Syllabus

CONTEMPORARY JEWRY AND JEWISH EDUCATION - 63926

Last update 07-10-2013

HU Credits: 2

Degree/Cycle: 2nd degree (Master)

Responsible Department: Education-Jewish education

Academic year: 1

Semester: 1st and/or 2nd Semester

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Dr. Marc Silverman

Coordinator Email: marc.silverman@mail.huji.ac.il

Coordinator Office Hours: Wednesday, 12:30 - 14:00

Teaching Staff:
Dr. Marc Silverman
Course/Module description:
Students in this course will be afforded the opportunity to: Gain knowledge and understanding of selected major political-cultural-educational issues Jews worldwide today are called upon to address; explore a number of basic approaches to the teaching of these issues in Jewish educational frameworks; evaluate the pros and cons of these approaches according to normative criteria that will be determined by them and the teacher in course sessions.

Course/Module aims:
The main intention of this course is to assist students to acquire:
- Theoretical-conceptual tools towards understanding major issues in the life and culture of Jews world-wide today;
- Pedagogical approaches to teaching these issues in Jewish educational frameworks in general, and in the specific frameworks in which students teach or plan to teach;
And in the light of these two learning activities, to develop their own individual approach to these issues and to educating about or teaching them.

Learning outcomes - On successful completion of this module, students should be able to:
- Analyze and interpret academic works/articles in this interdisciplinary field of Contemporary Judaism/Jewry.
- Develop their pedagogical approach to these issues;
- Begin developing and constructing preliminary lesson plans and/or curricula on these relational modes that they will actually teach in the educational frameworks in which they work or, in which they plan to work.

Attendance requirements(%):
80%

Teaching arrangement and method of instruction: The learning process in this course will be based on: The teachers oral presentations; the reading, analysis and discussion of secondary and primary sources on major issues in contemporary Jewish life and in class discussions of the former and latter learning activities; the in-class discussion of short reflective papers on these issues composed and presented by the students in the course and an eight to ten page final course paper on issues discussed in course sessions.
Course/Module Content:
1. The encounter between Jews and modernity: Social-historical background of the formation of Jewish culture, identification and identity in the Modern age
2. Integration, acculturation, socialization and assimilation: What are they and what's the in-between between them?
3. A conceptual map of the major Jewish culture and identity roads and their respective in the modern period
4. Jewish culture, identification and identity in the Modern age: Understanding and teaching them
5. The emergence of Modern Anti-Semitism in Europe: Social and intellectual background
6. The New Anti-Semitism: Its nature and significance
7. Selected major approaches to the Holocaust and its significance
8. Understanding and teaching the new Anti-Semitism and the Holocaust
9. Major characteristics of the Jewish people world-wide today
10. The in-between between Israel and Jewish communities world-wide outside of her
11. Conceptions of Israel and Jewish peoplehood
12. Israel, Jewish communities world-wide outside of her & Jewish peoplehood

Required Reading:
Danny Ben-Moshe, "The New Anti-Semitism, Jewish Identity and the Question of Zionism", in D. Ben-Moshe and Z. Segev , Israel, the Diaspora and Jewish
Dalia Ofer, "History, Memory and Identity: Perception of the Holocaust in Israel",


Additional Reading Material:


Dan Porat, "From scandal to the Holocaust in Israeli education", Journal of contemporary history Vol. 39 (4), Sages publications, p. 619-636

Yedi Yehudi - Sumber G


Eliezer Ben-Rafael, "Contemporary Threats to Klal Yisrael", in J. Bokser Liwerant, E. Ben-Rafael, Y. Gorny and R. Rein (Eds.), Ibid, pp. 65-75.
29-40.

"Is the Jewish Diaspora Unique?", in E. Ben-Rafaël, Y. Gorny and Y. Rol (Eds.), Ibid, pp. 23-44.


תינוק יהודי


Alex Pomson, "Introduction: Jewish Schools, Jewish Communities A Reconsideration", in A. Pomson and Howard Deitcher (Eds.), Jewish Day Schools, Jewish Communities, Oxford: The Littman Library of Jewish Civilization, 2009, p. 1-28

Deborah Weissman, "What We Are and Who We Are: Educating for the Universal-Particular Dialectic in Jewish Life", Languages and Literatures, Ibid, p. 79-96.
A. סרטי תעודה ומאמג סרטים בארכיון ס. שפילברג באוניברסיטה העברית:
http://www.spielbergfilmarchive.org.il/hebrew/index.html
http://w3.castup.net/spielberg/?Langhe

ב. אתרי אינטרנט של ארגונים קהילתיים, לפי מדינות וארגונים גלובאליים, וכן לפי משאבים חינוכיים עבור מחנכים יהודיים. ראו למשל כמה דוגמאות:
http://www.worldjewishcongress.org/ (World Jewish Congress)
http://www.jewishagency.org/JewishAgency/English/Home/
http://www.jewishagency.org/JewishAgency/English/Jewish+Education (Jewish Agency for Israel- Education)
http://www.ujc.org/index.aspx?page1 (United Jewish Communities- Jewish Federations of North America)
http://www.jcca.org/find_jcc.html (Jewish Community Centers of North America)
http://www.jdc.org/ (American Jewish Joint Distribution Committee)
http://morim.org/ (Educational Resources for Jewish Teachers – Joint DC)
http://www.jewishvirtuallibrary.org/ (Jewish Virtual Library – AICE: American-Israeli Cooperative Enterprise)
http://www.jewishvirtuallibrary.org/jsource/bibliowf.html (Bibliography of Web Sites)
http://jppi.org.il

הרכב הציון

Course/Module evaluation:
End of year written/oral examination 0 %
Presentation 0 %
Participation in Tutorials 10 %
Project work 70 %
Assignments 20 %
Reports 0 %
Research project 0 %
Quizzes 0 %
Other 0 %

Additional information:
none