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| Department of Summer Courses  and Special Programs | ה מ ח ל ק ה ל ק ו ר ס י ק י ץ  ו ת ו כ נ י ו ת מ י ו ח ד ו ת |

**Understanding Israeli Identities Hands On (48897)**

**July 3-26, 2023, 09:00-12:00**

45 Academic Hours | 3 Academic Credits

*Instructor: Monday, Tuesday, Wednesday 12:00-13:00, Rothberg Cafeteria*

[kedemyore@yahoo.com](mailto:kedemyore@yahoo.com)

Office Hours: By Appointment

Tentative Syllabus

**Course Description**

Welcome to Jerusalem, a city of many identities. In this course we will investigate many and diverse aspects of Israeli society, and the way that culture and intercultural interactions shape Israeli identities. Although Israel is the Jewish homeland, the country has a 20% Arab minority, which includes Muslims, Christians, and Druze. Additionally, before its inception, and since independence, Israel absorbed immigrants from about 70 countries, and in the last three decades has also been the destination for migrant laborers and asylum seekers. 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 identity and cultural diversity in Israel, how Israelis experiences these issues, and how different organizations deal with these issues. We will examine Israeli education, politics and economics in this view,

On campus at Hebrew University we will discuss readings and audiovisual materials that introduce historical, political and educational perspectives on identity 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. 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. 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 the different quarters in the Old City of Jerusalem, an R&D center in an Arab town, meeting a recent immigrant, and visiting a kibbutz.

**Course Objectives**

* Students will reflect upon their understanding of identity, immigration and cultural diversity, and their experiences with this topic.
* Students will develop a basic understanding of the history of identity and cultural diversity 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 identity and cultural diversity in Israel. This project will be based 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.

**Course Requirements and Assignments**

Ongoing Class Project:

Prepare a hands-on research project – concentrate on one issue we discuss in class 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.

On-Site assignments:

Throughout this class, 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. I recommend the use of multimedia in presentations, but it is 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 30/7.

**Course Grades**

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| **Course Evaluation Components:** |
| Attendance: 10%  Active participation: 10%  Research Proposal 10%  Observation and reflection portfolio: 20%  Final presentation: 20%  Final written project: 30% |

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, I expect you to participate in the discussion of your own project, and to actively engage in listening and commenting on others’ projects.
* *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. 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 (12pt Times New Roman font, double spaced, 1-inch margins), 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.

Earning graduate credit for this course:

* Graduate students are expected to inform the Rothberg International School at rissummer@savion.huji.ac.il of their interest in earning graduate credits for their summer course(s).
* Graduate students must complete a 25-page, double-spaced, seminar paper with a bibliography, instead of the course's standard final assessment. The students will discuss this paper in class. The topic and bibliography for these papers must be chosen in agreement with each course instructor. Students must approach course instructors by the end of the first week of the course and arrange a time to meet and define their paper topic and bibliography.
* The seminar paper must make use of at least five scholarly sources (books or academic articles), in addition to Internet resources.
* The graduate seminar papers must be submitted within 2 months following the course completion.

**Course Outline**

\*\*Class takes place on campus at 9:00-12:00. Field trips will take place on Sundays and Fridays, with occasional trips during the week as noted in the 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 identity and cultural diversity in your country of origin, or another country that you know. How would you expect identity and cultural diversity to play into the Israeli experience? (2-3 pages, due on 4/7.

**Tuesday, 4/7 – - Introduction, Class Syllabus. Jerusalem Diversity and Identities**

Prepare to discuss the following readings:

Fendious Elman, M. & Adelman, M. (2014). *Introduction: Knowing Jerusalem through*

*disciplinary conflict and cooperation*.In Fendious Elman M. and Adelman, M. (eds) Jerusalem: Conflict and cooperation in a contested city (pp.17-62). Syracuse, NY: Syracuse University Press.

Freidland, R. & Hecht, R. (2014). *Sacred urbanism: Jerusalem’s sacrality, urban sociology,*

*and the history of religions.* In Fendious Elman, M. and Adelman, M. (eds) Jerusalem: Conflict and cooperation in a contested city (pp. 98-130). Syracuse, NY: Syracuse University Press.

**Wednesday, 5/7 Observation assignment 1**

9:00 - Depart to Central Jerusalem from Rothberg

9:30 - Orientation

10:00 - 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. 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)

12:30 Return to Hebrew University

**Sunday, 9/7 Field Trip to Wadi Ara**

8:00 – Departure from Student Village North Gate

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

11:00 – – 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.

13:00 Lunch at Kfar Qara

14:00 Tour of Kibbutz Dalia, talk with kibbutz member Danny Korninsky.

16:00 – Return to Hebrew University

**Monday, 10/7 Israeli Arabs**

Prepare to discuss the following readings:

Grossman, D. (1993). *Sleeping on a wire*. Chapter 13 pp. 210-224. New York, Picador

Grossman, D. (1993). *Sleeping on a wire.* Chapter 8 pp. 139-161. New Yore, Picador

What has been the Arab-Israeli experience? How is it reflected in the chapters you read from Grossman? What in this experience resonates with our meeting in Kfar Qara?

**Tuesday, 11/7 Religious Communities and Boundaries in Jerusalem**

8:00 – Departure from Student Village North Gate

8:30 - Breakfast at Jaffa Gate of 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 - Leave the Old City and tour Meah Shearim (Ultra Orthodox Jewish neighborhood)

12:45 - Tour ends at Jaffa and King George St.

**Wednesday, 12/7 Immigration**

Prepare to discuss the following readings:

* Knesset Israel (1950). Law of Return. Retrieved (September, 2015) from http://www.mfa.gov.il/mfa/mfa-archive/19501959/pages/law%20of%20return%205710-1950.aspx
* Kaplan, Y. S. (2015). Immigration policy in Israel: The unique perspective of a Jewish state. *Touru Law Review vol 31* pp. 1089-1135.
* Raijman, R. (2013). Foreigners and Outsiders: Exclusionist Attitudes towards Labour Migrants in Israel. *International Migration Vol. 51 (1).* Oxford, UK Blackwell Publishing ltd.

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

**Friday, 13/7 Field Trip to Tel Aviv**

9:00 – Departure from Student Village North Gate

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

12:00 – 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? Paper due 17/7.

**Sunday, 16/7 Field Trip to 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. **ERESERVE; Main Library DS134.733 H36 2014**

9:00 – Departure from Student Village North Gate

9:30 – Meeting at Yad Vashem cafeteria (basement floor of entrance building)

9:45 – Tour of Yad Vashem

12:30 – End of Tour

**Monday, 17/7 Arabs of East Jerusalem**

Guest speaker – Noa Oren – Hebrew instructor in East Jerusalem Schools

Kakounda-Muallem, H. (2022). The cultural identity of education students from East

Jerusalem studying in an Israeli college in West Jerusalem. *Journal of the European Teacher Education Network pp. 70-92.* Retrieved 11.13.2022 from https://etenjournal.com/2022/09/12/the-cultural-identity-of-education-students-from-east-jerusalem-studying-in-an-israeli-college-in-west-jerusalem-by-helen-kakounda/

**Tuesday, 18/7 Observation Assignment, Old City**

8:30 – Departure from Student Village North Gate

9:00 - Arrive at Jaffa Gate, tour Jewish Quarter and Western Wall

10:00 – Conduct Observation at Old City

12:30 - Return to Hebrew University

Observation Assignment: Old City of Jerusalem: Sit somewhere in the Old City and watch people 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? Paper due 21/7

**Wednesday, 19/7 Israel's Educational System**

Prepare to discuss the following readings:

* Knesset (1953). The goals of public education. (Yore Kedem, Trans.) Retrieved March 27 2009. Online access:

http://cms.education.gov.il/EducationCMS/Units/Owl/Hebrew/HoraotNehalim/Hukim/MatratHachinuch.htm.

* Halon, E. (2019). *PISA tests: Israeli Students Consistently behind developed world.* Retrieved Nov. 14, 2022 from https://www.jpost.com/israel-news/israeli-students-consistently-behind-developed-world-study-shows-609729
* Pinson, Halleli (2007). At the boundaries of citizenship: Palestinian Israeli citizens and the civic education curriculum. Oxford Review of Education 33(3) 331-348. **E-JOURNAL**

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?

**Sunday, 23/7 - Trip to Ashdod**

8:30 – Departure from Student Village North Gate

10:00 – Arrival in Ashdod, meeting with an American Olah (immigrant to Israel)

12:00 - Tour of the Ashdod

13:30 – Lunch in Ashdod

**Monday, 24/7 Haredim and Israeli politics**

Prepare to discuss the following readings:

* Stadler, Nurit; Lomsky-Feder, Edna; & Ben-Ari, Eyal (2008). Fundamentalism's encounters with citizenship: the Haredim in Israel. Citizenship Studies 12(3) 215-231. **E-JOURNAL**
* Feldman, J. (2021). Public Purposes at CrossPurposes: Can Segregation Lead to Integration? What We Can Learn from Israel. *Israel Studies 26*(2) pp. 29-56.

**Tuesday, 25/7 – Final project presentations**

**Sunday, 30/7 Final Papers are due**

\* Other course readings available from library