

**Lyndon B. Johnson School of Public Affairs
The University of Texas at Austin**

Day & Time: Tuesday 6:00-9:00 pm
Zoom link: <https://utexas.zoom.us/j/92963835838?pwd=K3h4eit2NGNKcUltWnhoQjFsaE9iUT09>
Passcode: Civil22
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**Civil Society Activities Promoting Shared Society in Israel/Palestine
Fall 2022, PA388K; course number: 60850**

Course to be cross-listed in Middle Eastern Studies: MESXXXX, Course number :xxxxx

Co-Instructors

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For students from The Hebrew University of Jerusalem:
Michal Almog-Bar, Ph.D., Hebrew University (michal.bar@mail.huji.ac.il)

Note: At UT-Austin, this class is officially a Fall 2022, three-credit graduate course This course may be taken in any of three separate modes:

1. A flipped asynchronous/synchronous class during Fall Semester 2022. A student can view all course content on Canvas and participate in class in Fall 2022 to complete course deliverables.
2. A virtual class where a student first participates in the Fall 2022 classes and then connects to activities in Israel via Zoom during December 27, 2022 to January 6, 2023. A student also can view course content on Canvas, and participate in class to complete course deliverables.
3. An in-person class during Fall 2022, with travel to Israel for field study during December 27, 2022 through January 6, 2023, contingent upon UT-Austin approval of travel.

No travel is required to take this course. No payment other than tuition is required for a person who does not travel to Israel, as the course is designed as a 'virtual international course.' Students who travel to Israel will incur costs (air travel, lodging, meals and other expenses). UT-Austin students also will have access to subsidies and fellowships, if the individual student applies for and receives them.

There will be class meetings for students (either in-person in Austin or via Zoom) during Fall Semester 2022 to prepare course deliverables which are due on January 15, 2023. For those students who wish to

travel to Israel, there will be ten days of field study based in Jerusalem, Israel between December 27, 2022 to January 6, 2023. Field study visits can be accessible via Zoom for students who do not travel.

The portion of the class in Jerusalem has costs beyond normal course registration to pay for Israel field components. Costs have been kept as low as possible; many costs are being co-supported by the cooperating universities. Costs are listed below.

Each student will make her/his own travel arrangements and pay for air travel to Israel As of 8/1/2022, air travel from Austin to Tel Aviv for 12/26/22 to 1/6/23 can be obtained for under \$1,200. For example, as of 8/1/2022, British Air had flights for \$1,108:

Date	Flight	Depart	Arrive	Flights
12/25	BA190	Austin	London (H)	7:05p-10:10a (12/26)
12/26	BA163	London(H)	Tel Aviv	9:15p-4:00a (12/27)
1/7	BA162	Tel Aviv	London	6:25a-9:50a
1/7	BA193	London	Dallas	11:05a-3:25p
1/7	BA1900	Dallas	Austin	7:50p-8:59p

Students will pay for their own rooms in the Maiersdorf Faculty Club at The Hebrew University of Jerusalem, which has the best view anywhere of the Holy Sites of Jerusalem's Old City. Room prices range from as low as \$50 per night (triple room), to \$60 (double room), to \$97 per night (single room); room costs include breakfast. From December 27 to January 6 there are 10 nights.

Students will pay separately for most lunches and dinners, although there are some group meals covered by the program. Relatively low-cost meals are available in university cafeterias, ranging from 25 shequels (for salad or sandwich and coffee) to 50 shequels for a full multi-course meal, or \$7.50 to \$15 for either lunch or dinner. There are 11 days.

There is an estimated program fee *not to exceed \$1,250* to cover local bus and taxi transportation, entry fees to museums and national parks, group expenses, some group meals, speaker honoraria, group expenses, as well other program expenses.

The RGK Center for Philanthropy, Volunteerism and Non-Profit Management may provide competitive partial fellowships for students who travel to Israel; those fellowships will be announced in September 2022. The University of Texas at Austin can provide its 2022-2023 International Education Fee Scholarship (options: \$1,200 to \$1,800), other internal scholarships and financial aid resources. Students will need to apply directly for those scholarships and fellowships.

To travel to Israel, each student must submit (a) a travel authorization form through the Travel Health and Safety unit of Texas Global; (b) participate in a pre-travel 'Health and Safety Review;' (c) register with Texas Global's 'International Travel Registry' to provide information on travel plans; (d) complete waivers that address travel liability and medical risks; and (e) develop an *emergency response plan* before leaving the US (see: <https://utdirect.utexas.edu/io/abroad/itr/index.WBX>).

Payment of fees. Program fees (not to exceed \$1,250) will be due on November 1, 2022 to help pay for program logistics and expenses. Hotel expenses will be paid to the Maiersdorf Faculty Club. Food expenses will be paid as they occur.

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Course Description

This course offers a unique opportunity to experience the challenges and complexities of shared society and coexistence in Israel, the Holy Land for Jews, Muslims and Christians, a 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 shared society 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 dialogue and building co-existence among the different populations in Israeli society.

The class will focus on individuals and organizations that work to improve the lives of Israel's Arab minority within the so-called Green Line on subjects such as safety, legal rights, access to quality services, freedom of travel, and coexistence. The Israeli nonprofit sector is one of the most complex in the world in terms of the number of its organizations, the size of activities and the variety of fields covered by its organizations, given the relatively small number of citizens. 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 in other societies around the world, including the USA. Many nonprofit organizations in the USA are also addressing diversity, equity and inclusion among populations of different religious and ethnic backgrounds; lessons from this course may be transferable to the American reality.

This course is designed to introduce students to the key issues of civil society activities for shared society 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, pre-recorded lectures, virtual and in-person field study, students will be able to learn about and observe a 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 shared society. The course provides 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 diverse educational methods are aimed at enhancing the students' understanding regarding Arab social and human rights within Israel and to understand the opportunities and barriers of groups active in protecting and enhancing 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.

Course Deliverables

Class members will participate in the following activities:

* One hour per week of class during the Fall Semester 2023. Class time will focus on preparation for field study and work on class deliverables making suggestions to a nonprofit organization as to how to improve (a) the diversity of recruitment of staff/leadership; (b) program outcomes and consequences; and (c) their organization's financial sustainability.

* Travel (optional) to Israel during December 27, 2022 to January 6, 2023. During the trip students will listen to lectures, join in field study throughout Israel, and participate in eight group student exercises with students from The Hebrew University of Jerusalem on how to improve performance of non-profit organizations in Israel. These and other assignments listed below relate to Israel and to Global Cultures.

Each session allows students to explore the beliefs and practices of non-U.S. cultural communities in relation to their own cultural experiences, so that they engage in an active process of self-reflection. The four topics are listed below.

Deliverable #1	Reflective Essay #1: Class members will keep a daily diary of their activities and their reactions to their experiences with Arab and Jewish cultures. This reportage will be collected into a journal/essay reporting the daily efforts at self-reflection and self-awareness.
Deliverable #2	Reflective Essay #2: Students will submit a self-reflective essay at the end of the course that explores beliefs and practices of Israeli Muslim, Christian and Jewish cultural communities in relation to their own cultural experiences. Students will be asked to write the essay that engages themselves in an active process of self-reflection and self-awareness.
Deliverable #3	Each student will develop a paper proposing innovation in non-profit management in one organization that addresses at least three dimensions: how to improve (a) the diversity of recruitment of staff/leadership; (b) program outcomes and consequences; and (c) their organization's financial sustainability.
Deliverable #4	Reflective Essay #4: Each student will submit a reflective essay on the outcomes of group work from <i>eight in-class group exercises</i> that address key issues germane to cultural activities of Muslim, Christian, and Jewish non-profit organizations in Israel. (Note: These tasks are similar to challenges faced by non-profit organizations in the USA in comparable equity, diversity and inclusion in multi-cultural contexts.)

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Methods of Teaching and Curricular Resources

The course includes interviews and field trips, both in a real format for students who travel, as well as a virtual format for students who cannot or do not wish to travel. The interviews and meetings with civil society activists, leaders of nonprofit organizations and communities and professional experts, as well as class discussions can occur in person, virtually, and via asynchronous reserves on Canvas. These classes and field visits 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. In addition, materials on Canvas and in Box sites include pre-recorded lectures, readings, and a teaching guide.

The intensive course in Israel will be co-led by two faculty members and include students from two universities. Michal Almog-Bar, Ph.D., from The Schwartz Program in Nonprofit Management at the School of Social Work and Social Welfare, Hebrew University of Jerusalem leads the Hebrew University component. The course is hosted by the School of Social Work and Social Welfare at The Hebrew University. David Eaton, Ph.D., of the RGK Center for Philanthropy and Community Service of the LBJ School of Public Affairs and the Center for Middle Eastern Studies at The University of Texas at Austin (UT-Austin) leads the Texas component. There are two student sections offered at UT-Austin, one graduate section and one undergraduate section. Students from the School of Social Work and Social Welfare or the Rothberg School for International Students, both at The Hebrew University of Jerusalem can enroll in the Hebrew University separate course. 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.

There are *four* special curriculum components that make this course unique, including:

- * a multi-media approach, with all educational resources accessible via Canvas and Box asynchronously, including pre-recorded lectures, pre-recorded interviews, and pre-recorded field visits to relevant sites, as well as readings and organizational promotional materials;
- * ‘flipped’ and ‘virtual’ course content, with synchronous and asynchronous lecture and reading components;
- * four days of field study visits outside of Jerusalem to observe best practices for nonprofit organization to advocate and enable shared society
- * four days of classes, with one half of each day for discussions with leaders of nonprofit organizations to advocate and enable shared society and one-half day of virtual student in-class exercises seeking to improve each non-profit’s performance in one of four dimensions: external communications; fundraising; staff/member diversity recruitment; or program evaluation.

Graduate Course Components

Classes based in Jerusalem (in person or virtual): 29.5 contact hours in Israel in December 2022 through January 2023 for students who travel to Israel or join virtually from Austin

Fieldwork - participant/observation: 28 fieldwork hours (equivalent to 14 class “contact” hours) in Israel for students who travel to Israel or join virtually

Classes in Austin to complete papers: 14 contact hours in Austin during Fall Semester 2022

Fall Semester Class

There will be fourteen sessions of one hour each during the Fall Semester 2022. The class may be in-person or may be virtual via Zoom, depending upon Covid-19 circumstances.

Fall Semester Class Meetings – UT-Austin Section Only

The Fall 2022, PA388K graduate section will meet every Tuesday during Fall Semester 2022 for one hour per week: Tuesdays from **6:00 – 7:00 pm CST**, for a total of 14 contact hours. The meetings will help participants make progress on their class papers. The dates of topics covered are listed below. During the last classes, when students report, both the UT-Austin students and representatives of the non-profits that are the foci of papers will be invited to participate.

Schedule – Fall 2022 Weekly Meetings – Tuesdays, 6-7pm

Tuesday, August 23, 2022, 6:00pm-7:00pm	
In Class	Orientation to the course Orientation to the non-profit sector in Israel Orientation to the field program in Israel Discussion of financial sources for student support for Israel field program
Readings	Course syllabus
Video	None prior to class
Homework	Each student is asked to write a one-page statement of their course expectations: what do they expect to learn or accomplish through this course Each student should submit a current version of their resume
What is expected?	The one page statement should include a student's name, utetid, email, telephone number, and current academic major. The statement ought to answer five questions: Why did you decide to take this course? Do you wish to participate in the field study component in Israel in December 2022-January 2023? Are you interested in learning more about the non-profit sector in Israel? Are you interested in the challenges in assuring a shared society in Israel for Muslem, Christians, Jews and persons without religious affiliation? What do you hope to learn from the class?
Tuesday, August 30, 2022, 6:00pm-7:00pm	
In Class	Discussion of course deliverables and schedule Discussion of grading rubrics for assignments
Readings	Course syllabus List of possible in-class exercises
Video	None for this class
Homework	Each student will be asked to develop a draft plan for their deliverables to be submitted prior to the August 30 class

What is expected?	<p>There are four course deliverables:</p> <p>Reflective essay #1: a daily diary of activities and reactions to their experiences either in person (for those who travel to Israel) or virtual (for those who connect virtually). The essay will incorporate self-reflection. One question to be answered is: What is your plan for this essay and what will the final written submission look like?</p> <p>Reflective essay #2: The essay asks each student to indicate what they have learned about how non-profit organizations in Israel seek to enhance diversity, equity, inclusion and shared society among Muslims, Christian, Jews and non-religious in Israel. It will also discuss what the student has learned about the opportunities and barriers these organizations face in seeking to accomplish their goals. One question to be answered is: What is your plan for this essay and what will the final written submission look like?</p> <p>Reflective essay #3: This essay addresses how a specific non-profit that seeks to improve shared society in Israel can enhance its performance along at least three dimensions: recruitment of staff leadership; program outcomes and consequences; and financial sustainability. The non-profit can be one of those met in the program, identified in the syllabus, or some other organization that the student selects and the instructor accepts as appropriate. The improvement can also address other elements of program design, structure, management, or operations. One question to be answered is: What is your plan for this essay and what will the final written submission look like?</p> <p>Reflective essay #4: This essay asks the student to report the outcomes of the group work of each of the eight in class group exercises. The class will be provided a list of possible in-class exercises; the actual set of exercises will be decided by the faculty prior to the exercises, so as to take advantage of the field study experiences. The hypothetical list ought to be sufficient for answering one question: What is your plan for this essay and what will the final written submission look like?</p>
	Tuesday, September 6, 2022, 6:00pm-7:00pm
In Class	<p>Travel orientation (from Texas Global)</p> <p>Discussion of emergency planning</p> <p>Restricted regions form preparation</p> <p>Covid-19 travel form preparation</p>
Readings	<p>Orientation to travel developed by Texas Global</p> <p>Draft emergency plan</p> <p>Draft restricted regions form</p> <p>Draft Covid-19 travel form</p>
Video	To be provided
Homework	<p>Each student will prepare prior to class a set of draft forms for eventual submittal to Texas Global:</p> <p>A draft emergency plan</p> <p>A draft restricted regions plan</p> <p>A draft Covid-19 travel form</p> <p>A draft travel itinerary (for those who expect to travel) and a draft virtual connection schedule (for those who do not plan to travel)</p>
What is expected?	Rubric to be provided.
	Tuesday, September 13, 2022, 6:00pm-7:00pm
In Class	<p>Lecture on the Israeli/Palestinian non-profit sector</p> <p>Discussion of participating Israeli/Palestinian non-profits during field study</p>
Readings	A series of readings about non-profits to be visited during field study (to be provided)
Video	A series of videos about non-profits to be visited during field study (to be provided)
Homework	Each student will select one Israeli/Palestinian non-profit and prepare a background document about it

What is expected?	Rubric to be provided.
Tuesday, September 20, 2022, 6:00pm-7:00pm	
In Class	Orientation to the geography of the Holy Land Discussion of group assignment regarding 'Friends of Roots'
Readings	To be provided
Video	To be provided
Homework	Team assignment: Consider the case of 'Friends of Roots.' How could the organization increase the number and diversity of its membership?
What is expected?	Rubric to be provided.
Tuesday, September 27, 2022, 6:00pm-7:00pm	
In Class	Orientation to the history of the Holy Land Discussion of group assignment regarding 'Women Wage Peace'
Readings	To be provided
Video	To be provided
Homework	Team assignment: Consider the case of 'Women Wage Peace.' How could the organization increase the influence of its activities on domestic Israeli/Palestinian politics?
What is expected?	Rubric to be provided.
Tuesday, October 4, 2022, 6:00pm-7:00pm	
In Class	Discussion of claims of Palestinians and Israelis to their rights to live in the Holy Land Discussion of the group assignment regarding 'Tsofen'
Readings	To be provided
Video	To be provided
Homework	Team assignment: Consider the case of 'Tsofen.' How could the organization increase its revenue streams to enhance its financial sustainability?
What is expected?	Rubric to be provided.
Tuesday, October 11, 2022, 6:00pm-7:00pm	
In Class	Orientation to the Arabic language Orientation to the Hebrew language Discussion of the group assignment regarding 'Blue and White Rights'
Readings	To be provided
Video	To be provided
Homework	Team assignment: Consider the case of 'Blue and White Rights.' How could the organization improve the quality of its communication to improve its public outreach?
What is expected?	Rubric to be provided.
Tuesday, October 18, 2022, 6:00pm-7:00pm	
In Class	Orientation to Palestinian cultures Discussion of the group assignment regarding 'Hand in Hand'
Readings	To be provided
Video	To be provided
Homework	Team assignment: Consider the case of 'Hand in Hand.' How could the organization improve its capacity to recruit, promote and sustain a diversity in its leadership?
What is expected?	Rubric to be provided.
Tuesday, October 25, 2022, 6:00pm-7:00pm	
In Class	Orientation to Israeli Jewish cultures Discussion of the group assignment regarding 'Sikuy.'

Readings	To be provided
Video	To be provided
Homework	Team assignment: Consider the case of ‘Sikuy.’ How could the organization enhance its innovative policy ideas to improve conditions for Israel’s Muslim citizens?
What is expected?	Rubric to be provided.
Tuesday, November 1, 2022, 6:00pm-7:00pm	
In Class	Introduction to field research skills: listening, re-framing, questioning Discussion of group assignment regarding ‘Parents’ Circle’
Readings	To be provided
Video	To be provided
Homework	Team assignment: Consider the case of ‘Parents’ Circle.’ How could the organization enhance its international stakeholder base?
What is expected?	Rubric to be provided.
Tuesday, November 8, 2022, 6:00pm-7:00pm	
In Class	Introduction to non-profit consultant skills: participant-observation, interviewing, surveys and focus groups
Readings	To be provided
Video	To be provided
Homework	Each student to submit a draft plan for their individual class papers, including the non-profit organization name and a draft annotated outline of the paper
What is expected?	Rubric to be provided.
Tuesday, November 15, 2022, 6:00pm-7:00pm	
In Class	Introduction to research skills: drafting, reference citation, editing, copy-editing
Readings	To be provided
Video	To be provided
Homework	Each student will submit a preliminary list of references for their paper in a standard format
What is expected?	Rubric to be provided.
Tuesday, November 29, 2022, 6:00pm-7:00pm	
In Class	Field orientation to the study in Israel Emergency plans for Israel
Readings	Materials for field study in Israel Emergency plans for Israel
Video	None
Homework	None

Classes and Fieldwork in Israel

There is no required travel to Israel. For those who do travel to Israel, the field component in Jerusalem will occur from December 27, 2022 through until January 6, 2023. Class will be based in Room 420, School of Social Work and Social Welfare of The Hebrew University of Jerusalem and in a classroom within the Maiersdorf Faculty Club. Students attending the course in Israel ought to travel from the US to Israel prior to December 26, 2022, so as to arrive no later than Tuesday December 27, 2022, in time for classes to begin at 9 am on Wednesday, December 28, 2022. The tentative schedule in Israel is listed below. Times and speakers may change.

Date	Activity
On or before 12/26/22	Students travel from the US to Israel
12/27/22	Students arrive in Israel and transit to Jerusalem
12/28/22	Field study day for UT-Austin students
12/29/22	Field study day for UT-Austin students
12/30/22	Field study day for UT-Austin students
12/31/22	Free day
1/1/23	Class day for all students at Hebrew University
1/2/23	Field study day for UT-Austin students
1/3/23	Class day for all students at Hebrew University
1/4/23	Class day for all students at Hebrew University
1/5/23	Class day for all students at Hebrew University
1/6/23	Final course sessions and evaluation class day at Hebrew University; for some class members, travel back to the USA for U. Texas students; for other Texas students, this is a day that is mostly free.
1/7/23	Departure back to the USA for U. Texas students

Below is the detailed day-to-day schedule with speakers and virtual student projects and deliverables.

Course Requirements and Grading

The course has four deliverable assignments:

Deliverable #1	Reflective Essay #1: Class members will keep a daily diary of their activities and their reactions to their experiences with Palestinian and Israeli cultures. This reportage will be collected into a journal/essay reporting the daily efforts at self-reflection and self-awareness.
Deliverable #2	Reflective Essay #2: Students will submit a self-reflective essay at the end of the course that explores beliefs and practices of Israeli Muslim, Christian and Jewish cultural communities in relation to their own cultural experiences. Students will be asked to write the essay that engages themselves in an active process of self-reflection and self-awareness.
Deliverable #3	Paper proposing innovation in non-profit management that addresses at least three dimensions: how to improve (a) the diversity of recruitment of staff/leadership; (b) program outcomes and consequences; and (c) their organization's financial sustainability.
Deliverable #4	Reflective Essay #4: Each student will submit a copy of the group work from <i>eight in-class group exercises</i> (see the list of exercises below) that address key issues germane to cultural activities of Muslim, Christian, and Jewish non-profit organizations in Israel. These tasks are similar to challenges faced by non-profit organizations in the USA in comparable multi-cultural contexts.

Grades will be based on: (a) attendance and active participation in all classes including: participation in all classes and field trips (20%); (b) a daily journal (15%); (c) a self-reflective essay on the program and experiences (15%); (d) a submission of the eight group essays (20%); and one paper (30%). The grading rubrics are listed below by assignment.

Participation (20% of the grade)

This course provides an opportunity for students to learn from observation and field study, as well as

classroom study. Participation is required unless there is an illness. Participation can include actual field participation in Israel or virtual participation via Zoom. Students either will or will not participate in program elements, and this grade reflects the frequency and quality of participation.

Daily Journal (15% of the grade)

Each student is expected to keep a journal describing their field experiences and observations of class speakers, whether they are observing persons and places in real life, via Zoom virtually, or via asynchronous materials. The journal will be evaluated based on the quality of the journal entries, including the events/activities identified and comments or insights from either the class content or fieldwork observations. Reportage of events will be a minimum content. A higher assessment will be given for evaluative comments and reactions.

Self-Reflective Essay on the Program (15% of the grade)

Students will submit a self-reflective essay at the end of the course that explores beliefs and practices of Israeli Muslim, Christian and Jewish cultural communities in relation to their own cultural experiences. Students will be asked to write the essay that engages themselves in an active process of self-reflection and self-awareness. Grades will be higher if the student is able to discuss their own reactions and self-reflection regarding their experiences with cultural communities in Israel.

Collection of Group Essays (20% of the grade)

During the fall semester students will work together on seven plan components to improve the operations of individual non-profits. These include:

Non-Profit Organization

Roots
Women Wage Peace
Tsofen
Blue and White Rights
Hand in Hand
Sikkuy
Parents Circle

Component to Be Improved

Recruitment of members (diversity, number)
Improvement of political outcomes from group's activities
Fundraising
Communication
Leadership diversity
Innovative policies
Recruitment of international affiliates

These elements may be the focus of eight in-class group exercises in Jerusalem as well. Each student will be expected to report on the outcomes of the group exercises in a self-reflection paper. Students will be graded on the quality of ideas in their group's recommendations.

Individual Consultant Papers (30% of the grade)

Each student will select in advance one of the Moslem, Christian or Jewish non-profit organizations promoting shared society that the student will either meet or make contact with during the period in Israel. The student will prepare a paper recommending how the organization can improve some elements (one or more) of its planning, operations, or the outcomes of its work. Paper topics may also address: (a) a review of the origins of the group and its motivation or goals; (b) organization leadership; (c) organization membership; (d) source of organization financing; (e) history of programs; (f) organizational internal and external communications; (g) program outcomes and consequences; and (h) plans for future programs and outcomes.

Required Reading

Each student is required to read, at a minimum, one book viewing the conflict from the Israeli perspective (authors Oz or Shavit) and one book that views the conflict from the Palestinian perspective (authors Nusseibah or Said). These books portray the narrative of each side 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 of the region as a shared society. The books are:

Nusseibeh, Sari (2007). *Once Upon a Country: A Palestinian Life*. New York: Farrar, Straus and Giroux
[Amazon](#) | [UT Library](#)

Oz, Amos (2003). *A Tale of Love and Darkness*. New York: Harcourt
[Amazon](#) | [Alt. Amazon](#) | [UT Library](#)

Said, Edward W. (1979). *The Question of Palestine*. New York: Times Books
[Amazon](#) | [UT Library](#)

Shavit, Ari (2013). *My Promised Land: The Triumph and Tragedy of Israel*. New York: Spiegel and Grau
[Amazon](#) | [UT Library](#)

These books will form the basis for the September discussion in Austin on the origin of the Israel-Palestinian conflict.

One additional reading is to be completed before the first class in Jerusalem:

United Nations (1948/2013). *Universal Declaration of Human Rights*.
<https://www.un.org/en/about-us/universal-declaration-of-human-rights>

Schedule Classroom and Field Study Components

(This schedule is tentative and subject to change)

(Note: all times listed are Israeli standard time. Texas times for persons participating via virtual international classroom are 8 hours earlier. Thus, a 9 am class start in Jerusalem corresponds to a 1 am virtual international Zoom connection time.)

Monday, December 26, 2022	
	<p>Last day for departure from USA to Israel (Note: room at the Maiersdorf Faculty Club have been reserved as of Monday, December 26 for any persons who wish to arrive early to adjust to Israel time) A student already based at Maiersdorf will have breakfast at the Faculty Club. Lunch and dinner will be at one of the Hebrew University cafeterias, at the individual's preference. Students traveling to Jerusalem can find meals en route.</p>
Tuesday, December 27, 2022	
	<p>Day for arrival in Israel and transit to Jerusalem (Note: rooms will be reserved in each individual's name for Tuesday, December 27, 2022) No academic program activities planned. If students arrive as a group, group transit will be provided to Hebrew University. Students arriving on an individual itinerary can travel to Hebrew University through a sheroot (group taxi), bus, or train, or individual taxi (if initial transit is bus or train). A student already based at Maiersdorf will have breakfast at the Faculty Club. Lunch and dinner will be at one of the Hebrew University cafeterias, at the individual's preference. Students traveling to Jerusalem can find meals en route.</p>
14:00	<p>Tour of Hebrew University - Har Hatsofim, by foot Video Tours of Hebrew University: Tour of the Hebrew University of Jerusalem's Rehovot campus Campus Tour - The Hebrew University of Jerusalem Tour of the Hebrew University of Jerusalem's Edmond J. Safra Givat Ram Campus Tour of the Hebrew University of Jerusalem's Ein Kerem campus Site Table: Hebrew University</p>
16:00	<p>Virtual (or real) tour of the Hebrew University Libraries (Mount Scopus Library, Library Authority, and Social Work Library) Video Tour: Tour of Hebrew University of Jerusalem's Mt. Scopus Campus Site Table: Hebrew University Libraries</p>
17:00	Dinner at any of the Hebrew University cafeterias or food stalls, by individual preference
Wednesday, December 28, 2022: Program Introduction and Field Study Visit	
7:00-8:00	U. Texas students meet for breakfast at Maiersdorf Faculty Club, floor 2, to learn about any changes in details of field study tours and class content and prepare for field study
8:00-10:00	<p>U. Texas students depart for Givat Haviva (Center for a Shared Society) in Ma'anit, near Pardes Hana/Karkur, Ein Iron and Ma'or) that is near the Palestinian triangle. Visit to observe the campus that is the national educational center of the Kibbutz movement in Israel to discuss their bilingual educational and K-12 youth programs. Nonprofit Table: Givat Haviva</p>
10:00-11:00	<p>Lecture discussion with Bashir Bashir, Ph.D. Lecture: The History of the Palestinian-Israeli Conflict (54 mins) Speaker Table: Bashir Bashir</p>
11:00-12:00	<p>Lecture/discussion with Mohammed Darawshe on the Abrahamic Fund Initiatives and the potential for Palestinian Arab influence on Israeli policies through political action. Speaker Table: Mohammed Darawshe</p>
12:00-13:00	Departure for field study visit to Nazareth and Nof Hagalil (formerly Nazareth Illit)

13:00	<p>Group lunch in Nazareth, with a discussion with staff of The Polyphony Foundation, which aims to bridge the divide between Arab and Jewish communities in Israel through Arabic, Western, Arabic and Jewish music; its role with the Polyphony Conservatory in Nazareth</p> <p>Video Tour Presenting Polyphony: Helping Bridge the Divide in Israel Promotional Video: Meet Polyphony Nonprofit Table: Polyphony Foundation Site Table: Polyphony Foundation This is a group lunch covered by the program.</p>
14:15	<p>Tour of Nazareth and Nof Hagalil</p> <p>Tour of Nazareth Tour of Nof Hagalil Site Table: Nazareth Site Table: Nof Hagalil</p>
15:00	<p>Discussion with resident(s) of either Nazareth or Nof Hagalil to discuss relations between the primarily Arab town of Nazareth and the primarily Israeli town of Nof Hagalil</p>
16:15	<p>Departure to the National Park at Caesarea</p>
17:30-19:00	<p>Tour of Caesarea ruins and beach</p> <p>Tour of Caesarea National Park, Israel Tour of Israel, Caesarea National Park: Amphitheater, Old City, Port, Reef Palace, Mosque, etc. Site Table: Tour of Caesarea ruins and beach</p>
19:00	<p>Bus return to Jerusalem Dinner at a university cafeteria or food stall, per individual preference</p>
Thursday, December 29, 2022: Field Study Visit to the Dead Sea and Masada	
8:00	<p>Departure from Jerusalem towards the Jordan Rift Valley</p> <p>Video Tour: 11 Road from Jericho to Jerusalem from the Air - ירושלים - דרך יריחו Site Table: Jerusalem towards the Jordan Rift Valley</p>
9:30	<p>Visit to the Qumran Caves and National Park</p> <p>Video Tour: Qumran - Aerial Israel Video Tour: S1: Jericho E3: Qumran Caves (Dead Sea Scrolls) - Palestine Travel Series Site Table: Qumran Cave and National Park</p>
10:30	<p>Departure to Masada</p>
11:30	<p>Travel to Masada via cable-car or foot</p> <p>Video Tour: A complete walk around the ancient Judean fortress of Masada Trip to Israel 2019 Video Tour: Fully Guided Tour of Masada Site Table: Masada Lunch is available at restaurants at the ground (lower level) of Masada. Each student can eat upon arrival at Masada or prior to departure to the Dead Sea, per individual preference</p>
14:30	<p>Departure to Dead Sea (Neveh Zohar)</p>
15:30	<p>Swim in Dead Sea</p> <p>Video Tour: Dead Sea Israel Video Tour: Floating in the Dead Sea Site Table: Dead Sea</p>
17:00	<p>Depart Dead Sea for Israeli Moshav in the Jordan Rift Valley to discuss Israel-Jordan relations, Palestinian-Israeli relations, and life on a farm below sea level (Getit or Tomer)</p> <p>Video Tour: Ahituv - Moshav in Israel Site Table: Moshav</p>
18:30	<p>Dinner at the Moshav; this is a group dinner covered by the program</p>
20:00	<p>Depart for Hebrew University</p>

Friday, December 30, 2022: Field Study Visit to Jaffa	
8:30	Breakfast prior to 8:30 am at Maiersdorf Departure from Jerusalem
10:00	Arrival at Wahat Al-Salam/Neve Shalom for a field visit of the Arab-Jewish village, with a discussion of creating a shared society in a rural region Video Tour: A presentation of Neve Shalom/Wahat al-Salam, the Oasis of Peace Video Tour: Coexistence is no dream in Neve Shalom/Wahat al-Salam www.oasisofpeace.org Video Tour: VICE News visits Wahat al-Salam - Neve Shalom Site Table: Wahat Al-Salam/Neve Shalom
12:00	Lunch at Wahat Al-Salam/Neve Shalom. This is a group lunch covered by the program.
13:00	Depart to field study visit to Jaffa/Yafo
13:45	Arrival at Sadaka Reut Arab-Jewish Youth Partnership, Shivtey Israel 35 P.O.B. 8523, Jaffa, 6108401, Israel, Tel / Fax: +972-3-5182336, info@re Discussion and tour of facilities. Speaker: Ms. Rawan Bisharat , Co-Executive Director of Sadaka-Reut Arab Jewish Youth Partnership. Site Video: The 30th anniversary film of Sadaka Reut Site Table: Sadaka Reut Arab-Jewish Youth Partnership Nonprofit Table: Sadaka Reut Arab-Jewish Youth Partnership Speaker Table: Ms. Rawan Bisharat
15:30	Tour of old Yafo/Jaffa Video Tour: Old Jaffa Tour Tel Aviv Yafo Walking in Israel 2020 ישראל יפו העתיקה Video Tour: Jaffa is a place where Jews, Muslims and Christians live happily Site Table: Yafo/Jaffa
17:00	Bus returns to Hebrew University Dinner at any university cafeteria or food stall, per individual preference
Saturday, December 31, 2022: Free Day	
	Breakfast is available at Maiersdorf for those who remain at the Maiersdorf Faculty Club. Other meals can be taken per individual preference.
Sunday, January 1, 2023: Introduction to the Course	
8:30-9:00	Breakfast at Maiersdorf prior to 8:30 am Coffee, fruit and self-introductions
9:00-10:00	Prof. Michal Almog-Bar <i>Introduction to Civil Society Activities in the Field of Building Shared Society</i>
10:00-12:00	Virtual/In-person Group Exercise #1: to be determined Exercise 1 Rubric Link
12:00-13:00	Lunch break; lunch is available at any university cafeteria or food stall, peer individual preference
13:00-14:15	Rabbi Hanan Schlesinger and Noor Awad, Roots <i>Fostering a Grassroots Movement of Understanding, Nonviolence, and Transformation Among Israelis and Palestinians.</i> Speaker Table: Rabbi Hanan Schlesinger and Noor Awad, Roots
14:30-15:45	Virtual/In-person Group Exercise #2: to be determined Exercise 2 Rubric Link
16:00	Eitan Koversky , occupied territories' lawyer who specializes on Palestinian rights in Israeli courts.
18:00	Dinner is available ant any university cafeteria or food stall, per individual preference Abu Ghosh
Monday, January 2, 2023: Day Trip for U. Texas Students: Jerusalem	

8:15	Breakfast at Maiersdorf prior to 8:15 am Departure from Hebrew University to Yad Vashem Museum Tour Yad Vashem Museum: Virtual Tour of Yad Vashem's Holocaust History Museum Site Table: Yad Vashem Museum
9:00	Enter Yad Vashem Museum, Jerusalem
11:15	Early lunch at Yad Vashem Cafeteria, per individual preference
12:00	Departure for the Museum for Islamic Art, Jerusalem
12:45	Enter Museum for Islamic Art (MfIA) Videos about the Museum for Islamic Art: Video Tour: The Jerusalem Museum for Islamic Art Video Tour: 'Contemporary Arabesque' in Jerusalem Exhibitions Showcase Site Table: Museum for Islamic Art (MFIA)
15:00	Depart MfIA for Old City of Jerusalem
15:30	Start tour of holy sites in the Old City of Jerusalem: Western Wall and Western Wall Tunnel Tour Video Tour: In the Footsteps of Jesus - The Western Wall Tunnels in Jerusalem Video Tour: Western Wall Jerusalem Tour 4k Site Table: Western Wall
17:30	Tour of Christian holy sites of the Old City of Jerusalem (note: Muslim members of the class will be able to visit the Muslim holy sites in the Old City at a time of their own selection) A Video Tour inside The Church of the Holy Sepulchre in Jerusalem Potential tours of Christian holy sites: History of Jerusalem: See & Tour the Holy Sites, Mt. of Olives, Garden of Gethsemane, Western Wall ILTV's Top 5 Christian Sites to Visit in Israel Virtual Tour of Biblical Sites in Israel Site Table: Christian Holy Sites of Old City of Jerusalem Potential tours of Muslim holy sites: Take a virtual tour of Holy Jerusalem Muslim guardians of Jerusalem's holy sites Site Table: Islamic Holy Sites in Jerusalem
20:00	Return to Hebrew University Dinner at any university cafeteria or food stall, per individual preference
Tuesday, January 3, 2023: Challenges of Building Shared Society: Civil Society Responses	
9:00-10:00	Breakfast at Maiersdorf prior to 9:00 am Prof. David Eaton <i>Palestinian-Israeli Water Cooperation: role of non-profits.</i>
10:15-11:15	Ms. Hamutal Guri , Women Wage Peace Lecture: The Power of Women to Wage Peace The case of the Israeli- Palestinian Conflict Women Wage Peace is an Israeli grassroots peace movement that advocates for a “bilaterally acceptable political agreement” to end the Israeli-Palestinian conflict Speaker Table: Hamutal Guri Nonprofit Table: Women Wage Gap
11:15-12:15	Virtual/In-person Group Exercise #3: to be determined Exercise 3 Rubric Link
12:15-13:00	Lunch break

13:15-14:15	Mr. Sami Saadi , CEO of Tsofen <i>Promoting Shared Society through Equal Employment Opportunities: The Case of the High-Tech Field in Israel</i> Speaker Table: Mr. Sami Saadi Nonprofit Table: Tsofen
14:15-15:30	Virtual/In-person Group Exercise #4: to be determined Exercise 4 Rubric Link
16:00	Bus departs to the Israel Museum
16:30	Tour of Israel Museum Video Tour: Virtual Israel Tour Day 26: The Israel Museum Video Tour: Joy of Museums Virtual Tours Israel Museum, Jerusalem Site Table: Israel Museum
18:30	Dinner at Israel Museum restaurants. There are a number of restaurants and dinner will be by individual preference
19:30	Bus returns to Hebrew University
Wednesday, January 4, 2023: Building a Shared Society: Responses from Civil Society	
9:00-10:15	Breakfast at Maiersdorf prior to 9:00 am Mr. Nicolas Nisim Touboul , Coordinator of Blue and White Rights (B/W Rights) of the Center for Strategic Zionism <i>Promoting Human Rights from the Other Side of the Political Map.</i> Speaker Table: Nicolas Nisim Touboul Nonprofit Table: Institute for Zionist Strategies
10:30-11:50	Virtual/In-person Group Exercise #5: to be determined Exercise 5 Rubric Link
12:00-13:00	Lunch Break; lunch at any university cafeteria or food stall, per individual preference
13:00-14:15	Ayelet Rott , Head of “Hand In Hand” Schools <i>Promoting Shared Society through Education.</i> Speaker Table: Ayelet Rott Nonprofit Table: Hand in Hand Schools
14:15-15:30	Virtual/In-person Group Exercise #6: to be determined Exercise 6 Rubric Link
16:00	Bus departs for YMCA-Jerusalem
16:45	Field study visit to the YMCA-Jerusalem to discuss their multi-cultural and multi-gender sports, education, and culture programs, as well as the role of international donors in contributing to Holy Land non-profits Video Tour: Jerusalem Uncovered: A look on the history of YMCA building in Jerusalem Video Tour: Jerusalem International YMCA stands for the local community Video Tour: Historic YMCA Jerusalem - Sixty Second Sights - Ayelet Tours - Nir Ofer Site Table: YMCA-Jerusalem Nonprofit Table: YMCA-Jerusalem
18:15	Dinner at the YMCA restaurant, per individual preference
20:00	Bus returns to Hebrew University
Thursday, January 5, 2023: Building Shared Society: Responses from Civil Society	
9:00-10:30	Breakfast at Maiersdorf prior to 9:00 am Ms. Ya’ala Mazor , Project Director, Department for Shared Society at “Sikkuy” <i>Promoting Shared Society at the Policy Level</i> Speaker Table: Ya’ala Mazor Nonprofit Table: Sikkuy
10:30-12:00	Virtual/In-person Group Exercise #7: to be determined Exercise 7 Rubric Link
12:00-13:00	Lunch break; lunch at any university cafeteria or food stall, per individual preference

13:00-14:15	Bassam Aramin and Rami Elhanan , Parents' Circle - Families Forum Presentation: Israeli Palestinian Bereaved Families for Peace Speaker Table: Bassam Aramin and Rami Elhanan Nonprofit Table: Parents' Circle
14:15-15:30	Virtual/In-person Group Exercise #8: to be determined Exercise 8 Rubric Link
15:30-16:30	Concluding discussion; course evaluation Dinner at any university cafeteria or food stall, per individual preference
Friday, January 6, 2023: End of Program	
	Breakfast at Maiersdorf Check out from hotel; either travel to Ben Gurion Airport or a free day Return travel for each person is by individual preference; travel to the airport is by individual preference

Other Readings

Other useful readings are listed below. Each student will be required to read at least *fifteen articles* from among the optional readings. Each student will propose and the instructor will approve the set of readings. *The instructor will accept substitute readings* proposed by a student, if they are germane to the student's paper topics.

- Abu-Nimer, Mohammed. "[Conflict Resolution, Culture, and Religion: Toward a Training Model of Interreligious Peacebuilding](#)." *Journal of Peace Research* 38, no. 6 (November 2001): 685-704.
- Abu-Nimer, Mohammed. "[Education for Coexistence and Arab-Jewish Encounters in Israel: Potential and Challenges](#)." *Journal of Social Issues* 60, no. 2 (2004): 405-22.
- Agbaria, Ayman K. and Mustafa, Muhanad. "[Two states for three peoples: the 'Palestinian-Israeli' in the Future Vision Documents of the Palestinians in Israel](#)." *Ethnic and Racial Studies* 35, no. 4 (April 2012): 718-736.
- Bar-Tal, Daniel. "[Nature, Rationale, and Effectiveness of Education for Coexistence](#)." *Journal of Social Issues* 60, no. 2 (2004): 253-71.
- Bargal, David. "[Group Process to Reduce Intergroup Conflict: An Additional Example of a Workshop for Arab and Jewish](#)." *Small Group Research* 39, no. 1 (February 2008): 42-59.
- Bargal, David and Bar, Haviva. "[The Encounter of Social Selves](#)." *Social Work with Groups* 12, no. 3 (October 2008): 39-59.
- Bekerman, Zvi and Horenczyk, Gabriel. "[Arab-Jewish Bilingual Coeducation in Israel: A Long-Term Approach to Intergroup Conflict Resolution](#)." *Journal of Social Issues* 60, no. 2 (2004): 389-404.
- Bekerman, Zvi and Tatar, Moshe. "[Parental choice of schools and parents' perceptions of multicultural and co-existence education: the case of the Israeli Palestinian-Jewish bilingual primary schools](#)." *European Early Childhood Education Research Journal* 17, no. 2 (June 2009): 171-185.
- Boesenecker, Aron P. and Vinjamuri, Leslie. "[Lost in Translation? Civil Society, Faith-Based Organizations and the Negotiation of International Norms](#)." *The International Journal of Transitional Justice* 5, no. 3 (October 2011): 345-65.
- Cook, Jonathan. [Disappearing Palestine: Israel's Experiments in Human Despair](#). New York: Zed Books, 2008.
- Daoudi, Mohammed S. Dajani. "[Big Dream/Small Hope: A Peace Vision](#)." *Cross Currents* 58, no. 2 (Summer 2008): 191-219.
- Dotan, Yoav. "[Judicial Rhetoric, Government Lawyers, and Human Rights: The Case of the Israeli High Court of Justice during the Intifada](#)." *Law & Society Review* 33, no. 2 (1999): 319-364.
- Feuerverger, Grace. [Oasis of Dreams: Teaching and Learning in a Jewish-Palestinian Village in Israel](#). (New York: Routledge, 2001).
- Gidron, Benjamin. [The Israeli Third Sector: Between Welfare State and Civil Society](#). New York: Springer, 2004.

- Hajjar, Lisa. "[Human Rights in Israel/Palestine: The History and Politics of a Movement.](#)" *Journal of Palestine Studies* 30, no. 4 (Summer 2001): 21-38.
- Haklai, Oded. "[Palestinian NGOs in Israel: A Campaign for Civic Equality or 'Ethnic Civil Society.'](#)" *Israel Studies* 9, no. 3 (Fall, 2004): 157-168.
- Haklai, Oded. "[Helping the enemy? Why transnational Jewish philanthropic foundations donate to Palestinian NGOs in Israel.](#)" *Nations and Nationalism* 14, no. 3 (2008): 581-599.
- Halabi, Rabah and Sonnenschein, Nava. "[The Jewish-Palestinian Encounter in a Time of Crisis.](#)" *Journal of Social Issues* 60, no. 2 (2004): 373-387.
- Hammack, Phillip L. "[Identity, Conflict, and Coexistence: Life Stories of Israeli and Palestinian Adolescents.](#)" *Journal of Adolescent Research* 21, no. 4 (July 2006): 323-369.
- Hitman, Gadi. "[Israel's policy towards its Arab minority, 1990-2010.](#)" *Israel Affairs* 25, no. 1 (2019): 149-164.
- Jabareen, Yousef T. and Agbaria, Ayman. "[Education on Hold: Israeli Government Policy and Civil Society Initiatives to Improve Arab Education in Israel.](#)" Nazareth: Dirasat, Arab Center for Law and Policy, 2010.
- Jamal, Amal. "[The counter-hegemonic role of civil society: Palestinian-Arab NGOs in Israel.](#)" *Citizenship Studies* 12, no. 3 (April 2008): 283-306.
- Lazarus, Ned. "[Intractable Peacebuilding: Innovation and Perseverance in the Israeli-Palestinian Context.](#)" (2014).
- Lazarus, Ned. "[Twenty Years of Israeli-Palestinian Peace Education: A Research Retrospective.](#)" *Palestine-Israel Journal of Politics, Economics, and Culture* 21, no. 2 (2015).
- Lazarus, Ned. "[A Future for Israeli-Palestinian Peacebuilding.](#)" Britain Israel Communications and Research Centre (2017).
- Maoz, Ifat. "[Coexistence Is in the Eye of the Beholder: Evaluating Intergroup Encounter Interventions Between Jews and Arabs in Israel.](#)" *Journal of Social Issues* 60, no. 2 (2004): 437-452.
- Maoz, Ifat. "[Does contact work in protracted asymmetrical conflict? Appraising 20 years of reconciliation-aimed encounters between Israeli Jews and Palestinians.](#)" *Journal of Peace Research* 48, no. 1 (January 2001): 115-125.
- Mendilow, Jonathan. "[Israel's Palestinian Minority: From 'Quietism' to Ethno-nationalism](#)" *Israel Studies Review* 27, no. 1 (Summer 2012): 142-160.
- Monterescu, Daniel. [Jaffa Shared and Shattered: Contrived Coexistence in Israel/Palestine \(Public Cultures of the Middle East and North Africa\)](#). Bloomington: Indiana University Press, 2015.
- Moussalli, Ahmad S. "[Modern Islamic Fundamentalist Discourses on Civil Society, Pluralism and Democracy.](#)" *Civil Society in the Middle East* 1, no. 50 (1995): 79-119.
- Nimer, Mohammed Abu and Lazarus, Ned. "[The Peacebuilder's Paradox Dynamics of Dialogue: A Psychosocial Portrait of Israeli-Palestinian Encounters.](#)" *Beyond bullets and bombs: grassroots peacebuilding between Israelis and Palestinians* (2007).
- Norton, Augustus R. *Civil Society in the Middle East*. Boston: Brill, 2005. [Introduction] [To be added.]
- Nusseibeh, Sari. [Once Upon a Country: A Palestinian Life](#). New York: Farrar, Straus and Girox, 2007.
- Payes, Shany. [Palestinian NGOs in Israel: The Politics of Civil Society](#). New York: I.B. Tauris, 2005.
- Peace, Michelle and Sen, Somdeep. [The Palestinian Authority in the West Bank](#) (London and New York: Routledge Publications, 2019).
- Pfeil, Hélène. "[Understanding the Dynamics of Israel-Palestinian Grassroots Dialogue Workshops: The Contribution of a Habermasian Approach](#)" *International Journal of Politics, Culture, and Society* 28, no. 2 (2015): 119-141.
- Pilecki, Andrew and Hammack, Phillip L. "[Negotiating the past, imagining the future: Israeli and Palestinian narratives in intergroup dialog.](#)" *International Journal of Intercultural Relations* 43 (2014), Part A: 100-113.
- Salomon, Gavriel. "[A Narrative-Based View of Coexistence Education.](#)" *Journal of Social Issues* 60, no. 2 (2004): 2730-287.
- Sfard, Michael. [The Wall and the Gate: Israel, Palestine, and the Legal Battle for Human Rights](#). New York: Metropolitan Books, 2018.

- Shalhoub-kevorkian, Nadera. "[E-Resistance and Technological In/Security In Everyday Life: The Palestinian Case](#)" *The British Journal of Criminology* 52, no. 1 (January 2012): 55-72.
- Shalif, Yishai. "[Creating Care-full Listening and Conversations Between Members of Conflicting Groups in Israel: Narrative Means to Transformative Listening.](#)" *Journal of Systemic Therapist* 24, no. 1 (Spring 2005): 35-52.
- Shor, Eran. "[Conflict, Terrorism, and the Socialization of Human Rights Norms: The Sprial Model Revisited.](#)" *Social Problems* 55, no. 1 (February 2008): 117-138.
- Spangler, Eve. [Understanding Israel/Palestine: Race, Nation, and Human Rights in the Conflict.](#) Boston: Sense Publishers, 2015.
- Suleiman, Ramzi. "[Planned Encounter Between Jewish and Palestinian Israelis: A Social-Psychological Perspective.](#)" *Journal of Social Issues* 60, no. 2 (2004): 323-337.
- Tal, Alon and Dr. Abed-Rabbo, Alfred. [Water Wisdom: Preparing the Groundwork for Cooperative and Sustainable Water Management in the Middle East.](#) New Jersey: Rutgers University Press, September 2008. [All Chapters]
- Turam, Berna. "[The politics of engagement between Islam and the secular state: ambivalence of 'civil society.'](#)" *The British Journal of Sociology* 55, no. 2 (2004): 387-406.

Site Visits Table

Date	Location	Description	Links
12/27/22	Tour of The Hebrew University of Jerusalem		Tour of the Hebrew University of Jerusalem's Rehovot campus Campus Tour - The Hebrew University of Jerusalem Tour of the Hebrew University of Jerusalem's Edmond J. Safra Givat Ram Campus Tour of the Hebrew University of Jerusalem's Ein Kerem campus
12/27/22	Tour of the main library of Mount Scopus/Har Hatsofim	The Hebrew University of Jerusalem	Tour of Hebrew University of Jerusalem's Mt. Scopus Campus
12/28/22	Tour of City of Nazareth, Israel	Focus group Urban coexistence and cooperation of Palestinian Muslims and Jews in a shared city	NAZARETH, Israel. Virtual WALK 5 minutes walk through the streets of Nazareth, Israel - Virtual city tour
12/28/22	Tour of Nof Hagalil		Nof Hagalil
12/28/22	Tour of the office location/program of The Polyphony Foundation, Nazareth	Polyphony Foundation/ Conservatory Arabic/Jewish/Western music	Presenting Polyphony: Helping Bridge the Divide in Israel Meet Polyphony
12/28/22	Tour of the National Park at Caesarea ruins and beach		Caesarea National Park, Israel Israel, Caesarea National Park: Amphitheater, Old City, Port, Reef Palace, Mosque, etc.

12/29/22	Video of the drive from Jerusalem down the road to the Rift Valley to Jerico		11 Road from Jericho to Jerusalem from the Air דרך יריחו - ירושליים
12/29/22	Video of the Qumran Cave National Park	National Park Archaeological site; historical culture and literature	Qumran - Aerial Israel S1: Jericho E3: Qumran Caves (Dead Sea Scrolls) - Palestine Travel Series
12/29/22	Video of Masada: the place, the walk up, the region, the park...	Archaeological site; historical culture and literature	A complete walk around the ancient Judean fortress of Masada Trip to Israel 2019 Fully Guided Tour of Masada
12/29/22	Swimming in the Dead Sea		Dead Sea Israel Floating in the Dead Sea
12/29/22	Video of Moshav Getit or Moshav Tomer	Farm; partially collective Farming; Palestinian-Israeli and Jordanian-Israeli relations in farming and food sales	Ahituv - Moshav in Israel
12/30/22	Video of Wahat Al-Salam/Neve Shalom	Arab-Jewish Village Shared living, education, employment, governance, cultural and religious events	A presentation of Neve Shalom/Wahat al-Salam, the Oasis of Peace Coexistence is no dream in Neve Shalom/Wahat al-Salam. www.oasisofpeace.org VICE News visits Wahat al-Salam - Neve Shalom
12/30/22	Video of Sadaka Reut Arab-Jewish Youth Partnership office in Jaffa	Arab-Jewish Youth Program Joint education, athletics, music and arts	The 30th anniversary film of Sadaka Reut
12/30/22	Video tour of old Yafo/Jaffa		Old Jaffa Tour Tel Aviv Yafo Walking in Israel 2020 ישראל יפו העתיקה Jaffa is a place where Jews, Muslims and Christians live happily
12/30/22	Video tour of downtown Tel Aviv		A walk around Downtown Tel Aviv, Israel
1/1/23	Video tour of Abu Ghosh		ABU GHOSH Drive in Abu Ghosh ISRAEL 2020 אבו גוש

			4K ABU GHOSH: Sunset Walk Through Arab Village In Israel
1/2/23	Video tour of Yad Vashem Museum	Israel's Holocaust Museum Holocaust's impact on Jewish communities and culture	Virtual Tour of Yad Vashem's Holocaust History Museum
1/2/23	Video tour of the Museum for Islamic Art, Jerusalem	Islamic art with a focus on Palestinian art	The Jerusalem Museum for Islamic Art 'Contemporary Arabesque' in Jerusalem Exhibitions Showcase
1/2/23	Video tour of the Islamic holy sites in Jerusalem		Take a virtual tour of Holy Jerusalem Muslim guardians of Jerusalem's holy sites
1/2/23	Video tour of the Christian holy sites in Jerusalem		A Video Tour inside The Church of the Holy Sepulchre in Jerusalem History of Jerusalem: See & Tour the Holy Sites, Mt. of Olives, Garden of Gethsemane, Western Wall ILTV's Top 5 Christian Sites to Visit in Israel Virtual Tour of Biblical Sites in Israel
1/2/23	Video tour of the Jewish holy sites in Jerusalem		Western Wall Jerusalem Tour 4k
1/2/23	Video tour of the Western Wall Tunnel		In the Footsteps of Jesus - The Western Wall Tunnels in Jerusalem
1/3/23	Video tour of the Israel Museum	National museum Key historical artifacts of Jewish, Muslim and Christian and other groups	Virtual Israel Tour Day 26: The Israel Museum Joy of Museums Virtual Tours Israel Museum, Jerusalem
1/4/23	Video tour of the Jerusalem YMCA	Multicultural center Joint programs (Muslim, Christian, Jewish) in music, art, athletics, culture, education	Jerusalem Uncovered: A look on the history of YMCA building in Jerusalem Jerusalem International YMCA stands for the local community Historic YMCA Jerusalem - Sixty Second Sights - Ayelet Tours - Nir Ofer

Speakers Table

<p>Bashir Bashir, Ph.D.</p> <p>Lecture: The History of the Palestinian-Israeli Conflict (54 mins) addressing cultural issues Affecting both Palestinian and Jewish communities</p> <p>The Open University of Israel <i>2020-2021 Chair, Department of Sociology, Political Science and Communication</i> Curriculum Vitae The Open University of Israel Profile Office: 09-7781695 Email: bashir@openu.ac.il</p> <p>The Van Leer Jerusalem Institute <i>Senior Research Fellow</i> Publications Van Leer Jerusalem Institute Profile</p>
<p>Bio: “Bashir Bashir, associate professor of political theory at the Open University of Israel and a senior research fellow at the Van Leer Jerusalem Institute. His research interests include democratic theory, liberalism, citizenship and nationalism studies, deliberative democracy, historical injustice and reconciliation, memory of the Holocaust and the Nakba, decolonization, Palestinian nationalism and political thought, and alternatives to partition in Palestine/Israel. His writings have appeared in English, Hebrew, Arabic, Italian, and German.” –<i>The Open University of Israel</i></p>
<p>Mohammed Darawshe, Ph.D.</p> <p>Topic: The Abrahamic Fund, on initiatives by Palestinian Arabs to influence on Israeli policies through political and cultural action</p> <p>AGS Conversation with Mohammad Darawshe, Duke University Department of Political Science</p>
<p>Bio: “Mohammad Darawshe is the Director of Planning, Equality and Shared Society at Givat Haviva, the Center for Shared Society in Israel. Mohammad is Arab with an Israeli passport — a Muslim Palestinian citizen of the State of Israel. Like 20 percent of Israel’s population, he is, as he puts it, a child of both identities. He brings an unexpected way of seeing inside the Middle Eastern present and future. Mohammad is considered a leading political analyst and expert on Jewish-Arab relations inside Israel. Mohammad Darawshe has been Director of Planning, Equality and Shared Society at Givat Haviva since 2014 (as well as between 2000 & 2005) and a Member of the Three-sector Roundtable at the Prime Minister’s office and the Strategic Planning Team Authority for Economic Development of Arab Sector at the PM’s Office. He previously was Co-Director of the Abraham Fund Initiatives (2005-13), an elected Council Member of his hometown Iksal (2008-2013) as well as Elections Campaign Manager for the Democratic Arab Party/United Arab List (1992-2000). In 2009 he served as a member of the National Committee which drafted a landmark Coexistence Education Policy. From 1986 to 1992, he was Program Director at Legacy International in Washington D.C. after having served as Parliamentary Assistant in the Knesset from 1984 to 1986. Mohammad holds Master’s Degrees in Peace & Conflict Management from Haifa University and in Public Administration from Hartford University, as well as Bachelor’s Degrees in English & Political Science from Hebrew University and in Multi-Disciplinary Political Science from Emek Yizrael College. Mohammad’s unparalleled understanding of Jewish-Arab relations has been highlighted in lecture presentations and papers delivered at the European Parliament, NATO Defense College, the World Economic Forum, Club de Madrid, US Congress, the Herzlia Conference, and Israel’s Presidential Conference. Mohammad is currently a Richard von Weizsäcker Fellow at the Robert Bosch Academy and a Shalom Hartman Institute Fellow. Mohammad’s knowledge and expertise has been</p>

awarded several times, including the Peacemakers Award from the Catholic Theological Union, the Peace and Security Award from the World Association of NGOs, as well as the Leadership Fellow of the New Israel Fund. Mohammad frequently appears on Arab Satellite TV news programs analyzing current Israeli political and social trends.”

–*Jewish Council for Public Affairs*

Ms. Rawan Bisharat, Co-Executive Director of Sadaka-Reut *Arab Jewish Youth Partnership*

Noor A’wad and Rabbi Hanan Schlesinger, Roots

Topic: Fostering a grassroots movement of understanding, nonviolence, and transformation among Israelis and Palestinians

[Rabbi Hanan Schlesinger Roots Biography](#)

[Rabbi Hanan Schlesinger Website Biography](#)

[Noor A’wad Friends of Roots Biography](#)

[Friends of Roots | Asked Me Anything Zoom Recording](#)

[Friends of Roots | From Black and White to Shades of Gray](#)

“Rabbi Hanan Schlesinger lives in Alon Shvut Israel and is one of the founders of Roots/Shorashim/Judur, The Palestinian Israeli Grassroots Initiative for Understanding, Nonviolence and Transformation. Currently he serves as its Director of International Relations. He also is the founder of the American Friends of Roots, a multi-faith organization dedicated to supporting the work of Roots/Shorashim/Judur. Rav Hanan frequently speaks in the USA together with one of his Palestinian partner about the amazing work that Roots/Shorashim/Judur is doing in Judea/Palestine.”

–*Rav Hanan Schlesinger Website*

Noor’s family moved from Amman, Jordan to Beit Sahour following the signing of the Oslo Accords. There, he began thinking about his identity as a Palestinian refugee. While studying to become a tour guide, Noor travelled to Israel and for the first time saw Israelis beyond the frame of “occupying soldiers.” In 2012, Noor was licensed by the Palestinian Ministry of Tourism. After meeting Rabbi Hanan Schlesinger and Ali Abu Awwad in 2016, Noor joined Roots, where he currently organizes joint Palestinian-Israeli activities and speaks to visiting groups about his personal experiences living through the conflict as a Palestinian who has seen much tragedy, and in such conditions is motivated to work toward a political solution. Noor resides in Bethlehem today, where he guides English-speakers on geopolitical tours of the region. –*Friends of Roots*

Ms. Hamutal Guri, Women Wage Peace

Topic: An Israeli grassroots peace movement that advocates for a “bilaterally acceptable political agreement” to end the Israeli-Palestinian conflict and promotes women’s rights

[Women Wage Peace: Israeli Jews & Arabs protest for peace together Facebook Video](#)

[Quoted in the Article “Israeli women rally for peace with Palestine ahead of election”](#)

[“Women’s Knowledge” by Hamutal Guri](#)

[“The Importance of Being Hopeful: Women Wage Peace” by Hamutal Guri](#)

Sami Saadi, CEO of Tsofen

Topic: promoting shared society through equal employment opportunities: the case of the high-technology fields in Israel through job training, hiring, employment, and leadership options

[Tsofen- creating hi tech in Arab community of Israel](#)

[YouTube Video](#)

[Tsofen Website](#)

“Mr. Saadi is an independent CPA for companies and NGOs. Mr. Saadi was a founder of the Jewish-Arab Technological Village in the Galilee, an NGO that promoted equal employment opportunities for Israeli Arabs. He is active in several social and cultural NGOs promoting coexistence, including “Shchenim”

(Neighbors). Mr. Saadi earned his MA and diploma as Certified Public Accountant from the Hebrew University in Jerusalem.”

–Tsofen

Nicolas Nisim Touboul, Coordinator of Blue and White Rights (B/W Rights)

Topic: Promoting human rights for Palestinians

Mr. Nicolas Nisim Touboul, coordinator of Blue and White Rights

[Nicolas - Antisemitism in Europe YouTube Video](#)

[“The tragic death of an 8-year-old Palestinian brought Jerusalem’s Jews and Arabs together” by Nicolas Nissim Touboul](#)

[Blue & White Rights](#)

[“Hebron’s Jewish history is bloody — and Zionists still need to embrace it” by Nicholas Nissim Touboul](#)

Proposed: two persons to present: Efrat Mayer, High School Principal in the Max Rayne Hand in Hand Jerusalem School and Engi Wattad, High School Vice Principal in the Max Rayne Hand in Hand Jerusalem School.

Topic: Promoting shared society through education, through the recruitment, training, maintenance, and promotion of a diverse staff of teachers and administrators (based on language, gender and ethnicity) for tri-cultural schools.

Efrat Mayer became the High School Principal at the Max Rayne Hand in Hand Jerusalem School in 2019. She joined the school in 2007 and has served in many roles, including a home room teacher, pedagogical coordinator, art teacher, and as leadership of the middle and high school. She was also the Hand in Hand Jerusalem Community Organizer in 2012-16. Efrat founded the high school’s art major, and was also part of creating and implementing many specialized multicultural curricula. Efrat has a BA in Political Science from Tel Aviv University and an MA in Education from the University of London. She is also a graduate from the Open University Education Administration and Management Program “Avnei Rosh”. Efrat lives in Jerusalem with her family and her two daughters who study at the Hand in Hand School.

Engi Wattad started at Hand in Hand as a teacher in 2001, and has taught many subjects over the last 17 years, including: Arabic language and literature, Islam, math, and geography. She has also served as a home room teacher and a dialogue facilitator for 5th-9th grades. Engi was one of the school’s pedagogical counselors, helping to create curriculum and lead the pedagogy in the middle and high school. Engi became the Vice Principal of the middle and high school two years ago, and is currently responsible for taking in, guiding, and overseeing new teachers. She has a BA in Arabic literature and Archeology, a Teacher’s Certificate in Arabic language and math, and an MA in Education from the Hebrew University. Engi is also a parent at the school – her two children attend the school with her.

Ya’ala Mazor, Project Director, Department for Shared Society at "Sikkuy"

Promoting shared society at the policy level, to develop innovate policy ideas that can be incorporated by governments, private businesses and non-profit groups that seek to enable a shared society

[Policy Paper | Representation of Arab Society in Educational Materials in Jewish Israeli Schools](#)

[Referenced in “Small Arab and Jewish Towns Team Up to Solve Big Problems” by Zen Readd](#)

“Yaala Mazor joined Sikkuy in 2014 as the coordinator of the Equality Zones project; today she coordinates the Education for a Shared Society project, which advocates vis-à-vis the Education Ministry to put in place policies that will reduce fear, counter alienation and eliminate hatred between Jewish and Arab citizens.

Ya’ala hold an MA in Society and Arts Studies. In addition to her work in Sikkuy, Ya’ala facilitates groups working on social change and human rights, in addition to Jewish-Palestinian encounters groups. Ya’ala lives in Jerusalem with her partner and three children.”

– Sikkuy

Bassam Aramin and Rami Elhanan, Parents Circle - Families Forum

Topic: Israeli Palestinian Bereaved Families for Peace, discussing cooperation to promote a shared culture of peace

Lecture:

[Israeli Palestinian Bereaved Families for Peace](#)

[Discussion with Bereaved Fathers Rami Elhanan and Bassam Aramin | YouTube Video](#)

[Apeirogon Book Discussion with Rami Elhanan, Bassam Aramin, and Hadassah New Orleans | YouTube Video](#)

[Interview with Rami and Bassam from Human: The Movie | Facebook Video](#)

Bio: “Bassam Aramin lives in Anata, East Jerusalem. In 1985 at the age of 17, he was incarcerated and spent 7 years in Israeli jails. He went on to study history and holds an MA in Holocaust studies from the University of Bradford, England. He became a member of the Parents Circle in 2007 after losing his 10 year old daughter Abir, who was killed by an Israeli border policemen in front of her school. Bassam devotes his time and energies to his conviction for a peaceful, non-violent end to the Israeli occupation of Palestine and to Israeli-Palestinian reconciliation.”

–*Encounter*

“Rami Elhanan is a 7th generation Jerusalemite. He identifies himself as a Jew, an Israeli, and before everything else a human being. On the first day of the school year in 1997, Rami’s daughter, Smadar, was killed by two Palestinian suicide bombers who murdered 5 people that day. Soon after, Rami joined the Parents Circle, and speaks before Israeli, Palestinian and International audiences.”

–*Encounter*

Nonprofit Organizations Table

<u>Name, Contact Info, Description, Associated Speakers, Additional Info</u>
<p>Givat Haviva (Center for a Shared Society) in Ma'anit Givat Haviva, Mobile Post Menashe, 37850 Israel management@givathaviva.org.il Fax: 972-4-6309305</p> <p>Michal Sella <i>Givat Haviva Executive Director</i> michalsela@givathaviva.org.il Number: +972(4)6309343</p> <p><u>Members of the leading team</u></p> <p>Givat Haviva North America (Givat Haviva Educational Foundation) Givat Haviva Educational Foundation 500 7th Avenue 8th floor New York, NY 10018 info@givathaviva.org Number: 212-989-9272</p> <p>Michael Blechman, <i>Chairman</i> Doron Aloush, <i>Executive Director</i></p> <p><u>Description</u> Givat Haviva aims to build an inclusive, socially cohesive society in Israel by engaging divided communities in collective action towards the advancement of a sustainable, thriving Israeli democracy based on mutual responsibility, civic equality and a shared vision of the future.</p> <p><u>Links</u> Givat Haviva Website Presentation on the "Programs of the Center for Shared Society" – Givat Haviva YouTube Promotional Video 2018 Annual Report N. America Givat Haviva Website</p> <p><u>Speaker</u> Mohammed Darawshe, Ph.D., the Abrahamic Fund, on initiatives by Palestinian Arabs to influence on Israeli policies through political and cultural action</p>

The Abraham Initiatives (Israel)

5 HaMelacha Street
LOD 7152011
Number: 02-373-3000
Fax: 02-373-3001

Amnon Be'eri-Sulitzeanu
Co-Executive Director
amnon@abrahaminitiatives.org.il

Dr. Thabet Abu Rass
Co-Executive Director
thabet@abrahaminitiatives.org.il

The Abraham Initiatives (North America)

The Abraham Initiatives
1460 Broadway
New York, NY 10036
Number: 1-877-440-3440

Contact Form:
<https://abrahaminitiatives.org/contact-us/>

Description

The Abraham Initiatives strives to fulfill the promise of full and equal citizenship and complete equality of social and political rights for Israel's Jewish and Arab citizens, as embodied in Israel's Declaration of Independence: A state which is the national homeland of the Jewish people and a full, complete and equal home for its Arab-Palestinian national minority; A state that exists peacefully alongside a Palestinian state fulfilling the national aspirations of the Palestinian people.

Links

[The Abraham Initiatives Main Website:](#)

[“Summarizing the contract in the Arab society”](#)

[YouTube Promotional Video](#)

[Policy Projects](#)

[2020 Annual Report](#)

[Newsletters and Publications](#)

Mohammed Darawshe, Ph.D., the Abraham Initiatives, on initiatives by Palestinian Arabs to influence on Israeli policies through political and cultural action

The Polyphony Foundation

Tel: +972 (77) 201-8451

Email: nabeel@polyphonyedu.org

Website: <https://www.polyphony-education.com/>

Description

Polyphony's mission is to harness the power of classical music to build a shared future in Israel. Our sought-after programs bring together Arab and Jewish youth to appreciate, learn and perform as ensembles. Through this, they discover each other's humanity and create a new kind of community, one that experiences and expresses hope for tomorrow.

Links

[Facebook Page](#)

[YouTube Promotional Video:](#)

Site Visits

[Presenting Polyphony: Helping Bridge the Divide in Israel](#)

[Meet Polyphony](#)

DRAFT

Sadaka Reut Arab-Jewish Youth Partnership

Reg. # 580221901

Tel / Fax: +972-3-5182336

Shivtey Israel 35 P.O.B. 8523

Jaffa, 6108401

Israel

General email: info@reutsadaka.org

Co-Executive Director

Rahada Shbeta Arafat

rahada@reutsadaka.org

Co-Executive Director

Dina Gardashkin

dina@reutsadaka.org

Description

Sadaka-Reut was founded in 1983 by a group of Jewish and Palestinian students. Since then, it has been active in various parts of the country. Our activities focus on educating youths to be politically and socially active and on creating a bi-national community of activists for social change.

Links

[Sadaka Reut Arab-Jewish Youth Partnership Main Website](#)

Videos of some projects in the Youth Partnership “Like the Others” Campaign”

<https://youtu.be/4mzDSHdueH0>

<https://youtu.be/4mzDSHdueH0>

<https://youtu.be/nc-AAUCFeak>

[Annual Report 2019-2020](#)

[All Annual Reports:](#)

[Audited Financial Reports 2019 \(In Hebrew\)](#)

[All Audited Financial Reports](#)

[Press & Media](#)

Speaker

Ms. Rawan Bisharat, Co-Executive Director of Sadaka-Reut *Arab Jewish Youth Partnership*.

Site Visit

[The 30th anniversary film of Sadaka Reut](#)

Friends of Roots: Fostering a Grassroots Movement of Understanding, Nonviolence, and Transformation Among Israelis and Palestinians

info@friendsofroots.net

Rabbi Hanan Schlesinger
Director Of International Relations
Email: ravhanan@gmail.com
(Main contact)

Rabbi Shaul Judelman
Israeli Co-director

Khaled Abu Awwad
Palestinian Co-director

Description

A unique network of local Palestinians and Israelis who have come to see each other as the partners we both need to make changes to end our conflict. Based on a mutual recognition of each People's connection to the Land, we are developing understanding and solidarity despite our ideological differences. Roots is a place where local peoples can take responsibility. Our work is aimed at challenging the assumptions our communities hold about each other, building trust and creating a new discourse around the conflict in our respective societies. This is a grassroots and local model for making change — from the bottom up.

Links

[Friends of Roots Main Website](#)

[Current Initiatives Video](#)

[YouTube Promo Video](#)

[Fall 2021 Newsletter](#)

[All Newsletters](#)

[Media](#)

[Articles](#)

[Online Presentations](#)

Speaker

Noor A'wad and Rabbi Hanan Schlesinger, Roots, Fostering a grassroots movement of understanding, nonviolence, and transformation among Israelis and Palestinians

Women Wage Peace

Email:

womenwagepeace@gmail.com

office@womenwagepeace.org.il

Description

Women Wage Peace was founded in the summer of 2014 in the aftermath of Operation Protective Edge. WWP is the largest grassroots movement in Israel whose purpose is to promote a political agreement, involving women in the process (in the spirit of UN Resolution 1325). Today the movement has more than 44,000 members. To bring about the resolution of the Israeli Palestinian conflict by means of an honorable, non-violent and mutually acceptable agreement, with the participation of women from diverse groups of the population in Israel, in accordance with UN Resolution 1325.

The movement is not affiliated with any political party and its members include women from diverse communities within Israeli society: right, center and left; religious and secular; Jews, Arabs, Druze and Bedouin; young women and older women; women from the center of the country and from the periphery. The movement does not support any one particular solution to the conflict. The movement is composed of thousands of volunteers, organized within a framework of both regional teams, as well as professional teams dealing with government engagement, foreign affairs, internal affairs, media, digital, projects, strategy, and diversity, among other issues.

Links

[Women Wage Peace Main Website](#)

[Video on “The Israeli-Palestinian Conflict: Women on the March for Peace”](#)

Promotional Video

Media

Publications

Speaker

Ms. Hamutal Guri, Women Wage Peace, an Israeli grassroots peace movement that advocates for a “bilaterally acceptable political agreement” to end the Israeli-Palestinian conflict and promotes women’s rights

Tsofen

Phone Number: 04-6000500

Phone Number: 03-9876522

Email: info@tsofen.org

Nazareth Location

Hawa Building

Wadi El Haj

Nazareth

04-6000500

info@tsofen.org

Kafr Qasim Location

By Klika Qasim Hub,

Omar el Khatab st. 76,

Kafr Qasim

03-9876522

info@tsofen.org

Mr. Sami Saadi

Co-CEO

sami.saadi@tsofen.org

Ms. Revital Duek

Co-CEO

revital.duek@tsofen.org

Bios and contact of all leadership team members:

<https://www.tsofen.org/management/>

Description

Tsofen is a non-profit organization, founded in 2008 by Jewish and Arab hi-tech professionals and economists who aspired to develop the hi-tech sector in the Arab community as an economic lever and catalyst for shared society in Israel. In 2016, Tsofen won the Speaker of the Israeli Parliament's Prize for Promoting Mutual Understanding between Jews and Arabs. Tsofen operates in Nazareth and Kafr Qasim.

Links

[Tsofen Main Website](#)

[Videos on courses, placements, mentoring, and industry exposure workshops on their main website](#)

[Information regarding building hi-tech in the Arab society](#)

[YouTube Promotional Video](#)

[Annual Report 2018](#)

[Newsletter](#)

[Media Coverage](#)

Speaker

Sami Saadi, CEO of Tsofen, promoting shared society through equal employment opportunities: the case of the high-technology fields in Israel through job training, hiring, employment, and leadership options

Institute for Zionist Strategies

info@izs.org.il

011-972-2-5817196

Executive committees:

<https://www.izs.org.il/board-of-directors/>

Tovi Zehavi

Office Manager

Description

The Institute for Zionist Strategies is an independent non-partisan organization dedicated to the preservation of the Jewish and democratic character of the State of Israel, according to the principles of Israel's Declaration of Independence. The Institute strives to promote human rights within Israel in the spirit of the principles of freedom, justice, integrity, and peace prescribed by the Jewish Heritage. The Institute strives to fortify the bond between the Jews in the Diaspora and the State of Israel, according to the values of Zionism.

Links

[Main Website](#)

[YouTube Video](#)

[YouTube Channel](#)

[Media Coverage](#)

[Newsletters](#)

Speaker

Nicolas Nisim Touboul, Coordinator of Blue and White Rights (B/W Rights) of the Center for Strategic Zionism, Promoting human rights for Palestinians

“Hand In Hand” Schools

info@handinhandk12.org

ISRAEL MAIN OFFICE

P.O. Box 10339
Jerusalem 91102, Israel
Phone: 02-673-5356
Fax: 02-673-5359

USA MAIN OFFICE

P.O. Box 80102
Portland, OR 97280
Phone: 503-892-2962
Fax: 503-892-7353

All Staff:

<https://www.handinhandk12.org/group/staff/>

Dani Elazar, *CEO*

Leah Beinhaker,
Director of Resource Development and Strategy

Odelia Harel,
Human Resource Manager

Esti Shohat Rozenfeld,
Operations Manager

Description

Hand in Hand is building inclusion and equality between Arab and Jewish citizens of Israel through a growing network of bilingual, integrated schools and communities. Launched in 1997 with 50 children, Hand in Hand now enrolls over 2,000 students in seven schools from Jerusalem to the Galilee. Hand in Hand was established to combat one of Israel’s greatest existential threats: the growing social alienation and lack of trust between Jewish and Arab citizens of Israel. We believe that education is key in changing this.

Links

[Main Website](#)

[Promotional Video](#)

[2019-2020 Annual Report](#)

[All Annual Reports](#)

[News and Events](#)

[Media](#)

[Videos](#)

Speakers

Topic: Promoting shared society through education, through the recruitment, training, maintenance, and promotion of a diverse staff of teachers and administrators (based on language, gender and ethnicity) for tri-cultural schools.

Efrat Mayer became the High School Principal at the Max Rayne Hand in Hand Jerusalem School in 2019. She joined the school in 2007 and has served in many roles, including a home room teacher, pedagogical coordinator, art teacher, and as leadership of the middle and high school. She was also the Hand in Hand Jerusalem Community Organizer in 2012-16. Efrat founded the high school's art major, and was also part of creating and implementing many specialized multicultural curricula. Efrat has a BA in Political Science from Tel Aviv University and an MA in Education from the University of London. She is also a graduate from the Open University Education Administration and Management Program "Avnei Rosha". Efrat lives in Jerusalem with her family and her two daughters who study at the Hand in Hand School.

Engi Wattad started at Hand in Hand as a teacher in 2001, and has taught many subjects over the last 17 years, including: Arabic language and literature, Islam, math, and geography. She has also served as a home room teacher and a dialogue facilitator for 5th-9th grades. Engi was one of the school's pedagogical counselors, helping to create curriculum and lead the pedagogy in the middle and high school. Engi became the Vice Principal of the middle and high school two years ago, and is currently responsible for taking in, guiding, and overseeing new teachers. She has a BA in Arabic literature and Archeology, a Teacher's Certificate in Arabic language and math, and an MA in Education from the Hebrew University. Engi is also a parent at the school – her two children attend the school with her.

YMCA-Jerusalem

info@jfjlm.org

+972-2-675-1711

11 Rivka Street, POB 10185, Jerusalem 91101

Shai Doron, *President*

shaid@jfjlm.org

Imry Ben-Ami, *General Director*

imry@jfjlm.org

All staff:

<https://jerusalemfoundation.org/staff/>

USA

The Jerusalem Foundation Inc., 420 Lexington Avenue, Suite 1645, New York, NY 10170

212-697-4188

212-697-4022

jnadis@jfoundation.com

Alan G. Hassenfeld, *Chair*

James S. Snyder, *Executive Chair*

Description

The organization (or in its official name Jerusalem International YMCA), which has been active since its inception to promote solidarity, brotherhood and affinity among human beings wherever they are, opens its gates to Jerusalem residents and the surrounding area and provides fertile ground for a variety of educational, cultural and sporting activities.

Links

[Main Website](#)

[YouTube Video Tour](#)

[YouTube Promotional Video](#)

[Annual Report 2020](#)

[All Annual Reports](#)

[Press](#)

Tours

[Jerusalem Uncovered: A look on the history of YMCA building in Jerusalem](#)

[Jerusalem International YMCA stands for the local community](#)

[Historic YMCA Jerusalem - Sixty Second Sights - Ayelet Tours - Nir Ofer](#)

Department for Shared Society at "Sikkuy"

Number: 04-8523188

Number: 02-6541225

Email: office@sikkuy.org.il

Jerusalem office

17 Rachel Hameshoreret, Jerusalem 9634821

Tel.: 02-6541225

office@sikkuy.org.il

Haifa Office

77 Allenby Road, Haifa 3566434

Tel.: 04-8523188

office@sikkuy.org.il

Amjad Shbita, *Co-Executive Director*

Contact Form:

<https://www.sikkuy.org.il/en/staff/amjad-shbita/>

Ofer Dagan, *Co-Executive Director*

Contact Form:

<https://www.sikkuy.org.il/en/staff/ofer-dagan/>

All staff:

https://www.sikkuy.org.il/en/staff_cat/staff/

Description

Sikkuy is a shared Jewish and Arab nonprofit organization that works to advance equality and partnership between the Arab-Palestinian citizens of Israel – descendants of those who remained within the Israeli borders after the founding of the state in 1948 – and the country's Jewish citizens.

Links

[Sikkuy Main Website](#)

[YouTube Video](#)

[All Publications \(reports, equality indexes, policy research, infographs, etc.\)](#)

Media

[Videos](#)

[Newsletters](#)

Speaker

Ya'ala Mazor, Project Director, Department for Shared Society at "Sikuy" Promoting shared society at the policy level, to develop innovate policy ideas that can be incorporated by governments, private businesses and non-profit groups that seek to enable a shared society

Parents Circle - Families Forum (PCFF)

Contact Form:

https://www.theparentscircle.org/en/contact_eng-2/

The Israeli Office
1 Hayasmin St.,
Ramat Efal 5296000
Tel. 03-5355089

The Palestinian Office
Al Walaja Road
Zeit Neighborhood
Beit Jala
Tel. 02-2754447

Osama Abu-Ayash, *Co-General Director*

Yuval Rahamim, *Co-General Director*

All staff:

https://www.theparentscircle.org/en/about_eng/pcff_staff_eng/

Description

The Parents Circle – Families Forum (PCFF) is a joint Israeli-Palestinian organization of over 600 families, all of whom have lost an immediate family member to the ongoing conflict. Moreover, the PCFF has concluded that the process of reconciliation between nations is a prerequisite to achieving a sustainable peace. The organization thus utilizes all resources available in education, public meetings and the media, to spread these ideas.

Links

[Parents Circle Main Website](#)

Promotional Videos:

<https://youtu.be/OFPEyTk0kWA>

<https://youtu.be/rmepq3WpyMM>

Media

Speaker

Bassam Aramin and Rami Elhanan, Parents Circle - Families Forum,
Israeli Palestinian Bereaved Families for Peace, discussing cooperation to promote a shared culture of peace

Lecture:

[Israeli Palestinian Bereaved Families for Peace](#)

Adalah - The Legal Center For Arab Minority Rights In Israel

Haifa Office (main)

94 Yaffa Street
PO Box 8921
Haifa 3109001, Israel
Tel: (972)-4-9501610
Fax: (972)-4-9503140

Naqab Office

P.O. Box 10273
Sderot Yitzhack Rager 28, Room #214
Beer el-Sabe (Be'er Sheva), Israel

Email: adalah@adalah.org

Description

Adalah is an independent legal center for human rights, registered in Israel as a non-profit association. Adalah, which was established in 1996, is active in promoting and strengthening the rights of Palestinian Arab citizens of Israel, and in defending the rights of Palestinians living in the occupied territories.

Baladna - Association For Arab Youth

Tel: +97248523035
Mob: +972525441103
fax: +97248523427
Website: www.baladnayouth.org E-mail: cor@baladnayouth.org

Description

The Arab Youth Association "Baladna" is an independent Arab Palestinian youth organization. The association is active in the field of youth work, socially, politically, culturally and educationally, at the local and international levels, and seeks to develop youth leaders and strengthen the Arab-Palestinian identity, on democratic foundations, and contribute to building an enlightened society.

Mossawa

Contact Form:

<https://bit.ly/3GHbDFU>

Email:

International@Mossawa.org

Tel: (+972) 4-855-5901

Fax: (+972) 4-855-2772

P.O. Box 4471, Haifa, 31043 Israel

Description

The Center is an independent, non-partisan human rights center that works to improve the conditions and status of Palestinian Arab citizens in Israel.

DRAFT

IPCC International Peace and Cooperation Center

IPCC Jerusalem

Address

21 Sheikh Jarrah, Isawiyya Road

Ard Assamar (French Hill)

P.O.Box 24162

Jerusalem, 91240

Tel

+972 (2) 5811992

+972 (2) 5810197

IPCC Ramallah

Address

Askar Building, third floor

Jerusalem - Nablus road

Ramallah - Al Bireh

Tel

+972 (2) 2416026

Description: IPCC is an independent Palestinian, non-profit organization which was established in Jerusalem in 1998.

“Undergraduate as well as graduate students are welcome to share their abilities and talents and all internships include the opportunity to work closely with IPCC staff in order to achieve the assigned goals.”

Course Policies

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COVID-19 Update: “Keep Learning” Resources

This course may be offered in a format to which you are unaccustomed. If you are looking for ideas and strategies to help you feel more comfortable participating in our class, please explore the resources available here: <https://onestop.utexas.edu/keep-learning/>

While we will post information related to the contemporary situation on campus, you are encouraged to stay up-to-date on the latest news as related to the student experience. <https://coronavirus.utexas.edu/students>

Attendance Policy

Attendance is expected in all classes, as is participation in course discussions. It is possible to be excused from a class for a variety of reasons. If you are unable to attend a lecture/discussion, please notify the instructor in advance; otherwise you will be marked as absent and there will be a grade consequence. In this class all lectures will be recorded and uploaded to Canvas so that students can review the content.

Services for Students with Disabilities

Any student with a documented disability who requires academic accommodations should contact Services for Students with Disabilities at 471-6259 (voice) or 512-410-6644 (video phone) as soon as possible to request an official letter outlining authorized accommodations. Faculty are not required to provide accommodations without an official accommodation letter from SSD. Please notify me as quickly as possible if the material being presented in class is not accessible (e.g., instructional videos need captioning, course packets are not readable for proper alternative text conversion, etc.). For more information, visit <http://ddce.utexas.edu/disability/about/>.

Mental Health

I urge students who are struggling for any reason and who believe that it might impact their performance in the course to reach out to me if they feel comfortable. This will allow me to provide any resources or accommodations that I can. If immediate mental health assistance is needed, call the Counseling and Mental Health Center (CMHC) at 512-471-3515. You may also contact Bryce Moffett, LCSW (LBJ CARE counselor) at 512-232-4449 or stop by her office hours-Wednesday 1-2 pm SRH 3.119. Outside CMHC business hours (8a.m.-5p.m., Monday-Friday), contact the CMHC 24/7 Crisis Line at 512-471-2255.

Comments Regarding Underlying Conditions and This Class

Your success in this class is important to me. We all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course. I encourage you to visit the Services for Students with Disabilities to determine how you could improve your learning as well. If you need official accommodations, you have a right to have these met. There are also a range of resources on campus. See below.

The instructor supports UT-Austin policies to maintain and extend disability accessibility services to all students, as available through <https://diversity.utexas.edu/disability/>. That website and the associated offices describe procedure for accessing services, including transcription and ASL, longer test times and grading periods, and flexible, asynchronous participation in meetings/courses. The instructor cannot provide mental health resources for which he is not qualified or licensed. Such services are described at the website <https://cmhc.utexas.edu/>. The Instructor wishes to provide protection to all students, regardless of medically-diagnosed condition. Anyone who has any conditions that are difficult to diagnose or take years to evaluate (such as many auto-immune diseases, chemical sensitivities and allergies, and chronic fatigue), or persons who are not able to access medical documentation due to barriers to health care, clinical bias and stigma, or a lack of available medical services will not have to come to the UT-Austin campus. Any student who wishes an accommodation is required to contact the Instructor. If a person becomes too ill to receive accommodation, the student should contact the Instructor. Any absence of contact between student and Instructor is not acceptable and will result in grade consequences.

CARE Statement

If a student wishes immediate mental health support, please call UT's Counseling and Mental Health Center, Monday-Friday between the hours of 8 am-5 pm at 512-471-3515 or UT's 24/7 Crisis Line at 512-471-2255. The LBJ School has a dedicated Counselor in Academic Residence (CARE counselor), [Bryce Moffett](#), LCSW. She can be a resource for any student for short-term counseling, advice, or anyone seeking longer-term services, or a person seeking just a sympathetic ear. She also can refer you to mental health resources on campus, and in the broader Austin community. You can reach her at 512-232-4449. Her drop-in office hours are Wednesdays 1-2pm in the OSAA suite

Resources for Learning and Life at UT Austin

The University of Texas has numerous resources for students to provide assistance and support for your learning. These resources include:

Sanger Learning Center: <https://ugs.utexas.edu/slc>

Undergraduate Writing Center: <http://uwc.utexas.edu/>

Counseling & Mental Health Center: <http://cmhc.utexas.edu/>

Vick Center for Strategic Advising & Career Counseling: <https://ugs.utexas.edu/vick/career>

Student Emergency Services: <http://deanofstudents.utexas.edu/emergency/>

Libraries: <http://www.lib.utexas.edu/>

ITS: <http://www.utexas.edu/its/>

Campus Safety & Wellness Resources: <https://www.utexas.edu/campus-life/safety-and-security>

Use of E-Mail for Official Correspondence to Students

E-mail is recognized as an official mode of university correspondence. Therefore, you are responsible for reading your e-mail for university and course-related information and announcements. You are responsible to keep the university informed about changes to your e-mail address. You should check your e-mail regularly and frequently at minimum twice a week—to stay current with university-related communications, some of which may be time-critical. You can find UT Austin's policies and instructions for updating your e-mail address at <https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy#three>

Note that homework and other assignments are to be submitted to the Instructor via email; that is the only route of submission. The email address is: eaton@austin.utexas.edu.

Personal Pronoun Use

Professional courtesy and sensitivity are important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name, unless they have added a "preferred name" with the Gender and Sexuality Center (<http://diversity.utexas.edu/genderandsexuality/publications-and-resources/>). I will gladly honor your request to address you by a name that is different from what appears on the official roster, and by the gender pronouns you use. Please advise me of any changes early in the semester so that I may make appropriate updates to my records.

Zoom

All course discussions will be held via Zoom You can easily access the Zoom meetings through Canvas, or through UT-Austin by selecting Zoom and then entering via the two stage process. You can also join the classes via telephone. Make sure to claim your free UT Zoom account at utexas.zoom.us. You also can download and register the Zoom app on all devices (including computers). The Zoom app is available in the Apple App Store and in the Google Play store for Android. The desktop app can be downloaded at utexas.zoom.us by following the Download Client link at bottom of the opening screen, and then downloading Zoom Client for Meetings.

For technical support, please visit the UT Service Desk: <https://sites.utexas.edu/css/servicedesk/>

For more general support, visit the Texas One Stop, <https://onestop.utexas.edu/>

Disclaimer on Recordings

Class sessions are virtual, managed through Web-based software, such as Zoom. The instructor will record each session, so he can be sure that he has recorded accurately the frequency of student comments. If a student wishes to review any recording, he/she/they can do so with or without the assistance of the Instructor, as all classes will be eventually put on Canvas for the remainder of the semester and then the recordings of class sessions will be destroyed. No recording of any student comments will be available to anyone or shared with anyone who is not involved in the class. If a speaker makes a presentation to the class and wishes a copy of a recording of that individual's presentation (without student questions), the Instructor will download, copy and provide such a copy of the individual speaker's remarks, with no student comments. The Instructor will ask students at the beginning of the class to consent to this policy of use of Zoom recordings, so that there is no question that students have been informed and consent to the class' recordings policy.

Students are prohibited from recording and sharing the recordings of any course materials or classes. Those who violate this directive are subject to consequences per UT-Austin policy. Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA.

The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings. Unauthorized sharing of materials is a violation of the University's Student Honor Code and an act of academic dishonesty. Any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course.

Use of Telephones, iPhones, and Communication Devices

Students should silence any electronic devices (computers, iPads, iPhones and any other communication devices) in class and during Zoom classes for communication purposes (texting, checking emails, making phone calls).

Informal Discussions

If a student wants to approach the instructor to request, to inform, to petition, to explain or otherwise let me know about something important, my policy is to accomplish tasks in writing. It is a class policy not to respond to verbal requests. If a student wishes some action from an instructor, please be so kind as to send an email with the written request. Any email will receive a response within 36 hours.

Religious Holy Days

By UT Austin policy, you must notify a faculty member of your pending absence as expected absences for a religious holiday by the 14th class day of the semester. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the instructor will give you an opportunity to complete the missed work within a reasonable time after the absence. Note: Any quizzes or exams taken after the regularly scheduled date will be different from the in-class exam. Students should expect multiple choice, fill-in the blank, short answers, essays, and possibly an oral component to an exam. Students may not consult with other students about the regularly scheduled quiz or exam until after they have taken the exam.

Q drop Policy

The State of Texas has enacted a law that limits the number of course drops for academic reasons to six (6). As stated in Senate Bill 1231: “Beginning with the fall 2007 academic term, an institution of higher education may not permit an undergraduate student a total of more than six dropped courses, including any course a transfer student has dropped at another institution of higher education, unless the student shows good cause for dropping more than that number.” For more information, visit: <https://liberalarts.utexas.edu/student-affairs/policies-and-procedures/q-drops.php>

Title IX Reporting Requirements

Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, sexual misconduct, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When sexual misconduct occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university’s relevant policies (<https://titleix.utexas.edu/relevantpolicies/>).

Beginning January 1, 2020, Texas Senate Bill 212 requires all employees of Texas universities, including faculty, report any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one-on-one conversations) must be reported. **I am a Responsible Employee and must report any Title IX related incidents that are disclosed in writing, discussion, or one-on-one.** Before talking with me, or with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee. If you would like to speak with someone who can provide support or remedies without making an official report to the university, please email advocate@austin.utexas.edu. For more information about reporting options and resources, visit <http://www.titleix.utexas.edu/>, contact the Title IX Office via email at titleix@austin.utexas.edu, or call 512-471-0419.

Although graduate teaching and research assistants are not subject to Texas Senate Bill 212, they are still mandatory reporters under Federal Title IX laws and are required to report a wide range of behaviors we refer to as sexual misconduct, including the types of sexual misconduct covered under Texas Senate Bill 212. The Title IX office has developed supportive ways to respond to a survivor and compiled campus resources to support survivors.

University of Texas Honor Code

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

The University of Texas policy on scholastic dishonesty is:

“Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced.”

For further information about UT Standards of Conduct, please visit <https://deanofstudents.utexas.edu/conduct/standardsconduct.php>

Behavior Concerns Advice Line (BCAL)

The Behavior Concerns Advice Line is a service that provides The University of Texas at Austin's faculty, students and staff an opportunity to discuss concerns about another individual's behavior. This service is a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP) and The University of Texas Police Department (UTPD). An individual can either call the line at 512-232-5050 or report their concerns using the online submission form. Trained staff members will assist the individual in exploring available options and strategies. They will also provide appropriate guidance and resource referrals to address the particular situation. Depending on the situation, individuals may be referred to resources including but not limited to the Office of the Dean of Students/Student Emergency Services, Counseling and Mental Health Center, and the Employee Assistance Program. Visit: <https://besafe.utexas.edu/behavior-concerns-advice-line>. Incidents that present an immediate threat to self, others, or property should be considered an emergency and should be directed to The University of Texas Police Department (UTPD) by calling 911.

BeVocal

BeVocal is a university-wide initiative to promote the idea that individual Longhorns have the power to prevent high-risk behavior and harm. At UT Austin all Longhorns have the power to intervene and reduce harm. To learn more about BeVocal and how you can help to build a culture of care on campus, go to: <https://wellnessnetwork.utexas.edu/BeVocal>.

Academic Integrity

Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Individuals found guilty of academic dishonesty may be dismissed from the degree program.

Students are encouraged to study together and to discuss information and concepts covered in lecture and the sections with other students. You can give "consulting" help to or receive "consulting" help from such students. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else, in the form of an e-mail, an e-mail attachment file, a diskette, or a hard copy. It is a student's responsibility to have a clear understanding of how to reference other individuals' work, as well as having a clear understanding in general as to the various aspects of academic dishonesty.

Any student accused of a specific act is subject to University of Texas academic policies and procedures pertaining to violations of the student code of conduct for academic integrity. Each student in this course is expected to abide by the University of Texas Honor Code. Any work submitted by a student in this course for academic credit will be the student's own work. Should a violation of academic integrity occur, any student who copied work from another student or any student who gave material to be copied will both automatically receive a zero for the assignment. Penalty for violation of this Code can also be extended to include failure of the course and University disciplinary action at the discretion of the instructor.

A discussion of academic integrity, including definitions of plagiarism and unauthorized collaboration, as well as helpful information on citations, note taking and paraphrasing, can be found at the web page of the Office of the Dean Students (<https://deanofstudents.utexas.edu/conduct/academicintegrity.php>) and the Office of Graduate Studies (<https://gradschool.utexas.edu/academics/theses-and-dissertations/doctoral-candidacy/copyright-tutorial>). The University has also established procedures and penalty guidelines for academic dishonesty, especially Sec. 11.304 in Appendix C of the Institutional Rules on Student Services and Activities in UT's General Information Catalog (<https://registrar.utexas.edu/catalogs/general-information>).

Emergency Preparedness and Evacuation Procedures

The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/> Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated.

- Alarm activation or announcement requires exiting and assembling outside.
- Familiarize yourself with all exit doors of each classroom and building you may occupy.
- Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class. In the event of an evacuation, follow the instruction of faculty or class instructors.
- Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Links to information regarding emergency evacuation routes and emergency procedures can be found at: <https://preparedness.utexas.edu/emergency-plans>

DEI (Diversity, Equity, and Inclusion) Statement

In keeping with Dean JR DeShazo's recent statement, this course is committed to "keeping the values of justice, equity, diversity, and inclusion top priorities of the LBJ school." This means recognizing that there is still much work to be done in terms of creating a truly diverse and inclusive environment. While some of that work is addressed in our course content, I also welcome the opportunity to listen to any student who wishes to bring an issue or an experience to my attention, in the hopes of being able to support them and to continue to improve my teaching.

Student Rights and Responsibilities

- You have a right to a learning environment that supports mental and physical wellness.
- You have a right to respect.
- You have a right to be assessed and graded fairly.
- You have a right to freedom of opinion and expression.
- You have a right to privacy and confidentiality.
- You have a right to meaningful and equal participation, to self-organize groups to improve your learning environment.
- You have a right to learn in an environment that is welcoming to all people. No student shall be isolated, excluded or diminished in any way.

With these rights come responsibilities:

Students have the responsibility to respect the rights and property of others (students, faculty, staff) and the institution. Students have the responsibility to be knowledgeable of the published rules and policies of the institution. Students have the responsibility to understand that their actions reflect upon the institution and student body as a whole. Students have the responsibility to recognize the institution's obligation to provide a safe, respectful, professional learning environment.

- You are responsible for taking care of yourself, managing your time, and communicating with the teaching team and with others if things start to feel out of control or overwhelming.
- You are responsible for acting in a way that is worthy of respect and always respectful of others.
- Your experience with this course is directly related to the quality of the energy that you bring to it, and your energy shapes the quality of your peers' experiences.

- You are responsible for creating an inclusive environment and for speaking up when someone is excluded.
- You are responsible for holding yourself accountable to these standards, holding each other to these standards, and holding the teaching team accountable as well.

[Our Mutual Responsibilities Table](#)

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