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Nota di bibliografia	Includes bibliographic references and index.
Nota di contenuto	Intro -- Preface -- Background: Growth of Israel Studies -- Motivation to Write This Book -- Acknowledgments -- About This Book -- Contents -- About the Author -- Part I: Navigating the Classroom -- Chapter 1: Introduction -- How to Use This Book -- What This Book Is Not -- On International Audience -- The Teaching Guide Genre -- The Sage on the Stage -- The Guide on the Side -- Student-Centered and Active Learning -- Disciplines in the Field of Israel Studies -- Disciplinary Anchors in Cultural Anthropology -- Cultural Transmission -- The Lived Experience -- Ethnographic Evidence -- Book Overview -- Chapter Components -- Concluding Comment -- References -- Chapter 2: Start Here: The Opening Day of Class -- Introduction -- The Syllabus Response -- Israel Studies Is Political -- Thin Slicing, Course Marketing, and Student Retention -- Step 1: Introduce the Brainstorm Activity -- Step 2: Provide a Working Definition of National Culture -- Step 3: Establish Brainstorm Expectations -- Step 4: Use Timing -- Step 5: Set Up the Board for Documentation -- Step 6: Assign a Scribe --

Step 7: Pause at the Midway Point -- Step 8: Generate a Top Ten -- Step 9: Assign Material for the Next Class -- Note on Facilitating the Day 2 Activity -- Concluding Notes: Why the National Cultural Brainstorm Works -- References -- Chapter 3: Start Now: History Can Wait -- Introduction -- Background: Teaching History Is Changing -- Today's History Students: A Profile -- Step 1: Consider Questions to Ask and Data to Collect -- Step 2: Design the Pretest -- Step 3: Administer the Pretest -- Step 4: Grade and Discuss Results with Students -- Step 5: Optional Post-test -- Step 1: Select Quotes or Images -- Step 2: Cut Quotes into Strips -- Step 3: Students Draw Random Snippets from a Hat -- Step 4: Provide Instructions to Student Breakout Groups.

Step 5: Report Back to the Large Group -- Step 6: Students Now Read for Homework -- Step 7: Report Back to Class with More Information -- Concluding Comment on Snippets -- History Can Wait: The Logic of Syllabus Resequencing -- Let Them Decide -- Step 1: List Your Timeline Non-negotiables -- Step 2: Assign Reading and Note-Taking at Home -- Step 3: Pair and Share Notes in Class -- Step 4: Regroup as a Class, Agree on the Historical Scope -- Step 5: Set up the Board for Documentation -- Step 6: Assign a Scribe -- Step 7: Use Timing -- Step 8: Establish Brainstorm Expectations -- Step 9: Brainstorm -- Step 10: Pause at the Midway Point -- Step 11: Negotiate the Top 10 Dates and Events -- Step 12: Close with Your Non-negotiables -- Concluding Comments: Top 10 Timeline -- Gamify the Timeline -- Step 1: Volunteer Students Create a Question Bank -- Step 2: Submit Questions for Review Before the Game -- Step 3: Finalize Game Design and Rules -- Step 4: Create Random Teams and Play -- Concluding Note on Jeopardy and Gamification Versus Seminar Discussions -- Concluding Comments: History Can Wait -- References -- Chapter 4: Start with Them: Ethnic Studies, Israel Studies, and the "Others" -- Introduction -- Nourishing Ethnic Pride -- Ethnic Pride and Curricular Design -- Advocacy and Cultivating Allies -- Israel Studies, Personal Identity, and Experience -- Avoiding Advocacy -- Relationship to Europe, Whiteness, Colonialism, and the West -- Jewish Indigeneity -- Fear Not the Others -- Fear Not the Other: The Other Is You -- Some Guidelines for Syllabus Balance -- Balancing Conflict Versus Occupation -- Balancing Lived Experience Versus Experience-Distant Overviews -- Balancing Your Non-negotiable Agenda Versus Teaching the Students in the Room -- Extending Choice to Students in the Classroom -- Decide Together Where a Reading Fits on the Spectrum and Why.

Rotate Discussion Leadership -- Maximize Choice in Final Projects -- Let Students Build an Alternative Textbook -- Co-create the Final Test with the Class -- Concluding Comment on Participation and Optics -- References -- Chapter 5: Start with Feeling: Yours -- Introduction -- The Emotionally Tough Years -- Managing Optics -- Microaggressions and Microboycotts -- Civility, Emotions, Teaching, and Learning -- Flashpoints, Signposts, and Enduring Questions -- Preventing Burnout -- Build in Balance and Recovery Time -- Brief Journaling and Documentation of Events -- Maintain a Shadow Syllabus -- Build a Network of Support Within and Outside of Your Field -- Drown Them in Ink -- Develop a Daily Writing Practice -- Decide What Your Relationship Will Be with BDS Supporters -- Move Departments or Units -- Leave Academia -- Concluding Comment -- References -- Chapter 6: Continue with Feeling: In the Classroom -- Introduction -- Characterizing Rage and Outrage -- Problems in the Wake of Rage -- 1. Start, Rather than End, with Hot Topics -- 2. Build in Buffer-Time Activities After Hot Topics -- 3. Make Way for Current Events (But Don't

Let Them Dominate) -- 4. Dedicate a Particular Day to Enduring Hot Topics Even if There Are No Current Events (Which Is Rare) -- 5. Move Hot Topics to a Discussion Board -- 6. Channel Students' Emotions into Detail -- Concluding Comments on Rage and Outrage -- Characterizing "Eggshelling" -- The Problem of Eggshells in the Classroom -- 1. First, Consider Honestly When You Have Eggshelled, and Why -- 2. Reassure and Offer a Solution -- 3. Give the Discomfort of Eggshelling a Nickname or Codeword -- 4. Assign Ungraded but Required Reading Response Papers or Response Memos -- 5. Make Them Practice Asking Good Questions -- 6. Organize Structured Debates -- 7. Play a Team-Based Jeopardy Game -- 8. Consider How You Grade Participation.

Concluding Comments on Eggshelling -- Who Feels Defensive? -- The Problem Defensiveness Presents -- Problems with Narratives and Truths -- Defensiveness and Anti-intellectualism -- 1. Don't Assume Everyone Has Something to Defend -- 2. Offer a Pre-test -- 3. Remind Students That Your Classroom Is Not an Advocacy or Activist Space -- 4. Don't Ignore Antisemitism, Islamophobia, or Any Other Forms of Discrimination -- 5. If All Else Fails, Know Your Enemy -- Concluding Comment -- References -- Part II: Global, Virtual, and Ethnographic Approaches -- Chapter 7: Study Abroad, Inc.: Israel Studies and Today's Global Programs -- Introduction -- Comfort, Convenience, and Affordability for a Diverse Population -- Rural Area, Northwestern Nicaragua, 1991 -- Reviewing Texas Global "Safety Assessment for International Group Experiences," 2021 -- Arrival/Departure Transportation Logistics -- Security for Housing/Program Facilities -- Program Risk Mitigation Strategy -- Estimated Program Costs -- Arrival at the Destination, 2022 -- Further from Immersion, Still Part of the Racket -- Concluding Note on 1990s Versus 2020s -- Who Takes Israel Studies Classes as a Gateway? -- 1. Emphasize the Relationship Between Academic and Personal Growth and Internationalization -- 2. "Internationalization" or "Global" as Comparative Studies -- 3. Your Course as a Gateway to International Connections -- Concluding Note -- References -- Chapter 8: The New Global Classroom: Hybrid, Virtual, and Nearly There -- Introduction -- A Brief Definition of Hybrid Learning -- Make Your Global Classroom Yours -- New Global Classroom Model #1: Multicultural Israel -- Step 1: You and a Colleague in Israel Agree to Collaborate on a GVE Project -- Step 2: Sit Down and Plan the Details of the Collaboration -- Step 3: Use the Backward Syllabus Design Principle, Deciding the Shared Outcome First. Step 4: Get Feedback -- Step 5: Build Time in the Syllabus for Debriefing After Sessions -- Step 6: Include a Closing Session -- Advantages of Teaching About Israel from Israel in This Model -- New Global Classroom Model #2: Cultural Geographies of Israel -- Concluding Note: Course Feedback -- New Global Classroom Model #3: Contemporary Jerusalem -- The Hybrid Component: Making the Most of Your In-Person Visits -- On Timing the In-Person Visits -- Sit in a Circle -- Eat Together -- Concluding Note -- References -- Chapter 9: Israel Studies' Global Reach: An Expanding Field -- Introduction -- Confronting National Attitudes -- Practical Challenges: View from the "Periphery" -- China -- India -- Emerging Scholars from the "Periphery" -- Russia -- Türkiye -- Snapshots: Younger Scholar in Italy, Armenia, and Japan -- Concluding Comment -- References -- Chapter 10: Conclusion -- Introduction -- Active Learning and Digital Distraction -- Advocacy Versus Scholarship -- Israel Advocacy in a Climate of Antisemitism -- Returning to Burnout -- Concluding Comment -- References -- Appendix: Keywords

Supplement-An Extended Glossary of "Upsetting" Terms in Israel Studies Courses -- Introduction -- Antisemitism (and the New Antisemitism) -- Anti-normalization -- Apartheid -- Genocide -- Intersectionality -- Israel/Palestine -- Occupied Palestinian Territory (and Disputed Territory) -- Pinkwashing (and Other Forms of "Washing") -- Settler Colonialism (and Indigeneity) -- Zionism -- References -- Index.

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