



Colorado Women's College of the University of Denver
ISRAEL TODAY: Politics and Society

Class Dates: Saturdays, 10am-12pm, September 13, 27, Oct 11, 25, November 8

Travel Dates: November 30 – December 12, 2014

Fall Quarter 2014

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Required Text: ISRAEL: An Introduction, by Barry Rubin, Yale Press (ISBN: 9780300162301)

I. COURSE DESCRIPTION

This experiential learning course creates and facilitates global learning communities and conscious global citizenship with professionals and academics. The course will examine present day Israel from a gendered perspective. Students will gain a better understanding of how geopolitical, politico-legal, environmental, and historical dynamics play a role in culture and society. Students will be asked to examine the geopolitical situation in Israel through a feminist perspective. Students will gain a better understanding of the region's conflict from both the Israeli and Palestinian perspective, and have an opportunity to learn from individuals seeking to achieve peace.

II. STUDENT LEARNING OBJECTIVES

- Demonstrate cultural proficiency
- Expand global perspective and lens; develop skills of a global citizen

To achieve the SLOs, the course will:

- Encourage cross cultural learning and increase knowledge and experience pertinent to Israel's social, cultural, environmental, political and historical reality
- Provide exposure to community development challenges as well as environmental and social justice issues in the context of Middle East geography and history
- Increase personal, community and global leadership potential of educational and social development professionals
- Utilize a community context to increase effectiveness and expertise of those professionals engaged in providing developmental programs
- Build international networks.

II. COURSE COMPONENTS

Required reading

ISRAEL: An Introduction, by Barry Rubin, Yale Press (ISBN: 9780300162301)

<http://www.palestinechronicle.com/>

http://www.nytimes.com/2011/05/17/opinion/17abbas.html?_r=0

<http://www.theguardian.com/world/2009/jan/07/gaza-israel-palestine>

<http://www.jewishvirtuallibrary.org/jsource/History/history.html>

<http://www.jewishvirtuallibrary.org/jsource/vie/viepoltoc.html>

<http://www.jewishvirtuallibrary.org/jsource/womentoc.html>

<https://twitter.com/Israel>

A. Class attendance, timeliness and participation

In order to gain the most out of your on-the-ground experience in Israel, you are required to attend five pre-travel class meetings, refer to section X of this syllabus.

B. Assignments (5)

There are five assignments due during the pre travel course, and two reflection papers before and during travel. The purpose of the in-country reflection paper is to apply and demonstrate what you are learning from a feminist, political, and historical perspective.

C. Reflection Paper (2)

The purpose of the reflection papers is for you to assess your learning pre and post travel study. You will not be graded on the content of the reflection so please ensure candid and authentic responses. You will be graded on completion of the pre and post reflections. Refer to IX of this syllabus.

D. Presentation (1)

During the public presentation to the CWC community, you will share what you learned pre and post travel study. The presentation rubric is contained in this syllabus.

E. In-country engagement and absorption in activities and symposium

You will be graded on your participation and professionalism. You will be expected to fulfill the expectations contained in DU honor code, and utilize the pre course assignments and discussions in how you conduct yourself professionally.

IV. OVERALL CLASS GRADING

A. You may accrue a total of 100 points.

B. The assignment is worth 30% of your overall grade.

C. Reflection papers are worth 30%

D. Thirty-minute public panel presentation on the travel experience to TWC community-- 5% of overall grade.

E. Professionalism and attendance is worth 15% of your final grade.

F. In-country engagement, participation and absorption in group assignments and symposium – 20%

V. PROFESSIONALISM AND INTEGRITY

You are expected to conduct yourself with the high standards and professionalism. Expectations of student performance and conduct are high. For example, professionalism includes class attendance, participation in course activities, and timeliness. Only emergencies due to circumstances beyond your control are considered excused absences. Professionalism also includes adherence to the University's Honor Code, which includes academic integrity and intercultural/interpersonal respect. (www.du.edu/honorcode).

VI. ADA ACCOMMODATIONS

Students who require accommodations under the Americans with Disabilities Act must contact the instructor immediately to discuss their needs. Failure to notify the instructor immediately may hinder the College's ability to accommodate accordingly. Students with learning disabilities must also notify the instructor immediately so that accommodations can be provided.

VII. OBSERVATION OF RELIGIOUS HOLIDAYS

Students wishing to observe a religious holiday not celebrated on the academic calendar may do so provided advanced written notice is given the instructor during the first two weeks of the quarter. With advanced, written notice, the absence will be considered an excused absence.

VIII. ACCESSING COURSE INFORMATION

BLACKBOARD: You will be responsible for checking Blackboard for class announcements, participation in discussion boards, and non-text readings.

IX. REFLECTION PAPERS

Students will be graded on completing reflection papers but will not be graded on content. Students will be expected to complete a reflection paper *on or before* the travel meeting to be established and immediately *after* the trip is completed.

Reflection Paper: In writing your first reflection paper select two or more questions to respond to.

- What are some of your perceptions or beliefs about the country you will be visiting?
- What fears or concerns, if any, do you have about traveling to Israel?
- What do you hope to gain from this experience?
- Why did you choose this experience?

Submit a final reflection paper and respond to two or more questions:

- Compare your initial reflection to how you feel the travel course went. Any surprises?
- What did you observe or learn about yourself during the experience?
- What values, opinions, beliefs have changed, if any?
- Do you have any feedback, suggestions or observations in general?

X. PRE-TRAVEL MEETING DATES and ASSIGNMENTS

September 13, Assignment for Pre Departure Session 1

Review and summarize Israeli and Palestinian travel information provided by the Israel Embassy, the U.S. and Canadian State Departments and other credible sources. For example, <http://www.state.gov/j/drl/rls/hrrpt/2003/27892.htm>. Review, summarize and be prepared to present to the class.

September 27, Assignment for Pre Departure Session 2

Read information on Israel available at:

<http://www.palestinechronicle.com/>

http://www.nytimes.com/2011/05/17/opinion/17abbas.html?_r=0

<http://www.theguardian.com/world/2009/jan/07/gaza-israel-palestine>

<http://www.jewishvirtuallibrary.org/jsource/History/history.html>

<http://www.jewishvirtuallibrary.org/jsource/vie/viepolto.html>

<http://www.jewishvirtuallibrary.org/jsource/womentoc.html>

<https://twitter.com/Israel>

October 11, Assignment for Pre Departure Session 3

Compile at least 15 Hebrew expressions that may be useful during the in-country experience. Think about comments or questions you may find helpful while working with native-language teachers in your small class settings or while involved in community service activities or guided tours. This will include ideas for conversations you may have with those you will meet in country, service agency personnel, tour guides, etc.

Submit these expressions to Professor Levine via email in advance of class. You may use bullet points in listing the expressions/questions. Be prepared to communicate these to your classmates and fellow travelers – pronunciation and natural “flow” of expression is a key to your ultimate grade for this assignment.

You will be required to ensure that at least five of your expressions become “second nature” to you while in country.

October 25, Assignment for Pre Departure Session 4

Locate/research business and cultural practices in Israel. Search for customs and norms. Find at least ten best practices from reliable sources. Be prepared to share this information in class, and post on Canvas.

November 8, Assignment for Pre Departure Session 5

Submit 8,000 word research paper on the Rubin book using either MLA or APA style guide. You will need to find an additional 2-4 scholarly sources to help you craft your paper. Select a theme/thesis consistent with one or more of the travel (in-country) topics. A writing rubric will be posted on Canvas.

XI. READING PRIOR TO DEPARTURE

ISRAEL: An Introduction, by Barry Rubin, Yale Press (ISBN: 9780300162301)

XII. PANEL PRESENTATION FOR THE CWC COMMUNITY

January 17, 2015 at 12:30 p.m.

XIII. TENTATIVE ITINERARY

Sunday, November 30

Departure from DIA

Depart Denver United Airlines flight #1105 at 8:25 a.m. Connection in Newark to UA #84 at 3:50 p.m.

Monday, December 1

Arrival in Israel

Arrival at **Ben Gurion International Airport** and transfer to **Tel Aviv** at 9:20 a.m.

- Visit **Ancient Jaffa**. We will use this visit on a spot overlooking the ancient city and the Mediterranean Sea, to introduce several of the themes with which we will be dealing during the seminar: Biblical history and tradition, Middle Eastern geography, Arabs and Jewish history in the 20th Century, the rise of Zionism and of Palestinian nationalism.
- Opening lunch in a Mideastern restaurant in Tel Aviv's Yemenite Quarter
- Check into the **Ruth Daniel**
- Visit **Independence Hall**. In the building which housed Tel Aviv's first mayor, the fateful and dramatic Declaration of Israeli Independence was made. Visit the site and understand the course of events which this act unleashed in the world
- Orientation
- Arrival dinner

Overnight: Ruth Daniel Guest House, Tel Aviv

Tuesday, December 2

Tel Aviv: The White City

- Walking tour of Tel Aviv, including its first neighborhood, historic **Neve Tzedek** and the **Bauhaus District** on **Biyalik Street**
- Visit **Ashoka**, an incubator for Social Entrepreneurs, implementing the concept of Tikun Olam as a way of creating social justice and meet with its founder **Nir Tsuk**
- Get a taste for the pulse of Tel Aviv Culture in the art galleries of **Rothschild Boulevard**.
- Lunch on own
- Meet with Israeli author and social critic **Eshkol Nevo** (or other)
- In the evening we'll go to a concert of new Israeli music, offering a fusion of Eastern and Western, rock, rap with tradition. If available we'll go to **Kobi Oz**, one of Israel's leading musicians (or other)
- Dinner at Ruth Daniel

Overnight: Ruth Daniel Guest House, Tel Aviv

Wednesday, December 3

Modern Israel: Start-Up Nation

- Explore the role of Israeli society and the Israeli army in creating a culture of entrepreneurship, camaraderie and technology through an **ODT** (Out Door Training) exercise using actual army training methods
- Continue to the **Microsoft Accelerator** in **Herzliya** to see how Israeli high tech ideas are being nurtured today.
- Lunch on own
- Travel to **Daliet el Carmil** for dinner in the homes of **Druze** residents to learn about their unique culture and role in Israeli society.
- Visit the acclaimed gardens of the **Bahai Temple** in **Haifa**.
- Free evening in Haifa

Overnight: Theodor Herzl Hotel, Haifa

Thursday, December 4

Israel's Northern Neighbors

- Travel north to the **Peki'in** to meet with **Savta Jamila**, a Druze woman entrepreneur who has created an industry of olive oil soap products.
- Continue to **Kibbutz Malkiyeh** for a briefing on the situation today in Southern Lebanon and meeting with Israeli soldiers who defend Israel's northern border
- Packed lunch
- Continue to the **Golan Heights** to visit **Mt. Bental**, a former Israeli position overlooking Syria to learn the story of heroism in the 1973 Yom Kippur War.
- Meet Karina Cheplinsky at the **De Karina Boutique Chocolate Factory** to learn the unique story of her personal story of emigration from Argentina to a kibbutz on the Golan Heights
- Dinner on own
NOTE: Both of the above two activities are presented with the realization that visits to the area of the Syrian border and questions of Syrian sovereignty are questionable. As of this writing, Keshet groups are visiting the area without any danger.
- *Of Mystics and Holymen:* Night tour of **Zefat** and meeting with former Denverite and Zefat artist **Sheva Chaya**

Overnight: Ron Hotel, Zefat

Friday, December 5

The Galilee: Social Revolutionaries Throughout the Ages

- Free time for shopping in Zefat's **Artist Quarter**.
- Explore the early ministry of Jesus around the **Sea of Galilee**.
- Visit Travel to **Capernaum** to explore its ancient synagogue and view Jesus' home base in the Galilee.
- Time permitting visit **Tabgha** where the *miracles of the loaves and the fishes* is commemorated
- Visit the **Kineret Cemetery** to learn the dramatic story of the beginnings of modern Zionism and the role of its men and women
- Continue south through the **Jordan River Valley** to **Jerusalem**.
- *Kabbalat Shabbat:* Visit the **Kotel** (Western Wall) together with thousands of Jerusalemites and visitors as Jerusalem welcomes the Shabbat.

- *A Shabbat of a Lifetime*: Walk through the streets of Jerusalem to get a sense of the enchanted Shabbat atmosphere of Jerusalem. Join Jewish Jerusalemites at dinner in celebrating the Shabbat in a traditional way.

Overnight: Lev Yerushalayim Hotel

Shabbat, December 6

How Often I Wanted to Gather your Children Together...

- Optional visits to Synagogues in Jerusalem for Shabbat services
- Tour the **Mount of Olives**, site of the last days of Jesus in Jerusalem and the passion. **Dominus Flevit**, the **Garden of Gethsemane** and the **Basilica of All Nations**. DO MARY MAGDALENE
- Lunch on own
- Follow the footsteps of Jesus along the **Via Dolorosa**
- Visit **The Garden Tomb**, a historically accurate candidate for the site of Jesus' burial
- Dinner on own
- Evening: Possible meeting with Jerusalem artist **Andi Arnovitz** to learn how she uses her art to explore gender issues in Judaism

Overnight: Lev Yerushalayim Hotel

Sunday, December 7

- Visit the **Haas Promenade** overlooking the city of Jerusalem for an introduction to the city from the time of Abraham until today, including a briefing on the complexities of Jews and Arab in a city which all residents claim as their own.
- Visit the **City of David**. Tour the uncovered remains of what some archaeologists believe was the Royal of *King David*. Discuss the complex relationship between archaeologists/settlers and Arab residents of the area
- Explore **Area "G"**, the site where the personal seals of personalities mentioned in the Bible including the story of David and Bathsheba
- Tour the **Security Barrier "Wall"** to gain insight into the complex issues of Jerusalem's Jewish residents' security needs and its Arab residents' humanitarian needs
- Travel to **Efrat**, a Jewish settlement near Bethlehem for a frank meeting with residents
- Dinner at a winery near Efrat

Overnight: Lev Yerushalayim Hotel

Monday, December 8

Jerusalem of Heaven and Earth

- **Bethlehem** including the **Church of the Nativity** and **Shepherds Fields**
- Meet with the **Mayor of Bethlehem** (pending availability)
- Meeting with **Moslem residents** of Bethlehem
- Dinner in **Christian home** in Bethlehem

Overnight: Paradies Hotel, Bethlehem

Tuesday, December 9

From Holocaust to Redemption

- Hear a personal story of a woman Holocaust survivor.
- Tour **Yad Vashem**, Israel's central Holocaust Memorial. Visit the **Children's Memorial** and the **Avenue of the Righteous Gentiles**.
- Continue to **Tel Maresha** to participate in an active archaeological dig – underground!
- Packed lunch
- Travel to the Bedouin village of **Lakia** for a program on women's empowerment in traditional Bedouin society
- Continue to the Bedouin camp of **Kfar Nokdim** for dinner and traditional hospitality

Overnight: Kfar Nokdim Bedouin Village

Wednesday, December 10

What Price Freedom?

- Climb **Masada**. Tour the fortress and ponder the question of what lead its 960 residents to commit (reportedly) suicide rather than fall into Roman slavery
- Relax and swim in the waters of the **Dead Sea**.
- Hike in the **Ein Gedi Nature Reserve** to visit its springs and view the **Wild Goats** of Ein Gedi
- Transfer to the Ein Gedi Guest House
- Dinner in the Ein Gedi Guest House

Overnight: Ein Gedi Guest House

Thursday, December 11

The Fragile Dead Sea

- Meet with **Gundi Shachal**, the Tamar Region Coordinator of **Friends of the Earth in the Middle East** to learn about environmental issues in this unique region and how they are being dealt with on a regional basis
- Visit **Qumran** to learn about the **Essene** sect and the diverse collection of texts known as the **Dead Sea Scrolls**
- Lunch on own and visit Jerusalem's colorful and exciting **Machaneh Yehuda Market**
- Final Banquet

Overnight: Kibbutz Ma'leh Hahamisha Hotel

Friday, December 12

Farewells

- Travel to Ben Gurion Airport for return flight to Denver on UA85 at 11:20 a.m. connecting to UA 311 in Newark, arriving in Denver at 8:34 p.m.

Reminder Final Reflection Papers are Due by 11:59 p.m. on December 19th.

IXX. Presentation Rubric

RUBRIC I

	<i>Presentation Rubric</i>
Structure I.	Introduction is well constructed: Attention getting; Develops rapport/commonality; Previews what is to come; Transitions to body of the speech.
	0 - Missing
	1 - Inadequate: Some criteria are not met and some criteria are not executed in an effective manner
	2 - Needs Improvement: some criteria are not met and/or not sufficiently executed
	3 - Good: all criteria are met and executed in an acceptable way, but some criteria could be improved in a few important ways
	4 - Excellent: all criteria are met and executed in an excellent manner
Structure II.	Organization is coherent and effective: Suitable to the topic; Suitable to the audience; Effective transitions; Internal summaries where needed.
	0 - Missing
	1 - Inadequate: Some criteria are not met and some criteria are not executed in an effective manner
	2 - Needs Improvement: some criteria are not met and/or not sufficiently executed
	3 - Good: all criteria are met and executed in an acceptable way, but some criteria could be improved in a few important ways
	4 - Excellent: all criteria are met and executed in an excellent manner
Structure III.	Conclusion provides a sense of completion: Effective method (summary, plea, etc.); Provides clear understanding of speaker's intent; Sense of completion in content and delivery; Includes Q & A, if appropriate.
	0 - Missing
	1 - Inadequate: Some criteria are not met and some criteria are not executed in an effective manner
	2 - Needs Improvement: some criteria are not met and/or not sufficiently executed
	3 - Good: all criteria are met and executed in an acceptable way, but some criteria could be improved in a few important ways
	4 - Excellent: all criteria are met and executed in an excellent manner
Content I.	Audience Analysis: Appropriate for occasion, audience, time allotted; Apparent use of audience analysis (engages the audience); Invites audience participation, when appropriate (this includes rhetorical questions, invitations).
	0 - Missing
	1 - Inadequate: Some criteria are not met and some criteria are not executed in an effective manner
	2 - Needs Improvement: some criteria are not met and/or not sufficiently executed
	3 - Good: all criteria are met and executed in an acceptable way, but some criteria could be improved in a few important ways
	4 - Excellent: all criteria are met and executed in an excellent manner
Content II.	Language includes correct vocabulary and grammar: Fits topic and audience; Lack of jargon or undefined terms; Correct grammar; Correct usage.
	0 - Missing
	1 - Inadequate: Some criteria are not met and some criteria are not executed in an effective manner
	2 - Needs Improvement: some criteria are not met and/or not sufficiently executed
	3 - Good: all criteria are met and executed in an acceptable way, but some criteria could be improved in a few important ways
	4 - Excellent: all criteria are met and executed in an excellent manner
Content III.	Ideas are supported and illustrated appropriately: Indicates adequate research; Includes external sources where needed; Increases credibility of speaker; Uses speech aids when needed (visual, audio, tactile, etc.).
	0 - Missing

	1 - Inadequate: Some criteria are not met and some criteria are not executed in an effective manner
	2 - Needs Improvement: some criteria are not met and/or not sufficiently executed
	3 - Good: all criteria are met and executed in an acceptable way, but some criteria could be improved in a few important ways
	4 - Excellent: all criteria are met and executed in an excellent manner
Delivery I.	Speaking style is conversational: Use of shorter sentences; Repetition where needed; Flexible and adjusted to audience; Has a conversational tone.
	0 - Missing
	1 - Inadequate: Some criteria are not met and some criteria are not executed in an effective manner
	2 - Needs Improvement: some criteria are not met and/or not sufficiently executed
	3 - Good: all criteria are met and executed in an acceptable way, but some criteria could be improved in a few important ways
	4 - Excellent: all criteria are met and executed in an excellent manner
Delivery II.	Vocal delivery is fluent and varied: Vocal pacing/speed is appropriate to content and audience; Volume is adjusted to audibility needs of the audience; Pronunciation is clear and correct; Absence of disfluencies (ums, uhs).
	0 - Missing
	1 - Inadequate: Some criteria are not met and some criteria are not executed in an effective manner
	2 - Needs Improvement: some criteria are not met and/or not sufficiently executed
	3 - Good: all criteria are met and executed in an acceptable way, but some criteria could be improved in a few important ways
	4 - Excellent: all criteria are met and executed in an excellent manner
Delivery III.	Nonvocal delivery is supportive of the content: Appearance is appropriate; Eye contact is sustained; Natural posture, movement, gestures; Comfortable use of notes and technological aids
	0 - Missing
	1 - Inadequate: Some criteria are not met and some criteria are not executed in an effective manner
	2 - Needs Improvement: some criteria are not met and/or not sufficiently executed
	3 - Good: all criteria are met and executed in an acceptable way, but some criteria could be improved in a few important ways
	4 - Excellent: all criteria are met and executed in an excellent manner

TOTAL SCORE _____