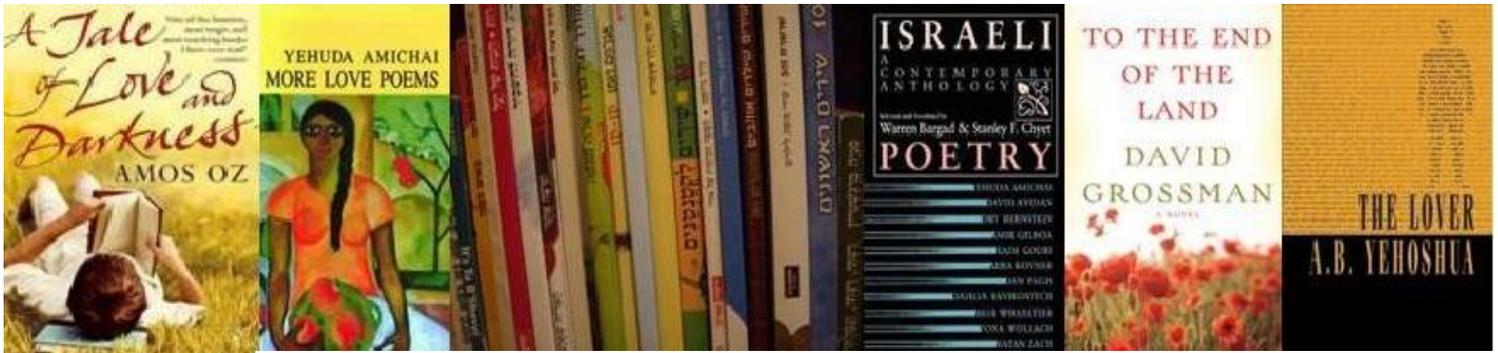


Dr Rachel Korazim

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¹ Some session are listed in more than one section



Windows to Israeli Society through Literature

All sessions are offered in either Hebrew or English

Israeli contemporary literature offers a unique point of view into the complex narratives of our society. Bring the richness of this challenging learning experience to your community of adult or even young adult learners. Participants will be guided to explore, critique, laugh and sometimes shed a tear at beautifully worded images of day to day life in Israel.

All sessions are organized around challenging themes:

1. **Biblical Motifs**

This session examines the reflection of biblical motifs in modern Israeli poetry: Our main themes will be the Akeda (The binding of Isaac), Joseph, and other biblical figures and events that inspire modern writers as lenses of contemporary dilemmas. Our choice of authors will include works of Yehuda Amichai, Amir Gilboa, Dan Pagis and Emuna Eilon.

2. **Biblical Motifs - Challenging Views**

This session offers a critical reading of modern poems that challenge our traditional view of well-known biblical figures. With works by Yehudit Kafri, Eran bar Gil, Uzi Shavit, Haim Guri and others we will revisit Rachel, Eve, Jacob's sons, Bat Sheva and Sistra's mother to explore possible meanings for contemporary readers of ancient texts.

3. **The Image of the Other**

This Session explores the images of the Arab in modern Israeli literature. Arabs have been portrayed in Israeli literature from the very early days of the first Aliya. Their image constantly changing from romantic biblical figures to suspicious enemies and all the way to neighbors and critical witnesses of Israel's ever changing reality. We will read short excerpts from works by: David Grossman, A.B. Jushua, Savyon Liebrecht and others.

4. **Through the Eyes of the Other**

Emile Habibi had been for many years, until his death in 1996, a leading literary voice of the Arab population in Israel. He often found himself at a point of crossfire being criticized by both Jews and Arabs for what each side had called: disloyalty. Maybe this is the best testimony for the authenticity of his reflections about being an Arab in Israel and even more specifically in Haifa his hometown. **Sayed Kashua** a contemporary Arab Israeli writer reflects a dynamic of change, yet still struggling for recognition by mainstream Jewish Israel. We will sample some of his literary and journalistic work as well as a short excerpt of his popular sitcom: "Arab Labor".

5. **The Other as a Mirror**

This session combines Israeli literary works of both Jews and Arabs. We shall explore images of Arabs in Jewish Israeli literature. We will then juxtapose them with Arab Israeli literary works depicting a society in which they feel often disenfranchised.

Poems of Yehuda Amichai and Agi Mishol will offer conflicting images of friend and foe. Sami Michael and Emil Habibi will present complimentary views of life of Jews and Arabs living together in the same street in Haifa that they both love.

6. **Politics and Poetics (1-4 sessions)**

This particular series of sessions is a work in process; more materials are being added and developed to address Israeli reality as time goes by.

Following the ancient tradition of the biblical prophets, Israeli writers have taken upon themselves the role of whistleblowers. As they are part of the state coming into its own, they do not shy away from telling the public as well as the leadership off. They fearlessly address social injustice, war ethics and poverty.

We will start with the early days of the state through Nathan Alterman's The Seventh Column poems, all the way to contemporary Moise ben Harush and Eliraz Cohen addressing the ongoing Mizrahi - Ashkenazi dialogue and issues of settlements across the Green Line.

7. **Echoes of the Holocaust**

The Holocaust and the creation of the state of Israel are probably the most important historical milestones in modern Jewish history. The main focus of this session is to explore the ways Israeli society deals with the Shoah as a significant influence on who we are and how we behave. We will discuss the reflections of the Holocaust in recent works by Lysie Doron, as well as some older ones by David Grossman and Treinin, Dan Pagis and others. By doing so we will be able to address the changes in the understanding of the Holocaust from different Israeli perspectives.

8. **When Longings Meets Reality**

This session requires a Data projector and speakers.

Based on one of the first paragraphs of Israel's Declaration of Independence, this session offers a chronological exploration of the longing to Zion and meetings with its reality.

Popular songs and poetry put to music will be our milestones as we move from Tsiyon Tamati, a song of longing to Eretz Israel from the early years of Zionism, all the way to Ein li Eretz Acheret by Ehud Manor. The clash between romantic longing from afar and the harsh realities of the land, have been, and often still are very difficult even to the greatest lovers of Zion. Literature never hesitated to articulate the hardship as well as the commitment.

9. **Connections to the Land**

The core Zionist narrative of Israel presents an unbroken unwavering connection between the people of Israel and its land. True as it is, individuals have felt at times, doubts, pain and critique as they were articulating their particular attachment to it. We shall look at works by Yitzhak Shalev, Rachel, Nathan Alterman, Yehuda Amichai, Ephraim Kishon, Balfour Hakak, Lysie Doron and Amos Oz

10. **The Pain of Two Homelands**

This session requires a Data projector, and speakers.

This session presents a sensitive yet very real theme in Israeli literature: The fact that even the most ardent Zionist immigrants had difficulties adjusting to the new land. Through prose and poetry of Rachel, Lea Goldberg, Agi, Mishol, Balfour Hakak, Amos Oz and more, we shall read and listen to homesickness to the old country and hope for a better future in Israel.

11. **Time for War Time for Peace (five sessions)**

All five sessions in this series require a Data projector and speakers

The theme of war is most prevalent in Israel poetry, thus, choices are very hard to make. This series of sessions offers a study of four separate themes: Ideological Boundaries, Cannon, Critical Voices and Hope. Since all the literary works are rooted in particular periods and moods of the country, a historical background will accompany our readings. As many of the poems have been set to music, we shall also listen to a variety of musical renditions.

If not for any other reason, one may want to take this course to better understand Israeli society during its days of national commemoration and celebration: Yom Hazikaron and Yom Ha'atzmaut.

I - Setting Ideological Boundaries

The session will start with a partial reading of *The City of Slaughter* by H. N. Bialik – Bialik criticizes the behavior of the Jewish victims of the 1903 Kishinev pogrom and sets the ideological background and the call for Jewish self-defense. The later Nathan Alterman poems will lead us from pacifism of the 1920s "Do Not Give Them Guns" to the shift in ideology during the 1930s that acknowledges the need to defend national safe borders in *Zemer Haplugot*. The formative years of the War of Independence will trace the profile of the Israeli fighter and his/her relations to God and nation in two complementary poems: "The Silver Platter" and "Eliphelet"

II - Canon

Due to the nature of commemoration rituals, many of the war poems have been set to music and became "holy texts" of civil ceremonies. They are broadcasted on the radio, sung in public as well as in intimate gatherings, and will bring tears to the eyes of even the most cynical Israeli.

We will explore some of these canonical poems; laying the foundation for our discourse of the portrayal of war mainly through the perspective of the fallen soldiers and their message to friends left behind.

III - Critical Voices

With war becoming part of everyday reality in Israel, critic will not be far behind the songs of glory and mourning:

Al Zot by Nathan Alterman will start us off by looking at the issue of war ethics. Hanoach Levine's controversial poetry of the late 1960s and 70's will establish the cynical yet painful tone of a young generation rebelling against the futility of war. Meir Ariel's Layla Shaket written while he was on reserve duty in 1973-4 will carry us on to the first Lebanon war with a tone of indifferent acceptance and longing for faraway places. The painful mourning of the enemy's losses in Dalia Rabikowitch's "You Cannot Kill a Baby Twice" as well as a few more poems from the anthology "With an Iron Pen" will conclude this theme.

IV- Hoping for Peace in the Early Years

From the earliest days of Israel's war of independence popular songs sung by professional artists as well as the fighting troops, have expressed the longing for a peaceful outcome and happy reunions with loved ones. In this session we shall listen to, sing and read four of these songs composed during the wars of 1948, 1967 and 1973 respectively: we shall monitor the changes and variations in tone and imagery to capture the evasive image of peace: Moving from one broken promise to the other as years go by and peace has not yet been reached.

V – Complex Images of Peace and Hope

Three Yehuda Amichai poems will start our exploration of images of peace in Israeli poetry at times when peace is a mere wish at best. As each of these poems uses a very different metaphorical backdrop, we hope for a lively discussion. The three songs/poems Rotblit's – Shir lashalom ,Dorit Tzameret's – The Wheat Grows Again, and Haspri's "The Winter of 73" will offer a unique point of view as both are written in a conversational tone with those who died and about them. Peace has not yet been experienced or defined, it seems all one can hope for, is just something that comes after the war...

We will conclude with a smile with the reading of Ronny Someck's: "Peace".

12. **Anochi - Dialogues with G-d in Israeli Poetry**

Although Israel is often seen as a society divided along the lines of religiosity and secularism a close look will show how even the most secular of writers are rooted in classical texts and create their own language of secular prayer. The session will examine a variety of expressions of the relationship with G-d, based on secular, biblical and prayer references in modern Israeli poetry. We will review works by Zeev, Admiel Kosman, Yehuda Amichai, Rivka Miriam, Koby Oz as we move from rebellion and denial through painful dialogue to acceptance through creativity.

13. **The Mizrachi (Sephardic) Voice in Israeli Literature**

Since the mass immigration waves of the 50th, Israeli literature is addressing the issues of Jews from Muslim countries and their integration into its society. The long way, from their early marginalized situation to the assumption of empowered strong voices of the present, is expressed in rich and creative literature. The session will offer critical reading of works by Nathan Alterman, Balfour Hakak , Shimon Adaf, Roni Someck, Ariela Azulai and others.

14. **Shabbat**

Shabbat can be many different things to different people. If you are ready to venture outside of synagogues and traditional family meals, you may find some interesting Shabbat experiences. The session will offer a variety of approaches to Shabbat in modern Israeli poetry. Prayer, love, rest and sometimes hiking and

playfulness as addressed in the works of Tirtza Atar, Yehuda Amichai, Mati Caspi, Leah Goldberg and others

15. Israeli Children's Literature

The session invites participants to explore a generational development of Israeli children literature.

From the early pre-state years to the present, talented Israeli poets and authors have created a treasure of stories and poems dealing with all aspects of life in Israel: Aliya, War and Peace, the Image of the Enemy as well as the Sites of the Land.

Next to the particularities of life in Israel, Israeli children's literature also addresses universal issues of friendship, special children, reality and fantasy, parents and siblings.

We will read and discuss some of the works of, Nathan Yonathan, Lea Goldberg, Meir Shalev and more.

16. The Tale of Two Cities

The Zionist movement had created more than one narrative of the connections between the Jewish people and the Land of Israel. Based on the Divine promise of Lech Lecha; it had developed a language of Biblical motifs often ignoring the later layers of Jewish literature that had developed in Diaspora.

On the other hand early Zionist immigrants, as well as the writers and poets inspired by them, have created a language of "A Fresh Start" a Venus like birth out of the sea, the sand and hard toil.

This session will explore these two contrasting Zionist narratives through the representations of Jerusalem and Tel Aviv in two poems:

Jerusalem is a Place... by Yehuda Amichai and White City by Naomi Shemer.

We shall look at some additional works in order to further illustrate these alternative narratives; It May Be Over by Yehonatan Gefen, Nahum Guttmann's "The Orange Peels Path" and The Ballade of Yoel Moshe Salomon by Yoram T'har - Lev

17. **Milestones** (2 sessions)

Both sessions in this series require a Data projector and speakers

Just like all Jewish text study, Modern Israeli literature is created layer on top of layer. When addressing contemporary poetry or prose, we can often see allusions to the "Founding Fathers and Mothers" of Hebrew literature. This series of sessions looks back at the great ones of the early twentieth century who were path blazers as well as companions of the revival of the Jewish people. Their poetry, foresaw, encouraged, criticized and glorified as needed the humble beginnings of what was yet to become the state of Israel

I. Bialik the National Poet

H.N.Bialik (1873- 1934) is often related to as Israel's national poet. Looking at his basic biographical information, it is clear he was not born in Israel, he had only lived there for about ten years. He had died before the Holocaust and of course, never saw the birth of the state of Israel. How can one be Israel's national poet without having been witness or part of the major events of its creation?

The session will address this question through the reading of four of Bialik's poems:

To the Bird, Alone, the City of Slaughter, and Shabbat the Queen. Through these poems we will explore the notions of: Longing, painful separation from earlier traditions, critique and innovation that have become the building blocks of modern Zionism.

II. Shaul Tchernichovsky the other National Poet (1875-1943)

Shaul Tchernichovsky is often seen as second to Bialik, however his work has a world of its own. Raised in a much less traditional home, he discovers world literature and art and will include their influences in his poetry. We will follow the development of his art through the different phases of his life in Russia, Germany and the Land of Israel.

"I Believe" - a poem glorifying the spirit of man, *"They Say there is a Land"* a poem Tchernichovsky had composed twice, to suit his changing moods, *"See oh Land"* one of Israel's earliest poems of lamenting loss at war and *"Ein Dor"* Tchernichovsky's eulogy for his namesake the Biblical king Saul, will be our stepping stones to get to know (or be reminded of) this great poet.

18. Women's Voices

This newly added session is a compilation of women's poetry from most of the other sessions in the catalog, with a few new additions. We will be looking at poems of women expressing their nuanced connection to the land of Israel, offering their unique way of reading Torah, creating new individual poetic prayers and speaking out in the political arena.

19. Tzedek – Justice (5 sessions)

All five sessions in this series require a Data projector and speakers

In the early years of the state, alongside the major challenges of absorbing Aliya, building and defense, Israel had also started carefully and systematically crafting its legal system and its norms of justice. The "Justice" series offers an examination of this process through the study of poems, essays and newspaper articles that had accompanied, challenged and reflected upon, five important trials:

All sessions in these series are stand alone. All include a historical background; so participants can understand the circumstances of these historical trials, their impact on Israeli society and their relevance to us today.

I. From a Drumhead Court-Martial to an Official Apology

On June 30th 1948 Meir Tobianski, an officer of the very young IDF, was arrested, accused of betrayal, judged, found guilty and executed all within 3 hours. A year later he had been exonerated and reburied with full military ceremony at the Mt Herzl cemetery. How did this happen? Who were the people involved? And what was the role of Alterman's poem: *The Traitor's Widow* in this painful process? The session will take us to the very early days of the state when underground movements needed to be shaped into a uniform army.

II. Freedom of Expression or how do We Know Israel is a Democracy?

In October 1953 the Supreme Court with Justice Agranat presiding, had ruled against the administrative order to close Kol Haam and Al Intichad; two Communist newspapers that had criticized the government. This ruling is the first legal document that proclaims that Israel is a Democracy and the freedom of expression is one of its most precious values. In this session we shall examine an

earlier case of the right for free speech in the Knesset through an Alterman poem and will study the offending 1953 article as well as Agrant's verdict, that had since, become the most frequently quoted one in Israel's court houses.

III. "The Man Who had sold his Soul to the Devil"

After Hungary was occupied by the Nazis in 1944, Rudolf Kasztner, a member of the Budapest Jewish council, held negotiations with top Nazi officers, including Eichmann, in order to try and save as many Jews as possible. He had failed in some of his endeavors and succeeded in others. At least 1684 Jews were saved by his efforts but possibly many more. In 1953, he was accused in Israel for having collaborated with the Nazis for personal gain. The Kasztner trial became a milestone in the history of the complex relations between the young state of Israel and the survivors. Our session will take us through the trial, the first verdict, the appeal and the last verdict; trying to make meaning of these painful phases. We will read poetry by Nathan Alterman and Haim Gouri in order to hear two opposing views in the Israeli public of the time.

IV "There are Orders over which a Black Flag is flying...."

In 1956, on the first day of the Sinai campaign, curfew was ordered over Arab Israeli villages. When villagers arrived home, a few minutes after the hour the curfew had begun, soldiers were ordered to shoot them and had obeyed. 49 Arab citizens of Israel were killed that evening in Kafr Qassim.

When information about the disaster became public, the commanders, who had given the order as well as the soldiers who had obeyed them were tried and found guilty. Our session will explore the literary reactions to the case and the trial that had followed. The session will close with a study of the impact of the Kfar Qassim verdict on the code of ethics of the IDF.

V. "Six Million Prosecutors"

On May 23rd 1960, Prime Minister David Ben Gurion had announced to the Knesset that the Israeli secret service had located and brought to Israel Adolf Eichmann, one of the top Nazi officers responsible for the systematic murder of European Jewry during the Holocaust. In the following months Israel was getting ready for the trial. Our session will look at this period through the lenses

of the literary expression; capturing the early phases of a crucial change in the Holocaust narrative in the Israeli society.

20. **The Anniversaries Series 1947 -1948**

All sessions in this section are based on PPT presentations and sound

I. Silver Platter – the Birth of an Iconic Text

Among the many beautiful literary works created in Israel, there are a few that acquired an iconic position. Of those, Alderman's: "The Silver Platter", is in a unique position as the ritual text of commemoration for soldiers fallen for the defense of the state. It is recited in ceremonies all over Israel every Yom Hazikaron and is included in many siddurim. This session will explore the circumstances and events that brought about the composition of this outstanding text. They are all to be found within often forgotten, yet very dramatic three weeks of the early days of the state. After unveiling the secrets of its creation, we shall study the poem in depth uncovering references to the past and prophetic visions of the future for the State of Israel.

II. "On the Way to the City"– Convoys, Secret Roads and Metal Relics on the Way to Jerusalem

As we approach the 70th anniversary of the state of Israel – it may be worthwhile to explore those historical pre state days, when a few hundred thousand Jews, many of them Holocaust survivors, have taken upon themselves the heavy responsibility to secure its independence.

We also tend to take for granted the fact that Jerusalem is the nation's capital, forgetting the hard battle it took to make it so.

This session will explore poetry from 1948 by Nathan Yonatan, Haim Guri and Nathan Alterman all telling and singing the painful yet glorious events of the battle to keep the road to Jerusalem open. On your next trip to Israel, the road from the airport to Jerusalem will become that much more meaningful.

III. 1967 - Anxiety - Euphoria – Concern

When thinking about the 1967 “Six Days War” retrospectively, there is often times a dichotomy between those who mainly remember a glorious victory, the unification of Jerusalem, the liberation of the Old City and the Western Wall. Others will focus their thoughts and reflections on the fifty years of occupation, the controversy surrounding the settlements and the seemingly endless Israel – Palestinian conflict. The purpose of these series of session is to try and move away from this dichotomy and bring back to life through song and poetry the spirit and the authentic voices of 1967 and their lingering impacts on our lives today.

○ **A - Anxiety**

On the weeks preceding June 6th 1967 Israel lived through a period of expectation, waiting and getting ready for the worse. The literature of that time raises fears of annihilation and concerns about the survival of the young state. The literature of the time gives voice to this anxiety. We shall read works by Amnon Grof, Aba Kovner, Yechiel Mohar and more; each capturing one of the multiple shades of the time.

○ **B – Euphoria**

The glorious victory of the 1967 created a new reality in Israel. A seemingly unbeatable army, returning to ancient Biblical sites and clearing the threat that hung over the country for years.

The literature of the period reflect a phenomenon we have almost forgotten: In 1967 were all enthralled. Poems of the time speak of returning to Jerusalem, Beth Lechem, and The Golan Heights. Songs glorify the military victory and mock the enemy’s defeat. The session will examine poems by Naomi Shemer, Yossi Gamzo, Shmuel Rosen, Yovav Katz, Daliah Rabikovitz and Amos Ettinger. This close reading will provide some insights into the spirit of complacency as well as the Messianic dreams it had fostered.

- **C – Concern**

In spite of the general euphoria and parallel to it, there always existed other voice;

Poets who reminded us of the heavy losses that brought about the great victory. Lyric writers who dared speak for soldiers who came home changed for life because of shell shock and above all those who had dared while severely criticized, raise their voice in a clear call for peace and the need to put a stop to war altogether. We shall read works by Didi Manosi, David Atid and Hanoch Levine to uncover those voices and discuss their relevance today.

- **D - Anxiety - Euphoria – Concern**

A session combining highlights of all the above mentioned three topics – choose this if you can do a 90 minutes session at least.

IV. The Complex Spirit of 1967 – The Seventh Day שיח לוחמים Versus Guns of Tamuz חשופים בצריח

One the many ways to understand the complex spirit of 1967 is through the lens of two important books that were published immediately after the war. They can be viewed from afar, as representing the contrasting voices of the post Six Day War atmosphere in Israel.

In Tanks of Tamuz, Shabtai Tevet, glorifies the victories of the armoured forces, while “The Seventh Day” gives voice to soldiers’ feelings and thoughts following the loss of their friends and the sights of destroyed enemy forces.

Not surprisingly these two contrasting views continue to be relevant in Israel of today. Throughout the years that followed their publication, they both gave birth to important concepts in the Israeli discourse and both have come under political criticism. We shall read selected excerpt to demonstrate the tone and messages

of both books and will review their “descendants” in contemporary Israeli discourse.

21. Jewish Identities in Israel

All sessions in this section require a projector and sound.

Introduction

This series of sessions was inspired by the 2016 summer program at the Shalom Hartman Institute. SHI had chosen the topic of “What is a Jew” rather than the classical “Who is a Jew?” question, that had been and still is debated endlessly.

In creating my sessions around this topic, I have opted to focus on different aspect of Jewish identities in Israel. Each one of the following sessions, is looking at a particular aspect of some Jewish identities in Israel. They can serve as a series but also function individually.

I. Encounter

"Making Aliya", "Pioneering", "Returning to Zion" are just a few of the expressions describing the immigration of Jews to Eretz Israel in the last century. They were not indicating just a change of address. They were also the language of creating "New Jews", shaping a new Jewish identity. Unlike previous generations, Jews now had to come into physical contact with the texture of the land and not just the texts describing it. How does this encounter impact their Jewish identity?

✓ **Encounter A** – Not Drying Swamps nor Dancing Hora

This session, based on works by Y. H. Brenner and S. Y. Agnon, challenges main stream narratives that we all share, about the early Aliyot. All those pioneers were supposedly engaged in agricultural work, adopting new Israeli identities, sun tanned and courageous. Through excerpts of the novels “From Here and from there” and “Only Yesterday”, we shall explore some of the struggles many of these pioneers have had when their dreams about the land of Israel clashed with its harsh realities.

✓ **Encounter B** – Scorching Heat – Soothing Rains

The physical encounter between new immigrants and the land of Israel has created a number of conflicting or complementing impression. This session will move us from the first day of Yitzhak Kumer, Agnon's main protagonist in *Only Yesterday* through Leah Goldberg's seeking solace in fields and rain in her poems *עוד יבואו ימים*, *Days will yet Come*. We shall then, conclude with the bitter sweet critic of Nathan Zach of the lack of delicacy in his new adopted home.

II. Holiness

Beyond the immediate, physical, encounter with the land, Jews living in the land of Israel have to face the proximity of the holy. This is after all, "The Holy Land", or rather *ארץ הקודש*, the Land of the holy. This session explores four very different attitudes or approaches, to life in the midst of holiness; from Rachel's "From Afar" reconciling herself to the limitations of reality, to Amichai's smooth flow between the sacred and the mundane in his "Temporary Poem of my Time". Yulia Weiner's poem will introduce a painful clash with holiness while Zelda will offer a glimpse into mysticism, as a way of dealing with disappointing realities.

III. Sacrifice

Life in Israel, unfortunately, always entails the need to sacrifice one's own life or that of beloved ones. Israeli literature on this aspect of reality, as well as identity, is rich and varied. From the early pre-state years to the latest literary reaction to the never ending terrorist attacks, poets have expressed grief as well as critic at the loss of young life. Earth itself, history, nature, politicians and God are all called upon to bear witness.

Works by, Shaul Tchernichovski, Haim Guri, Avraham Halfi, Arye Sivan, Asher Reich, Nathan Alterman and Eliaz Cohen will be combined to create a developing message, stretching over, almost a whole century.

IV. Voices and Languages

Hebrew is the language of Israel, Arabic also, officially. Yet in the background, the sounds of old country languages keep humming.

Yiddish, Yemenite, Hungarian, Arabic and Spanish, each still reverberating in dreams, hushed voices, longing as well as outspoken rebellion. We shall read poems by Hamutal Bar Yosef, Adi Keisar, Shlomit Naim Naor, Almog Behar, Ehud Manor, Shlomo Yidov and more to hear a variety of Israeli Jewish identities expressed in many languages.

V. **Singalong** שירה בציבור

For many, so called, “secular Israelis”, singalongs have come to replace prayer. On days of commemoration, celebrations of family and life cycle events, as well as public ceremonies – Israelis sing.

This session will include an in-depth study of the lyrics alongside the music of some of the most famous singalong items throughout the ages.

It is just a taste, we could have many sessions of this sort and never exhaust the topic.

VI. **Some Israeli Jewish Identities** – *A combination of Encounter B, Holiness, Sacrifice and Voices (minimum 90 minutes)*

Jewish identities in Israel are varied and oftentimes clash with each other. Yet this session aims to explore some common denominators. The physical encounter with the land, the proximity of the Holy, the ongoing need to be ready for sacrifice as well as living daily with the Hebrew language are four important elements. This session includes Israeli poetry and prose reflecting a rich spectrum of opinions and attitudes to the land and its impact on Israeli Jewish identity.

VII. **Home Land and Identity**

This session is based on Amos Oz’s novel: **A tale of Love and Darkness.**

It focuses on the first few chapters of the book all based in the neighborhood of Mekor Baruch, where the writer had spent his early years. His notions of home and homeland as they develop in his childhood examine Jerusalem juxtaposed to Tel Aviv, Vilna, Kovno and the Kibbutz he will later make his home. The influences of parents, a very special teacher – Zelda, and the spirit of the post Holocaust years in the Land of Israel, prior to its independence, all come together to create a unique notion of what makes a Homeland.

Food for Thought

Looking back on my many years of educational work in Israel and the Jewish world, it seems all I do is act as a go between, sitting on the seam line listening, translating, and trying to bridge over differences. The following three sessions are the product of my experiences. They offer some personal as well as studied insights into the complex and fascinating relationships we share.

Israel, Jewish Peoplehood, Israel Diaspora Relations and more...

- **Israel Diaspora Relations – Changing Narratives**

Based on reflections on over a 100 years of Jewish and Zionist history, this session will explore early images of Israel in the eyes of Diaspora Jews as well as images of the Diaspora in Israel. The proximity of the Shoa to the birth of the state of Israel had a lot to do with these images. We will explore possible new venues as Israel is well over 60 and ready to explore more mature and age appropriate relations with Jewish communities overseas.

- **Jewish Renaissance in Eastern and Central Europe.**

Based on my PhD dissertation that researched a model of Jewish education in post-communist Hungary, we will look at the emerging Jewish communities of Central and Eastern Europe. Stories of newly discovered Jewish identities as well as memories of a rich Jewish past will serve as the backdrop of this discussion.

- **Israeli Society and the Holocaust or Why Did We Need a New Yad
Vashem Museum**

Since the end of WW2, world Jewry has had to grapple with the meaning of the Holocaust. Israel society is dealing with this question in its collective memory, education system, political and social life. This session will explore the development of the Holocaust narrative in Israel from the early days still under British Mandate all the way to recent years. We will listen to individual testimonies, evaluate ideological and political points of view to create a combined image of our quest for meaning.

Holocaust Education

The sessions offered here are mainly geared for professional development opportunities for educators. Each focuses on a different aspect of Holocaust education and a few can be combined to create a whole day or more in a teachers' seminar.

Some of the sessions, however, are well suited for audiences at large, as part of memorial programs, in preparation for a visit to Yad Vashem or other Holocaust museums.

- **Shoa A B C** (two sessions of 70-90 minutes each)

This session serves as a basic content introduction for educators intending to engage in Holocaust education. The two sessions will address the following topics:

- Pre WWII Jewish life in Europe;
- The rise of Nazism;
- Segregation;
- Deportation;
- Systematic murder;
- Uprising;
- The aftermath;
- Lessons of the Holocaust.

Each one of the sub topics will be further detailed to show the variety of themes it includes. Although no two sessions can provide a full understanding of the topic, they will create a common ground of knowledge for faculty to start their educational work from. Resources and further opportunities for learning will be offered as well.

- **About Numbers, Pictures and Words** (suitable for middle school and up)

For many years we have learned to deal with the memory of the Holocaust through the unimaginable number of 6.000.000 victims. We have been exposed to mainly black and white photography and have also developed a vocabulary to address these issues. The session will explore the way these elements have shaped our collective memory and will offer alternative ways to remember and commemorate.

- **From Bystanders to Up-Standers**

During the Holocaust as well as when studying other events of genocide, we tend to focus on the perpetrators and the victims. Yet there is another group of people that needs to be studied – that of the bystanders who let the events happen and among them the very few who will summon the courage to stand up and oppose the regime that allows atrocities to happen.

This session will focus on German, French and Polish literary works that explore the unique moments of revelation and change that make heroes who have made a difference yet often remained unsung.

- **Educational Considerations in Teaching About the Shoah**

This session is based on PowerPoint presentations and requires an LCD projector.

The session will present different educational approaches to teaching about the Shoah. We will examine educational aims and lessons to be learned about the Holocaust in Israel and the Diaspora. Should it be taught as a “Jewish” or universal issue? How to relate to the Shoah from historical, literary, religious and individual points of view? This is an interactive session in which participants are encouraged to share experiences, weigh pedagogical choices and create their own educational narrative of the Holocaust.

- **Echoes of the Holocaust in Modern Israeli Literature**

The Holocaust and the creation of the state of Israel are probably the most important historical milestones in modern Jewish history. The main focus of this session is to explore the ways Israeli society deals with the Shoa as a significant influence on who we are and how we behave. We will discuss the reflections of the Holocaust in recent works by Amir Gotfreund and Lysie Doron, as well as some older ones by Grossman and Liebrecht, Treinin, Guri and others. By doing so we will be able to address the changes in the understanding of the Holocaust from different Israeli perspectives.

- **Israeli Society and the Holocaust or Why Did We Need a New Yad Vashem Museum**

Since the end of WW2, world Jewry has had to grapple with the meaning of the Holocaust. Israeli society is dealing with this question in its collective memory, education system, political and social life. This session will explore the development of the Holocaust narrative in Israel from the early days still under British Mandate all the way to most recent days. We will listen to individual testimonies, evaluate ideological and political points of view and read some poignant literary sources to create a combined image of our quest for meaning.

- **Fireflies in the Dark** (for 4th-5th graders)

Based on a book by the same name, this session is a Holocaust education class for 4th-5th graders. We shall meet Freidl Dicker Brandeis, the artist and art teacher of the Terezin Ghetto to study a few of the paintings and drawings of her students. We shall read some poems of “I Never Saw another Butterfly” and listen to excerpts of the children’s opera Brundibar. Through art, poetry and music, we shall lead the students to appreciate the courage of teachers and artists who created a temporary safe haven for children during the darkest of times.

- **Fireflies in the Dark Teachers' Workshop**

Following a “Fireflies in the Dark” class with students, this follow-up session for teachers, will examine the structure of the class, analyze pedagogical dilemmas and provide sources for teachers who wish to create age appropriate Holocaust classes for younger children.

- **A Day in the Ghetto** (suitable for middle school and up)

This session aims at illustrating a mode of Holocaust education that focuses on a relatively small case study rather than trying to encompass the whole picture.

Often times, when we run through the different phases of Nazi atrocities, we reach a point when we may use a sentence such as: “and then, they went into the Ghetto”. In this session we address nothing but that; what would it look like on the one day when families had to leave behind them familiar homes and neighborhoods and move into the confines of a Nazi designated area?

Student will be examining the size of the area and the implications for each family, issues of leadership at this point, how the move happens exactly and finally what a day looked like after the move.

The session is constructed from diary entries from various ghettos.

- **The Jewish Community of Thessaloniki** (suitable for middle school and up) *this session is based on a PowerPoint presentation and requires an LCD projector and speakers.*

This session aims at illustrating a mode of Holocaust education that focuses on a relatively small case study rather than trying to encompass the whole picture; this time we shift the focus from the suffering and the killing to a deeper understanding of that which we have lost. Prior to the Holocaust, Jews have thrived in Europe, in thousands of communities; each with its own history. Jews have lived in Thessaloniki, Greece since the 1st century CE and have been an essential part of the fabric of life of their city. This session will offer educators as well as

students an opportunity to engage in an interactive research that will bring back to life some of the amazing richness of their story as well as their tragic end.

- **Eugenia Fischer – The Story behind the Document** (suitable for high school and up) *This session is based on a PowerPoint presentation and requires an LCD projector.*

At a time when the survivors are departing from our midst, we are called upon to think and create new, engaging ways to keep their memory alive and vibrant.

This unique session is based on a study of a short official document, found by the daughter of Eugenia Fischer, a Holocaust survivor who never spoke about her experiences. Educators and students will be invited to systematically research every notion, name and place mentioned in the document in order to recreate the story of a woman as well as a whole period in the history of the Holocaust.

Beyond this particular case study, the session models a way of teaching/learning about the Holocaust focusing on a research of one single artifact or document.

- **Two Trials that had shaped the Holocaust Narrative in Israel (2 Sessions)** *Both these sessions require an LCD projector and sound*

Between 1954 and 1961 Israel had struggled with two major Holocaust related trials: The Ksztner trial and the Eichman trial. The latter is better known yet both had a tremendous impact on the collective discourse and understanding of the Shoa. In these sessions we shall examine these two phases of the development of the way the Shoa is understood and commemorated in Israel.

I. "The Man Who had sold his Soul to the Devil"

After Hungary was occupied by the Nazis in 1944, Rudolf Kasztner, a member of the Budapest Jewish council, held negotiations with top Nazi

officers, including Eichmann, in order to try and save as many Jews as possible. He had failed in some of his endeavors and succeeded in others. At least 1684 Jews were saved by his efforts but possibly many more. In 1953, he was accused in Israel for having collaborated with the Nazis for personal gain. The Kasztner trial became a milestone in the history of the complex relations between the young state of Israel and the survivors. Our session will take us through the trial, the first verdict, the appeal and the last verdict; trying to make meaning of these painful phases. We will read poetry by Nathan Alterman and Haim Gouri in order to hear two opposing views in the Israeli public of the time.

II. "Six Million Prosecutors"

On May 23rd 1960, Prime Minister David Ben Gurion had announced to the Knesset that the Israeli secret service had located and brought to Israel Adolf Eichmann, one of the top Nazi officers responsible for the systematic murder of European Jewry during the Holocaust. In the following months Israel was getting ready for the trial. Our session will look at this period through the lenses of the literary expression; capturing the early phases of a crucial change in the Holocaust narrative in the Israeli society.

Israel Education

In recent years there is a growing interest in Israel studies in all Jewish educational frameworks: How should one address the desire to foster love of Israel while at the same time encourage open conversation and critical analysis of the complexities of life in Israel today?

These contemporary questions join the older ones we always had, namely what is the body of knowledge that we want our students to have so they can handle the dilemmas and be able to make informed life choices about Israel.

All sessions offered in this section are interactive and are meant to facilitate discussion on educational considerations when teaching about Israel.

All sessions in this section are based on PowerPoint presentations and require an LCD projector.

- **Educational Considerations in Teaching about Israel- Why? What? How?**

This session deals with the ideological aspect, the content and the methodology of teaching Israel. What image of Israel do we seek to convey; between Zion, Eretz Israel and Medinat Israel. What does it mean to teach Israel? Geography, Demography, Culture, Advocacy etc. We will also discuss options of including Israel in the existing curriculum, Israel in the school's space, linking with Israeli schools and communities, using the Internet, responding to everyday news, creating special events etc.

- **From Solidarity & Censorship to Critique & Commitment**

This session offers an analytical examination of changing relationships with, and attitudes towards Israel in Jewish education systems worldwide. We will explore the roots of early images of Israel and how they are being replaced by new ones. Session will present educational dilemmas and possible ways to address them.

- **Nofim – An innovative Israel Studies curriculum for grades 7-12**

Introduction to the new Israel Education curriculum developed by Dr Rachel Korazim and a team of educators in Israel and Los Angeles, to address the need of a contemporary, interdisciplinary, new media based Israel curriculum for 21st century Jewish day schools. The session includes a theoretical background and some hands-on examples for middle and high school students.

Contact me to choose hands-on examples that are in sync with your existing Israel curriculum.