



The Hebrew University of Jerusalem

Syllabus

From Theory to Practice in Formal and Informal Education - 37887

Last update 06-11-2016

HU Credits: 2

Degree/Cycle: 2nd degree (Master)

Responsible Department: education

Academic year: 0

Semester: 1st Semester

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Dr. Chen Bram

Coordinator Email: chen.bram@mail.huji.ac.il

Coordinator Office Hours: By appointment

Teaching Staff:

Dr.

Course/Module description:

TBA

Course/Module aims:

Learning outcomes - On successful completion of this module, students should be able to:

Students will be able to combine research perspectives with practical applications in the educational field

Attendance requirements(%):

Teaching arrangement and method of instruction:

Course/Module Content:

TBA

Required Reading:

Cohen Ravit, *The Ethnography of Gondar Compound: "Waiting" and what it means*, in Emanuela revisan Semi and Shalva Weil (eds.), *Beta Israel: The Jews of Ethiopia and Beyond History, Identity and Borders*. 2011, Venezia

Dennis, R. E., & Giangreco, M. F. (1996). "Creating conversation: Reflections on cultural sensitivity in family interviewing". *Exceptional Children*, 63, 103-116.

Bram Chen. 2008. "The Catch 22 of Categorization: Soviet Jews, Caucasian Jews and Dilemmas of Multiculturalism in Israel" in: *Cultural Education-Cultural Sustainability: Minority, Diaspora, Indigenous and Ethno-Religious Groups in Multicultural Societies* Zvi Bekerman and Ezra Kopelowitz (eds.), New-York: Routledge. pp. 31-50.

Helena K, Päivi-Katriina J, Helena M & Sakari S. (2005) "Counselling immigrant children and adolescents in educational institutions". Pp. 235-265. In Launikari, M., & Puukari, S.. *Multicultural guidance and counselling: Theoretical foundations and best practices in Europe*. Finland.

Hakak, Yohai and Rapoport, Tamar. 2011. "Equality or Excellence in the Name of God? The Case of Ultra-Orthodox Enclave Education in Israel" *Religion*. ISSN

0048-721X

Katriel, Tamar. 1987. "Rhetoric in Flames: Fire Inscriptions in Israeli Youth Movement Ceremonials." *Quarterly Journal of Speech* 73:444-59. Also at <http://www.tandf.co.uk>.

McDermott R. and Varenne ,H. 1995 'Culture as Disability', *Anthropology and Education*, 26 , pp. 324-348

O'Reilly, K. (2012) *Ethnographic methods* (2nd ed.) New York: Routledge. pp. 1-27 (Ethnography as practice); pp. 177- 230 (ethnographic analysis, writing and representation).

Rabinowitz, Dan, 2000. "Natives With Jackets and Degrees: Othering, Objectification and the Role of Palestinians in the Coexistence Field in Israel", *Social Anthropology* Vol 9 no. 1:65-80.

Resnick, Julia, 2006. "Alternative Identities in Multicultural Schools in Israel: Emancipatory Identity, Mixed Identity and Transnational Identity." *British Journal of Sociology of Education*, Vol. 27, 5: 585-601.

Simmel George, 1950. "The Stranger". *The Sociology of George Simmel*. Ed, by Kurt Wolff. New York: Free Press. Pp. 402-408.

Van Willigen, J. (2002). "Applied anthropology: An introduction". *Action Research and*

Additional Reading Material:

Al-Haj, Majd, 2002. "Multiculturalism in Deeply Divided Societies: The Israeli Case" *International Journal of Intercultural Relations*, 26:2, pp. 169- 205

Banks J.A., Banks C.A.M. 1995, "introduction", In their: "Handbook of research on multicultural education", NY: Simon & Shuster and Macmillan. Pp. xi-xiv.

Elena A.A. Garcea (2005) "Culture as a starting point and framework for guidance and counselling- Basic concepts and perspectives", Pp 55-72. In Launikari, M., & Puukari, S. (Eds). *Multicultural guidance and counselling: Theoretical foundations and best practices in Europe*. Finland.

Golden, D. 2001. " 'Now, Like Real Israelis, Let's Stand Up and Sing': Teaching the National Language to Russian Newcomers in Israel", *Anthropology and Education Quarterly* 32(1), 52-79

Juha Parkkinen & Sauli Puukari. 2005 " Approaching worldviews in multicultural counselling." Pp117-137 in Launikari, M., & Puukari, S. (Eds). *Multicultural guidance and counselling: Theoretical foundations and best practices in Europe*. Finland.

Lindsey. R. Robins. N, Terrell. R, 2003. *Cultural Proficiency – A Manual for School Leaders*, Corwin Press, California USA

Roland, Calori. 2003. *Learning from Diversity: Philosophical Perspectives*. *International Review of Sociology*, 13, 591-605, esp. 597-598. Online journal

Taylor Charles 1994 [1989]. "The Politics of Recognition." In: Taylor, C. and Gutman, A. (eds.). *Multiculturalism: Examining the politics of Recognition*. Princeton New Jersey: Princeton University Press, pp. 25-74.

Course/Module evaluation:

End of year written/oral examination 0 %

Presentation 20 %

Participation in Tutorials 20 %

Project work 50 %

Assignments 10 %

Reports 0 %

Research project 0 %

Quizzes 0 %

Other 0 %

Additional information: