HBCU-Israel Student Exchange Preparation Course

# Clinton College/Livingstone College

# 2020

## Purpose of the Course

This course will familiarize HBCU students with the history, struggles, and triumphs of the Jewish people in preparation for a semester of study at an Israeli university.

## Specific Objectives

* Students will become familiarized with the history of Israel, the Jewish people, and the Jewish/African-American alliance.
* Students will become familiar with the current challenges facing Israel and the Jewish people.
* Students will be prepared for an immersion experience in Israel.
* Students will volunteer at a Jewish social service organization.

## Texts

“Israel: A Concise History of a Nation Reborn” by Daniel Gordis

“Son of Hamas” by Mosab Hassan Yousef

“Black Power, Jewish Politics” by Marc Dollinger

## Video

“Taking Israel: A Journey of African American Students” (2015) Link: <https://www.amazon.com/Taking-Israel-Journey-American-Students/dp/B01MTOYFMC#:~:text=From%201988%2D2002%20over%20150,%2C%20social%2Cand%20educational%20environment.>

“The Pianist” (2003) Link: <https://www.amazon.com/Pianist-Adrien-Brody/dp/B0026IQYEU/ref=sr_1_2?dchild=1&keywords=The+Pianist&qid=1597118883&s=instant-video&sr=1-2>

“Bizarre Foods: Delicious Destinations-Tel Aviv” (2016) Link: <https://www.youtube.com/watch?v=Co6EdDm8doY>

## Schedule of Topics

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| Week 1 | **Topic:** Biblical origins of the Jewish people: Abraham to Moses  **Homework:**  1. Read introduction and Chapters 1-5 of “Israel: A Concise History of a Nation Reborn” by Daniel Gordis.  2. After completing the reading assignment, use the chapters to begin writing a five-page essay comparing the Jewish experience with the African American experience.  3. Watch “The Pianist” and write a one-page summary of the film.  4. Identify Jewish social service organizations in the area. |
| Week 2 | Topic  **Topics:** The Conquest of Canaan, The exiles of the Northern and Southern Kingdoms  **Homework:**  1. Read chapters 6-10 of “Israel: A Concise History of a Nation Reborn.”  2. After completing the reading assignment, use the chapters to continue writing five-page essay comparing the Jewish experience with the African American experience.  3. Contact Jewish social service organizations of interest and schedule dates to volunteer.  **Due:**  A. Turn in local Jewish social service organizations identified for community service  B. One-page summary of “The Pianist.” |
| Week 3 | **Topics:** Re-entering Judea under Ezra and Nehemiah  **Homework:**  1. Read chapters 11-15 of “Israel: A Concise History of a Nation Reborn.”  2. After completing the reading assignment, use the chapters to continue writing five-page essay comparing the Jewish experience with the African American experience.  3. Begin one hour per week volunteer service with Jewish organizations.  **Due:** Turn in schedule of community service at local Jewish organization. |
| Week 4 | **Topic:** Israel under Roman control  **Homework:**  1. Read chapters 16-18 of “Israel: A Concise History of a Nation Reborn.”  2. After completing the reading assignment, use the chapters to finish writing five-page essay comparing the Jewish experience with the African American experience.  3. Continue one hour per week volunteer service with Jewish organizations. |
| Week 5 | **Topics:** Christ and the destruction of Jerusalem, The deportation of the Jewish people out Judea  **Homework:**  1. Read chapters 1-7 of “Son of Hamas: A Gripping Account of Terror, Betrayal, Political Intrigue, And Unthinkable Choices.”  2. After completing the reading assignment, use the chapters to begin writing a five-page essay comparing the Palestinian experience with the African American experience.  3. Continue one hour per week volunteer service with Jewish organizations.  **Due:** Turn in five-page essay comparing the Jewish and African American experiences based on the text, “Israel: A Concise History of a Nation Reborn.” |
| Week 6 | **Topic:** Jewish exile and persecution (The Middle East)  **Homework:**  1. Read chapters 8-14 of “Son of Hamas: A Gripping Account of Terror, Betrayal, Political Intrigue, And Unthinkable Choices.”  2. After completing the reading assignment, use the chapters tocontinue writing five-page essay comparing the Palestinian experience with the African American experience.  3. Continue one hour per week volunteer service with Jewish organizations. |
| Week 7 | **Topic:** Jewish exile and persecution (Europe)  **Homework:**  1. Read chapters 15-21 of “Son of Hamas: A Gripping Account of Terror, Betrayal, Political Intrigue, And Unthinkable Choices.”  2. After completing the reading assignment, use the chapters tocontinue writing five-page essay comparing the Palestinian experience with the African American experience.  3. Watch: “Taking Israel: A Journey of African Americans” and write a one-page summary.  4. Continue one hour per week volunteer service with Jewish organizations. |
| Week 8 | **Topic:** Jewish exile and persecution (United States)  **Homework:**  1. Read chapters 22-27 of “Son of Hamas: A Gripping Account of Terror, Betrayal, Political Intrigue, And Unthinkable Choices.”  2. After completing the reading assignment, use the chapters to finish writing five-page essay comparing the Palestinian experience with the African American experience.  3. Continue one hour per week volunteer service with Jewish organizations.  **Due:** Turn in one-page summary of the documentary, “Taking Israel: A Journey of African Americans.” |
| Week 9 | **Topic:** The Balfour Declaration and the foundations of Modern Israel  **Homework:**  1. Read introduction and chapters 1 of “Black Power, Jewish Politics: Reinventing the Alliance in the 60’s.”  2. After completing the reading assignment, use the chapters to begin writing a five-page essay identifying current social justice issues that the African American and Jewish communities can cooperate to address and how, and how they could address them.  3. Continue one hour per week volunteer service with Jewish organizations.  **Due:** Turn in five-page essay comparing the Palestinian and African American experiences based on the text, “Son of Hamas.” |
| Week 10 | **Topic:** May 14, 1948, the War of Independence, The Yom Kippur War  **Homework:**  1. Read introduction and chapter 2 of “Black Power, Jewish Politics: Reinventing the Alliance in the 60’s.”  2. After completing the reading assignment, use the chapters to continue writing five-page essay identifying current social justice issues that the African American and Jewish communities can cooperate to address, and how they could address them.  3. Select a topic on the history of African American and Jewish social justice cooperation. Prepare a group presentation for the final project.  4. Continue onehour per week volunteer service with Jewish organizations. |
| Week 11 | **Topic:** Israel: The Startup Nation  **Homework:**  1. Read introduction and chapters 3 of “Black Power, Jewish Politics: Reinventing the Alliance in the 60’s.”  2. After completing the reading assignment, use the chapters to continue writing a five-page essay identifying current social justice issues that the African American and Jewish communities can cooperate to address, and how they could address them.  3. Continue working with your groups on final project presentations.  4. Continue one hour per week volunteer service with Jewish organizations. |
| Week 12 | **Topic:** Julius Rosenwald and Booker T. Washington  **Homework:**  1. Read introduction and chapters 4 of “Black Power, Jewish Politics: Reinventing the Alliance in the 60’s.”  2. After completing the reading assignment, use the chapters to continue writing five-page essay identifying current social justice issues that the African American and Jewish communities can cooperate to address, and how they could address them.  3. Continue working with your groups on final project presentations.  4.Continue one hour per week volunteer service with Jewish organizations. |
| Week 13 | **Topic:** Jewish Americans and the Civil Rights Movement  **Homework:**  1. Read introduction and chapters 5 of “Black Power, Jewish Politics: Reinventing the Alliance in the 60’s.”  2. After completing the reading assignment, use the chapters to continue writing five-page essay identifying current social justice issues that the African American and Jewish communities can cooperate to address, and how they could address them.  3. Continue working with your groups on final project presentations  4. Continue one hour per week volunteer service with Jewish organizations.  5. Watch, “Bizarre Foods: Delicious Destinations-Tel Aviv” and write a one-page summary. |
| Week 14 | **Topic:** Black Anti-Semitism and the Path Toward Reconciliation  **Homework:**  1. Read introduction and chapter 6 of “Black Power, Jewish Politics: Reinventing the Alliance in the 60’s.”  2. After completing the reading assignment, use the chapters to continue writing five-page essay identifying current social justice issues that the African American and Jewish communities can cooperate to address, and how they could address them.  3. Continue working with your groups on final project presentations.  4. Continue one hour per week volunteer service with Jewish organizations.  **Due:** Turn in one-page summary of “Bizarre Foods: Delicious Destinations-Tel Aviv” TV show. |
| Week 15 | Give group presentations on the history of African American and Jewish cooperation in America.  **Due:** Turn in five-page essay identifying current social justice issues that the African American and Jewish communities can cooperate to address, and how they could address them based on the text, “Black Power, Jewish Politics.” |

## Method of Instruction

## Using several disciplines―religion, history, film, and politics―we will survey the origins of the Jewish people, their exile, their return to Palestine, and their relationship with the African American community. The course includes an experiential learning component that affords students the opportunity to build relationships with the local Jewish community. This course is intended to prepare students for study abroad in Israel.

## Method of Evaluation

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| Course Study | 25% of grade |
| Final Exam | 25% of grade |
| Group Projects | 25% of grade |
| Class Participation | 25% of grade |

## Attendance

Attendance is monitored at the beginning of each class; lateness (more than 5 minutes) and early departure both count as absence. A maximum of three unquestioned absences is allowed. Subsequent absences may be excused on the basis of legitimate, written documentation; undocumented absences result in reduction of the course grade.