

**RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
SCHOOL OF SOCIAL WORK
TENTATIVE COURSE OUTLINE**

Study Abroad in Israel: 01:959:358

Social Work Course Title: Study Abroad in Israel

Credits: 3 Credit Hours plus two weeks of field credit for those enrolled in field education

Course Description: A Journey to a Sacred Land and Exploration of Cultural and Religious Diversity.

Study abroad in Israel is a multi-cultural trip, including visits to communities and sites sacred to the Jewish, Christian, Muslim, Druze, and Baha'i faiths as well as to sites from ancient and modern history.

Directors:

Nancy Schley, LCSW

Assistant Professor of Teaching/Associate Director of Field Education

nschley@ssw.rutgers.edu

Cell: 732-236-2536

Max Kleinman, MSW

Consultant

mkleinmanconsulting@gmail.com

Cell: 973-476-1415

Recommended Flight Schedule

2 Jan, Depart Newark (EWR) 4:05 p.m. to Tel Aviv (TLV) United Flight # 84

Arrive Ben Gurion Airport, Tel Aviv (TLV), 9: 25 a.m. on 3 Jan

12 Jan, Depart Ben Gurion Airport, Tel Aviv (TLV) 11: 10 p.m. to Newark (EWR) United Flight # 91

Arrive Newark (EWR) 4:35 a.m. on Jan 13

Group will meet at Ben Gurion airport on January 3, 2018 at 10:30 a.m. at Steimatzky's Bookstore on the main concourse.

Daily itinerary is provided separately.

Catalog Course Description

Israel and New Jersey, while different in many respects, are similarly challenged to deal with the increasing diversity of their populations. This course will focus on the delivery of social services in Israel for a variety of age groups and needs. Attention will be given to the challenges presented by Israel's diverse ethnic, political, and religious populations. This study tour to Israel provides a

cross-national experience that will promote analytical thinking among the participants, enabling them to identify and analyze common issues and themes.

Course Overview:

This global service learning experience provides students an opportunity to study and learn first-hand about the profession of social work and social services within the Israeli and Middle Eastern contexts. Students will experience a multicultural country. Some of the vulnerable groups that are served in selected host agencies include children and adults with disabilities, adults with mental illness, immigrants and refugees and elderly.

Place of Course in Program

This course is an elective.

Course Objectives

At the end of the course, students will be able to:

1. Stay abreast of and knowledgeable about critical US and Israel social services and responses in their chosen fields of practice.
2. View social services from a global perspective and understand the global forces affecting different populations.
3. Identify and understand one's own cultural point of reference.
4. Use advanced research skills to identify best policies and programs that have been shown to be effective in enhancing the well-being of individuals, families, groups, organizations, and communities, particularly immigrant and refugee populations.
5. Critically analyze and comprehensively compare social services in the US and Israel and their impact on programs, clients, client systems and communities with special attention to the central social values of equity and justice.
6. Acquire a basic understanding and awareness of international human rights issues learn and how international organizations and movements strive to increase the rights of oppressed people.
7. Describe current trends in the US and Israel and the implications of such trends for programs serving groups who have historically been socially and economically disadvantaged including people of color, women, children, older adults, indigenous, immigrants, refugees, gays and lesbians, and people with disabilities.
8. Acquire an advanced level of critical thinking skills as reflected in class participation and written assignments.

School-Wide Learning Goal

To prepare students for practice and leadership roles in the fields of social work and social welfare. This goal is operationalized using three of the 9 CSWE prescribed competencies. These competencies are as follows:

1. Identify as a professional social worker and conduct oneself accordingly;
2. Apply knowledge of human behavior and the social environment; and
3. Apply critical thinking to inform and communicate professional judgment.

CSWE Core Competencies Covered By this Course

Successful completion of this course will contribute to the student's ability to:

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

 apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;

 present themselves as learners and engage clients and constituencies as experts of their own experiences; and

 apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
engage in practices that advance social, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness.

Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and

use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Required Readings

There is no required text for this course. However, there are suggested books and articles on the syllabus that will be integrated in Course discussions. Relevant articles are posted to Sakai in the Resource Section.

Orientation

Students will learn from didactic and experiential methods. On occasion, Israeli social work practitioners and other professionals will join us for field experiences and discussions. Some of the learning opportunities include:

- A pre-departure orientation will provide pertinent information about travel through Israel including relevant cross-cultural issues. The class syllabus will be discussed.
- Students will visit a range of programs and services and have a chance to meet and hear from a variety of Israelis.
- Students will visit services provided by NGO's and governmental entities.
- Students will visit various historical and cultural sites and events including the opportunity to taste a variety of traditional cuisine.

Course Requirements

Course Format

While this course expects student participation, which is a critical aspect of your grade, it will also utilize lectures, group discussions, guest presentations and agency field visits. As professional practitioners and advocates, it is essential for social workers to articulate ideas clearly and persuasively. It is important that everyone feel free to participate in activities, discussions, and assignments. Learning involves dialogue and exchange of new ideas with others. All students are encouraged to participate in open discussion, ask questions, and provide support to each other and encouragement throughout the trip.

This course requires reading, writing and analytical skills. Students are to come to Israel prepared to participate actively. The papers will be graded both on substance and on the ability of the student to write succinctly and in terms understandable to a wide audience.

Respect for Others throughout the Course

We treat each other with respect when opinions are shared. Language should be used which recognizes diversity and is respectful of others. It is also imperative, as we struggle with complex political, personal and social issues, that we not silenced others by assuming that there are "politically correct" lines of thought that cannot be challenged.

Attendance

Students must attend all sessions and be on time. Attendance is essential for learning from lecture, field visits and discussions. Lateness is not acceptable as the group's participation in the scheduled program is dependent on the promptness of each individual.

Technology

Cell phones are to be turned off prior to any presentation/field visit or discussion. If there is an emergency and you need to leave your cell phone on, please turn it to vibrate and leave the meeting room to receive the call.

Sakai

Sakai is a course management program designed to aid in the communication and dissemination of course information and materials.

All correspondence, including submission of assignments and email communications, will be conducted through Sakai.

Course Grading

Numerical		Definition	Equivalent
Grade			
A	100-90	Outstanding	4.0
B+	89-85		3.5
B	84-80		3.0
C+	79-75	Good	2.5
C	74-70		2.0
F	69 and below		0.0

Participation: 50 %

Two Reflection Papers:

Pre-Departure Reflection Paper: 10 %

Mid-Course Reflection Paper: 15 %

Social Problem Analysis Paper: 25 %

Your Participation grade will be based on the following elements:

1. Attendance and participation in scheduled meetings, lectures, agency visits and cultural visits.
2. Active participation in group discussions and debriefing sessions.
3. Written assignments posted to Sakai.
4. Adherence to Rutgers Code of Conduct

Assignment 1: Pre-Departure Reflections, Due, Friday, December 22, 2017

On 3 pages, outline your reflections on your upcoming journey to Israel. What are some of your perceptions about Israel? How were they formed? What would you like to learn about Israeli society, particularly as it relates to your studies? What questions do you want addressed? If you were asked to speak about your Study Abroad, what would you title your talk and what would be the summary content? Include discussion of Core Competencies covered by this course by addressing diversity, advancement of human rights and engagement of individuals, families, groups, organizations and communities. Assignment will be electronically submitted to Sakai by the due date.

Assignment 2: Mid-Semester, Reflections, Due Sunday, January 7, 2018

On 3 pages, outline what were some of the salient points you learned about Israeli society, its social welfare philosophy and network, demographics, religious and political issues. How did they confirm your perceptions? How did they modify them? What are some of the critical issues Israeli society is facing? What additional topics would you like to learn? Include discussion of Core Competencies covered by this course by addressing diversity, advancement of human rights and engagement of individuals, families, groups, organizations and communities. Assignment will be electronically submitted to Sakai by the due date.

Social Problem Analysis Paper: Due Wednesday, January 31, 2018

Assignment will be electronically submitted to Sakai by the due date.

Social problem Analysis Paper:

- 1) You should choose an issue/social problem that is a focus of our trip to Israel and/or a social issue related to your field practicum. Examples could include child welfare, mental health, aging, trauma, the holocaust and immigration.

- 2) The goal is to compare Israel with the United States by analyzing and critically evaluating various components listed below. The U.S. is not necessarily the “gold Standard” for comparison with Israel. Instead, be open to new ideas and thoughts that may challenge your own values and beliefs.
 - 3) You may either analyze the social problem in the U.S. and then Israel, vice versa, or integrate the comparison.
 - 4) Develop an 8-10 page paper not including references, charts or a cover page. It must be typewritten and follow the APA format (12 point font, double spaced, one inch margins) and include proper references.
 - 5) Organize the various parts of your paper with the section headings provided. Be sure to include all subsections in each heading.
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YOUR FINAL PAPER SHOULD INCLUDE THE FOLLOWING:

Introduction (10%)

- Briefly describe the social problem you are analyzing and an overview of the paper.
- Include a rationale for the problem you chose.

An Historical Overview (15%)

- How did it become a recognized social problem?
- What values or ideology led to the issue being defined as a problem?
- How did the country’s cultures, values, and beliefs impact the problem?

Describe the Social Problem (15%)

- What is the prevalence of the problem?
- Who is affected by the problem? What specific groups or individuals?
- Is the problem increasing or decreasing? Why?
- How does the problem obstruct social justice?
- Does this problem relate to your agency? If so, how?

Cause of the Social Problem (20%)

- How is the social problem identified and defined? By who?
- Are there alternate ways to define this problem? Provide an example.
- Do different interest groups and stakeholders disagree over the causes and extent of the social problem and the best way to resolve the issue?

Keep in mind that different groups/stakeholders may define the problem and its causes differently. These groups may have different political views (liberal v. conservative) or may have different views based on their culture, ethnicity, age, gender, refugee or immigrant status, or sexual orientation.

Knowledge Gaps (15%)

- Identify any knowledge gaps in the information necessary to understand this problem.

Impact of the Problem on your Practicum Agency (10%)

- Describe the impact this social problem has on Israel and the U.S.
- Describe the impact of this social problem on your agency and the clients it represents.

Summary & Conclusion (15%)

- Summarize your thoughts about the comparative analysis.
- How did this analysis impact your overall learning?
- How did this assignment help you in relation to your experiences in Israel?

In addition to the quality of the writing (sentence structure, grammar, etc.) and accuracy of citations and references (APA formatting), evaluation will be based on how clearly you respond to the above, in particular:

- The clarity with which you introduce and describe the analysis and other key components of this assignment; and
- The depth, scope, and organization of your analysis of the social problem, those affected by the issue and your critical thinking skills.

The quality of the writing as well as the content is important, so students should check spelling and grammar as well as sentence and paragraph construction. Written work should meet the basic standards of writing proficiency and should conform to accepted standards of citation. The format found in the Publication Manual of the American Psychological Association (APA) should be used for all papers. If you are unsure how to cite sources, please see the professor. *Remember that plagiarism is a serious offence and violates the standards of academic integrity.* Written assignments are based on the following criteria:

- Thoroughness and completeness of content
- Clarity and logic of presentation
- Evidence of critical thought
- Quality of writing

Incomplete/Temporary Fail Grade: An Incomplete/Temporary Fail grade will be granted only at the discretion of the instructor and in rare circumstances due to an emergency. It is the student's responsibility to request an Incomplete/Temporary Fail from the instructor. Grades are submitted to Study Abroad by February 1, 2018.

Suggested Reading List:

There is no required text for the class. Students are required to read at least one of the many pieces of fiction depicting the creation of the State of Israel and some of its contemporary issues. Book discussions will occur in Israel as part of the program.

An Hour in Paradise by Joan Leegant *This collection of 10 short stories covers a breadth of characters — from the secular to Orthodox, young to old — through whom Leegant poses questions about faith, love and change (2003).*

The Butcher's Theater by Jonathan Kellerman *A chief inspector of police who is also a Yemenite Jew begins work on a case involving the death of an Arab woman. After a second killing occurs, the inspector bears witness as Jewish-Arab conflicts ensue (2003).*

The Covenant by Naomi Ragen *Set in 2002, a pregnant Israeli woman, her husband and their child are abducted by Hamas (2004).*

Damascus Gate by Robert Stone *A journalist in Jerusalem, reared both Jewish and Christian, feels devoid of a true sense of identity, despite the fact that he is surrounded by some of the most devoutly religious peoples in the world (1998).*

Exile by Richard North Patterson *An international legal thriller that is at its best in the courtroom but also manages to deftly balance the ideologies and realities of the Middle East without being patronizing to either side (2007).*

Exodus by Leon Uris *A detailed account of the transition from the ill-treatment of Jews in Europe to the founding of Israel sets up a fictional background for political arguments on issues of the 19th and 20th centuries (1958).*

Faith for Beginners by Aaron Hamburger *An American Jewish family teeters on the edge of collapse. In a last resort, they travel to Israel on a package tour with a mission to reinvigorate their spirituality (2005).*

The Family Orchard by Eve Nomi *Spanning six generations, this epic follows the lives of one family grounded in Jerusalem (2000).*

From a Sealed Room by Rachel Kadish *The lives of a young woman from New York, a Holocaust survivor and an Israeli housewife intersect (1998)*

The Hope by Herman Wouk *An epic novel about Israel's fight for statehood. The author delves into the personal lives of the dramatis personae, including Golda Meir, Moshe Dayan and Anwar Sadat (1993).*

House of Guilt by Robert Rosenberg *Police detective Avram Cohen goes on a hunt to find a tycoon's wayward son, with his search leading him right into the heart of the West Bank (2000).*

The Jewish War by Tova Reich *A radically religious, polygamous man, Jerry Goldberg transforms from a mere social worker in Bronx to a terrorist leader of a group of American Jews in Israel who secede a portion of the West Bank to form their own nation in this satire (1995).*

Preparing for Sabbath by Nessa Rapoport *A young woman's spiritual quest, set in Jerusalem (1981).*

Quiet Street by Zelda Popkin and Jeremy A. Popkin *A woman living in the suburbs of Jerusalem must come to terms with reality as she watches her 18-year-old daughter take on the role of soldier instead of farmer* (2002).

The Source by James Michener *An historical novel, it is a survey of the history of the Jewish people and the land of Israel from pre-monotheistic days to the birth of the modern State of Israel. The Source uses for its central device a fictional tell in northern Israel called "Makor" (Hebrew: "source")* (1965)

The Task of This Translator by Todd Hasak-Lowy *According to Publisher's Weekly, "Hasak-Lowy artfully reveals layers of personal and national identity," including one story about an Israeli ex-journalist working in the cafe at Yad Vashem who clashes with an American businessman over a stale pastry* (2005).

A Weave of Women by E.M. Broner *A group of very different women band together to save a shelter for wayward Jewish girls and learn lesson or two in politics, when they change its official name to "Home for Jewish Future Homemakers"* (1978).

Welcome to Heavenly Heights by Risa Miller *A cohort of Jews from the United States venture to the West Bank to build a new community, but their settlement becomes a primary target of violence* (2003).

Jerusalem: A Biography, by Simon Sebag Montefiore *"Jerusalem is the universal city, the capital of two peoples, the shrine of three faiths; it is the prize of empires, the site of Judgment Day and the battlefield of today's clash of civilizations. From King David to Barack Obama, from the birth of Judaism, Christianity and Islam to the Israel-Palestine conflict, this is the epic history of three thousand years of faith, slaughter, fanaticism and coexistence. "How did this small, remote town become the Holy City, the 'center of the world' and now the key to peace in the Middle East? In a gripping narrative, Simon Sebag Montefiore reveals this ever-changing city in its many incarnations, bringing every epoch and character blazingly to life."* – Amazon Book Review

In addition to the above suggested reading list, there are a number of articles from professional journals and other sources that are available on Sakai in the Resource section.

Academic Integrity Policy

All work submitted in a graduate course must be your own.

It is unethical and a violation of the University's Academic Integrity Policy to present the ideas or words of another without clearly and fully identifying the source. Inadequate citations will be construed as an attempt to misrepresent the cited material as your own. Use the APA citation style which is described in the Publication manual of the American Psychological Association, 6th edition.

Plagiarism is the representation of the words or ideas of another as one's own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text or footnote. Acknowledgement is required when material from another source is stored in print, electronic, or other medium and is paraphrased or summarized in whole or in part in one's own words. To acknowledge a paraphrase properly, one might state: "to paraphrase Plato's comment..." and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information which is common knowledge, such as names of leaders of prominent nations, basic scientific laws, etc., need not be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically cited in the text, only materials that contribute to one's general understanding of the subject may be acknowledged in the bibliography. Plagiarism can, in some cases, be a subtle issue. Any question about what constitutes plagiarism should be discussed with the faculty member.

Plagiarism as described in the University's Academic Integrity Policy is as follows: ***"Plagiarism:*** Plagiarism is the use of another person's words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are:

- Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution.
- Paraphrasing without proper attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own.
- Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.
- Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other nontextual material from other sources without proper attribution".

Plagiarism along with any and all other violations of academic integrity by graduate and professional students will normally be penalized more severely than violations by undergraduate students. Since all violations of academic integrity by a graduate or professional student are potentially separable under the Academic Integrity Policy, faculty members should not adjudicate alleged academic integrity violations by graduate and professional students, but should refer such allegations to the appropriate Academic Integrity Facilitator (AIF) or to the Office of Student Conduct. The AIF that you should contact is Antoinette Y. Farmer, 848.932.5358. The student shall be notified in writing, by email or hand delivery, of the alleged violation and of the fact that the matter has been referred to the AIF for adjudication. This notification shall be done within 10 days of identifying the alleged violation. Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned

until the case is resolved. For more information regarding the Rutgers Academic Integrity Policies and Procedures, see: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers>.

It has been recommended by the Office of Student Conduct that the honor pledge below be written on all examinations and major course assignments.

To promote a strong culture of academic integrity, Rutgers has adopted the following honor pledge to be written and signed on examinations and major course assignments submitted for grading: **ON MY HONOR, I HAVE NEITHER RECEIVED NOR GIVEN ANY UNAUTHORIZED ASSISTANCE ON THIS EXAMINATION.**

DISABILITY ACCOMMODATION

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation (see [General Documentation Guidelines and Principles](#)). If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the [Office of Disability Services website](#).

Revised Policy August 29, 2016