

## **SW749: Civil Society Activities Promoting Coexistence, Shared Society and Peace in Israel**

Location of lectures: Room 420, School of Social Work and Social Welfare (Hebrew University)

### **Course Purpose**

This course offers a unique opportunity to experience the challenges and complexities of coexistence in Israel, the Holy Land for Jews, Muslims and Christians; a key point of interest and dispute for the international community, and the homeland shared and claimed by both Israelis and Palestinians. The course will focus on activities carried out by nonprofit organizations operating within the Israeli civil society, dealing with issues related to co-existence and to the protection and advancement of the civil and human rights of different populations, with special emphasis on the Arab-Palestinian population in Israel. These activities include educational and social services programs, equality before the law, community work and advocacy activities, prevention of systematic discrimination based on ethnic and religious affiliation, aimed at creating dialogues and building co-existence among the different populations in the Israeli society and in Palestine.

Our focus is on individual and organizations that actively work to protect the Arab minority (with the Green Line and also in the occupied territories) in areas of safety, legal rights, access to quality services, freedom of travel, and coexistence. The Israeli Nonprofit sector is one of the largest in the world in terms of the number of its organizations, the size of activities and the variety of fields covered by its organizations. In the last decade, a growing number of organizations including nonprofits, social enterprises and philanthropic foundations are dealing with issues related to co-existence and the social and political situation of the Arab-Palestinian population in Israel. While co-existence of populations practicing different religions is a prominent issue in Israel, its complexities are shared and evidenced in other societies around the world, including the USA. Many nonprofits organizations in the USA are also involved in a work aimed at building co-existence between populations of different religious and ethnic backgrounds and the learning from this course will be transferable to the American reality.

This course is designed to introduce students to the key issues of civil society activities for coexistence and human rights in Israel, enabling students to learn about the challenges and complexities of promoting coexistence in Israel - where civilizations, religions, national identities and ideologies converge. Through a series of in-class lectures and discussions, reading material, and trips students will be able to gain exposure to a wide variety of social initiatives, communities, people, narratives and perspectives on civil society activities in the field of co-existence and on the complexities involved in the work towards co-existence. In addition, the course will provide opportunities for meetings with people who lived the power imbalance in the Israeli-Palestinian conflict, civil society activists, leaders of nonprofit organizations and communities, government officials, and professional experts. These variety of educational methods are aimed at enhancing the

students' understanding regarding social and human rights of Palestinians within Israel and in the occupied territories and to assess the groups that are active in protecting those rights.

Students will be introduced to the competing narratives of a conflict and how these narratives are used to sustain the conflict and power imbalance. The course will discuss and analyze different issues and problems involved in civil society activity for co-existence in a comparative-international perspective, enabling students to gain a broad understanding of this topic.

## **Method of Teaching**

The course will include field trips and meetings with civil society activists, leaders of nonprofit organizations and communities and professional experts, as well as class discussions. This will enable students to gain exposure to a wide variety of social initiatives, communities, people, narratives and perspectives on civil society activities in the field of co-existence and on the complexities involved in the work towards co-existence.

The intensive course in Israel will be chaired by Prof. Ram Cnaan from the school of Social Policy and Practice, Pennsylvania University, and Dr. Michal Almog-Bar from The Schwartz program in Nonprofit Management at the school of social work and social welfare, Hebrew university of Jerusalem. The course will be administrated and hosted by the Rothberg International School at the Hebrew University, and will be open to Masters level students from University of Pennsylvania and from the School of Social Work and Social Welfare at the Hebrew University. Through engaging in dialogue, students from the US and from Israel will be able to uncover and discuss issues and realities which highlight the human and social dimensions of the conflict and its complexities.

## **Grading Scheme & Description of Assignments**

Grades will be based on the following:

- Full attendance and active participation in classes (including a one-day pre-trip and half-day post trip classes) and field trips (10%).
- Daily journaling (40%)
- Final paper (50%). A written assignment.

## **Required reading**

There are two books that are required reading. You can choose one book viewing the conflict from the Jewish perspective (Oz or Shavit) and one that view the conflict from the Palestinian perspective (Nusseibah or Said). These books portray the narrative of both sides from the perspectives of non-fanatic yet loyal to their camp authors. Each book deals with how each side sees the origin of the conflict, how they view issues of social and human rights, how they see the future, and their sense of past, present, and future the region's status of a place of a shared society.

Nusseibeh, Sari ((2007). *Once upon a country: A Palestinian life*. New York: Farrar, Straus and Giroux.

Oz, Amos (2003). *A tale of love and darkness*. New York: Harcourt.

Said, Edward W. (1979). *The question of Palestine*. New York: Times Books.

Shavit, Ari (2013). *My promised land: The triumph and tragedy of Israel*. New York: Spiegel and Grau.

To be read before the class 1<sup>st</sup> meeting at Penn:

United Nations (1948/2013). Universal Declaration of Human Rights. Retrieved from:  
<http://www.un.org/en/universal-declaration-human-rights/>

## **Recommended reading**

Abu-Nimar, M. (2001). Conflict Resolution, Culture, and Religion: Toward a Training Model of Interreligious Peacebuilding. *Journal of Peace Research*, 38, 685-704,

Abu-Nimar, M. (2004). Education for coexistence and Arab-Jewish encounters in Israel: Potential and challenges. *Journal of social Issues*, 60 (2), 415-422.

Allen, L. (2013). *The rise and fall of human rights: Cynicism and politics in occupied Palestine*. Stanford, CA: Stanford University Press.

Bar-Tal, D. (2004). Nature, rationale, and effectiveness of education for coexistence. *Journal of social Issues*, 60 (2), 253-271.

Bargal, D., & Bar, H. (1994). The encounter of social selves: Intergroup workshops for Arab and Jewish youth. *Social Work with Groups*, 17(3), 39-59.

Bargal, D. (2008). Group processes to reduce intergroup conflict: an additional example of a workshop for Arab and Jewish youth. *Small Group Research*, 39 (1), 42-59.

Bargal, D. (2004). Groups for reducing intergroup conflicts. In: Garvin, C. D. (Eds). *Handbook of social work with groups*. New York: Guilford.

Bekerman, Z., & Horenczyk, G. (2004). Arab-Jewish bilingual coeducation in Israel: A long-term approach to intergroup conflict resolution. *Journal of social Issues*, 60 (2), 389-404.

- Bekerman, Z., & Tatar, M. (2009). Parents' perceptions of multiculturalism, bilingualism, and peace education: The case of the Israeli Palestinian-Jewish bilingual primary schools. *European Early Childhood Education Research Journal*, 17 (2), 171-185.
- Berns, J., & Fitzduff, M. (2007). What is coexistence and why a complementary approach? Retrieved from: <http://heller.brandeis.edu/academic/coex/pdfs-docs/whatiscoex.pdf>
- Cook, J. (2008). *Disappearing Palestine: Israel's experiments in human despair*. Tulsa, OK: Zed Books.
- Dajani, M. (2008). Big dreams/Small hope: A peace vision. *Crosscurrents*, 58(2), 191-219. Retrieved from: [http://israelandpalestinetrip2013.files.wordpress.com/2013/01/crosscurrents\\_-\\_m-\\_dajani\\_-\\_big\\_dream-small\\_hope.pdf](http://israelandpalestinetrip2013.files.wordpress.com/2013/01/crosscurrents_-_m-_dajani_-_big_dream-small_hope.pdf)
- Dotan, Y. (1999). Judicial rhetoric, government lawyers, and human rights: The case of the Israeli High Court of Justice during the Intifada. *Law & Society Review*, 33(2), 319-363.
- Halabi, R., & Sonnenschein, N. (2004). The Jewish-Palestinians encounter in a time of crisis. *Journal of social issues*, 60, (2), 373-387.
- Halperin, E., & Sharvit, K. (2015). Eds. *The social psychology of intractable conflicts: Celebrating the legacy of Daniel Bar-Tal*. Switzerland: Springer.
- Hammak, P. L (2006). Identity, conflict, and coexistence: Life stories of Israeli and Palestinian adolescents. *Journal of Adolescent Research*, 21(4), 323-369.
- Feuerverger, G. (2001). *Oasis of dreams: Teaching and learning peace in a Jewish-Palestinian village in Israel*. New York, London: Routledge/Falmer.
- Gidron, B., Bar, M. & Katz, H. (2004). *The Israeli third sector: Between welfare state and civil society*. New York: Plenum Press.
- Gidron, B., Katz, S. & Hassenfeld, Y. (eds.) (2002) *Mobilizing for peace: Peace/conflict resolution in South Africa, Northern Ireland and Israel/Palestine*. New York: Oxford University Press.

- Hajjar, L. (2001). Human rights in Israel/Palestine: The history and politics of a movement. *Journal of Palestine Studies*, XXX(4), 21-38.
- Kidd, G. (2018). *Eleanor Roosevelt: Palestine, Israel and human rights*. London: Routledge.
- Maoz, I. (2004). Coexistence is in the eye of the beholder: Evaluating intergroup encounter interventions between Jews and Arabs in Israel. *Journal of Social Issues*, 60(2), 403-418.
- Maoz, I. (2004). Peace building in violent conflict: Israeli-Palestinian post Oslo people to people activities. *International Journal of Politics, Culture and Society*, 17(3), 563-574.
- Maoz, I. (2011). Contact in protracted asymmetrical conflict: Twenty years of planned encounters between Israeli Jews and Palestinians. *Journal of Peace Research*, 48(1), 115-125.
- Monterescu, D. (2015). *Jaffa Shared and Shattered. Contrived coexistence in Israel/Palestine*. Indianapolis: Indiana university press.
- Mendilow, J. (2012). Israel's Palestinian Minority. *Israel Studies Review*, 27(1), 142-160.
- Nusseibeh, S (2008). *Once upon a country: A Palestinian life*. New York: Picador.
- Pfeil, H. (2015). Understanding the Dynamics of Israeli-Palestinian grassroots dialogue Workshops: the Contribution of a Habermasian Approach. *International Journal of Politics, Culture, and Society*, 28 (2), 119-141.
- Pilecki, A. & Hammack, P. L (2014). Negotiating the past, imagining the future: Israeli and Palestinian narratives in intergroup dialog. *International Journal of Intercultural Relations*, 43 (a), 100-113.
- Salomon, G. (2004). A narrative –based view of coexistence education. *Journal of social issues*, 60, (2), 273-287.
- Salomon, G. (2013). Lessons from research on peace education in Israel/Palestine. *Asian Journal of Peace building*, 1 (1), 1-15.
- Sfard, M. (2018). *The wall and the gate: Israel, Palestine, and the legal battle for human rights*. New York: Metropolitan/Henry Holt.

- Shalhoub-Kevorkian, N. (2012). E-resistance and technological in/security in everyday life: The Palestinian case. *British Journal of Criminology* 52 (1), 55-72.
- Shalif, Y. (2005). Creating care-full listening and conversations between members of conflicting groups in Israel: Narrative means to transformative listening. *Journal of Systemic Therapies*. 24(1), 35-52.
- Shor, E. (2008). Conflict, terrorism, and the socialization of human rights norms: The spiral model revisited. *Social Problems*, 55, 117–138,
- Spangler, E. (2015). *Understanding Israel/Palestine: Race, nation, and human rights in the conflict*. Berlin: Springer.
- Suleiman, R. (2004). Planned encounters between Jewish and Palestinian Israelis: A social-psychological perspective. *Journal of social issues*, 60, (2), 323-337.

## Itinerary and Class Schedule

**Pre-trip class: 05/12/2018 100:00 am to 4:30 pm**

**Saturday**

Geo-political history of the Middle East  
History of the conflict  
Human rights issues

Group lunch

Oppression and domination  
Discussion of the movie "Arab Dancing"  
Plans for the trip

**Day 1: 05/24/18 – Arrival & first activities**

**Thursday**

Visit to Yad Vashem, 17:00-20:00.

Ima restaurant, 20:30-21:45.

**Day 2: 05/25/18 – Getting to know Jerusalem 1**

**Friday**

Israel Museum, 10:00-12:00.

Visit to Machne Yehuda Market

Reservation at Majda Restaurant for Friday, 18:30-20:00.

**DAY 3: 05/26/18 The Jordan Valley day**

**Saturday**

Ride to Masada and cable car to top 7:00-12:00

Swimming in Dead Sea 12:00-3:00

Q'sar el Yahud 3:00-5:00

Dinner in Settlement (Tomer) 5:00-7:00

Ride to Jerusalem 7:00-8:00

## **Day 4: 05/27/18 - Opening Session and Introduction**

### **Sunday**

- 9:00-9:30 Prof. **Mimi Ajzenstadt**, Dean of the school of Social Work – Greetings  
Introduction – Objectives, goals and syllabus
- 9:30-10:45 **Bashir Bhashir**  
*Overview of the Arab society in Israel*
- 11:00-12:30 Prof. **Ram Cnaan** *the challenges of co-existence: Intergroup contact theory*
- 12:30-13:30 Lunch break
- 13:30-14:50 "**In Between**" movie (הסרט "לא פה לא שם" מציג מגמות עכשוויות בחברה הערבית בישראל)
- 14:50-15:30 Discussion with movie director, **Maysaloun Hammud**
- 15:45-16:15 Working groups/ discussion: the challenges of co-existence: the criticism on civil society organizations promoting co-existence and mutual society
- 17:30-19:45 Old city tour

## **Day 5: Trip to Neve Shalom: A binational community of co-existence**

**05/28/18**

### **Monday**

- 10:00 – 13:00 Tour to **Neve-Shalom** "Oasis of peace"
- 13:00-15:00 Tour of the Hills Region.
- 15:00 – 19:00 **Ir-Amim** (For Penn students)  
Tour guide, Eldad 054-4570246.
- 19:00-- Group dinner (optional)



## **Day 6: The challenge of Co-Existence: Responses from Civil Society**

**05/29/18**

**Tuesday**

- 9:00-10:30 Dr. **Michal Almog-Bar** Civil Society promoting co-existence in Israel
- 10:45-11:45 Mr. **Sami Saadi**, CEO of Tsofen – promoting shared society through equal employment opportunities: the case of the High- Tech field in Israel
- 11:45-12:30 Lunch break
- 12:30 -14:00 Dr. **Ofer Shinar**, Overview of the conflict: Jewish and Arab perceptions of the conflict
- 14:00-15:15 Ms. **Ayelet Rott**, Head of schools Hand In Hand -Promoting co-existence through education"
- 15:15-15:45 Working groups/ discussion

## **Day 7: Responses from Civil Society (Cont.) 05/30/18**

**Wednesday**

- 9:00-10:30 Ms. **Hamutal Guri**, Women wage Peace- & quot: The power of women to wage
- 10:40-11:40 Ms. **Nave Dromi**, CEO of Blue and White Human Rights - *Promoting human rights from the other side of the political map*
- 11:50-13:20 Roots, The Field movie or **Ali Abu Awad**
- 13:20-14:20 Lunch break
- 14:20-15:20 **Yaniv Sagie**, CEO  
The Center for Shared Society at Givat Haviva
- 14:30-15:45 Working groups/ discussion

## **Day 8 : Responses from Civil Society (Cont.) 05/31/18**

### **Thursday**

- 9:00-11:00            **Workshop:** *Effective peacebuilding training: challenges and spoilers in people-people dialogue projects* (Segal conflict management).
- 11:15-12:15        Ms. **Gili Rei**, director of shared society department at "Sikuy" – *promoting shared society at the policy level*
- 12:15-13:15        Lunch break
- 13:15-14:45        **Parents Circle** <http://www.theparentscircle.com/>  
Bassam Aramin & Rami Elhanan
- 14:45-15:45        Discussion, conclusions, feedback, & farewell

### **Post-trip class: TBA**

Summary of class  
Lessons learned  
Feedback for future classes  
Formal farewell

- **This itinerary is initial and subject to change.**