

LEADERSHIP AND DIVERSITY IN THE 21ST CENTURY: SHARED SOCIETY IN ISRAEL AND THE GALILEE

**Cosponsored by
Oranim College and University of Cincinnati**

I. DESCRIPTION

(1) Overview

The Galilee region in the north of Israel is a rich and organic tapestry of cultural, religious, social, geographic, and natural diversity. Populated by well-established and vibrant Jewish, Christian, and Muslim communities, the Galilee is an ideal setting to explore the theme of shared society in the 21st century, including the ways innovative leadership can help to foster and promote the values of equity, inclusion, and democracy. This program centers on the study of Israel today and, specifically, the Galilee as a case study of challenges and opportunities in a diverse and multicultural environment. The course is anchored by three major strands that weave together the region's ethnic, cultural, religious, and historical traditions and narratives: (a) "Contemporary Israel," (b) "Communities of the Galilee" and (c) "Leadership for Social Change and Shared Society." As part of the curriculum, students will meet with Galilee activists, thought leaders, civil servants, elected officials, and entrepreneurs from all walks of life. Students may also choose from weekly electives that focus on key topics. Each week will include a full-day field trip to archaeological and historic sites as well as towns and cities in the Northern District.

(2) Student Projects

Working closely with faculty mentors, each student will have the opportunity to conduct a research project that synthesizes his/her/their interests, developing knowledge of Israel and the Galilee, and personal vision of shared society in today's world. Designed in concert with the principles of a "professional learning community," this project-based activity will include structured time for journal writing to promote individual self-reflection, group activities that help participants think critically about their individual and shared experiences, and separate student-mentor meetings. The project-based activity will culminate in a public event at which students present their projects and findings to the Oranim College community.

(3) Logistics

The course is jointly sponsored by Oranim College and the University of Cincinnati. Designed as a two-week / 4-credit intensive academic and experiential learning framework, the program will be held at the Oranim College campus (Kiryat Tivon, Israel) from June 16-July 2, 2024 and co-taught by UC and Oranim faculty. Students will have access to campus facilities including Oranim International lounge, library, botanical gardens, and public spaces. One extra credit may be earned by completing a post-course research project (details TBA).

Participants will lodge in the 1926 Designed Apartments Hotel, located in the heart of the Haifa's bustling downtown scene. A designated shuttle will bring students to/from the Oranim College campus each day (15–20-minute ride).

Tuition (\$2800) covers the cost of classes, lodging, daily transportation, lunch, and arrangements associated with field trips. Students are responsible for their own international travel. Bus service from Ben-Gurion International Airport to the 1926 Designed Apartments Hotel will be provided on Sunday, June 16 at 3:00 PM (15:00 IST); return bus service from the hotel to Ben-Gurion International Airport will be provided on Tuesday, July 2 (details TBA).

Oranim International, in partnership with UC International, will provide official transcripts for students who successfully complete the program.

Components:

71 instructional hours

27 hours of experiential learning (field trips)

9 project-based learning hours (supervised individual and small group work)

5 hours of informal meetings with Oranim College students

Total: 112 hours = 4 credits / 140 hours (including post-course project) = 5 credits

(4) Lead Faculty

Dr. Janina Kahn-Horwitz (Oranim College) is Senior Lecturer, outgoing Chair of the Department of English Language and Literature, and incoming Vice-Rector for International Outreach. She earned a B.A. from the University of the Witwatersrand, South Africa and M.A. and Ph.D. degrees from the University of Haifa. Her research interests include individual differences in language learning, English as a foreign language, reading and spelling development, cross-linguistic impact of first language and literacy on English, teacher knowledge of English linguistic components, and more recently well-being in the EFL classroom. She sees educators as agents of change, making a significant impact on society through self-example and mentoring.

Dr. Stephen Kroeger (University of Cincinnati) is a faculty member in the Special Education Program of the School of Education. Dr. Kroeger earned his Master's in Special Education and his Ph.D. in Education from the University of Cincinnati. He earned two additional Master's degrees in Theology and Divinity from the Jesuit School of Theology in Berkeley, California. Dr. Kroeger's research agenda focuses on students at risk and the incorporation of effective instructional strategies, and his most recent work has evolved around culturally sustaining pedagogy, cross-program collaboration in middle childhood and educational leadership. He has several years of work experience overseas in the Palestine, Peru, Central America, and the Caribbean.

Dr. Mark A. Raider (University of Cincinnati) is a member of Department of History and Director of the Center for Studies in Jewish Education and Culture. Dr. Raider earned his B.A. at the University of California, Santa Cruz and his Master's and Ph.D. degrees at Brandeis University. He also studied at The Hebrew University of Jerusalem and lived in Israel for several years. Dr. Raider's research focuses on Zionist history, American Jewish history, and U.S.-Israel

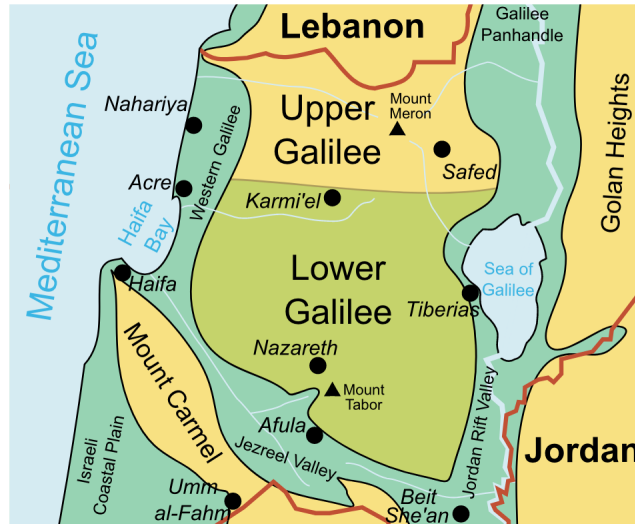
relations. His recent books are *New Perspectives on American Jewish History: A Documentary Tribute to Jonathan D. Sarna* (2021) and *“An Equal Share of Freedom”: American Jews, Zionism, and World War I* (2024). He teaches courses on modern Jewish history, U.S. history, American religious history, American cultural history, pedagogy, and research methods.

Dr. Rachel Ravid (Oranim College) is a Lecturer, Associate Director of the Civil Action Unit (Dean’s Office), and Advisor for Student Forum for Combating Racism. She received her B.A. in Education, Language, and English Literature and M.A. in Education in Life Course Development from the University of Haifa and her Ph.D. in Special Education from the University of Bath, England. She previously served as Head of the Department of Special Education in Early Childhood. She lectures, publishes, and writes on the topics of inclusion, multiculturalism, racism, and identity.

II. PROGRAM OUTLINE

Sample Weekly Schedule

Strands & Activity	Hours	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Communities of the Galilee	9:00-10:30			Fields Trips TBD				First Weekend (optional): Walking Tour of Haifa Second Weekend (optional): Banias Nature Reserve and Kibbutz Visit
Break				Week 1:				
Leadership & Reflection	11:00-12:30			Lower and Western Galilee				
Lunch								
Elective or Guest Speaker	13:30-14:30			Week 2:				
Break				Upper Galilee and Golan Heights				
Summative Activity and/or Independent Work	15:15-16:45					Note: Friday instruction ends at 14:30		
Note: Additional guest speakers and special activities will be arranged for the group on 2-3 evenings per week at the hotel.								Free evenings



Map of Israel's Northern District

Week 1 – Monday, June 17 to Saturday, June 22
Israel's Northern District: Kaleidoscope and Living Laboratory

• **Strand 1 / Communities of the Galilee**

Description: Students will be introduced to Israel's Northern District, with a focus on Haifa, the country's third largest city, and the Lower and Western Galilee regions. On one hand, the north is a microcosm of Israeli society; its diversity, complexity, and rich history reflects that of Israel and Palestine across time and space. On the other, it is a geographically distinct region made up of rolling hills, low mountains, and the Sea of Galilee. Anchored by Haifa, the only urban center where mountains meet the sea, the "city of six faiths" is Israel's most ethnically mixed city and home to Jews, Muslims, Christians, Catholics, Bahai, and Druze.

• **Strand 2 / Leadership & Reflection**

Description: Students will be introduced to models of leadership for social change and engage in a structured process of self-reflection and community insight. The conceptual cues to be posed this week are: (a) "What does leadership for social change look like?" and (b) "What is the systemization of experience and how does awareness in this regard inform one's capacity for leadership?" Provided with mentorship and examples, participants will be invited to engage a series of journal prompts intended to elicit visual, graphic, and written responses, designed to facilitate the integration of prior knowledge, content, and field experiences. Participants, working in the context of a professional learning community, will co-construct a leadership stance, reflect on their experience, work towards main questions, and articulate a frame of analysis and activism.

- **Electives and Guest Speakers / Contemporary Israel**

Description: Israel is a country characterized by pioneering, innovative, and dynamic strategies for nation-building. Looking beyond the Galilee as a case study, this week’s electives and guest speakers will examine Israel’s swift development, heterogeneity, and ideological and political tensions, including a variety of ongoing sociopolitical challenges. Themes: Jewish-Muslim-Christian relations, minority rights, civil rights, gender equality, and environmentalism and sustainability, Israel’s high-tech industry.

- **Tuesday, June 18 / Field Trip: Lower and Western Galilee**

- **Saturday, June 22 / Optional Activity: Walking Tour of Haifa**

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Week 2 – Sunday, June 23 to Saturday, June 29
Building a Civil Society: Democracy, Tolerance, and Social Justice

- **Strand 1 / Communities of the Galilee**

Description: Students will continue their exploration of the Northern District, with a focus on the Jewish, Christian, and Muslim communities of the Upper Galilee. Rich in natural resources and breathtaking landscapes, the valley and mountain communities of this region are punctuated by archaeological sites, agricultural crops and orchards, artisanal food producers, nature preserves, high tech entrepreneurs, and more. The hills rise quickly into a highland region that stretches northward and eastward to the Lebanese border and the Golan Heights.

- **Strand 2 / Leadership Development**

Description: Students will continue to explore models of leadership for social change and engage in a structured process of self-reflection. The conceptual cues to be posed this week are: (a) “How do we communicate our systemization of experience?” and (b) “What do I want leadership to look like in my life?” Given the evolving stories of our experiences and projects, participants will be able to document and illustrate their own stories, describe new knowledge, practice the reconstruction of experience, examine power relations in context, and consider ways to share their new knowledge.

- **Electives and Guest Speakers / Contemporary Israel**

Description: This week’s electives and guest speakers will examine foundational narratives that anchor Jewish, Christian, and Muslim communities to the lands of Israel and Palestine. To what extent do overlapping and competing historical and political narratives inform the contemporary scene and visions of shared society in Israel and Palestine? Paying close attention to the Northern District, we will consider the impact of ethno-religious forces on the region, Israeli society, and modern liberal society writ large. Themes (TBA), e.g., origins and function of national

narratives, one-state vs. two-state solution, film and media, Israeli peace movement, Palestinian Arab art, Israeli children's literature, U.S.-Israel relations, Druze society.

- **Tuesday, June 25 / Field Trip: Upper Galilee and Golan Heights**

- **Saturday, June 29 / Optional Activity: Banias Nature Reserve and Kibbutz Visit**

Week 3 – Sunday, June 30 to Monday, July 1

- **Strand 1 / Communities of the Galilee – Summative Activity**

- **Strand 2 / Leadership Development – Summative Activity**

- **Closing Ceremony and Celebration**

III. RESOURCES

Note: The program is informed by a broad array of scholarship on the history, communities, and cultures of Israel and the Galilee as well as the topic of “Leadership Development.” The items below illustrate the multiple and overlapping approaches of the teaching faculty to the subject matter. During the program, students will have the opportunity to read and study some items from this list; it is also intended to serve as a starting point to support the student projects and/or independent work.

I. Israel and the Galilee

Benjamin Acosta, “The Dynamics of Israel’s Democratic Tribalism,” *Middle East Journal* 68:2 (2014): 268-286.

Mohammed S. Dajani Daoudi and Zeina M. Barakat, “Israelis and Palestinians: Contested Narratives,” *Israel Studies* 18:2 (2013): 53-69.

Adel Manna, “The Palestinian Nakba and Its Continuous Repercussions,” *Israel Studies* 18:2 (2013): 86-99.

Derek J. Penslar, “Declarations of (In)Dependence: Tensions within Zionist Statecraft, 1896-1948,” *Journal of Levantine Studies* 18:1 (2018): 13-34.

Mark A. Raider, “Moshe Dayan: ‘Israel’s No. 1 Hero (in America),” *Journal of Israeli History* 37:1 (2019): 21-59.

Arik Rudnitzky, *Arab Citizens of Israel Early in the Twenty-First Century* (Tel Aviv University, 2015).

S. Ilan Troen, “Frontier Myths and Their Applications in America and Israel: A Transnational Perspective,” *Israel Studies* 5:1 (2000): 301-329.

“Is the Two-State Solution Still Viable?” *Foreign Affairs* (2021),
<https://www.foreignaffairs.com/ask-the-experts/2021-08-24/two-state-solution-still-viable>.

II. Shared Society

Oriana Abboud Armaly, Daniella Arieli, and Victor J. Friedman, “Developing a Model for Intergroup Dialogue in Academia: Jewish and Arab Students in Israel,” in *Track III Actions: Transforming Protracted Political Conflicts from the Bottom-up*, vol. 2, eds. Helena Desivilya Syna and Geoffrey Corry (Berlin: De Gruyter, 2023), 185-202.

Dan Bar-On and Fatma Kassem, “Storytelling as a Way to Work Through Intractable Conflicts. The German-Jewish Experience and its Relevance to the Palestinian-Israeli Context,” *Journal of Social Issues* 60:2 (2004): 289-306.

Daniel Bar-Tal, "The Elusive Nature of Peace Education," in *Peace Education: The Concept, Principles and Practice in the World*, eds. Gavriel Salomon and Baruch Nevo (Mahwah, NJ: Lawrence Erlbaum, 2002), 27-36.

Sharon Boaz and Michal Bat-Or, "Jewish and Arab Youth Create Murals in Public Space: Community-based Art Therapy Exploratory Research," *Peace and Conflict: Journal of Peace Psychology* 28:4 (2002): 470-479.

Judith Butler, *The Force of Nonviolence: An Ethical-Political Bind* (London: Verso, 2020).

Yifat Gutman, "Reconciling Theory and Practice: Confronting Violent Histories in Poland and Israel–Palestine," *International Political Sociology* 17:2 (2023), olac023.

Ran Kuttner, "From Co-existence to Shared Society: A Paradigm Shift in Intercommunity Peacebuilding Among Jews and Arabs in Israel," *Negotiation and Conflict Management Research* 10:3 (2017): 179-198.

Becky Leshem and Shifra Sagy, "National Honor and Personal Dignity Perceptions, Legitimization of the Narrative of the 'Other,' and Willingness to Reconcile: The Case of the Israeli-Palestinian Conflict," *Peace and Conflict: Journal of Peace Psychology* 27:3 (2021): 371-380.

Nel Noddings, *Peace Education: How We Come to Love and Hate War* (New York: Cambridge University Press, 2012).

Mike Prashker, *A Place for Us All: Social Cohesion and the Future of Israel* (Alouette Publications, 2017).

Lipaz Shamo-Nir, "Under the Radar: How is the Jewish-Arab Conflict Reflected in Internal Jewish Dialogue?" *International Journal of Psychological Studies* 14:1 (2022): 16-20.

Michael Sternberg and Shifra Sagy, "When Israeli Students Encounter Palestinian Narratives," in *Encountering the Suffering of the Other: Reconciliation Studies amid the Israeli-Palestinian Conflict*, ed. Francesco Ferrari (Göttingen: Vandenhoeck & Ruprecht, 2023).

Efrat Zigenlaub and Shifra Sagy, "Encountering the Narrative of the 'Other': Comparing Two Types of Dialogue Groups of Jews and Arabs in Israel," *Peace and Conflict: Journal of Peace Psychology* 26:1 (2020): 88-91.

III. Leadership Development

Laurie Adams, et al, *Resource Pack on the Systematization of Experiences* (The Hague: ActionAid, 2009).

Mary Brydon-Miller, Michael Kral, and Alfredo Ortiz Aragón, "Participatory Action Research: International Perspectives and Practices," *International review of Qualitative Research* 13:2 (2020): 103-111.

Laura M. Desimone, "A Primer on Effective Professional Development," *Phi Delta Kappan* 92:6 (2011): 68-71.

Paulo Freire, *Pedagogy of the Oppressed*, trans. Myra Bergman Ramos, reprint (New York: Continuum, 2005).

James McLeskey and Nancy L. Waldron, "Effective Leadership Makes Schools Truly Inclusive," *Kappan* 96:5 (2015), 68-73.

Alfredo Ortiz Aragón and Raphael Hoetmer, "Flowing With the River's Go: Seeking Ethical, Pragmatic, and Strategic Participation in the Design of a Regional Funding Strategy." *International Review of Qualitative Research* 13:2 (2020): 112-139.

Jisu Ryu, Jeff Walls, and Karen Seashore Louis, "Caring Leadership: The Role of Principals in Producing Caring School Cultures," *Leadership and Policy in Schools* 21:3 (2022): 585-602.

Donald A. Schön, *Educating the Reflective Practitioner: Toward a New Design for Teaching and Learning in the Professions* (San Francisco, CA: Jossey-Bass, 1987).

Stacy E. Walker, "Journal Writing as a Teaching Technique to Promote Reflection," *Journal of Athletic Training* 41:2 (2006) 216-221.