

Olami
HIS 181
American Jewish University Campus in Israel
Young Judea Year Course

Course Summary:

Year Course Olami II is a course which delves into the very core of the question of “Who is a Jew”? Student will travel to Portugal, Uganda, India and South Africa and will meet members of communities who have very strong and viable links to Israel and the Jewish people. The crypto-Jews of Portugal, the Abayudaya of Uganda, the Bnei Menashe of India and the Lemba tribe in South Africa all claim a Jewish past, and students in this course will explore those claims and the history surrounding them.

Although the students will be traveling throughout the world, the main focus of Year Course Olami II remains Israel. Participants in the program are primarily committing themselves to a nine month experience in Israel during which they will learn about the country of Israel and volunteer to help make it a better place. By adding Olami II to the Year Course experience, the students will come to understand Israel's role in ‘kibbutz galuyot’, the ingathering of the exiles, and how communities in far away lands see Israel in their Jewish horizons.

Requirements for Credit:

Students have three requirements to fulfill in order to receive a grade for the course:

1. Every student is to keep a journal throughout the year recording their experiences and how they relate their understanding of the places, including Portugal, based on their impressions as well as their understanding of the communities through readings, lectures and workshops. The leader of the particular trip would be responsible for collecting the journals and commenting on them (they would not receive a letter grade, as one can't grade personal reflections, but they would need to be given in as a contribution to the final grade). This would constitute 20% of the final grade.
2. Every student will make one presentation at one of the places visited (but not Portugal) that relates to specific research that they will have done about the place that they will then share with the group. The presentation would constitute 30% of the final grade. The student would need to clear their presentation topic with the leader of that particular trip and coordinate with that leader when the best time would be to make the presentation.
3. Every student is required to write a paper due at the end of Year Course that will look to integrate the various experiences that they had on Olami II and put them all together with a thread that reflects a particular issue (e.g. Who is a Jew? Delineate and analyze the claims of the four communities you visited and determine who is or should be granted immediate citizenship in Israel based on the current Law of Return; Do the ‘Found’ communities wish to remain in their homeland, emigrate or make aliyah? What reasons do they give for their direction? Are they unified in their position? Compare and contrast two of the four communities that you visited regarding the customs and ceremonies that are recognizable as Jewish. Why did they choose to keep those traditions?). Please be specific.). The paper will constitute 30% of the final grade.
4. Attendance at all aspects of Olami II, including any pre- and post- gatherings, as well as active participation and cooperation on the trips will be what makes up the final 20% of the final grade.

Year Course Olami II – Journey to Uganda

Course Summary:

Olami II Journey to Uganda serves as a window of opportunity to meet people living in a third world country, and in particular a tiny, isolated Jewish community that is flourishing in the country of Uganda, located in West-Central Africa. The Abayudaya community will be the central focus of our trip. The students will spend the weekend in a village inhabited by the Abayudaya, seeing and experiencing first hand their unique – and at times not so unique - Shabbat customs which they practice in their community. Students will learn the history of Uganda, including the rise to power of Idi Amin, who ruled the country 30 years ago when Jewish/Israeli hostages were freed from Entebbe in the dramatic rescue called Operation Jonathan. We will look at the social and economic challenges of the country as well as the problem of the threat of AIDS that is being addressed and tackled by Hadassah doctors and researchers, among others. Finally, we will look at the connection between Uganda and the State of Israel – from Herzl's idea for a Jewish state in this country, to the Entebbe rescue, to the matter of current diplomatic relations between the two countries.

The course will primarily be a field study. We will visit sites and meet people during the *Journey* in Uganda which will help us understand the reality the Abayudaya grew from and the every day life in a typical 3rd world country. A combination of lectures, discussions, student presentations, all of which require a high degree of participation and motivation from the individual student, will be used throughout the course. Through a host of written and internet sources as well as class discussions and the hands on real life unfiltered experience of spending the Shabbat together with the Abayudaya, we will learn about their history and we will try to understand what the future holds for them.

Syllabus:

Class 1 – introduction to the history of Uganda

- Colonial Uganda
- The kingdom of Buganda
- Independent Uganda from 1961

Readings:

Wrigley, Christopher, Kingship and state- the Buganda dynasty, African Studies, pp. 57-66, 122-168.

Acker, Van, Uganda and the Lord's Resistance Army: the new order no one ordered, African Affairs 103: 335-357

Classes 2 – the era of Idi Amin's rule

- Idi Amin's rise to power
- Idi Amin's dictatorship
- Idi Amin's falls from power
- The relationship between Israel and Idi Amin

Readings:

Kyemba, Henry, A State of Blood

Kiyimba , Abasi, The Ghost of Idi Amin in Ugandan Literature, (Research in African Literatures, Vol. 29, 1998)

Classes 3 – Entebbe operation

- General background about the operation
- Discussion of the moral and ethical dilemmas that arose during the operation
- Yoni Netanyahu - the commander of the operation
- Israel's policy on hostage situations

Film:

Menahem Golan, Entebbe: Operation Thunderbolt (1977)

Class 4 & 5- The Abaudaya community

- Semei Kakungulu begins practicing Judaism- the beginning of the community
- Jewish services, prayers, lyrics and traditions
- The community today- members, education, location
- The future of the community- what is their goal?
- Recognition from the State of Israel and other Jewish organizations.

Readings:

Berg, Irwin M, Among the Abayudaya ,Commentary, Vol. 103, January 1997

Oded, Arye, A History of the Abuyudaya Jews of Uganda, Jewish Virtual Library

Sobol, Richard and, Summit, Jeffrey A., Abayudaya: The Jews of Uganda.

Class 6 – AIDS in Africa

- Where did AIDS begin?
- Comparing the spread of the disease around the world with Africa
- The different methods tried in Africa to fight the growth of AIDS

Readings:

Butcher K., Lessons learned from mainstreaming HIV into the poverty eradication action plan in Uganda, John Snow International UK , 2003

Singh S., Darroch J. and Bankole A., The Role of Behavior Change in the Decline in HIV Prevalence in Uganda, Alan Guttmacher Institute, 2002.

Class 7 – Uganda as a third world country

- Definition of first, second and third world countries
- Characterizations of a third world country
- In the modern world - why do we still have 3rd world countries?
- Uganda as a third world country
- Nature preserving in Uganda as a 3rd world country

Readings:

B. R. Tomlinson, ‘What was the Third World?’ Journal of Contemporary History (2003)

Caroline Thomas, ‘Where is the Third World now?’ Review of International Studies (1999)

Class 8 – culture and society

- The different native peoples of Uganda
- The many languages of Uganda
- Culture: music, arts etc.
- Women in Uganda

Readings:

"The Empowerment of Women", In Mugaju, Justus, Uganda's Age of Reform - A Critical Overview, Fountain Publishers, pp. 89-102

Edel , May, African Tribalism: Some Reflections on Uganda, Political Science Quarterly, Vol. 80, No. 3 (Sep., 1965), pp. 357-372

Bibliography:

Wrigley, Christopher, Kingship and state- the Buganda dynasty, African Studies, pp. 57-66, 122-168.

Acker, Van, Uganda and the Lord's Resistance Army: the new order no one ordered, African Affairs 103: 335-357

Kyemba, Henry, A State of Blood

Kiyimba , Abasi, The Ghost of Idi Amin in Ugandan Literature, (Research in African Literatures, Vol. 29, 1998)

Berg, Irwin M, Among the Abayudaya ,Commentary, Vol. 103, January 1997

Oded, Arye, A History of the Abuyudaya Jews of Uganda, Jewish Virtual Library

Sobol, Richard and, Summit, Jeffrey A., Abayudaya: The Jews of Uganda.

Butcher K., Lessons learned from mainstreaming HIV into the poverty eradication action plan in Uganda, John Snow International UK , 2003

Singh S., Darroch J. and Bankole A., The Role of Behavior Change in the Decline in HIV Prevalence in Uganda, Alan Guttmacher Institute, 2002.

B. R. Tomlinson, 'What was the Third World?' Journal of Contemporary History (2003)

Caroline Thomas, 'Where is the Third World now?' Review of International Studies (1999)

"The Empowerment of Women", In Mugaju, Justus, Uganda's Age of Reform- a Critical Overview, Fountain Publishers, pp. 89-102

Edel , May, African Tribalism: Some Reflections on Uganda ,
Political Science Quarterly, Vol. 80, No. 3 (Sep., 1965), pp. 357-372

Year Course Olami– Journey to South Africa

Course Summary:

Olami II Journey to South Africa will find us visiting two very different communities with very different and interesting histories – the Lemba Tribe of the north and the Jewish community of Johannesburg. During the two days that we will be visiting members of the Lemba Tribe we will learn their history, customs and traditions. This face-to-face meeting will provide the students with an exciting experience with a group of people who claim to be descendants of the Israelite people. We will then move on to Johannesburg where we will learn about the Jewish community there, including their history, their challenges and their connection to Zionism and to the State of Israel. We will take note of the painful history of South Africa and its policy of apartheid, wondering out loud how to answer those who say that Israel is indeed an apartheid state.

This course will primarily be a field study. We will visit sites during the journey to South Africa that will help us to understand the background of the lives of the Lemba tribe and their connection to Judaism. We will also visit the Jewish community in Johannesburg and to learn more about them. We will visit a number of neighborhoods in Johannesburg, visiting museums and various other sites and, most importantly, meeting and spending time with members of these communities. A combination of lectures, discussions, guest speakers, and student presentations, all of which require a high degree of participation and motivation from the individual student, will be used throughout the course. Through a host of written and internet sources as well as guest lecturers and experiential visits, we will come to understand the history and tradition of the communities and the dilemmas they are facing daily regarding their Jewish life.

Syllabus:

Class 1 – A History of South Africa

- Pre-history- the cradle of humankind
- European colonialism in South Africa in the 17th century
- The role of gold and diamonds in the history of South Africa

Readings:

Comaroff, Jean and Comaroff, Lohn , Of Revelation and Revolution: Christianity, Colonialism and Consciousness in South Africa, vol. 1, U of Chicago, 1991

"The Development of the South Africa Gold-Mining Industry, 1895-1918" In Helter, JJ Van, The Economic History Review, 1984

Classes 2 & 3 – The Apartheid

- The rise of the Apartheid
- The Soweto students' uprising in 1976
- Nelson Mandela
- Is Israel an Apartheid state?

Readings:

"The Rise and Decline of Urban Apartheid in South Africa", In Maylam, Paul, African Affairs, Vol 89, No.354(Jan 1990)pp.57-84.

"1976 Soweto Uprising: The beginning of a new Era", Pohlandt-Mc Cormick, H, In The international Journal of African Studies, 2000.

Lieberfeld, Daniel, Talking with the enemy- Negotiation and thereat perception in South Africa and Israel/Palestine, Praeger Publishers, 1999, pp. 77-96.

Praeger Publishers, 1999

Classes 4 & 5 – The Black Lemba Tribe

- The history of the tribe
- The DNA studies about the Lemba - what do they prove?
- The Identity of the Lemba
- The State of Israel and the Lemba
- The different organizations working with the Lemba
- Practices of the Lemba

Readings:

"Genetics, History, and Identity: The Case of the Bene Israel and the Lemba", Parfitt, T and Egorova, Y In Culture, Medicine and Psychiatry, Springer Netherlands, 2005, pp. 193-224.

"Black Jews in the Northern Province: a study of ethnic identity in South Africa." Gina Buijs, In Ethnic and Racial Studies, Volume 21,1998 ,pp. 661 - 682

Class 6 – The Jewish community in South Africa

- The implication of the history of South Africa on the Jewish community
- Different religious affiliations in the community
- Anti-Semitism in South Africa throughout the years
- The different organizations and youth movements active in the community.

Readings:

"Continuity and Changing Configurations of Migrations to and from the Republic of South Africa", Adepoju, A, In International Migration, 2003, pp. 3-28

Class 6 – South Africa from the end of Apartheid until today

- The formal cancellation of the Apartheid by president William de Clark
- The constitution of South Africa
- South Africa today- discussion- Does Racism still exists?

Readings:

Michie Eades , Lindsay, The end of Apartheid in South Africa, Greenwood Press, 1999, pp. 53-122.

Motala, Ziyad , Constitutional options for a democratic South Africa , A Comparative Perspective, Howard University

Press 1994, pp. 70-82

Class 7 – the mosaic of South Africa

- The 4 main tribes in South Africa - culture, traditions and language
- The Afrikaners

Readings:

Beck, Roger B., The history of South Africa, Greenwood Press, 2000, pp. 9-24. **The History of South Africa**

Book by Roger B. Beck; Greenwood Press, 2000

The History of South Africa

Book by Roger B. Beck; Greenwood Press, 2000

The History of South Africa

Book by Roger B. Beck; Greenwood Press, 2000

Giliomee, Hermann Buhr, The Afrikaners: Biography of a People, C. Hurst & Co Publishers, 2003, pp. 1-21

Class 8 – Ecological issues in South Africa

- Ecological issues in the constitution of South Africa
- Nature preserving policy and national parks in South Africa
- Ecological problems in South Africa

Bibliography

Comaroff, Jean and Comaroff, Lohn , Of Revelation and Revolution: Christianity, Colonialism and Consciousness in South Africa, vol. 1, U of Chicago, 1991

"The Development of the South Africa Gold-Mining Industry, 1895-1918" In Helter, JJ Van, The Economic History Review, 1984

"The Rise and Decline of Urban Apartheid in South Africa", In Maylam, Paul, African Affairs, Vol 89, No.354(Jan 1990).

"1976 Soweto Uprising: The beginning of a new Era", Pohlandt-Mc Cormick, H, In The international Journal of African Studies, 2000.

Lieberfeld, Daniel, Talking with the enemy- Negotiation and thereat perception in South Africa and Israel/Palestine, Praeger Publishers, 1999.

"Genetics, History, and Identity: The Case of the Bene Israel and the Lemba", Parfitt, T and Egorova, Y In Culture, Medicine and Psychiatry, Springer Netherlands, 2005.

"Black Jews in the Northern Province: a study of ethnic identity in South Africa." Gina Buijs, In Ethnic and Racial Studies, Volume 21,1998.

"Continuity and Changing Configurations of Migrations to and from the Republic of South Africa", Adepoju, A, In International Migration, 2003.

Michie Eades , Lindsay, The end of Apartheid in South Africa, Greenwood Press, 1999.

Motala, Ziyad , Constitutional options for a democratic South Africa , A Comparative Perspective, Howard University Press 1994.

Beck, Roger B., The history of South Africa, Greenwood Press, 2000. *The History of South Africa*

Book by Roger B. Beck; Greenwood Press, 2000

The History of South Africa

Book by Roger B. Beck; Greenwood Press, 2000

The History of South Africa

Book by Roger B. Beck; Greenwood Press, 2000

Giliomee, Hermann Buhr, The Afrikaners: Biography of a People, C. Hurst & Co Publishers, 2003.

Year Course Olami I – Journey to India

Syllabus:

Class 1 – The History of India and basic facts

1. The biggest democracy in the world and more basic facts about India
1. The first big culture in the history of India- The Valley of the Indus Culture
1. The early inventions and the rise of the religions
1. The beginning of the British Mandate

Readings:

Frawley, David, The Myth of the Aryan Invasion of India, The Indian times, 1994

Flood, Gavin D., An Introduction to Hinduism, University of Stirling, 1996, pp. 23-51.

Class 2 – India as a British Colony

1. The relationship between the Mandate and the Indians
1. The Indian revolt
1. The leaders of the Indian people - Gandhi and Singh
1. Comparing the behavior of the Indians and the Jews under the British Mandate

Readings:

Cohn, Bernard S., Colonialism and Its Forms of Knowledge: The British in India, Princeton University Press, 1996, pp. 57-75

Bayly, C. A., Indian Society and the Making of the British Empire, In The New Cambridge History of India, University of Cambridge, 1990, pp.45-78.

Classes 3 – Mahatma Gandhi

1. Who was Gandhi? Background about his life
1. The values Gandhi stood for
1. Gandhi and the Indians
1. The connection between Ben Gurion and Gandhi

Readings:

Mehta, Ved, Mahatma Gandhi and His Apostles, Viking Press, 1977

Dalton, Dennis, Mahatma Gandhi: Nonviolent Power in Action, Columbia University Press, 1993, pp. 188-200

Class 4 – Indian Jewelry

1. Wave of Immigration of Jews to India throughout the years
1. The Jews of "Bnei Israel"
1. The Jews of Kutchin

Readings:

Katz, Nathan, Who are the Jews of India?, Publisher: Berkeley: University of California Press, 2000.

Roland, Joan G, Jews in British India : identity in a colonial era, Published for Brandeis University Press by University Press of New England, 1989.

Class 5 & 6 – Bnei Menashe

1. The history of the community
1. Services and traditions of the community
1. Bnei Menashe, Law of Return and "Aliya"
1. The tension between the State of Israel and the Indian government caused by the emigration of the Bnei Menashe

Readings:

"How I Happened to Discover the Bnei Menashe" in Primack, Karen, Jews in Places You Never Thought Of, Hoboken, NJ: Ktav Publishing, 1998, pp. 107-110

"How I Happened to 'Discover' the Bnei Menashe" by Rav Avichail and "Chronology of a Successful Return" in Karen Primack, Jews in Places You Never Thought Of, Hoboken, NJ: Ktav Publishing, 1998, pp. 134-144.

Class 7 – Original Religions of India

1. Hinduism
1. Buddhism
1. Jainism

Readings:

Flood, Gavin D., An Introduction to Hinduism, University of Stirling, 1996, pp. 198-223.

Akira, Hirakawa and Groner Poul, A History of Indian Buddhism: From Sakyamuni to Early Mahayana, University of Hawaii Press, 1990, pp. 20-37.

Dundas, Paul, The Jains, Routledge, 2002, pp. 1-11

Class 8 – Tastes and colors- Indian culture

1. Bollywood
1. The Indian kitchen
1. Music and dancing
1. Indian Mythology and philosophy

Readings:

Cohn, Bernard S., Colonialism and Its Forms of Knowledge: The British in India, Princeton University Press, 1996, pp. 76-105

Mishra, Vijay, Bollywood Cinema: Temples of Desire, Routledge, 2002, pp. 235-270.

Bibliography

- Frawley, David ,The Myth of the Aryan Invasion of India, The Indian times, 1994
- Flood, Gavin D.,An Introduction to Hinduism, University of Stirling, 1996.
- Cohn, Bernard S., Colonialism and Its Forms of Knowledge: The British in India, Princeton University Press, 1996.
- Bayly, C. A., Indian Society and the Making of the British Empire, In The New Cambridge History of India, University of Cambridge, 1990.
- Mehta, Ved, Mahatma Gandhi and His Apostles, Viking Press, 1977.
- Dalton, Dennis, Mahatma Gandhi: Nonviolent Power in Action, Columbia University Press, 1993.
- Katz, Nathan, Who are the Jews of India?, Publisher: Berkeley: University of California Press, 2000.
- Roland, Joan G, Jews in British India : identity in a colonial era, Published for Brandeis University Press by University Press of New England, 1989.
- Primack,Karen, Jews in Places You Never Thought Of, Hoboken, NJ: Ktav Publishing, 1998.
- Flood, Gavin D.,An Introduction to Hinduism, University of Stirling, 1996.
- Akira, Hirakawa and Groner Poul, A History of Indian Buddhism: From Sakyamuni to Early Mahayana , University of Hawaii Press, 1990.
- Dundas, Paul, The Jains, Routledge, 2002.
- Cohn, Bernard S., Colonialism and Its Forms of Knowledge: The British in India, Princeton University Press, 1996.
- Mishra, Vijay, Bollywood Cinema: Temples of Desire, Routledge, 2002.