

# Study Arabic in Israel

A R A B I C I N I S R A E L . C O M

GIVAT HAVIVA CAMPUS

ColAb

גבעת חביבה  
جبعات حبيبه  
Givat Haviva



## Intensive Arabic Semester

Spring 2018, Fall 2018, and Spring 2019

Program Details for Study Abroad Offices



الحياة  
Life

السلام  
Peace

الحكمة  
Wisdom

الحب  
Love

To Study Abroad Office:

The **Intensive Arabic Semester** (ISA) is a four month language and cultural program.

The program is taught and located in Givat Haviva- a leading institute in Israel for studying Arabic and recipient of UNESCO prize for peace education. Givat Haviva is an educational center, but not an academic institution; it was established by the Kibutzim of the HaShomer HaTzair movement, and still today reflects the group's ideas of working toward peace and equality between the Jewish and Arab communities in Israel.

While many universities' primary interest is in Modern Standard Arabic (MSA), we also see the urgent need of students and researchers to gain control over the numerous different Arabic dialects. As part of their studies, research and future careers, they will find that they need to understand and communicate with native speakers as well as to understand Arabic media which features all registers of the Arabic language and often multiple dialects appear simultaneously in the same program or news item.

### **Our Methodology:**

Our students study over 400 hours of Arabic – 100 hours MSA, 300 hours Levantine dialect. MSA studies take place in a language laboratory and focus on Arabic media and modern Arabic literature. The spoken language is facilitated with an academic website [Safa1.co.il](http://Safa1.co.il) that works as a private laboratory, enabling students to listen to Arabic during study hours spent outside of class. Each student has an Arabic host family. Through regular visits to the local Arab community, students practice their Arabic and learn the cultural norms and key aspects of the Arab culture. In addition, they take courses in Middle Eastern history (32 hours), and go on field trips throughout the country, experiencing firsthand the issues facing all communities in Israel.

There are several Arab communities in Israel which the students engage with, including: Druze, Bedouin, and Circassian. Towards the end of the 4 months, our students felt like fish in the water -- such an achievement for non-Semitic language speakers!

As the only program of its kind in Israel, and one of only a handful in the Middle East, we believe our blend of in-class formal studies and time spent in the local communities results in unparalleled experience in Arabic language acquisition. We have no doubt, that your students will benefit immensely from participation in the IAS program -- both in advancement of language skills and through the tremendous personal growth that often accompanies cultural and linguistic immersion.

### **About Our Director:**

IAS director Meirav Hofi has been teaching spoken and literary Arabic for over 25 years at universities, colleges and at the Arabic- Jewish institute for Peace at Givat Haviva. She headed the spoken and literary Arabic program at Beit Berl College in Kfar Saba. Her expertise includes authoring textbooks on Arabic language acquisition and literature as well as Hebrew translations of Arabic literary works. Meirav is an expert in teaching methods of the Arabic language and has guided students and teachers from Israel and abroad. For the past few years she is engaged with developing an internet-based Arabic language lab program intended for use both in Israel and internationally.

In this booklet, you will find our syllabus for the Spoken and Formal Arabic.  
Please do not hesitate to contact me with any questions.

All the best

Meirav Hofi

Director of Arabic programs for international students

Givat Haviva Institute for Advanced Studies - Jewish-Arab Center for Peace

[www.IntensiveArabicSemester.org](http://www.IntensiveArabicSemester.org)



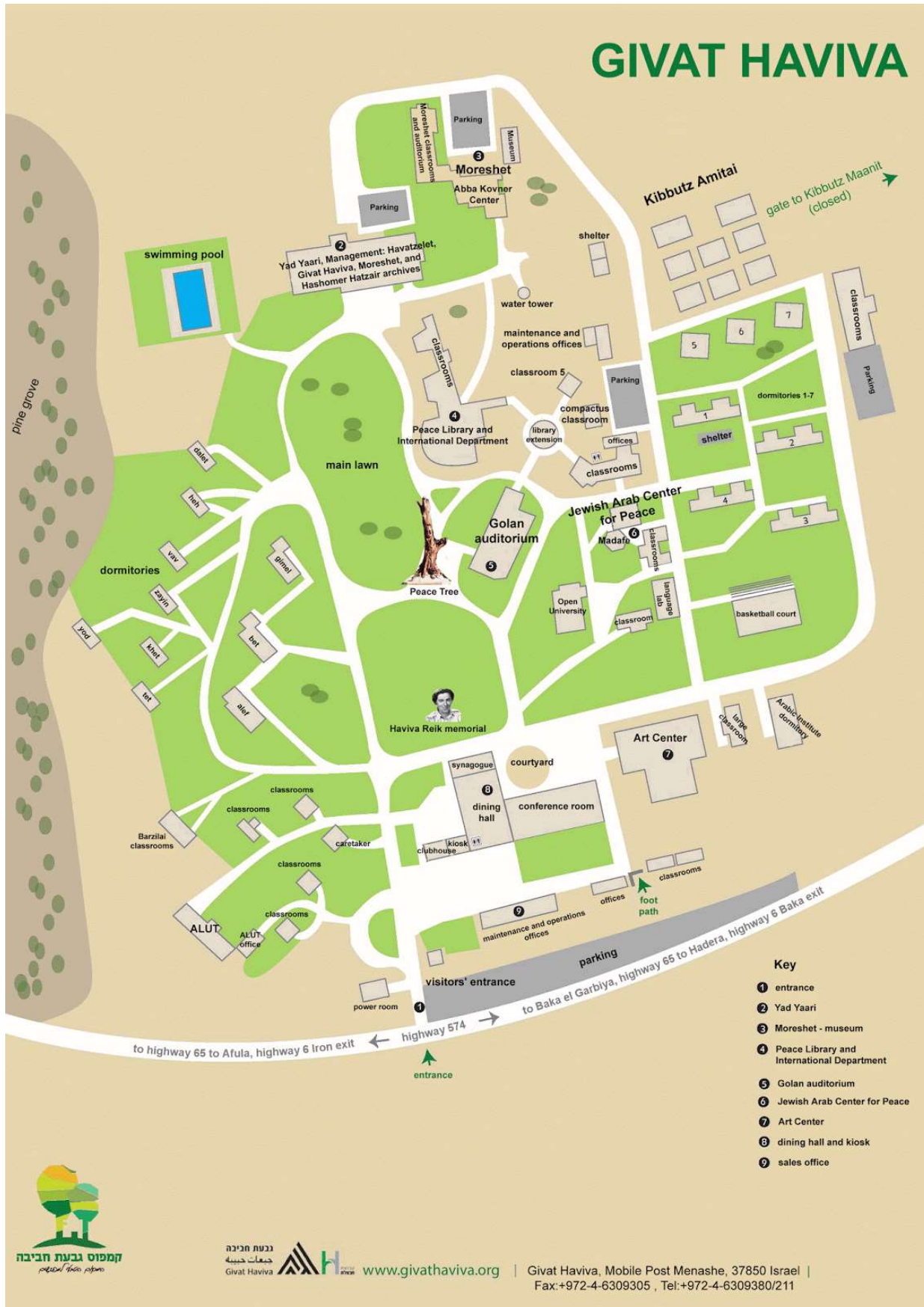
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# GIVAT HAVIVA



גבעת חביבה  
Givat Haviva



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חבצלת מוסד

## Syllabus of Spoken Arabic (300 hours)

### Week One

#### Unit One:

**Text:** Who is this?

**Grammar:**

1. Equational sentences and verbal sentences
2. Masculine and feminine nouns
3. Independent pronouns
4. Declension of masculine nouns
5. The verb *shaaf* (form 1, hollow verb) - past tense

**Song:** Babuuri raayeh by Ilhaam Al-Madfa'i

**Speaking workshop:** European countries

#### Unit Two:

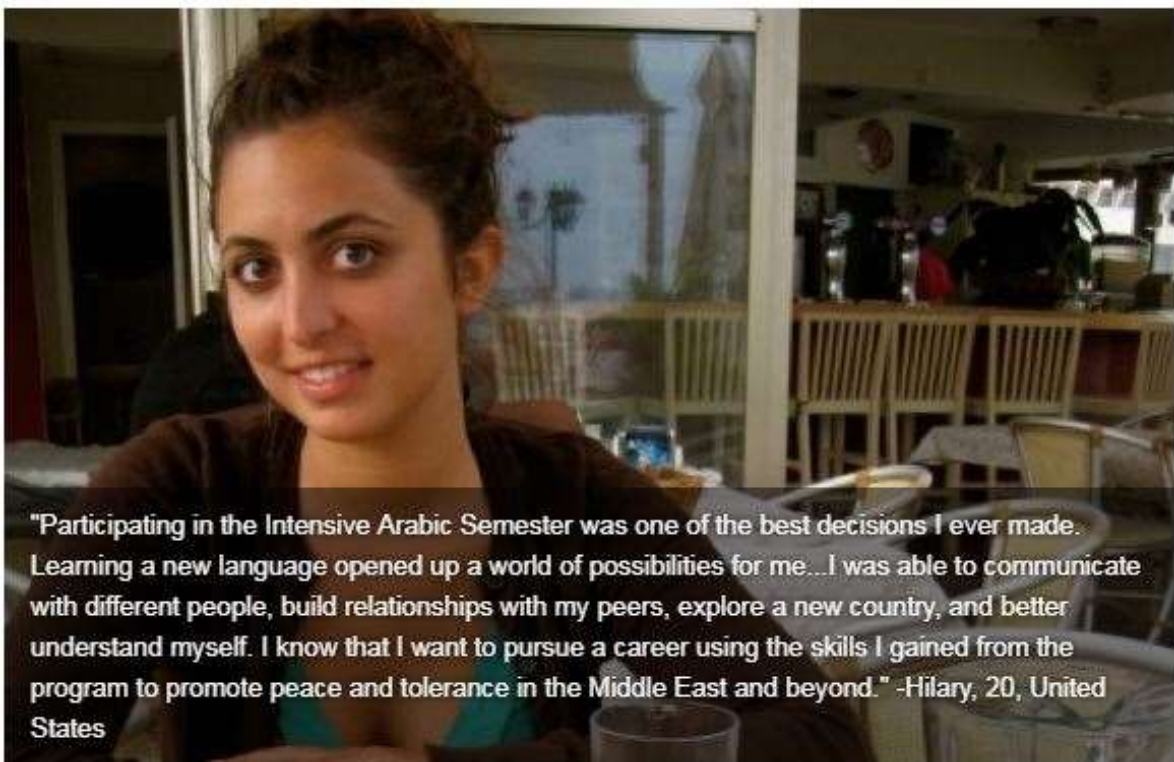
**Text:** Where is the doctor?

**Grammar:**

1. The digits 1-10 and 20-100
2. The definite article *il*
3. The connector article *u*
4. Idafa construction
5. Adjectives and their agreement with the nouns they modify
6. The relative adjective *iyy* and *iyyeh*

**Song:** *Mabruk* by Rami 'Ayyash

**Speaking workshop:** a) Greetings b) Preparing for the host family



<p><b>Week Two</b></p>	<p><b>Unit Three:</b>  <b>Text 1:</b> Sitting on Siwaar's veranda  <b>Text 2:</b> Listening and understanding - Ziyad and Abu Siwaar  <b>Grammar:</b>  1. Negation of the noun  2. Demonstrative nouns: <i>haadha, haadhi, haay, hadhol</i>  3. Interrogative particles  4. The preposition 'ind  5. The root of the word in Arabic  <b>Song:</b> <i>Hikaayah</i> by Amal murkus  <b>Speaking workshop:</b> Statues in the family</p> <p><b>Unit Four:</b>  <b>Text 1:</b> Abu Farooq's Family  <b>Text 2:</b> Listening and understanding - The neighbors of Abu Farooq  <b>Grammar:</b>  6. The dual  7. Numerals 11-19  8. The noun we count  9. Masculine and feminine sound plurals  10. The verb <i>shaaf</i> (form 1, hollow verb) – future tense and infinitive (<i>raH, laazem, mumkin</i>)  <b>Song:</b> <i>Ya sitti ya khityarah</i> by Tarub  <b>Speaking workshop:</b> a) Days of the week b) Family members</p>
<p><b>Week Three</b></p>	<p><b>Unit Five:</b>  <b>Text 1:</b> To the university  <b>Text 2:</b> Listening and understanding – Returning from the university  <b>Grammar:</b>  1. The preposition <i>fi</i>  2. There is and there is no: <i>fii / mafish</i>  3. I have / I do not have: <i>fii 'indi / mafish 'indi</i>  4. The verb <i>shaaf</i> (form 1, hollow verb) - present tense (and other verbs as <i>qaal, raah, qaam, kaan, maat, faaz...</i>)  <b>Song:</b> <i>Habiibi ya noor il-'ein</i> by 'Amru Dyab  <b>Speaking workshop:</b> Describing the town and village</p> <p><b>Unit Six:</b>  <b>Text 1:</b> Rana got engaged  <b>Text 2:</b> Listening and understanding - Majed got engaged  <b>Grammar:</b>  1. Declension of <i>akh</i> and <i>ikhweh</i> (brother, Brothers)  2. Forms of negation in Arabic: <i>ma, la, mish</i>  3. Conjugation of <i>biddi</i> (I want)  4. Conjugation (only singular) of the verb <i>bishtghel</i> – past and present tense  5. Broken plural – 3 important patterns  <b>Song:</b> <i>Il-haleh ta'baaneh ya Laila</i> by Ziyad Rahbani  <b>Speaking workshop:</b> a) Professions b) The weather</p>

Week Four	<p><b>Unit Seven:</b></p> <p><b>Text 1:</b> Returning from the market</p> <p><b>Text 2:</b> Listening and understanding – Preparing to go to the market</p> <p><b>Text 3:</b> A story "The camel who learned to read and write"</p> <p><b>Grammar:</b></p> <ol style="list-style-type: none"> <li>Form 1, perfect verb: conjugation of verb: <i>sime'</i> (and other verbs as <i>shireb, fihem, Tile', li'eb, rije', 'iref...</i>)</li> <li>Declension and meaning of the preposition <i>ma'</i></li> <li>Mass nouns: <i>Habbet bandora, raas baSal...</i></li> <li>The verb with direct object pronouns: <i>shuftak. shuftek....</i></li> <li>Conjugation of <i>shaaf</i> (form 1, hollow verb) – active and passive participles and imperative</li> </ol> <p><b>Song:</b> 'Ala Dal'ona by Nawal Zughbi</p> <p><b>Speaking workshop:</b> a) Fruits and vegetables b) How to prepare a Tabule salad</p>
Week Five	<p><b>Unit Eight:</b></p> <p><b>Text 1:</b> Traveling to Jordan</p> <p><b>Text 2:</b> listening and understanding - Returning from Jordan</p> <p><b>Grammar:</b></p> <ol style="list-style-type: none"> <li>Declension of "to need" – <i>lazem</i> + noun</li> <li>Interrogative particles <i>kam</i> and <i>qaddesh</i></li> <li>Form 1, perfect verb: conjugation of <i>fataH</i> (and similar verbs as <i>naSaH, masaH...</i>)</li> <li>The imperative - review</li> </ol> <p><b>Song:</b> 'Am yisalooni by Majda Rumi</p> <p><b>Speaking workshop:</b> a) Voyages b) Going by bus</p> <p><b>Unit Nine:</b></p> <p><b>Text 1:</b> In the record shop</p> <p><b>Text 2:</b> Listening and understanding - In the record shop (2)</p> <p><b>Grammar:</b></p> <ol style="list-style-type: none"> <li>The verb <i>haat</i> (give!)</li> <li>The verb <i>aja</i> – "to come" (irregular verb)</li> </ol> <p><b>Songs:</b> <i>il-bint i-shshalabiyeh</i> by Fairouz</p> <p><b>Speaking workshop:</b> a) Hobbies b) Saying the time</p>
Week Six	<p><b>Unit Ten:</b></p> <p><b>Text 1:</b> The story of King Solomon and the bee</p> <p><b>Text 2:</b> Listening and understanding - The story of the mosquito and the wind</p> <p><b>Grammar:</b></p> <ol style="list-style-type: none"> <li>That - <i>inno</i> + verb</li> <li>Which, he who, that which - <i>illi</i></li> <li>Negation of the imperative</li> <li>Form 1, perfect verb: the verb <i>qa'ad</i> (and similar verbs as <i>Talab, Tabakh, daras...</i>)</li> <li>Form 1, final radical yaa: the verb "to speak" – <i>Haka</i> (and other verbs as <i>bana, masha...</i>)</li> </ol> <p><b>Song:</b> <i>Salmah ya Salamah</i> by Dalida</p> <p><b>Speaking workshop:</b> a) Animals b) Words describing time</p>



Week Seven	<p><b>Unit Eleven:</b></p> <p><b>Text 1:</b> The job is yours</p> <p><b>Text 2:</b> listening and understanding – In the restaurant</p> <p><b>Text 3:</b> The story of the man and the mouse from Kalila wa Dimna</p> <p><b>Grammar:</b></p> <ol style="list-style-type: none"> <li>1. Shall I, should I, will he?</li> <li>2. The ordinal numbers</li> <li>3. The numbers: hundreds and thousands</li> <li>4. Form 1, the hollow verbs "to live", "to sleep" '<i>aash</i> and <i>naam</i> (and similar verbs as <i>Saar</i>, <i>baa'</i>, <i>jaab</i>, <i>Saad</i>, <i>khaaf</i>... )</li> <li>5. Form 1, perfect verb "to play" '<i>azaf</i> (and similar verbs as '<i>azam</i>, <i>khalat</i>, <i>ghasal</i>...)</li> </ol> <p><b>Songs:</b> <i>khalik fi-l-bet</i> by Fairouz <i>Ma'qul</i> by 'Alaa Wardi</p> <p><b>Speaking workshop:</b> a) Speaking on the phone b) How to prepare black coffee</p>
Week Eight	<p><b>Unit Twelve:</b></p> <p><b>Text 1:</b> Good to see you</p> <p><b>Text 2:</b> Listening and understanding – Nuha visits her aunt</p> <p><b>Text 3:</b> The story of the tourist and the fisherman</p> <p><b>Grammar:</b></p> <ol style="list-style-type: none"> <li>1. The usages of the verb <i>Saar</i>: I have been - <i>saar li</i> and other meanings</li> <li>2. Summary of the prepositions and their usages</li> <li>3. To stop doing: The helping verb <i>baTTal</i></li> <li>4. Form 2: <i>fakkar</i> "to think"(and similar verbs as <i>qarrar</i>, <i>Harrar</i>, <i>nadhdham</i>, <i>jarrab</i>...)</li> <li>5. Important Conjunctions</li> </ol> <p><b>Song:</b> Sot il-Huriyyah binaadi by Wast il-Balad</p> <p><b>Speaking workshop:</b> a) Opposites b) Daily routine</p>
Week Nine	<b>Review for mid semester exam in spoken Arabic</b>
Week Ten	<p><b>Unit Thirteen:</b></p> <p><b>Text 1:</b> Down Town</p> <p><b>Text 2:</b> Listening and understanding – Meat or Humus?</p> <p><b>Text 3:</b> The story of the King and the shirt</p> <p><b>Grammar:</b></p> <ol style="list-style-type: none"> <li>1. Words describing directions</li> <li>2. '<i>ashaan</i></li> <li>3. Comparative and superlative</li> <li>4. Conditional sentence</li> <li>5. The verb <i>a'ta</i> (to give)</li> <li>6. Form 3: <i>saa'ad</i> – "to help" (and other verbs as <i>saafar</i>, <i>Haawal</i>, '<i>aalaj</i>, <i>waafaq</i>... )</li> <li>7. The verbs <i>akal</i> and <i>akhadh</i> (first radical <i>hamzah</i>): present, future an imperative</li> </ol> <p><b>Song:</b> '<i>Adaalah ijtima'iyyeh</i></p> <p><b>Speaking workshop:</b> a) Media and communication b) Identity</p>

<p><b>Week Eleven</b></p>	<p><b>Unit Fourteen:</b></p> <p><b>Text 1:</b> From breakfast to dinner</p> <p><b>Text 2:</b> Listening and understanding – Sabreen and Muraad preparing breakfast</p> <p><b>Text 3:</b> The story of the "Golden lira"</p> <p><b>Arabic proverbs</b></p> <p><b>Grammar:</b></p> <ol style="list-style-type: none"> <li>1. Negation of verbs with pronoun suffixes which serve as direct object: <i>ma shaafniish</i></li> <li>2. Review of "all", "each" and "every": <i>kull</i></li> <li>3. The double verb: <i>Hatt</i> - "to put" and <i>Habb</i> "to love, like" (and other verbs as <i>Hajj</i>, <i>Hall</i>...)</li> <li>4. I have never <i>'umri ma</i></li> <li>5. Review of all meanings of <i>bass</i>: only, enough, just, but</li> <li>6. Independent pronoun which serves as direct object <i>iyya</i></li> <li>7. Form 4, perfect verb: <i>ajbar</i> (and other verbs as <i>akhbar</i>, <i>akram</i>, <i>az'al</i>, <i>arkan 'ala</i>...)</li> </ol> <p><b>Song:</b> <i>Rawi</i> by Sou'ad Massi</p> <p><b>Speaking workshop:</b> a) Values b) Visits on occasions in the Arab culture</p>
<p><b>Week Twelve</b></p>	<p><b>Unit Fifteen:</b></p> <p><b>Text 1:</b> The house is beautiful</p> <p><b>Text 2:</b> listening and understanding – Sabreen speaks with her mother</p> <p><b>Text 3:</b> The book Thousand and one nights (Arabian Nights)</p> <p><b>Grammar:</b></p> <ol style="list-style-type: none"> <li>1. The meanings of the verb <i>khalla</i> - "to let" and other meaning</li> <li>2. Other verbs of form 2 with a weak last radical: <i>'abba</i>, <i>rabba</i>, <i>khhabba</i> and more</li> <li>3. Yet - <i>lissa</i></li> <li>4. Form 5 and 6: <i>t'allam</i>, <i>tfaaham</i> (and more verbs as <i>tjawwaz</i>, <i>tqaatal</i>...)</li> <li>5. Adjectives which proceed nonhuman plurals: <i>shabaabic kbaar/kbiireh</i></li> </ol> <p><b>Song:</b> <i>Inta Umri</i> by Umm Kulthum</p> <p><b>Speaking workshop:</b> a) The house and the kitchen b) Independence and Nakba</p>
<p><b>Week Thirteen</b></p>	<p><b>Unit Sixteen:</b></p> <p><b>Text 1:</b> One jacket is enough</p> <p><b>Text 2:</b> listening and understanding – Speaking with mommy on the phone</p> <p><b>Text 3:</b> The little candle by Ghassan Kanafani</p> <p><b>Grammar:</b></p> <ol style="list-style-type: none"> <li>1. Form 1, first radical <i>waaw</i>: The verb <i>wisil</i> – "to arrive" (and other verbs as <i>wiqe'</i>, <i>wireth</i>)</li> <li>2. The preposition <i>ila</i> and its declension: <i>hadha ili</i> – this is mine and more</li> <li>3. Form 7, perfect verb: <i>inwalad</i> – "was borne" (and other verbs as <i>inqaTa'</i>, <i>inqatal</i>...)</li> <li>4. Patterns of broken and sound plurals - completion</li> </ol> <p><b>Song:</b> <i>Fasateen</i> by Mashroo' Laila</p> <p><b>Speaking workshop:</b> a) Clothes b) Woman and Man c) Allowed and forbidden</p>

Week Fourteen	<b>Unit Seventeen:</b> <b>Text 1:</b> Abu Farooq Visits the doctor <b>Text 2:</b> listening and understanding – Sabreen visits her grand mother <b>Grammar:</b> 1. The verb "to be hurt" <i>waja'</i> (and other similar verbs as <i>wa'ad...</i> ) 2. Form 8, perfect verb: <i>ijtama'</i> (and other verbs) 3. The usage of <i>kaan</i> as a helping verb: <i>kaan biddi, kaan laazem, kaan yshuuf...</i> <b>Song:</b> <i>Jiddi 'indo hmaar</i> - Rahbaaniyyat <b>Speaking workshop:</b> a) The body parts b) Reading books and watching movies
Week Fifteen	<b>Unit Eighteen:</b> <b>Text 1:</b> "Escotchat" – a Palestinian satiric program: "The Volunteer" <b>Text 2:</b> "Escotchat" – a Palestinian satiric program: "The Activist" <b>Text 3:</b> "Escotchat" – a Palestinian satiric program: "Good News" <b>Speaking workshop:</b> 1. Feelings 3. Plans for the future 4. Describing things 5. Education <b>Grammar:</b> 1. The verbs "rabba" (form 2) "laaqa" (form 3) "ishtara" (form 8) istanna (form 10) 2. The verb <i>farja</i> – To show". 3. Form 10, perfect verb: <i>ist'jal</i> (and other verbs) <b>Song:</b> <i>Mama 'ayez atgawaz</i> by Wast albalad
Last Week	<b>Review and final presentations</b>

#### Movies in the Program:

1. The Syrian Bride - Israel
2. The Olive Tree - Israel
3. The Visit of the Orchestra - Israel
4. Kabten Abu Raid - Jordan
5. The Source - Morocco
6. Amriica – Palestinian
7. Wajda – Saudi Arabia



## MSA Syllabus - Intensive Arabic Semester (100 hours)

<p><b>Weeks One - Two</b></p>	<p><b>Unit 1</b>  <b>Letters:</b> Review of letters and vowels, writing and reading  <b>Text 1:</b> إسرائيل  <b>Text 2:</b> مصر  <b>Text 3: From the media:</b> عناوين من الصحافة العربية  <b>Subjects in focus:</b>            1. Structure of headlines in Arabic media  <b>Grammar</b>            6. How to read nunation (تنوين)            7. Masculine and Feminine Nouns            8. Nominal and verbal sentences            9. Independent pronouns            10. Possessive pronouns            11. The definite article أل</p>
<p><b>Week Three -Four</b></p>	<p><b>Unit 2</b>  <b>Text 1:</b> محمد نبي الإسلام  <b>Text 2:</b> أم كلثوم وفيروز  <b>Text 3: From the media:</b> وصل رئيس الحكومة...  <b>Subjects in focus:</b>            1. Main officials in the media            2. Structure of the sentence in the written media  <b>Grammar</b>            1. <i>Idafa</i> Construction            2. The connector article و            3. The preposition "ل"            4. Agreement of Nouns and Adjectives (Noun-Adjective Phrases)            5. The relative adjective يّ</p>
<p><b>Week Five</b></p>	<p><b>Unit 3</b>  <b>Text 1:</b> الملك الحكيم لجبران خليل جبران  <b>Text 2:</b> لمحة عن حياة جبران خليل جبران  <b>Text 3:</b> ثلاث قصص مصغرة لجبران خليل جبران  <b>Text 4: From the media:</b> وفاة مؤسس شركة أبل الأمريكية  <b>Subjects in focus:</b>            1. Strategies in reading news items  <b>Grammar:</b>            1. First step in broken plurals            2. Demonstrative nouns            3. Form 1, the hollow verb قال and other verbs as زار، صام، ثار، قام، فاز            4. Interrogative Particles</p>



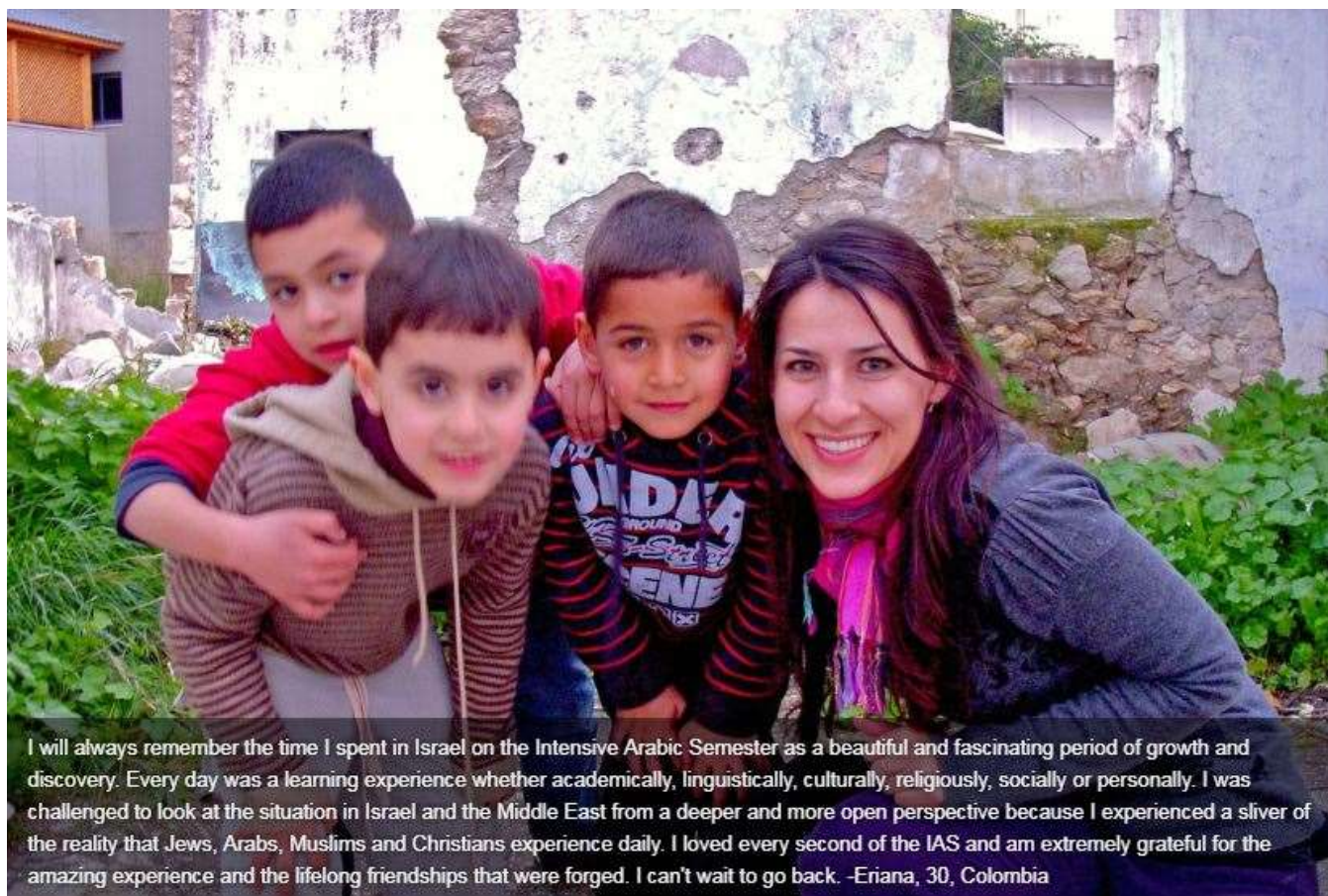
<p><b>Week Six</b></p>	<p><b>Unit 4</b>  <b>Text 1:</b> سوزان وعلي للطبيب صالح  <b>Text 2: From the media:</b> حلب في انتظار الحصار  <b>Text 3:</b> Listening and understanding the news  <b>Subjects in focus:</b>            1. The place of time words in news items            2. Days of the week and months  <b>Grammar:</b>            3. The Preposition "مع"            4. Masculine and Feminine Sound Plurals            5. The Helping Verb "أخذ"            6. Subject-verb Agreement - verbal sentences            7. Demonstrative nouns</p>
<p><b>Week Seven</b></p>	<p><b>Unit 5</b>  <b>Text 1 From the media:</b> فلسطين في الأمم المتحدة  <b>Text 2: From the media:</b> شركات يابانية تشارك بمشروعات بمصر  <b>Text 3:</b> Listening and understanding the news  <b>Grammar:</b>            1. Non-Human Plural Agreement            2. Patterns of broken plurals            3. Verbal Nouns            4. Form 1, perfect verb            5. Prepositions with pronoun suffixes</p>



<p><b>Week Eight</b></p>	<p><b>Unit 6</b>  <b>Text 1 From the media:</b> المرأة السعودية تشارك في الانتخابات لأول مرة  <b>Text 2:</b> الديمقراطية; تعريف جديد للعالم الثالث (قصيدتان) لسعاد الصباح  <b>Text 3:</b> رسالة استغاثية (قصيدة) لغادة السمان  <b>Grammar:</b>  1. Verb Negation (Past and Present Tense)  2. إعراب الاسم: المرفوع والمنصوب والمجرور  3. ليس</p>
<p><b>Week Nine</b></p>	<p><b>Unit 7</b>  <b>Text 1:</b> العثور على أكبر أفعى على الإطلاق في ماليزيا  <b>Text 2:</b> أو بلما في زيارة تاريخية لكوبا  <b>Text 3:</b> Listening and understanding the news  <b>Grammar:</b>  1. Form 2  2. المضارع المجزوم – لم  3. إعراب الاسم: التثنية</p>
<p><b>Weeks Ten - Eleven</b></p>	<p><b>Unit 8</b>  <b>Text 1:</b> اللغة العربية في مدارس غزة، لغة العدو أم لغة المصلحة  <b>Text 2:</b> القرآن (أ)  <b>Text 1:</b> Listening and understanding the news  <b>Grammar:</b>  1. Form 3  2. The numerals  3. Pronoun suffixes as direct object</p>
<p><b>Week Twelve- Thirteen</b></p>	<p><b>Unit 9</b>  <b>Text 1:</b> فكر بغيرك (قصيدة) لمحمود درويش  <b>Text 2:</b> لمحة عن حياة محمود درويش  <b>Text 3:</b> Listening and understanding the news مصر الانتخابات في  <b>Text 4:</b> القرآن (ب)  <b>Grammar:</b>  1. The definite pronoun الذي  2. Feminine Sound plurals  3. Masculine sound plurals  4. Patterns of broken plurals  5. Form 4  6. جملة صفة A clause without a Definite Pronoun</p>
<p><b>Week Thirteen- Fourteen</b></p>	<p><b>Unit 10</b>  <b>Text 1:</b> جنة الأطفال لنجيب محفوظ  <b>Text 2:</b> Listening and understanding: لمحة عن حياة نجيب محفوظ  <b>Text 3:</b> القرآن (ج)  <b>Grammar:</b>  1. The Prepositions إلى، في، على، لدى  2. Form 5 and 6  3. The infinitive in MSD: ان مصدرية</p>



<b>Week Fifteen</b>	<b>Unit 11</b> <b>Text 1:</b> اسرئيل تزيل الألغام من موقع معمودية المسيح <b>Text 2:</b> ملالا يوسف زي <b>Text 3:</b> القرآن (د) <b>Grammar:</b> 1. The passive المجهول 2. Forms 7-10
<b>Week Sixteen</b>	<b>Review and final test</b>



I will always remember the time I spent in Israel on the Intensive Arabic Semester as a beautiful and fascinating period of growth and discovery. Every day was a learning experience whether academically, linguistically, culturally, religiously, socially or personally. I was challenged to look at the situation in Israel and the Middle East from a deeper and more open perspective because I experienced a sliver of the reality that Jews, Arabs, Muslims and Christians experience daily. I loved every second of the IAS and am extremely grateful for the amazing experience and the lifelong friendships that were forged. I can't wait to go back. -Eriana, 30, Colombia

## The Middle East: Religion, Nationalism & Conflict (32h)

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1. **From the Christian Byzantine Empire to the early Islamic Conquests** – covering the institutionalization of Christianity as the state religion of the Byzantine Empire and the constant clash with the Zoroastrian Persians. The rise of the Prophet Mohammed, Islam, Jihad and the dhimma status. The Arab invasion destroys Persia and defeats the Byzantines in the Levant capturing Jerusalem in 638.
2. **Shiite Persia (Iran) and the Sunni Ottomans** – the parallel development of these two Islamic empires involving both clash and mutual recognition. Emphasis on the Ottoman conquests into the Balkans, the siege of Vienna and the eventual rollback in the clash with Christendom into the 19<sup>th</sup> century.
3. **The Collapse of the Ottoman Empire and the Secular National Awakening** – European influences and pressures, the "minorities' issue" especially as concerns Christians lead to an unraveling of the old Ottoman imperial identity by the end of the 19<sup>th</sup> century. Egypt and Mahmet Ali both challenge and aid in Turkish efforts to stabilize the Middle East while introducing a more secular, regional identity. The eventual collapse of the Empire and the move towards a Turkish secular model under Mustafa Kemal (Attaturk).
4. **Roots of the Arab-Israel Conflict** – specifically Palestinian Arab identity, issues and leadership from WWI through 1948 in the relationship with both Britain and Jewish nationalism (Zionism). The role of Haj Amin el-Husseini, Jordanian and Egyptian interests in the conflict with Israel and the temporary demise of Palestinian nationalism 1948 – 67.
5. **The Development of Secular Arab Nationalism by the Mid-20<sup>th</sup> Century** – from WWI and Sykes-Picot through WWII and 1948 the Arab World was ruled by power elites with questionable loyalties. By mid-century Nasserism and the Baath ideologies are embraced by the people bringing change and revolution in Egypt, Syria and Iraq. Maybe the 1950s and 60s were the true "Arab Spring" of great hopes for future advancement?



**6. From 1949 Armistice to 1979 Peace Accords** – War, peace, economic development and instances of "relative deprivation" impact Israel and seriously plague the Arab World. The Palestinians build their national identity under PLO leader Yasir Arafat, who leads the struggle not only against Israel but also as concerns Jordan and Lebanon. Egypt signs a peace accord and leaves the "confrontation states" in the Arab-Israel conflict. Is this betrayal, conflict resolution or both? What were the PLO policies towards Israel? What options for peace were presented under Labor until 1977 and afterwards during the Likud rule and settlement policies?

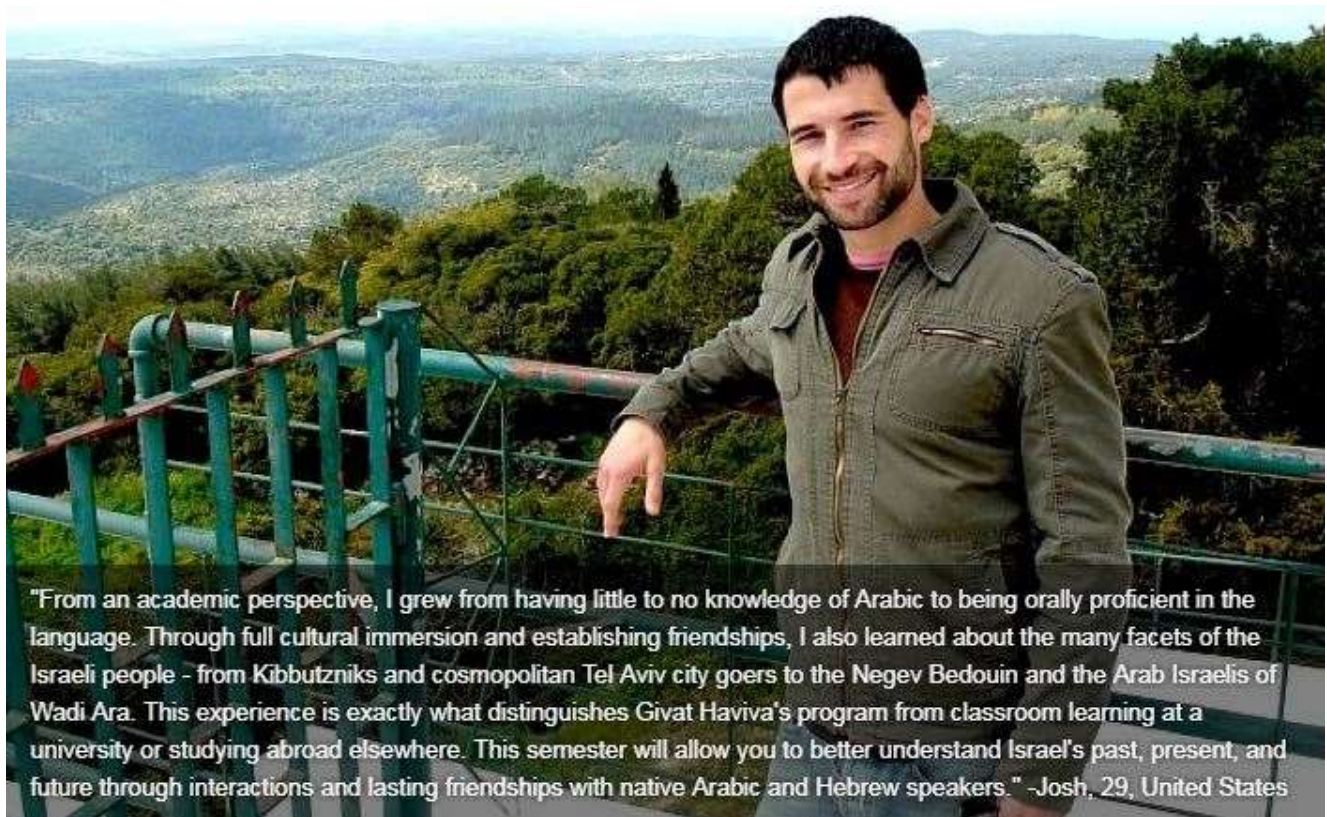
**7. Partial War, Partial Peace** – Israel and the Palestinians face off from the late 1970s until Camp David 2000. A review of conflict and attempts at resolution: Lebanon of 1982, the Intifada five years later and the Oslo Accords between Rabin/Peres and Arafat. The impact of the national religious settlement movement and the establishment of the Muslim Brotherhood, Palestinian Hamas present ideological and practical obstacles to territorial compromise and the "two-state" solution.

**8. The Hamas Covenant vs. the Palestine National Charter** – an investigation into the specific differences between Palestinian Islamic fundamentalism and Arab nationalist claims by the PLO. The two documents will be compared on the background of the Hamas clash with the PLO/Fatah (much of today's Palestinian Authority) over the past generation.

**9. Islamism vs. Secular Middle Eastern Nationalisms** – a survey will be presented to review the overall religious and ideological directions taken by much of the Middle East from the late 20<sup>th</sup> century into the 21<sup>st</sup>. Included are the Iranian Revolution, the seemingly "moderate" Turkish Islamist backlash of Recep Erdogan and the Islamic Awakening (often labeled the "Arab Spring") throughout the region.

**10. From the Failure of Camp David 2000 until 2016** – Where are we? Is peace truly possible? What would be the contours of a two-state solution? Where are the borders, what are the security arrangements and can the religious/right on both sides make the compromise? Is the secular nation state becoming irrelevant and/or impossible to define?

11. **Attempting to Envision a Middle East Future** – the failure of secular Arab nationalism and in particular the Baath ideals bring about the collapse of Syria and Iraq. Libya and Yemen are a shambles while the Gulf States led by Saudi Arabia drown in petro-dollars but most are unstable. Kurdistan may congeal into a state despite opposition from its neighbors. Is Islam the answer and is the Islamic State (ISIL or ISIS) phenomena here to stay in varying forms? We may be looking at Middle Eastern wars and massacres for at least another generation as central authority disintegrates throughout the region. Whether a strong central power will impose itself on the region and bring order out of anarchy seems dubious, at least within the next few years.



## Study Tours and Immersion

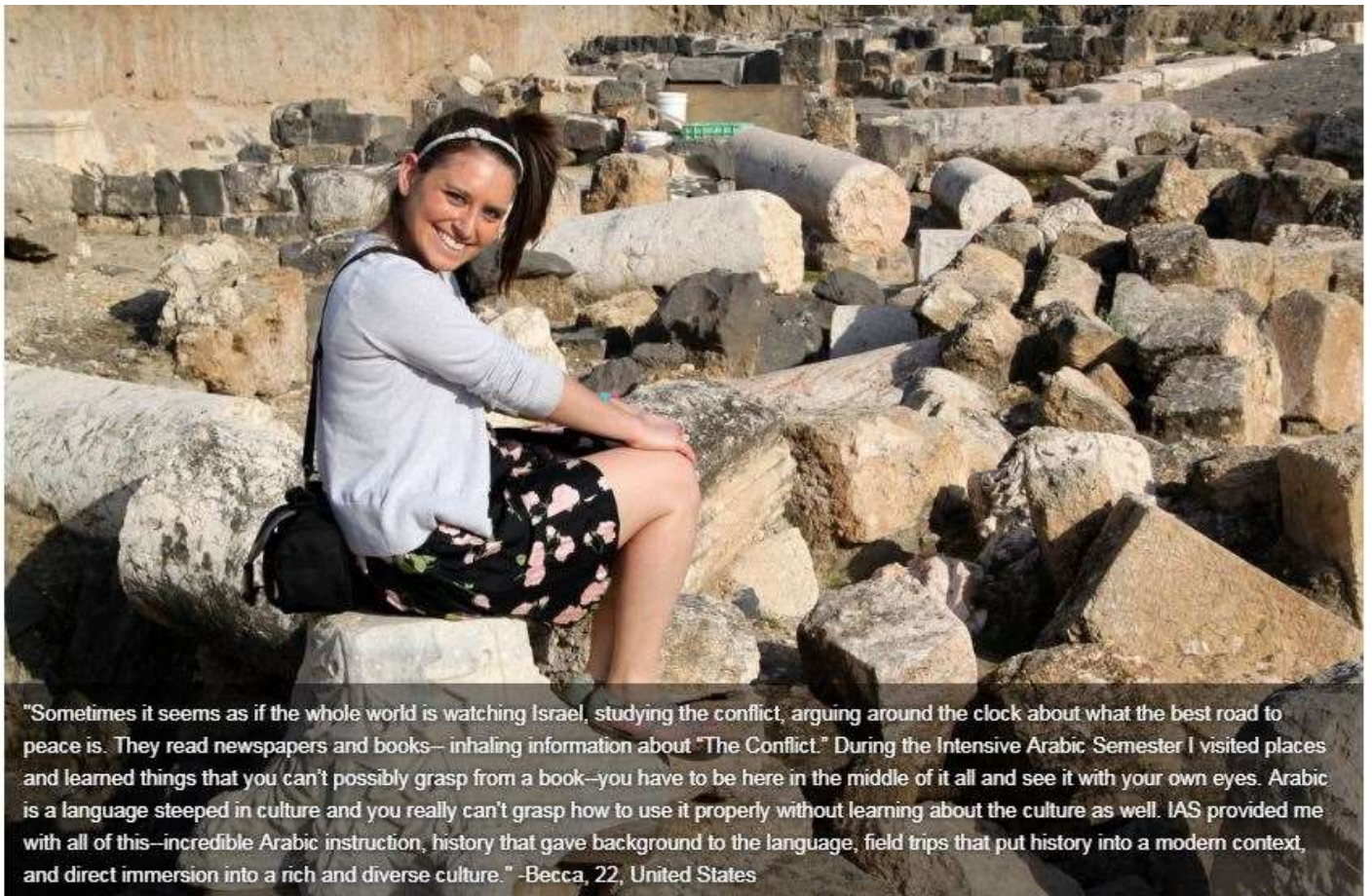
Field trips are an integral part of the Intensive Arabic Semester experience, where students experience firsthand what was discussed in textbooks and seen on televisions. The Givat Haviva staff guide students on field trips all over Israel to show them the cultural and social issues that affect the diverse population of Israel. Field trips include half-days spent getting to know both Jewish and Arab communities in the local Wadi Ara area, as well as longer trips all over Israel which explore larger historical, social and political issues. Some of our past trips have included visits to Akko (Acre), Caesarea, Haifa, Druze Villages, Christian Arabs in Nazareth, Bedouin communities in the Negev, the Israeli-Jordanian Border, Jerusalem, and the Golan Heights.





## Host Families:

On a semi-weekly basis, students receive hands-on experience in a nearby Arab city in the Wadi Ara region, supported by a local host family. Students practice Arabic with an Arab host family, allowing you to forge close, personal ties within the Arab community and get a chance to take part in their daily life. The language exchange will also include teaching members of your host family English, creating a balanced reciprocal relationship where everyone contributes to teaching and learning.





## Housing and Services

Students will stay in a dormitory-style building, in a room shared with 1 other person. The room is equipped with: an en-suite bathroom with a shower, a small kitchenette (sink, mini-fridge, microwave, and electric kettle), air-conditioning, wi-fi, a closet, a set of sheets and a towel per person. There are coin operated washing machines available.

There is a pool accessible in the summer months. There are sports courts, and a club house with a large-screen TV.

Single room occupancy is available at an extra charge of \$200 per month.

Three meals a day are provided on study days. For the non-study weekend days, students can choose to pay separately for meals, or plan their own meals.



## Givat Haviva's Vision

Givat Haviva (GH) has been quietly and successfully weaving a fabric of shared society from the ground up for nearly seven decades. Founded in 1949 as the national education center of Hashomer HaTzair, GH is the oldest institution in Israel promoting reconciliation between Jews and Arabs. Located at the heart of an ethnically diverse region with Jewish, Arab, Druze, Bedouin and Christian communities, GH promotes interaction, support and empowerment between Jewish and Arab communities, serving as a catalyst enabling them to work together for common goals. GH offers seminars and trainings serving nearly 5,000 people each year in multiple languages, building skills for conflict mediation and increasing understanding of the political, social and economic problems of Israel and the region. GH has developed breadth and depth of expertise in conflict mediation, intercultural understanding, and inclusive civic engagement, and has earned international recognition for its educational programs and unwavering commitment to shared society.



## Study in Israel

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Lirom Global Education – Study in Israel LLC was founded in order to provide international students of all ages and backgrounds the opportunity to study in Israel and experience firsthand the unique benefits of studying here. With our partnership with Israeli academic and educational institutions, we offer academic programs for students of all levels interested in studying in Israel. See our website for more information on other degree and non-degree programs: [www.universityinIsrael.com](http://www.universityinIsrael.com).

We don't just market existing academic programs, we provide the framework and support to make these innovative, high-quality programs much more affordable and achievable. Since Study in Israel acts on behalf of the academic institutions as their English-speaking enrollment centers, each applicant can receive personal guidance through application processing, facilitating the process.

Due to our efforts in internationalizing programs, Study in Israel is recognized as an Institution of Education Abroad commitment member and part of the USA's Forum on Education Abroad.





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