



האוניברסיטה העברית בירושלים  
THE HEBREW UNIVERSITY OF JERUSALEM

בית הספר לתלמידים מחו"ל ע"ש רוטברג  
Rothberg International School



Department of Summer Courses  
and Special Programs

המחלקה לקורסי קיץ  
ותוכניות מיוחדות

## **Understanding Identities: Immigration and Cultural Diversity from the Israeli Experience**

Instructor: Yore Kedem

**July 3-27,2017**

Office Hours – Monday, Tuesday, Wednesday 16:00-16:30, Rothberg Cafeteria  
Email: kedemyore@yahoo.com

### **Description**

Immigration, cultural diversity, and inter-cultural relationships present important issues for many countries in the world. Israel, a state which encourages immigration, and therefore is culturally diverse, is a great site for investigating these issues. Although Israel is the Jewish homeland, the country has a 20% Arab minority, which includes Muslims, Christians, and Druze. Additionally, before its inception, and in the nearly 68 years of its existence, Israel absorbed immigrants from about 70 countries. This diversity is in many ways what gives Israel strength, but also creates pressure cooker where the interaction between the different cultures, nationalities, and religions continue to present the people of Israel with significant issues and problems. In this course, you will learn about cultural diversity and immigration in Israel, and how different educational, social, government, private and non-governmental organizations deal with these issues. We will study the history and politics of cultures in Israel, and experience the work that some of these organizations do.

### **Design**

On campus at Hebrew University we will discuss readings and audiovisual materials that introduce historical, political and educational perspectives on immigration and cultural diversity in Israel. Classroom activities will include discussions of the different views of the Israeli-Palestinian conflict, the history of immigration in recent years, a review of the Israeli political system, and a discussion on the development and the current problems in Israel's educational system. In addition to reading academic publications, you will read non-fiction and fiction works by Israeli writers and watch video that will enhance your understanding of the core issues for this course. Throughout this class, you will develop individual or group inquiry projects within these overarching themes, develop research questions, find sources, and report your progress to the instructor and in class. You will write reflective journals, and discuss course materials.

Within the city of Jerusalem and in different parts of Israel you will seek thick experiences as you will engage in observation assignments, meet guest presenters and participate in site visits. You will observe and interview people in markets and city centers. Guest presenters will include

community leaders, directors of educational programs, and representatives of NGOs and the public sector. They will discuss how they deal with diversity, integration, and immigration. Site visits will include an Arab-Jewish school in an Arab town, the different quarters in the Old City of Jerusalem, research institutions, government agencies, and NGOs.

### **Required Materials:**

Grossman, David (2003). *Sleeping on a wire* (Haim Watsman, Trans.) New York: Picador.

Segev, Tom (2001). *Elvis in Jerusalem* (Haim Watsman, Trans.) New York: Metropolitan Books.

Selections from Kashua, Sayed (2016). *Native*. New York: Grove.

\* Other course readings available on course website

### **Course Goals:**

- Students will reflect upon their understanding of immigration and cultural diversity, and their experiences with this topic.
- Students will develop a basic understanding of the history of cultural diversity and immigration in Israel, and a vocabulary that can be used to discuss these topics.
- Students will develop and execute a research project about a topic related to cultural diversity and immigration in Israel. This project has to rely on students' observations and experiences.
- Students will continuously discuss their projects, experiences and reflections in the class.
- Students will be able to analyze, synthesize, and present their findings on cultural diversity and immigration in Israel.

### **Ongoing Class Project:**

Prepare a research project – concentrate on one perspective or issue and build on readings.

Develop a list of questions that are relevant to your project, and elaborate on ways in which you could find out answers while in Israel. What sources can you use? What experiences will you seek? What should you look for in on-site visits and ask visiting presenters?

- This can be an individual or a small group (2-3 students) project.
- An outline of this assignment will be due on 7/20, you will write and submit a short research proposal, and present your project to the class.

On-Site assignments: Throughout this class in Israel you will conduct several observation and reflection assignments. These should result in 1-2 page reflective journal papers. You will discuss these observations in class, and submit them to the instructor at the appointed deadline.

Final paper will be the completion of your research project.

On the last day of class students will present their research projects, individually or in groups. Class presentations should be about 10 minutes in length for individual presentations, and 15-20 minutes for group presentation. Use of multimedia in presentations is recommended but not required.

All students will submit a final paper describing their project. Students who worked on a group project should submit individual papers describing their perspective on the project and what they have learned. Papers should be approximately 10 pages in length (12pt, 1-inch margins), and include specific references to course materials and personal experiences. Final papers are due on 7/28.



## Course Schedule

### Monday, 3/7 Orientation at Hebrew University

#### Reflection Assignment\*:

Based on your experience and knowledge, reflect on what you know about issues brought up by immigration and cultural diversity in Israel, or any other country that you know or are from, and on the way state agencies, NGOs and private organizations deal with these issues (2-3 pages). Due 4/7).

### Tuesday, 4/7 – Discussion of syllabus, class schedule, procedures, health and safety

- Student introductions
- Assign readings to students
- Introduction to Inquiry-Based Learning

#### At 17:30: Depart to Central Jerusalem

- Orientation
- Observation Assignment 1, Central Jerusalem: Sit somewhere in the Midrehov and people watch for at least two hours. Write down what you see and engage at least three people in conversation. Return to Hebrew University Campus after dinner. Write a 1-2 page observation report, and discuss your observations and interviews. Ask yourself: What was familiar to you and why? What was strange and why? (Due 8/7)

### Wednesday, 5/7 - Zionism and the Arab Minority in Israel

Prepare to discuss the following readings. What are the differences in perception between Israeli Jews and Arabs as they refer to Zionism?

Herzl, Theodor. (1896): *The Jewish State*. In Walter Laquer and Barry Rubin (eds.) *The Israel – Arab reader: A documentary history of the Middle East conflict* (6<sup>th</sup> ed). New York: Penguin COURSE WEBSITE

UN General Assembly (November 29, 1947). *Resolution on the future government of Palestine (Partition Resolution)*. In Walter Laquer and Barry Rubin (eds.) *The Israel – Arab reader: A documentary history of the Middle East conflict* (6<sup>th</sup> ed). New York: Penguin COURSE WEBSITE

State of Israel (May 14, 1948). *Proclamation of Independence*. In Walter Laquer and Barry Rubin (eds.) *The Israel – Arab reader: A documentary history of the Middle East conflict* (6<sup>th</sup> ed). New York: Penguin COURSE WEBSITE

Masalha, Nur (2008). Remembering the Palestinian Nakba: Commemoration, oral history and narratives of memory. *Holy Land Studies* 7(2) 123-156. COURSE WEBSITE

Segev, Tom (2001). “All this stuff was Zionism” (pp. 11-46) in *Elvis in Jerusalem* (Haim Watsman, Trans.) New York: Metropolitan Books.

### **Wednesday, 5/7 – The Arab Minority in Israel cont.**

Prepare to discuss the following reading:

Grossman, David (2003). *Sleeping on a wire* (Haim Watsman, Trans.) New York: Picador.

What is the Arab Perspective on life in Israel? How do Israeli Arabs understand and negotiate their identity and place in Israeli society?

### **Thursday, 6/7 – Arab Minority in Israel – cultural representations**

Reflect on your experiences from the last few days of the class: what was the most interesting or significant experience you had and what have you learned from it?

Selections from Kashua, Sayed (2016). *Native*. New York: Grove

Watch episodes of Sayed Kashua's TV series Arab Labor

Assignment2\*:

Based on readings and class discussions, reflect on the friction between Zionism and the Arab minority in Israel. Think about the way history shaped Jewish and Arab perceptions of this conflict, and how you think welfare, education, and other systems in Israel should deal with these issues (2-4 pages). Due on 10/7.

### **Friday, 7/7 Religious Communities and Boundaries in Jerusalem**

9:30 meeting at Jaffa Gate in the Old City

10:00 Walk through Via Dolorosa, tour Muslim and Christian Quarters in the Old City, visit Church of the Holy Sepulchre

12:00 Lunch in Old City

13:00 Leave the Old City and tour Meah Shearim (Ultra Orthodox Jewish neighborhood)

13:45 Tour ends at Jaffa and King George

### **Monday, 10/7 Observation Assignment, Old City**

16:30 – Meet at Jaffa Gate, tour Jewish Quarter in the Old City

Observation Assignment, Old City of Jerusalem: Sit somewhere in the Old City and people watch for at least two hours. Write down what you see and engage at least three people in conversation. Return to Hebrew University Campus after dinner. Assignment: Write a 1-2 page observation report. Discuss your observations and interviews. How was what you saw similar or different from your observations in Central Jerusalem? What did you expect to see, and what surprised you? How is what you saw similar or different from what you were expecting to see based on the readings you've done? Due 13/7

### **Tuesday, 11/7 Jewish Immigration to Israel**

Prepare to discuss the following readings:

Knesset Israel (1950). *Law of Return*. Retrieved (September, 2015) from

<http://www.mfa.gov.il/mfa/mfa-archive/1950-1959/pages/law%20of%20return%205710-1950.aspx>

Gal, John (2008). Immigration and the categorical welfare state in Israel. *Social Studies Review* 639-661. COURSE WEBSITE

Ben-Eliezer, Uri (2007). Multicultural society and everyday cultural racism: Second generation of Ethiopian Jews in Israel's 'crisis of modernization'. *Ethnic and Racial Studies* 31(5) 935-961. COURSE WEBSITE

Preparing a Final Project proposal: What needs to be included in a proposal? What kinds of questions do we ask? What are empirical questions? How would we go about figuring this out?

#### Research Proposal\*

Prepare a short proposal for your final project. Include a short description that discusses the issue you are going to study, your research questions, and how you plan to go about finding answers to these questions. Reflect on your experiences until now, what was especially interesting for you? What are the issues you see? Look at the experiences you are going to have during the rest of this class. How would they be helpful? What other ways would you pursue to figure these questions out? (1 page) Due 16/7

### **Wednesday, 12/7 Other Immigration to Israel**

#### Readings:

Raijman, Rebecca & Semyonov, Moshe (2004). Perceived threat and exclusionary attitudes towards foreign workers in Israel. *Ethnic and Racial Studies* 27(5) 780-799. COURSE WEBSITE

Elias, Nelly & Kemp, Adriana (2010). The New Second Generation: Non-Jewish *Olim*, Black Jews and children of migrant workers in Israel. *Israel Studies* 15(1) 73-94. COURSE WEBSITE

Watch African Exodus, a documentary on Foreign Laborers and Refugees in Israel.

#### Review Assignment 2 – Immigration:

Based on the readings and class discussions, reflect on the differences between immigrations to Israel in the last 30 years. How are they similar? What are the similarities and differences in the way the state has dealt with the issues that these immigrants brought about? (2-4 pages) Due 21/7.

### **Thursday, 13/7 Field Trip to Ashdod and Rehovot**

8:30am – Departure from Hebrew University

10:00am – Arrival in Ashdod, and meeting at city hall

12:00 - Tour of the Ashdod

13:30pm – Lunch in Ashdod

14:15pm – Departure for Rehovot

15:00pm – Meet Oved Kedem, tour the Weizmann Institute.

16:30pm – At the Davidson Institute of Science Education, discuss how this institute deals with cultural diversity in its educational activities.

17:00pm – Meet an international student at the Weizmann Institute and learn about her immigration and learning experiences there.

18:00pm - Departure for Jerusalem

### **Friday, 14/7 Field Trip to Tel Aviv**

9:00am – Departure from Hebrew University

10:00am – Arrival at Old Bus Station in Tel Aviv, tour Neve Sha'anana, a neighborhood where many foreign laborers reside.

12:00noon – Arrival at Nahlat Beniamin and Carmel Market.

13:00-15:00 Observation assignment 3, Tel Aviv. Sit somewhere for at least two hours and observe, write down what you see. Interview at least three people in the street. Write a 2 page report discussing your experiences. What are the differences you observe between Jerusalem and Tel Aviv? What are the similarities? How are your experiences in Tel Aviv different from the ones you've had in Jerusalem? How has your perspective changed? Due 7/18

### **Sunday, 16/7 Yad Vashem, Holocaust Museum**

Reading: Chapter 1. ZAKHOR: The Task of Holocaust Remembrance, Questions of Representation, and the Sacred (pp. 8-26) in Hansen-Glucklich, J. (2014). *Holocaust Memory Reframed : Museums and the Challenges of Representation*. New Brunswick, New Jersey: Rutgers University Press. COURSE WEBSITE

13:30 – Meeting at Yad Vashem cafeteria (basement floor of entrance building). The last station for the light rail is located at Mt. Hertzl. Signs indicate the direction of Yad Vashem

14:00 – Tour of Yad Vashem

17:00 – End of Tour

### **Monday, 17/7 No class, due to Yad Vashem tour on Sunday**

### **Tuesday, 18/7 Manifestations of cultural diversity in Israel's educational system**

Present your Research Proposals

Prepare to discuss the following readings

Knesset (1953). *The goals of public education*. (Yore Kedem, Trans.) Retrieved March 27 2009 from <http://cms.education.gov.il/EducationCMS/Units/Owl/Hebrew/HoraotNehalim/Hukim/MatratHachinuch.htm>. COURSE WEBSITE

Pinson, Halleli (2007). At the boundaries of citizenship: Palestinian Israeli citizens and the civic education curriculum. *Oxford Review of Education* 33(3) 331-348. COURSE WEBSITE

What are the issues faced by an educational system which needs to deal with Israel's culturally diverse population? What levels of integration are there with regards to Olim, Israeli Arabs and Haredim?

### **Wednesday, 19/7 Manifestations of cultural diversity in Israeli politics**

Prepare to discuss the following readings

Segev, Tom (2001). "Facing Ovadia's Statue" (pp. 81-112) in *Elvis in Jerusalem* (Haim Watsman, Trans.) New York: Metropolitan Books.

Stadler, Nurit; Lomsky-Feder, Edna; & Ben-Ari, Eyal (2008). Fundamentalism's encounters with citizenship: the Haredim in Israel. *Citizenship Studies* 12(3) 215-231.

Lehmann, David & Siebenhner, Batia (2008). Self-exclusion as a strategy of inclusion: The case of Shas. *Citizenship Studies* 12(3) 233-247

**Thursday, 20/7 - Trip to Wadi Ara**

8:00 – Departure for Wadi Ara

10:00 – Orientation in Katzir, observe the natural and human geography of the area.

11:00 – Meeting at Bridge over the Wadi, one of the very few bi-cultural, bi-lingual schools in Israel, uniquely located in an Arab town. Meet Hassan Agbaria, the school's principal and discuss the challenges and successes of the school.

13:00 Lunch at Kfar Kara

14:00 – Meeting at Triangle Research and Development Center. Talk with Ibrahim Yehia, the center's founder and director; discuss the center's goals and work, and the challenges faced by Israeli Arabs in the Israeli research community.

16:00 – Return to Hebrew University

**Saturday, 22/7 Students are invited for a farewell dinner at Kedem Residence in Gedera.**

12:00 – Departure from Hebrew University

14:00 - Lunch

17:00 – Return to Jerusalem

**Monday, 24/7 PISGA of East Jerusalem**

16:30 – Meet Roba Othman, director of Center for Teacher Training, East Jerusalem

**Tuesday, 25/7 – Integrating diverse communities into the Israeli Economy**

Guest Speaker: Michel Strawczynski – Integration of Arabs and Haredi Jews in the Israeli Economy

**Wednesday, 26/7 Final Project Presentations, final papers are due**



<b>Course Evaluation Components:</b>	
Attendance:	10%
Active participation:	5%
Reading presentations:	15%
Reading summaries:	10%
Research Proposal	5%
Observation and reflection portfolio:	20%
Final presentation:	10%
Final written project:	25%

### *Class Evaluations*

- *Attendance:* You are expected to attend class regularly. Only in a case of emergency or work directly related to the class would your attendance be excused. 5 points will be deducted from your attendance/participation grade for each unexcused absence. Arriving more than 5 minutes after the beginning of class will be considered an absence.
- *Active participation:* I expect that you participate actively in class, and that you are ready to do so when called upon. As an integral part of our group, you are expected to participate in the discussion of your own project, and to actively engage in listening and commenting on others' projects.
- *Reading presentations:* You will choose three readings (one from each cycle) from the syllabus to present to the class. Your presentation should be about 15 minutes in length, and we will discuss the article as a group. A list of the readings will be provided so that you can make your choice.
- *Class reading summaries:* You will write two summaries and reflections on class readings, described in the schedule.
- *Research Proposal:* Prepare a short proposal for your final project. Include a short description that discusses the issue you are going to study, your research questions, and how you plan to go about finding answers to these questions. Reflect on your experiences until now, what was especially interesting for you? What are the issues you see? Look at the experiences you are going to have during the rest of this class. How would they be helpful? What other ways would you pursue to figure these questions out?
- *Observation and reflection portfolio:* You will conduct three observation and interview assignments, for which you will sit in a predetermined area and people watch for at least two hours. Write down what you see and engage at least three people in conversation. Return to Hebrew University Campus after dinner. You will write a 1-2 page observation report, discuss your observations and interviews.
- *Project Presentation:* On the last day of class students will present their research projects, individually or in groups. Class presentations should be about 10 minutes in length for individual presentations, and 15-20 minutes for group presentation. Use of multimedia in presentations is recommended but not required.
- *Final Paper:* All students will submit a final paper describing their project. Students who worked on a group project should submit individual papers describing their perspective on the project and what they have learned. Papers should be approximately 10 pages in length, and include specific references to course materials and personal experiences.

**Assignment deadlines and procedures:**

You are expected to do your individual assignments on your own, and to abide by Hebrew University policies of academic integrity. You can seek help on your assignments from others, as long as you actually do the work on your own. 10 points will be deducted from assignments' grade for every late day beyond the deadline for submission. Please contact me if you have trouble completing the work on time. All papers in this class should be sent by email to kedemyore@yahoo.com

**Health Policy:** If you have a fever, **do not attend class.** Email me and inform me that you are ill, and you will be excused. Please be sure to keep me updated as to your condition. If you are sick with a fever for more than one day, a note from a physician is required to justify your absence. **Do not come to class if you have flu symptoms. Wait until you are fever-free for 24 hours before coming to class.**

**Digital Media:** The use of phones, laptops or tablets is not allowed in class, unless specifically permitted by the instructor. Students engaged in these activities in class will be considered absent, and, if deemed necessary, points will be deducted from their absence grade.