

Term Information

Effective Term Summer 2015

General Information

Course Bulletin Listing/Subject Area Jewish Studies
Fiscal Unit/Academic Org Melton Ctr for Jewish Studies - D0508
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 4798.02
Course Title History and Culture of Israel: Study Tour
Transcript Abbreviation Israel Study Tour
Course Description This course introduces the dynamics of the current Middle East peace process against the backdrop of the richness and diversity of contemporary Israeli society and culture. Students will read material pertaining to the Middle East peace process, attend and participate in lectures/discussions with instructors during May semester, and take part in a study tour of Israel through OSU OIA.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 4 Week (May Session)
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Field Experience, Independent Study, Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Sometimes
Campus of Offering Columbus, Lima, Mansfield, Marion, Newark

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 38.0206
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:
Education Abroad (new)

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- To understand Israel in its regional and global contexts, and within the longue duree of the history of the region and Jewish and Palestinian nationalist movements.
- To examine historical, political, social, religious, and cultural developments in contemporary Israel.
- To analyze the challenges facing contemporary Israeli society with a particular emphasis on the Arab-Israeli conflict, religious-secular tensions, the instability of current events in the Middle East, and relationships with the USA.
- To learn to analyze contemporary Israel through diverse disciplinary approaches including history, sociology, political science, film, literature and music.

Content Topic List

- Background: History of the Israeli-Palestinian Conflict
- Zionism
- 1948
- 1967 and Beyond
- The Israeli Political System
- Understanding the Palestinians and Israel's Other Neighbors
- Israeli Politics & Media
- Israelis and Israeliness
- Israel as a Microcosm of Jewish Experience
- The Great Divide: Ashkenazi & Mizrahi Jews
- From Immigrants to Underclass
- The Immigrant Experience II: Former USSR & Ethiopia
- Non-Jews in a Jewish State

Attachments

- Itinerary Hours Chart.pdf
(Other Supporting Documentation. Owner: Boyd, Jared P)
- JS 4798 Syllabus.pdf
(Syllabus. Owner: Boyd, Jared P)
- Open Option Proposal.pdf
(Other Supporting Documentation. Owner: Boyd, Jared P)
- Itinerary_Hours_Chart.pdf: green marks indicate "structured educational exp."
(Other Supporting Documentation. Owner: Boyd, Jared P)

Comments

- See 10-29-14 e-mail to M. Goldish and J. Boyd. *(by Vankeerbergen,Bernadette Chantal on 10/29/2014 11:21 AM)*
- changed the course so that it is no longer repeatable.

responded to suggested edits

applied for course to be recognized as GE status. *(by Boyd,Jared P on 07/23/2014 03:51 PM)*

- It is confusing as to why a set-syllabus is repeatable for 3 credit hours up to 9 hours. Should there be 2 syllabi for this proposal == as in a topics course == or if not, then a rationale for repeatability/ also as an education abroad course isn't the rubric for education abroad necessary/ Please review the operations manual.

Please review the operations manual. An indication of where texts may be acquired is required and I didn't see it.

Boilerplate language has a faulty url in for academic misconduct. *(by Heysel,Garett Robert on 04/17/2014 06:01 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Boyd,Jared P	03/24/2014 04:42 PM	Submitted for Approval
Approved	Fireman,Lori B	03/25/2014 06:44 AM	Unit Approval
Revision Requested	Heysel,Garett Robert	04/09/2014 10:28 PM	College Approval
Submitted	Boyd,Jared P	04/11/2014 04:06 PM	Submitted for Approval
Approved	Goldish,Matthew D	04/11/2014 04:54 PM	Unit Approval
Revision Requested	Heysel,Garett Robert	04/17/2014 06:01 PM	College Approval
Submitted	Boyd,Jared P	07/23/2014 03:51 PM	Submitted for Approval
Approved	Goldish,Matthew D	07/23/2014 07:48 PM	Unit Approval
Revision Requested	Heysel,Garett Robert	08/31/2014 08:36 PM	College Approval
Submitted	Boyd,Jared P	09/02/2014 02:19 PM	Submitted for Approval
Approved	Goldish,Matthew D	09/02/2014 02:21 PM	Unit Approval
Approved	Heysel,Garett Robert	09/02/2014 02:30 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	10/29/2014 11:21 AM	ASCCAO Approval
Submitted	Boyd,Jared P	11/03/2014 03:54 PM	Submitted for Approval
Approved	Fireman,Lori B	11/03/2014 04:00 PM	Unit Approval
Approved	Heysel,Garett Robert	11/06/2014 08:04 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole	11/06/2014 08:04 PM	ASCCAO Approval

**HISTORY AND CULTURE OF ISRAEL
JEWISH STUDIES 4798.02: STUDY TOUR
MAY SEMESTER 2015
SYLLABUS**

GENERAL EDUCATION CATEGORY: EDUCATION ABROAD

The goal of courses in this category is to allow you, by living and studying outside the U.S., to acquire and develop a breadth of knowledge, skills, and perspectives across national boundaries that will help you become more globally aware.

Students will:

1. Recognize and describe similarities, differences, and interconnections between Israel and the U.S. through analysis of course materials, guided site visits, lectures, and participation in class discussions.
2. Function effectively within Israel by participating in guided site visits designed to explore culture, history, politics, and religion.
3. Articulate how their time abroad has enriched their academic experience by documenting and reflecting upon their experience in Israel through journals and group discussions.

COURSE DESCRIPTION:

In this course students will be introduced to the complexity, richness and diversity of contemporary Israeli society, politics and culture, focusing on topics such as the history of Zionism and Israel; Arab-Israeli relations and the Peace Process; Israel's ethnic and religious groups; social and gender dynamics and Israel's vibrant cultural production, including films, literature and music.

In order to accomplish this objective, students will read material pertaining to the course, attend and participate in lectures and discussions during May semester, and take part in a study tour of Israel through OSU's Office of International Affairs. The most effective way to teach about the history, the physical land, the contemporary culture, and the political situation of a country is to visit the country itself.

Students will spend the first two weeks of the course in Columbus in the classroom learning from lectures and discussion. This will be followed by two weeks in Israel, where students will learn through excursions, on-site experiences, guest speakers, and discussions.

SPECIFIC COURSE OBJECTIVES

- To understand Israel in its regional and global contexts, and within the *longue durée* of the history of the region and Jewish and Palestinian nationalist movements.
- To examine historical, political, social, religious, and cultural developments in contemporary Israel.
- To analyze the challenges facing contemporary Israeli society with a particular emphasis on the Arab-Israeli conflict, religious-secular tensions, the instability of current events in the Middle East, and relationships with the USA.
- To learn to analyze contemporary Israel through diverse disciplinary approaches including history, sociology, political science, film, literature and music.

REQUIRED READINGS:

Deborah Gerner. *One Land, Two Peoples*. Boulder: Westview Press, 1991

Bernard Reich, *A Brief History of Israel* (Checkmark, 2008)

Donna Rosenthal, *The Israelis* (Free Press, 2004)

Four titles from the list below:

Non Fiction:

The Israelis: founders and sons, Amos Elon

My Life, Golda Meir

From Beirut to Jerusalem, Thomas L. Friedman

Israeli Women: The Reality Behind the Myth, Lesley Hazelton

Here and There in the Land of Israel, Amos Oz

Yellow Wind, David Grossman

Sleeping on a Wire, Conversations with Palestinians in Israel, David Grossman

Children of the Dream, Bruno Bettelheim

Fiction:

The Source, James Michener

Exodus, Leon Uris

O Jerusalem, Larry Collins and Dominique Lapierre

Letters to an American Friend, Hillel Halkin

The Law of Return, Alice Bloch

Confessions of a Good Arab, Yoram Kaniuk

Arabesque, Anton Shammas

A Late Divorce, A. B. Yehoshua

Israeli Poetry, Warren Bargad and Stanley F. Chyet

Facing the Holocaust: Selected Israeli Fiction, Gila Ramras-Rauch and Joseph Michman-Melkman

Students may suggest additional titles, but these **MUST** be approved in advance by the instructor. Additional readings on Jewish history, the history of Zionism, and the Arab-Israeli conflict will be assigned during the course. These readings will be distributed and/or available on Carmen.

Readings must be **completed by the day that they are assigned**. Please be sure to bring copies of the book and other assigned readings to class, because we will be referring to and quoting from the text.

COURSE REQUIREMENTS

Participation & Preparation

- Complete the assigned reading *before* class. Make sure to pace yourself – don't leave everything to the night before or the day of class because you'll have too much to process effectively.
- Participate in class discussions, in class groups, and class trips. This course revolves around class lectures, excursions, and discussions, including significant material not necessarily included in the readings. Come to class and excursions prepared to be an active participant: ready to talk about the readings, to consider different viewpoints and

to ask questions. You will be graded on how you engage the material and other students, not only how much you know about the subject. Not everyone feels comfortable participating in class, but if it's difficult for you to speak up in discussions, try to show your interest and preparation by asking questions, taking an active role in group work, and speaking to me outside of class.

- Students are also expected to show up to each of the scheduled trips and lectures on time while in Israel. Attentiveness and engagement is required during bus rides, site visits, and special speakers.

Reflection Journals/Blogs

- As writing about cultural experiences is central to a study abroad program, students are required to write three, 200 – 300 word journal entries during their time in Israel. Journal entries should focus on emotions, thoughts and experiences. Students may react to people, customs, cultural values, lectures, readings, etc.
- Students also have the option to make 200-300 word blog posts while in Israel as their Reflection Journal. Blogs should include photos and/or videos with written reflections of the experience in Israel and provide opportunities for group discussion and reflection. Students should obtain verbal permission for taking photos of people. Computer/internet facilities are widely available in the hotel and around the Hebrew University campus.
- Reflection Journals are due Tuesday, May 26, Friday, May 29, and Wednesday, June 3.

Midterm

- The midterm will test the materials covered before departure for Israel on Friday, May 22.

GE Assessment Plan: Summary Reflection Paper

- Students will complete a 4-page, typed, double-spaced reflection paper that responds to the following questions:
 - 1) What are the most striking similarities, differences and interconnections you have noted between Israel and the U.S.?
 - 2) How have you developed an ability to function effectively in Israel? For example, how did you communicate verbally and non-verbally, and how did you overcome any challenges?
 - 3) Overall, how has your study abroad experience enriched your academic experience?
- The Scoring Rubric developed by the ASC Curriculum Committee Assessment Panel and Office of International Affairs will be used to assess the Expected Learning Outcomes.
- Due Friday, June 5.

Final Grades will be calculated as follows:

Participation, Preparation & In-Class Assignments	20%
Journals	30%
Midterm	35%
Final Paper	15%

Grading scale: A (94-100) A- (90-93) B+ (87-89) B (83-86) B- (80-82) C+ (77-79) C (73-76) C- (70-72) D+ (67-69) D (60-66) E (below 60)

COURSE OUTLINE AND READINGS

A detailed agenda and itinerary will be provided prior o departure, to cover:

Topic 1: Background: History of the Israeli-Palestinian Conflict

Gerner, pp. 1-120

A. PRE-1967

Zionism

Reich, "The Prehistory of the State of Israel" (14-44)

Herzl, from *The Jewish State* (85-97)

1948

Film *Tkuma*, part I (in class)

"Proclamation of the State of Israel"

Reich, "Political, Economic, and Military Consolidation" (45-62)

Yizhar, "The Moment Before the State Erupted"

The Early Years: Wrestling with Reality and Demons

"He Walked Through the Fields" (in class)

Reich, "Political, Economic, and Military Consolidation" (62-85)

Megged, "The Name" (21-36)

London, "Days of Austerity"

B. 1967 and beyond

Reich, "From the Six Day War to the Yom Kippur War and Its Aftermath" (86-110)

Naomi Shemer, "Jerusalem of Gold" – read translation and explore website:

<http://www.jerusalemofgold.co.il/>

A Bumpy Road towards Peace: 1970s-1990s

Reich, Selections (116-117; 122-133; 174-185; 200-207)

Peres, "The Oslo Agreement"

Topic 2: The Israeli Political System

Gerner, pp. 104-117

Diskin, Abraham. *Elections and Voters in Israel*. New York: Praeger Publishers, 1991, pp. 1-84, 177-185

Reich, Bernard and Gershon R. Kieval (eds.). *Israeli Politics in the 1990's*. New York: Greenwood Press, 1991, pp. 1-29 (Kieval and Teich, "Introduction: The Changing Center in Israeli Politics"); 45-54 (Asher Arian, "Toward the 1990s in Israeli Politics").

Liptz, Paul, "Continuity or Change?: The Knesset Elections, June 1992."

"Election Results: *Jerusalem Report*, July 16, 1992.

"Rabin's Cabinet," *Jerusalem Post*, June, 1992.

Chafets, Ze'ev. "The Right Wing Vanishes," *Jerusalem Report*, July 16, 1992.

Topic 3: Understanding the Palestinians and Israel's Other Neighbors

Gerner pp. 117-128

Korany, Bahgat and Ali E. Hillal Dessouki, *The Foreign Policies of Arab States: The Challenge of Change*. 2nd ed. Boulder: Westview Press, 1991, chapters 1, 2, 3, 5, 7, 9, 10, 12, and 13

Topic 4: Israeli Politics & Media

Arian, "Elections and Voting Patterns" (174-193)

Read current news online:

Ha'aretz <http://www.haaretz.com/>

The Jerusalem Post <http://www.jpost.com/>

Globes <http://www.globes.co.il/en/>

The Jerusalem Report: <http://www.jpost.com/JerusalemReport/Home.aspx>

Email media headline or image

Topic 5: Israelis and Israeliness

Israel's Vital Statistics:

http://www.theisraelproject.org/site/c.hsJPK0PIJpH/b.891517/k.890A/Israels_Vital_Statistics.htm#Geography (link on Carmen)

Israel Central Bureau of Statistics – Population Estimate (2004)

http://www1.cbs.gov.il/shnaton55/st02_01.pdf (link on Carmen)

DellaPergola (JI), "Demography in Israel at the Dawn of the Twenty-First Century" (20-43)

Almog, "From *Blorit* to Ponytail" (82-114)

Topic 6: Israel as a Microcosm of Jewish Experience:

A. Immigration

Tkuma, part II (in class)

"The Law of Return"

Goldscheider, "Immigration, Nation-Building and Ethnicity" (43-64)

B. The Great Divide: Ashkenazi & Mizrahi Jews

Rosenthal, "The Ashkenazim" (97-112)

"The Mizrahim" (113-129)

Segev, "The Orientals" (244-250)

C. From Immigrants to Underclass

Swissa, "Escaping the Cauldron Unscathed" (187-191)

Bitton, "Summary of a Conversation" "Shopping Song on Dizengoff" "Zohra al-Fasiya's Song"

Chetrit, "On the Way to 'Ayn Harod," "A Night of Scuds," "Who is a Jew and What Kind of a Jew"

Halper, Seroussi & Squires-Kidron, "*Musica Mizrahit*: Ethnicity and Class Culture in Israel" (131-140)

D. The Immigrant Experience II: Former USSR & Ethiopia

Rosenthal, "The Russians," (130-147)

"The Ethiopians,"(148-169)

E. Non-Jews in a Jewish State

Kimmerling & Migdal, "Odd Man Out: Arabs in Israel" (169-213)

Kashua, Essays

Rosenthal, (278-323)

GENERAL CLASS POLICIES:

1. Plagiarism: Plagiarism – the representation of someone else’s words or ideas as one’s own – is a very serious offense, and will result in serious consequences. By plagiarism, I mean failing to acknowledge someone else’s work or ideas (word for word or paraphrasing), as well as cheating on quizzes and tests. All suspected cases of plagiarism will be reported to the Committee on Academic Misconduct.

2. Academic Misconduct: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (<http://studentaffairs.osu.edu/csc/>)

3. Writing Center: The Writing Center (www.cstw.osu.edu) is a great (free!) resource on campus for helping improve your writing skills and work on specific assignments. You can set up an appointment or drop in at certain times for one-on-one help with your writing.

4. DISABILITIES: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://ods.osu.edu/>

5. Method of Course Evaluation by Students: Students will evaluate the course by standard University evaluation forms, the Student Evaluation of Instruction (SEI) as well as the OIA Study Abroad Evaluation

**HISTORY AND CULTURE OF ISRAEL
JEWISH STUDIES 4798.02: STUDY TOUR
MAY SEMESTER 2015
OPEN OPTION EDUCATION ABROAD COURSE PROPOSAL**

COURSE DESCRIPTION:

In this course students will be introduced to the complexity, richness and diversity of contemporary Israeli society, politics and culture, focusing on topics such as the history of Zionism and Israel; Arab-Israeli relations and the Peace Process; Israel's ethnic and religious groups; social and gender dynamics and Israel's vibrant cultural production, including films, literature and music.

In order to accomplish this objective, students will read material pertaining to the course, attend and participate in lectures and discussions during May semester, and take part in a study tour of Israel through OSU's Office of International Affairs. The most effective way to teach about the history, the physical land, the contemporary culture, and the political situation of a country is to visit the country itself.

Students will spend the first two weeks of the course in Columbus in the classroom learning from lectures and discussion. This will be followed by two weeks in Israel, where students will learn through excursions, on-site experiences, guest speakers, and discussions.

LEVEL OF INSTRUCTION/CREDIT HOURS: U (3)

LENGTH OF COURSE: Four Weeks. Approximately two weeks in Columbus and two weeks in Israel. (May Session)

INSTRUCTOR: Alex Kaye (2015)

GE EDUCATION CATEGORY: EDUCATION ABROAD

The goal of courses in this category is to allow you, by living and studying outside the U.S., to acquire and develop a breadth of knowledge, skills, and perspectives across national boundaries that will help you become more globally aware.

Students will:

1. Recognize and describe similarities, differences, and interconnections between Israel and the U.S. through analysis of course materials, guided site visits, lectures, and participation in class discussions.
2. Function effectively within Israel by participating in guided site visits designed to explore culture, history, politics, and religion.
3. Articulate how their time abroad has enriched their academic experience by documenting and reflecting upon their experience in Israel through journals, blogs, and group discussions.

SPECIFIC COURSE OBJECTIVES:

- To understand Israel in its regional and global contexts, and within the *longue durée* of the history of the region and Jewish and Palestinian nationalist movements.
- To examine historical, political, social, religious, and cultural developments in

contemporary Israel.

- To analyze the challenges facing contemporary Israeli society with a particular emphasis on the Arab-Israeli conflict, religious-secular tensions, the instability of current events in the Middle East, and relationships with the USA.
- To learn to analyze contemporary Israel through diverse disciplinary approaches including history, sociology, political science, film, literature and music.

GE RATIONALE:

A. How does this course promote recognition and reflection of similarities, differences, and interconnections between Israel and the U.S?

Course materials, lectures and group discussions will provide students with relevant information and analysis on the region's history, culture, economy, and governance. A comparative perspective will be encouraged as students participate in guided site visits to educational institutions, archeological sites and places of historical, religious and cultural interest. Interaction with Israeli and Palestinian representatives, leaders in the Israeli economy and cultural production, religious leaders, Israelis with different political and religious affiliations and the diverse local population will provide valuable institutional and intercultural knowledge and facilitate interchange of ideas.

B. What aspects of this course insure that the students learn how to function effectively within their host country/countries?

There will be a pre-departure orientation and an additional orientation session upon arrival. Students will receive instruction introducing them to essential Hebrew phrases, health and safety information, and aspects of the local history and culture. Guided field trips and exposure to local speakers will provide students with the opportunity to experience and learn cultural norms, values and traditions. Frequent reflection meetings will allow students to process experiences and integrate learning.

C. In what ways will the students' time abroad enrich their academic experience?

The knowledge students acquire in their readings, lectures and class discussions will be enhanced and applied through direct experience and immersion in Israeli culture. This background reading will assist students in understanding the varied perspectives to which they will be exposed. In addition, speakers with experience relevant to the students' academic study will present formal and informal lectures in the residences or during field visits. The time abroad will be tightly scheduled and designed to complement the intensive lectures before the trip itself. Furthermore, the first-hand exposure to individuals with very diverse views will enhance the student's ability to read historical sources critically and to appreciate a wide variety of perspectives.

ASSIGNMENTS AND GE ASSESMENT PLAN

Participation & Preparation (20%)

- Complete the assigned reading *before* class. Make sure to pace yourself – don't leave everything to the night before or the day of class because you'll have too much to process effectively.
- Participate in class discussions, class groups, and class trips. This course revolves around class lectures, excursions, and discussions, including significant material not

necessarily included in the readings. Come to class and excursions prepared to be an active participant: ready to talk about the readings, to consider different viewpoints and to ask questions. You will be graded on how you engage the material and other students, not only how much you know about the subject. Not everyone feels comfortable participating in class, but if it's difficult for you to speak up in discussions, try to show your interest and preparation by asking questions, taking an active role in group work, and speaking to me outside of class.

- Students are also expected to show up to each of the scheduled trips and lectures on time while in Israel. Attentiveness and engagement is required during bus rides, site visits, and special speakers.

Reflection Journals (30%)

- As writing about cultural experiences is central to a study abroad program, students are required to write three, 200 – 300 word journal entries during their time in Israel. Journal entries should focus on emotions, thoughts and experiences. Students may react to people, customs, cultural values, lectures, readings, etc.
- Students also have the option to make 200-300 word blog posts while in Israel as their Reflection Journal. Blogs should include photos and/or videos with written reflections of the experience in Israel and provide opportunities for group discussion and reflection. Students should obtain verbal permission for taking photos of people. Computer/internet facilities are widely available in the hotel and around the Hebrew University campus.
- Reflection Journals are due Tuesday, May 26, Friday, May 29, and Wednesday, June 3.

Midterm (35%)

- The midterm will test the materials covered before departure for Israel on Friday, May 22.

GE Assessment Plan: Summary Reflection Paper (15%)

- Students will complete a 4-page, typed, double-spaced reflection paper that responds to the following questions:
 - 1) What are the most striking similarities, differences and interconnections you have noted between Israel and the U.S.?
 - 2) How have you developed an ability to function effectively in Israel? For example, how did you communicate verbally and non-verbally, and how did you overcome any challenges?
 - 3) Overall, how has your study abroad experience enriched your academic experience?
- The Scoring Rubric developed by the ASC Curriculum Committee Assessment Panel and Office of International Affairs will be used to assess the Expected Learning Outcomes.
- Data from student achievements will be reviewed and evaluated by the Melton Center for Jewish Studies Director in order to determine the need for any course improvements. Information will be archived on the Center's public network for faculty and staff access.
- Due Friday, June 5.

RATIONALE FOR NUMBER OF CREDIT HOURS:

This 3-credit course has the following contact hours:

1. 25 Hours of Formalized Instruction in Columbus, (2.5 hours of daily instruction for two weeks,) including:
 - A survey of the history of Zionism, Israel and Palestinian nationalism.
 - A survey of Israeli culture, geography, demography, religion, and economics.
 - Encounters with Israeli cultural production. (Students will watch films, listen to music and read literature).
2. 25 Hours of Structured Educational Experiences in Israel, including:
 - Field trips to work places, government institutions, sites of historical, economic, cultural, religious or political interest,
 - Cultural experiences such as museums, theatrical and musical performances.

OTHER QUESTIONS FROM ASC FACULTY COMMITTEE:

- Where will students stay during this experience? Students will stay at an on campus hotel at Hebrew University and other Hebrew University approved hotels while traveling.
- How will students access the technology needed? Students may have their own laptops or tablet computers and use hotel/campus Internet. Otherwise, computer/internet facilities are widely available in the hotel, around campus, and other public places.
- Give consideration to permission and repercussions of blogging. As the blog entries are not associated with human subjects research, IRB permission is not relevant. Students will be directed to obtain verbal permission for taking photos of people.

Week One: Columbus						
Mon., May 11	Tues., May 12	Wed., May 13	Thurs., May 14	Fri., May 15	Sat., May 16	Sun., May 17
<p>Topic 1: Background: History of the Israeli- Palestinian Conflict.</p> <p>Gerner, pp 1-60</p> <p>Class 9-11:30am</p> <p>2.5 formal hours</p>	<p>Topic 1: Background: History of the Israeli- Palestinian Conflict.</p> <p>Gerner, pp 60-120</p> <p>Class 9-11:30am</p> <p>2.5 formal hours</p>	<p>Topic 1A: Background: History of the Israeli- Palestinian Conflict.</p> <p>Zionism Reich, "The Prehistory of the State of Israel" (14-44) Herzl, from The Jewish State (85-97)</p> <p>Class 9-11:30am</p> <p>2.5 formal hours</p>	<p>Topic 1A: Background: History of the Israeli- Palestinian Conflict.</p> <p>A. Pre-1967 Reich, "The Prehistory of the State of Israel" (14-44) Herzl, from The Jewish State (85-97)</p> <p>Orientation for Israel Trip</p> <p>Class 9-11:30am</p> <p>2.5 formal hours</p>	<p>Topic 1B: Background: History of the Israeli-Palestinian Conflict.</p> <p>B. 1967 and beyond Reich, "From the Six Day War to the Yom Kippur War and Its Aftermath" (86-110) Naomi Shemer, "Jerusalem of Gold" – read translation and explore website: http://www.jerusalemofgold.co.il/</p> <p>Topic 2: The Israeli Political System Gerner, pp. 104-117</p> <p>Class 9-11:30am</p> <p>2.5 formal hours</p>		

Week Two: Columbus						
Mon., May 18	Tues., May 19	Wed., May 20	Thurs., May 21	Fri., May 22	Sat., May 23	Sun., May 24
<p>Topic 2: The Israeli Political System</p> <p>Diskin, Abraham. Elections and Voters in Israel. New York: Praeger Publishers, 1991, pp. 1-84, 177-185</p> <p>Class 9-11:30am</p> <p>2.5 formal hours</p>	<p>Topic 3: Understanding the Palestinians and Israel's Other Neighbors</p> <p>Gerner pp. 117-128</p> <p>Topic 4: Israeli Politics & Media Arian, "Elections and Voting Patterns" (174-193)</p> <p>Read current news online</p> <p>Class 9-11:30am</p> <p>2.5 formal hours</p>	<p>Topic 5: Israelis and Israeliness</p> <p>Topic 6B. The Great Divide: Ashkenazi & Mizrahi Jews</p> <p>Rosenthal, "The Ashkenazim" (97-112)</p> <p>"The Mizrahim" (113-129)</p> <p>Class 9-11:30am</p> <p>2.5 formal hours</p>	<p>Topic 6: Israel as a Microcosm of Jewish Experience:</p> <p>A. Immigration Film: <i>Tkuma</i>, part II</p> <p>"The Law of Return" Goldscheider, "Immigration, Nation-Building and Ethnicity" (43-64)</p> <p>C. From Immigrants to Underclass Swissa, "Escaping the Cauldron Unscathed" (187-191)</p> <p>D. The Immigrant Experience II: Former USSR & Ethiopia Rosenthal, "The Russians," (130-147) "The Ethiopians," (148-169)</p> <p>Class 9-11:30am</p> <p>2.5 formal hours</p>	<p>Topic 6: Israel as a Microcosm of Jewish Experience:</p> <p>E. Non-Jews in a Jewish State Kimmerling & Migdal, "Odd Man Out: Arabs in Israel" (169-213) Kashua, Essays Rosenthal, (278-323)</p> <p>Class 9-11:30am</p> <p>Final Exam</p>	<p>Travel to Israel</p>	<p>3:00 pm Local health and safety orientation</p> <p>5:00pm Welcome Dinner</p> <p>Rest</p>

Week 3: Israel						
Mon., May 25	Tues., May 26	Wed., May 27	Thurs., May 28	Fri., May 29	Sat., May 30	Sun., May 31
7:00am drive to Tel Aviv	Old City	Jerusalem	Jerusalem	Jerusalem	Study and Free Time	Study and Free Time
Afternoon: Time at beach	Morning: Tunnels, Kotel, Haram al-Sharif, Jewish Quarter, Christian sites, Muslim Quarter, Archeological Sites	Morning: Yad Vashem ✓ Har Herzl, Herzl Museum ✓	Morning: Israel Museum ✓ guide of Israeli art. ✓	Morning: Mahane Yehuda ✓	Optional Shabbat Experience ✓	Structured debrief + discussion of the previous week. small group work ✓
Some cultural event – music ✓	Afternoon: Town centre – YMCA, etc. Get a sense of 20th century Jerusalem. ✓	Afternoon: Knesset. Meet MK ✓	Afternoon: Mount of Olives ✓	Afternoon: West Bank (Must check safety and legal issues with the university) ✓		
Meet with tech startup. ✓	Evening: Jaffa – Arab-Jewish Community Center ✓	Supreme Court Meeting with judge? ✓	Evening: Talks with Jewish, Christian, and Muslim representatives ✓	Jewish Settlements – Perhaps tour with Yesha Council? Or somewhere in Gush Etzion? ✓		
Independence Hall and/or Ben Gurion house. ✓	Evening: Group reflection time	Evening: Free time	2.5 activity hours	Evening: Meeting with Palestinian representative and /or tour guide. Visit Sheikh Jarrah/Ramallah?/ tour part or security fence. ✓		
2.5 activity hours	Reflection Journal Due	2.5 activity hours		Group reflection time		
	2.5 activity hours			Reflection Journal Due		
				2.5 activity hours		

Mon., June 1	Tues., June 2	Wed., June 3	Thurs., June 4	Fri., June 5	Sat., June 6	Sun., June 7
Northern Israel 7:00am drive to Northern Israel Afternoon: Umm al-Fahm or other Arab town in the north. -Nazareth Church of Annunciation -Suk -Safed Overnight at Kibbutz Hotel 2.5 activity hours	Northern Israel Morning: Kibbutz tour Druze villages in Carmel Acco- Crusader history. British prisons. Afternoon: Tel Hai Monument Archeological interest -Capernaum -Sepphoris Evening: Group dinner 2.5 activity hours	Northern Israel 8:00am drive to Haifa Rosh Ha-Nikra Afternoon: Nile rafting Evening: Return to Hebrew University Group reflection time Reflection Journal Due 2.5 activity hours	South 8:00am drive to and tour of Masada Afternoon: Ein Gedi Time at the Dead Sea Evening: Free Time 2.5 activity hours	Jerusalem 10:00am: Speakers and review discussion Afternoon: Final Summary Reflection Paper Due Evening: Group Dinner 2.5 activity hours	Flights Optional Shabbat experience	

Formalized Instruction Hours= 25

Required Structured Activity Hours= 25

Total Hours= 50