

Working Syllabus – not a final syllabus

Course Title: SOCIAL ACTION/SOCIAL JUSTICE
Political Science 2505
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Course Description

This course combines an academic learning objective with a relevant work experience or *practicum* in Israel. In their four week practicum students will be working with new immigrants in Israel – teaching them English and helping them to adjust to their new social environment. The intensive three week course in New York prior to Israel will prepare students for this practicum by introducing them to the conceptual and policy-making problems of creating a democratic citizenry out of a multicultural population. While in Israel, students will complete project assignments which apply what they learned in the New York phase of the course. The instructor will be responsible for both the New York and the Israel objectives of the course, and will provide continuity through email and an on-site visit in Israel.

The central question of the course is: How are democratic values implemented in transforming immigrants into citizens? In addressing this question students will learn (1) to structure a social problem for social science analysis; (2) to conceptualize the relationship between the framing of public policy alternatives and the implementation of democratic values; and (3) to write an analytical public policy paper.

Texts

Deborah Stone. *Policy Paradox: The Art of Political Decision-Making* W. W. Norton. 2001.

Uzi Rebhun. *Jews in Israel: Contemporary Social and Cultural Patterns*.

Grading

1. Two written exams on readings, each 10% of final grade 20%
2. Oral report on the last day of the New York class..... 10%
3. Written critique of readings..... 10%
4. Daily journal on Israel practicum..... 20%
5. Policy paper on Israel practicum..... 30%

Reading Schedule

Readings marked with an asterisk (*) are on eReserve in the Library.

New York

Week One Social Problems and Social Science

Students should read in advance: Jesse Hoffnung-Garskof. *A Tale of Two Cities: Santa Domingo and New York after 1950*. Princeton UP. 2010. This book will be on reserve in the College library. It can also be purchased through Amazon.com.

Day 1 What is a "Social Problem?"

Handout "What is a Social Problem?"

Film: Perhaps John Fioge's *Mississippi Chicken* dealing with immigrant workers in Mississippi.

What is the "social problem" in the Hoffnung-Garskof book?

Start reading Stone, chapters 1-4

Assignment: Research some aspect of multiculturalism in Israel (use the Rebhun book as a guide) and formulate a problem that you would like to investigate while in Israel. Answer the following questions: Why is this a social problem? What is its significance? How might you go about researching it? You will be asked to give an oral report on this on the last day of the New York-based sessions. 10% of the final grade

Day 2 Formulating Social Problems as a Social Science Problem

Andrew P. Vaeda and Bradley B. Walters. *Causal Explanation for Social Scientists: A Reader*. Rowman & Littlefield. 2011. Selections.

Hoffnung-Garskof book.

Day 3 Social Indicators

Stone. *The Market and the Polis*. Chap. 1

Rodolfo Alvarez. "The Social Problem as an Enterprise: Values as a Defining Factor." *Social Problems*. Vol. 48. No. 1. February 2001. Pp. 3-10.

Itzhak Galnoor. "Social Indicators for Social Planning: The Case of Israel." *Social Indicators Research*. Vol.1. pp. 24-54.

Day 4 Public Policy: Goals in a Democracy

Stone. Chapters 2, 3, 4, 5

Take home exam distributed on Week One Readings. Due: Thursday, Week Two
10% of final grade. Choice of 2 essay questions out 3

Week Two Multiculturalism, Citizen-Building and Social Justice

Day 1 The Polis as Spatial Construct and Problems of Identity

*Jane Jacobs. *The Death and Life of Great American Cities*. Introduction. Modern Library 1993.

*Rachel Kallus. "The Political Construct of the 'Everyday: The Role of Housing in Making Place and Identity" in Haim Yacobi (ed). *Constructing A Sense of Place: Architecture and the Zionist Discourse*. Ashgate Publishers. 2004.

*Erez Tzfadia. "Public Housing as Control: Spatial Policy of Settling Immigrants in Israel's Development Towns." *Housing Studies*. Vol. 21. No. 4. July 2008. Pp. 523-37.

Day 2 `` Public Policy: What's the Right Thing to do?

*Michael J. Sandel. "Justice and the Common Good" in Sandel. *What's the Right Thing to Do?*

Stone. Chap. 14, 15

*Michael Shalev. "Placing Class Politics in Context: Why is Israel's Welfare State so Consensual?" Dec. 2003. Conference paper.

Day 3 ` Government and Social Justice

*Amanda S. Barusch. *Foundations of Social Policy: Social Justice in Human Perspective*. Chap. 2. "The Government's Role"

*Deborah Stone. *The Samaritan's Dilemma: Should Government Help your Neighbor?* Chap. 8 "How Government Should Help your Neighbor". Nation Books. 2008.

*Amartya Sen. "Equality and Liberty" in Sen. *The Idea of Justice*

*Robert Nozick. *Anarchy, State and Utopia*. Excerpt.

Day 4 Identity and Citizenship

*Shlomo Swirski. *Politics and Education in Israel: Comparisons with the United States*. Introduction and chap. 2 "A State-made Elite: School and Army in the Israelization of the New Israelis"

*Sammy Smooha. "Ethnic Democracy: Israel as an Archetype." *Israel Studies*. Vol. 2. No. 2. 1997. Pp. 198-241.

*Alan Dowty. "Is Israel Democratic? Substance and Semantics in the 'Ethnic Democracy' Debate." *Israel Studies*. Vol. 4. No. 2. 1999. Pp. 1-15.

Exam II distributed covering Week Two Readings. Due Thursday of Week 3. 10% of final grade. Choice of 2 essay questions out of 3.

Week Three Israel, Immigration and Social Justice

Day 1 The Multicultural Challenge in Israel

- *Avi Sagi (ed) *The Multicultural Challenge in Israel* Selections
- *Itzhak Galnoor. *Public Management in Israel*. 2010. Selections

Day 2 Mizrahim in Israel

- *Aziza Khazzoom. *Shifting Ethnic Boundaries and Inequality in Israel*. Chap. 8 "Residential Segregation and Economic Isolation: The Moroccan Paradox." Stanford UP. 2008.
- *Erez Tzfadia. "Public Policy and Identity Formation: The Experience of Mizrahim in Israel's Development Towns." *The Journal for the Study of Sephardic and Mizrahi Jewry*. February 2007. Pp. 57-82

Day 3 Russians of the Former Soviet Union in Israel

- *Larisa Fialkova. *Ex-Soviets in Israel*. Wayne State UP. 2007. Selections
- *Judith Bernstein, Judith T. Shovel. *Immigrant Physicians: Former Soviet Doctors in Israel, Canada and the United States*. Selections. Praeger. 1997.

Day 4 Oral Reports

What social problem regarding multiculturalism and citizen-building do you want to research in Israel? What makes it significant? 10% of final grade

Israel Assignments

1. Based upon your experiences in Israel, critique a relevant reading presented in Week 3. For example, if you worked with Russian Jews of the FSU, did Fialkova's analysis jibe with your experiences? What would you add to Fialkova's analysis? Amend?

Your critique should be written up in approximately 3-5 pages. Grading will be on writing as well as content. 10% of final grade This paper should be sent via email to the instructor during the 3rd week of the practicum.

2. Write a substantial policy paper of approximately 10 pages based upon interviews with the immigrants with whom you have worked. You should discuss their perceptions of their place in Israeli society, their problems as they see them and the problems Israel faces in integrating them. What would you recommend to

the Israeli government in terms of their absorption? And why? How do new immigrants become "Israeli?" What does it mean, in your estimation to be "Israeli?"

Papers may be the result of group projects conducted during the practicum. In this case, the paper may be individually written or written together. If it is a group paper (meaning 2 or more authors), then all authors bear responsibility for the final product and will receive the same grade. Please discuss such projects with the instructor before embarking on them.

This paper will constitute 30% of the final grade. Grading will be on writing as well as content. The instructor will read drafts sent via email. The final paper should be sent via email to the instructor no later than one week after completion of the practicum.

3. Students must keep a daily journal of their experiences in Israel. They should notate their observations regarding their work with new immigrants and their reflections on these observations. During the on-site visit, the instructor will meet with members of the class in daily Workshops (5) to discuss what students have specifically learned from their experience in Israel. Students will be asked to "present" their journals, that is to give the essential problematic with which the journal is concerned. How did their actual encounters in Israel change their thinking/interests as reflected in the Oral Reports given on the last day of the New York sessions. The journals should be shared with the instructor at this time who will read and grade them during the visit.

The journal counts 20% of the final grade.