**.)

- If you are proposing the course for more than one distribution area, make the case that it includes sufficient exposure to content, methods, and ways of thinking within each area.
- If the course should not count for distribution credit, explain why.
When taken as a Jewish Studies course, this course should count toward the Area III, Social and Behavioral Sciences. When taken as an Economics course, this course will not count toward any distribution requirements *(the prerequisites, Econ 201 and 202, represent the Economics distribution-requirement eligible courses)*.

12. Most courses can be taken only once for credit. However, some “topics” courses vary substantially in content from term to term, and students are permitted to take them for credit more than once. Should students be permitted to take the proposed course for credit more than once?

No, students should not be permitted to take the proposed course for credit more than once.

13. Does this course, or a course or courses it replaces, affect programs in other departments? If yes, have these other departments been consulted? Include documentation. (If this course is approved as a replacement for another course, you will need to clarify with the Registrar’s Office whether current students may earn credit for both courses and/or count both toward requirements.)

No, the course will not affect programs in other departments.

14. Will the offering of this course affect the balance of graduate and undergraduate teaching in the department or program? If yes, please explain.

No, it will not affect the balance of teaching.

15. Adding a new course to the curriculum typically should require no additional resources. That is, the course will be offered with existing faculty and staff. **Please explain the plan for offering this course. Will other courses be cut from your curriculum or taught less often? Does an approved incremental hire allow for the offering of this course? Or, will additional faculty be needed to cover either this new course or another previously taught by the course instructor?** Unless it is clear that no additional resources will be needed, please contact Mary Finn, mfinn@northwestern.edu, for undergraduate courses or Kelly Mayo, k-mayo@northwestern.edu, for graduate courses.

Dan Peled has been invited to Northwestern by the Dean’s Office, which has arranged the resources necessary for his visit.

**Course structure, objectives, and assessment**

16. Format and contact hours (e.g., seminar, lecture, lab, etc.; 3 one-hour meetings per week).

This course is a lecture course, which will meet twice a week for 80 minutes.
17. Required reading; field trips, laboratory experiences, and other activities outside of the classroom.

Required readings will be drawn mainly from these materials:


**Supplemental readings:**


18. Key learning objectives. List approximately 4 to 6 statements indicating key knowledge and skills students should be able to demonstrate by the end of this course. (See the College webpage on learning objectives for guidelines and examples.) If offering a 300 level course for both undergraduate and graduate credit, please articulate how key learning objectives, expectations and the evaluative process differ for graduate students.

- Students will be able to identify the key developments and policies that helped the Israeli economy develop from a barren socialist country to a thriving, high-tech, net-exporting economy.
- Students will understand economic challenges facing Israeli society today
- Students will improve their research skills.
- Students will sharpen their critical thinking skills.

19. Number and lengths of papers required; number of quizzes, exams, class presentations, etc.

- Final exam worth 50% of the grade
• Term paper worth 50% of the grade

20. Alignment of learning objectives and assessment. Please explain how the assessment tools listed in item 19 will help you to evaluate student progress on the learning objectives listed in item 17. (See the College webpage on aligning assessment and learning objectives for guidelines and examples. Most examples given are for undergraduate courses, but can apply to graduate level courses also.) Progress on some objectives may not be measurable in the context of your course.

• The final exam will assess student mastery of information listed in the first two course objectives.

• The term paper will assess the course objectives of improved research skills and sharpened critical thinking skills.

Course description and syllabus

21. Catalog entry. New one-quarter courses should be described in no more than 30 words (exclusive of prerequisite information).

Israel: From Socialist Legacy to High-tech Market Economy: Students will learn how the Israeli economy developed from a barren socialist country to a thriving, high-tech, net-exporting economy. What were the key developments and policies that helped to bring about this transition, and what are the challenges facing the Israeli society today?

22. Sample CAESAR course description (full paragraph; longer than the catalog description).

Students will learn how the Israeli economy developed from a barren socialist country to a thriving, high-tech, net-exporting economy with a focus on the key developments and policies that helped to bring about this transition. In the latter part of the course, students will examine the economic challenges facing Israeli society today. At the end of this course, it is hoped that students will not only have better understanding of the Israeli economy and society, but will also develop better research skills and practice critical thinking.

23. Sample syllabus. This is a very important component. Even though the course has not yet been taught, an appropriate potential instructor or faculty group will need to work out a fairly detailed syllabus. Items in the syllabus should include learning objectives for the course, information on course readings, and a preliminary calendar of assignments and exam dates.

The syllabus begins on the next page of this proposal.
Israel: From Socialist Legacy to High-Tech Market Economy

Syllabus for a Northwestern University course, Spring 2017
Lecturer: Prof. Dan Peled, Dept. of Economics, University of Haifa

Lecture times and location: TBA

Course Objectives: Students will learn how the Israeli economy developed from a barren socialist country to a thriving, high-tech, net-exporting economy. What were the key developments and policies that helped to bring about this transition, and what are the challenges facing Israeli society today? At the end of this course, it is hoped that students will not only have better understanding of the Israeli economy and society, but will also develop better research skills and practice critical thinking.

Teaching method: in-class lectures and discussions, term paper preparation.

Readings:


Lecture notes and additional readings assigned in class.

Supplemental readings:


Topics (readings for each topic in brackets)

1. **The State of Israel - key facts and milestones:**
   a. **Historical developments since 1948**, [Rivlin - ch. 2; Rubin - ch. 2]
   b. **Geography and society**, [Rivlin - ch. 10; Rubin - ch. 3]

2. **The Transition of the Israeli Economy**
   a. **Macroeconomics of the Israeli economy**, (incl. a short primer on national accounting system for non-economists), [Rivlin – ch. 3; Rubin - ch. 5]
b. **From a socialist legacy to a thriving market economy: key events and major policy changes**, [Rivlin – ch. 4; Rubin - ch. 5; Singer and Senor - Start-Up Nation 2009; Ben-Zion Zilberfarb (2005), "From Socialism to Free Market – The Israeli Economy, 1948–2003", *Israel Affairs*, 11:1, pp. 12-22]


3. **The roles of Israeli Arabs and ultra-orthodox Jews** [Rivlin – ch. 9; Taub Ceter Brief - Labor market Issues, May 2010]

4. **Government spending and revenue** [Bank of Israel Annual Report 2015 ch. 6, and previous years]

5. **Standard of living, healthcare and inequality**, [Rivlin – ch. 10; Bank of Israel Annual Report 2015 – ch. 8; OECD Health at a Glance 2015]


8. **A Startup Nation: high-tech innovation and R&D, and the higher education system**, [Rivlin – ch. 5; Senor and Singer - Start-Up Nation 2009; UNESCO (2016)]

Institute – Economic Freedom of the World; United Nations – Human Development Index]

**Statistical Data Sources for Israel (in English):**

- Rivlin - data appendix;
- Israel Central Bureau of Statistics, and Statistical Abstracts of Israel – 2016 and previous years;
- Bank of Israel: Annual Report 2015 – Statistical Appendix and Complementary Data, also Annual report – various years;
- OECD data on Israel

**Grading:**

A final exam - 50% of the final grade.
A term paper – 50% of the final grade.
Examples of possible term papers topics:

- The economic impact of Israel natural gas resources;
- Comparing the U.S. and the Israeli higher education systems;
- Comparing Israel and the U.S. health care systems;
- Economics of water desalination
- Electricity usage and supply in Israel
- The burden of 'defined benefits' pensions in the Israeli public sector