



The Hebrew University of Jerusalem

Syllabus

Educational Tourism as Experiential Jewish Edu - 63606

Last update 01-11-2017

HU Credits: 2

Degree/Cycle: 2nd degree (Master)

Responsible Department: Jewish Education

Academic year: 0

Semester: 2nd Semester

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Dr Howie Dietcher

Coordinator Email: copelandscott.il@gmail.com

Coordinator Office Hours: Adjacent to the course meetings

Teaching Staff:

Dr. scott Copeland

Course/Module description:

Tourism has become one of the most central arenas for Jewish education. Conventional tourism suggests vacation, 'breaking routine,' and a kind of break from day-to-day life. Educational tourism designs possibilities for engagement with sites and places that are deemed culturally and symbolically significant in the shaping of various takes on Jewish identity and identification, and Israel engagement. The course will present various arenas of Jewish educational travel including Birthright Israel, and other Israel based programs, heritage travel to Poland, and examples of educational tourism beyond the borders of the Jewish world.

Course/Module aims:

Exposure to writers and researchers like Joseph Cambell, Mircea Eliade, Keith Basso, Michael Rosenak, Barry Hazan, Saul Kelner, and others will enable an exploration of different models of travel and tourism within and outside the Jewish world. Questions like – the centrality of place in an era of liquid identity, travel as physical activity, the site visit and traditional pilgrimage, and dealing educationally with different competing narratives – will all be raised during the course meetings and discussion.

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

A. Acquaintance and familiarity with the academic and professional literature covering fundamental issues and questions of tourism as educational activity.

B. Dealing with theoretical questions and their possible impact on educational planning and implementation.

C. Exposure to various arenas of educational travel in the Jewish world and beyond.

Attendance requirements(%):

20

Teaching arrangement and method of instruction: Short lectures will take place alongside student presentations on the course material, written exercises, and facilitated discussion.

Course/Module Content:

A. The Journey - Different understandings of the power of travel as meaningful experience

B. Tourism - Modern Tourism in Light of Notions of Journey

C. The Siur and It's Changing Place in Zionist-Hebrew Education

D. Charisma, Knowledge, & Experience - From Tour Guide to Tour Educator

E. Narratives about Israel & Jewish Travelers to Israel

F. Birthright Israel, Masa, & Onward Israel - The Organizational Environment of Jewish Educational Travel in Israel

G. Goals, Programs and Participant Experience in Birthright Israel

H. Masa & Onward Israel - From Initiation to Engagement

I. Another Kind of Pilgrimage - 'The March of the Living and Jewish Educational Travel to Poland

Required Reading:

Keith Hamilton Basso. Wisdom Sits In Places: Landscape And Language Among The Western Apache. Albuquerque: Univ. of New Mexico Press, 2010.

Alain De Botton, The Art of Travel. London: Penguin Books, 2014.

Joseph Campbell, The Hero with a Thousand Faces. New York: Meridian Books, 1956. pp. 28-42.

Erik Cohen, "Tourism, Leisure and Authenticity." Tourism Recreation Research 35, no. 1 (2010): 67-73

Erik Cohen. "A Phenomenology of Tourist Experiences." Sociology 13, no. 2 (1979): 179-201.

Arnold Eisen, Michael Rosenak. "Teaching Israel: Basic Issues and Philosophical Guidelines." Israel in our Lives. Jewish Agency for Israel & CRB Foundation. 1997: 1-39.

Sarah Glidden. How to Understand Israel in 60 days or Less.(Vertigo Books) 2007.

Alan Hoffman & Ilan Wagner. 'Experiencing Jewish Peoplehood, Creating Jewish Connections.' The Collective Jewish Conversation: Its Role, Purpose and Place in the 21st Century, 2012.

Shaul Kelner.'The Impact of Israel Experience Programs on Israel's Symbolic Significance.' Contemporary Jewry, 2004.

Leonard Saxe & Barry Chazan. Sites & Sights in Ten Days of Birthright Israel (University Press of New England) 2008.

Lee S. Shulman (2002) Making Differences: A Table of Learning , Change: The Magazine of Higher Learning, 34:6, 36-44.

Additional Reading Material:

Course/Module evaluation:

End of year written/oral examination 0 %
Presentation 0 %
Participation in Tutorials 0 %
Project work 50 %
Assignments 25 %
Reports 0 %
Research project 0 %
Quizzes 0 %
Other 25 %
Active Participation

Additional information: