

DEMO – Developing Modernized Curricula on Immigrants' Lives in Israel
585583-EPP-1-2017-1-IL-EPPKA2-CBHE-JP

Course Title	Stories of challenges and hope: Immigrants in the Israeli educational system
Name of the teacher	Dr. Roxana Reichman
Institution	Gordon Academic Center
Department	English
First taught Year, semester	2018 – 2019
Level and Credits	Bed – 4
Description of the course	The course centers on the experiences of immigrants in Israel. In the first part of the course, students learn narrative methods to collecting life stories so that they can interview immigrant on their life stories. Then theories and background are offered on immigration as a worldwide phenomenon and on the specific context of immigration to Israel. Finally, implications to teaching are discussed. By listening to immigrants' narratives and analyzing them, the students learn about the experience of migration and gain understanding of their own personal and familial immigration background. The experience of empathic listening they go through may help them in their encounters as teachers in multicultural classes.
Subjects and readings	<p>1) Narrative methodology and Dilemma Based Model</p> <p>Baddeley, J & Singer, JA (2007). Charting the life story's path: narrative identity across the life span, p. 177-202 in D.J. Clandinin, (ed). <i>Handbook of narrative inquiry</i>. London: Sage.</p> <p>Hollingsworth, S. & Dybdahk, M. (2007). Talking to learn: the critical role of conversations in narrative inquiry, p. 146-176 in D.J. Clandinin, D.J. (ed). <i>Handbook of narrative inquiry</i>. London: Sage.</p> <p>Earthy, S & Cronin, A. (2008). Narrative analysis (ch 21) in N. Gilbert (ed). <i>Researching Social Life</i>, 3rd ed. London: Sage.</p> <p>Lieblich, A, Tuval-Mashiah, R & Zilber, T. (1998). <i>Narrative research: reading, analysis and interpretation</i>. London: Sage.</p> <p>Reichman, R.G. (2018). The university challenge: Students' transformation (p.192-210). In S. Jackson (ed). <i>Developing transformative spaces in higher education</i>. Routledge, London.</p> <p>Reichman, R.G. (2018). Conclusions (p.244-246). In S. Jackson, S (ed <i>Developing transformative spaces in higher education</i>. Routledge, London.</p> <p>Reichman, R. G. (2017). Methods for teaching large classes , p. 37-54 in H.E., Vidergor & O. Sela, O. (ed). <i>Innovative</i></p>

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	<p><i>teaching strategies and methods promoting lifelong learning in higher education: from theory to practice</i>. Nova Science Publishers.</p> <p>Elective:</p> <p>Patry, J. L., Reichman, R. G. & Linortner, L. (2017). Values and Knowledge Education (VaKE) for lifelong learning in applied fields: principles and general issues, p. 187-214, in H.E., Vidergor & O. Sela, O. (ed). <i>Innovative teaching strategies and methods promoting lifelong learning in higher education: from theory to practice</i>. Nova Science Publishers.</p> <p>2) Individual identity and collective identity</p> <p>Ashmore, R. D., Deaux K. & McLaughlin-Volpe, T. (2004). An Organizing Framework for Collective Identity: Articulation and Significance of Multidimensionality. <i>Psychological Bulletin</i>, 130(1), 80-114.</p> <p>3) The identity of immigrants from the US.</p> <p>Sigad, L. I. & Eisikovits, R. A. (2010). 'You Can't Exactly Act American Here in Israel!': Identity Negotiations of Transnational North American–Israeli Children. <i>Journal of ethnic and Immigration studies</i>, 36(7), 1013-1031.</p> <p>Sigad, L. I. & Eisikovits, R. A. (2010). Grandparenting across borders: American grandparents and their Israeli grandchildren in a transnational reality. <i>Journal of Aging Studies</i>, 27(4), 308-316</p> <p>Elective:</p> <p>Jahromi P. (2011). American identity in the USA: Youth perspectives. <i>Applied Developmental Science</i>, 15, 79-93.</p> <p>4) The challenges of immigrants from the former Soviet Union.</p> <p>Eisikovits, R. (2000). Gender Differences in Cross-Cultural Adaptation Styles of Immigrant Youths from the Former U.S.S.R. in Israel. <i>Youth and Society</i>, 31(3), 310-331.</p> <p>Eisikovits, R. (2014). Second-generation identities: The case of transnational young females of Russian descent in Israel. <i>Ethnicities</i> 14(3): 392-411.</p> <p>5) The challenges of Ethiopian Jews who immigrate to Israel.</p> <p>Goldblatt, H. & Rosenblum, S. (2007). Navigating Among Worlds: The Experience of Ethiopian Adolescents in Israel. <i>Journal of Adolescent Research</i>, 22(6): 585-611</p> <p>6) The immigration of the Oriental Jews to Israel in the 50s.</p>
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	<p>Shenhav, Y. & Hever, H. (2012). "Arab Jews" after structuralism: Zionist discourse and the (de)formation of an ethnic identity. <i>Social identities</i>, 18(1), 101-118.</p> <p>Hess D. (2009). <i>Controversy in the classroom: The democratic power of discussion</i>. New York, NY: Routledge.</p> <p>Howard A. (2008). <i>Learning privilege: Lessons of power and identity in affluent schooling</i>. New York, NY: Routledge.</p> <p>7) Immigrant parents' involvement in Israeli schools</p> <p>Cohen, H. & Cohen, A. (2001). Values of parents of 5th graders in secular and orthodox schools. <i>Panim</i> 19, 163-176. In Hebrew.</p> <p>Fisher, Y. (2009). Defining parental involvement: The Israeli case. <i>US-China Education Review</i>. 6(11), 33-45.</p> <p>8) Reflective teaching</p> <p>Brookfield, S. D. (1995). <i>Becoming a Critically Reflective Teacher</i>. San Francisco, CA: Jossey Bass.</p> <p>Peterson, B. (2004). <i>Cultural Intelligence: A Guide to Working with People from Other Cultures</i>. Maine: Intercultural Press.</p>
Teaching methodologies	<ol style="list-style-type: none"> 1. Lectures 2. Group discussions 3. Narrative interviews 4. The Dilemmas Based Model - Ethical dilemmas
Students' assignments	<ol style="list-style-type: none"> 1. Course paper: 60% 2. Class presentation (individual or in pairs): 10% 3. Participation in the dilemma based exercise: 10%. 4. Short (2-3 minutes) video interview: 10%. 5. Group handbook: 10%.
Learning outcomes	<ol style="list-style-type: none"> 1. Basic knowledge of social issues in immigration and of immigration context of Israel. 2. Ability to interview immigrants using the narrative approach. 3. Awareness and understanding of the immigration experience. 4. Ability to implement their knowledge and understanding in a multicultural classroom.