

Middle Eastern Traditions Tikkun Research and Archive Project

NOTE: THE PROJECT COVER SHEET IS POSTED SEPARATELY

The notion of 'tikkun' is the reparation or healing of the world. Acts of tikkun entail the bringing together of conflicting populations in ways that promote good will, positive relations, mutual aid, cooperation, collaboration, and mutual trust. This project is dedicated to documenting examples of tikkun between disparate populations in the Middle East, historically (through time) and diachronically (through space). For this project, please focus your attention on tikkun among members of populations only within the Middle East and North Africa. The task is to collect one specific example of positive models of the relations between these peoples, whether as individuals or as communities, to document them to the best of your ability, and to analyze and assess their effectiveness and contribution to larger questions of cooperation and good will.

Each student will present his/her Tikkun Project research to the class toward the end of the term. The Course Guidelines include the grading criteria for oral presentations. Please be sure to sign up for a date and time for your presentation when the Sign-Up Sheet is circulated.

If you would like your example to be included in the Tikkun Archives of the SJSU Middle East Studies Program, please indicate so by checking the appropriate box on the assignment Cover Sheet, and signing and dating the page. If you are submitting a copy for the Archives, please submit two copies of your paper on acid-free paper, if at all possible, so that one copy can be returned to you. See the Course Guidelines for general writing and research instructions and follow the format below:

Middle East Tikkun Project Format

Cover Sheet and Title Page:

The title should reflect the specific example you will be documenting. For example, "Ottoman Offer of Refuge to Sephardim in 1492" or "The Post-Intifada Palestinian-Israeli Peace Project in Jerusalem." The title, therefore should describe the event or example, documenting both the place and the year of the event. Do not put the title in quotes. If you wish to have your paper included in the Tikkun Archive, be sure that your name, signature and contact information (e.g. email address) are clearly given on the title page of your paper so that you may be credited for your contribution when the Archive is accessed by others.

Introduction and Methodology:

Here give your own introduction to what you were looking for and, in brief, what you found. How did you go about finding the example? What kind of sources did you use? Archives? Sacred text? Interviews? Newspaper? Other media? Please use as many primary sources as possible. Please use subheadings to divide your paper so that the different sections can be easily identified.

The Example:

Please title the example the same as your paper title. Here you will describe your findings in as much detail as possible citing your evidence using internal citations. You may include important quotes from your (written or oral) sources. Please boldface the portion of your description you feel is the most important part of your example. Please use as many sources as you can to document the event or example you are contributing to this project. The more evidence and documentation of your specific example, the better.

Analysis:

What kind of evidence are you using to document your example? Is the information coming from a self-serving website, from scholarly sources, independent media, or a variety of sources (see methodology above)—and to what degree can you evaluate the process and outcome you are documenting? In what ways is this example successful/not successful? Why should we care about it? How does it fit into the larger context of relations between the populations under discussion? What is your own evaluation of the example in terms of historical and/or future developments in the relations between the populations you are documenting in your example?

Conclusion:

Be sure to include a conclusion that addresses the ‘so what’ of your example. What makes this example important or compelling—even if it a ‘small’ example of, say, neighbors helping each other out?

List of Sources and Bibliography:

Use the Course Guidelines formatting for your list of sources. These should be divided by type (e.g. separate oral from written sources), and should be single-spaced, with an extra space between each listing. Be sure to include the specific pages you are using from your written sources.

Written Archival Sources: (optional)

If you printed out articles or other sources that you don’t expect to use again, it would be great if you included the printouts at the end of your paper for others to use after you. Please include a copy of the title and copyright pages. If your example is from oral sources, you are welcome to include a transcript documenting your contribution (e.g. an interview with your grandmother...) only with the permission of your sources. Oral transcripts should include the name(s) or pseudonyms of individuals quoted, the place of the event and interview, and the dates of both the original event and the interview or observation. In other words, document as carefully as possible both original primary sources and secondary sources for your example.

Presentation:

Presentations should focus on 1) how/why you became interested in this example, 2) briefly discuss the example, 3) discuss its importance, 4) discuss the sources that you used. Be as concise as possible. A sign up sheet will be distributed in class. Be sure to sign up for your presentation time and date. Note that our schedule is very tight. If you are absent during your scheduled presentation time, it is unlikely there will be another time slot available. If you need to change your date, try to find another student willing to trade with you.

Tikkun Project Examples

Note: You are welcome to document relations between members of Middle Eastern populations anywhere within the region. What follows are examples of Tikkun efforts with regard to only one subject and region: Jewish-Arab Relations in Palestine/Israel. These examples consist primarily of NGOs (non-governmental organizations) and they are offered here only in order to demonstrate the range of possibilities even on a single subject.

This list should help demonstrate just how diverse and varied the efforts are to improve relations between these two populations. You are welcome to come in to examine more of the Tikkun Archives in 437 Clark Hall.

NOTE:

Tikkun Examples gleaned from family, friends, and interviews are infinitely better than downloading and documenting some organization's website, no matter how well-intentioned the organization appears to be on their own site.

Papers based solely on NGO or other self-promoting websites will be docked 10 pts. This assignment is a research project, not a download project.

The following is a list of inter-ethnic and inter-faith projects already documented in the Tikkun Archives. You are welcome to read about them in the Archives.

THE ABRAHAM FUND INITIATIVES:

To improve interethnic relations.

AL-QUDS UNIVERSITY, JERUSALEM:

Pioneering joint Palestinian-Israeli projects

ARAB-JEWISH BILINGUAL CO-EDUCATION PROJECT

BEIT HAGAFEN:

City of Haifa's Program to focus on a unique lifestyle of coexistence. Initiates and organizes models of meetings from kindergartens to adults.

CHILDREN TEACHING CHILDREN:

Educational Program founded 1987 by Givat Haviva's Jewish-Arab Education Center

COMEDY FOR PEACE:

Stand-up Palestinian-Jewish Comedy—with the motto "If we can laugh together, we can live together" Performances 2004

CULTURAL DIVERSITY AND ISLAM

Edited by Abdul Aziz Said and Meena Sharify-Funk focuses on Islamic practice of tolerance in the early modern period, and the crisis of religious tolerance in the Muslim World.

DANIEL PEARL FOUNDATION:

Pakistani Journalism scholarship in memory of Daniel Pearl

THE DIALOGUE PROJECT:

Meetings held monthly and conversations online. See thedialogueproject.org

EGYPTIAN-ISRAELI RELATIONS POST-CAMP DAVID NEGOTIATIONS**ECSTASY AND TERROR: THE HEARTLAND OF FAITH.**

Interfaith project focusing on Judaism, Christianity and Islam to promote interfaith understanding

THE EVEREST PEACE PROJECT:

International Climb for Peace, 2005. Climbing expedition included Muslims, Jews, Christians, Buddhists, a Hindu and an Atheist.

HADITH OF THE PROPHET MUHAMMAD (PBUH):

Hadith relating to Jewish-Muslim relations at the inception of Islam. Collected by Abdul Alizai.

THE IFLAC BRIDGE:

The Bridge: Jewish and Arab/Palestinian Women for Peace in the Middle East. Founded 1975, Haifa Municipality.

INTERFAITHFAMILY.COM:

An online forum focusing in part on Jewish-Muslim relationships.

INTERNATIONAL SCHOLARS ANNUAL TRIALOGUE (ISAT):

Focuses on both theory and practice of the rubric of 'good relations between Jews and Arabs' — through scholarly trialogue.

INTERNATIONAL SOCIETY FOR SEPHARDIC PROGRESS:

Produces a journal with articles emphasizing relations between Jews and non-Jews in North Africa and the Middle East.

ISRAELI AND PALESTINIAN TEXTBOOKS: A REASSESSMENT**JEWISH-ARAB COEXISTENCE PROJECT****JEWISH-MUSLIM PEACE WALKS**

including the Interfaith Peace Walk for Jewish-Muslim Reconciliation.

JEWISH VOICE FOR PEACE: jewishvoiceforpeace.org**JEWS AGAINST THE OCCUPATION:**

Organization of progressive, secular and religious Jews in NYC advocating peace through justice for Palestine and Israel.

JEWS AND MUSLIMS IN SPORTS:

Archive includes examples of teaming up or playing together in football (soccer) and tennis.

JEWS, TURKS AND OTTOMANS: A SHARED HISTORY FIFTEENTH THROUGH THE TWENTIETH CENTURY. Edited by Avigdor Levy. Syracuse University Press.**MID-EAST PEN FRIENDS:**

Egyptian-Israeli email pen-pals documented through BBC Arabic.com

MUSLIM-JEWISH RELATIONS IN MOROCCO: A CASE OF NEIGHBORS:

Ali Abdelwahed documents his family's connection with their Jewish neighbors in Casablanca.

NEVE SHALOM / WAHAT AL-SALAM: OASIS OF PEACE PROJECT**OPEN HOUSE:**

Furthering peace and coexistence among Israeli Arabs and Jews in Ramle

ORGAN DONATIONS BETWEEN JEWISH ISRAELIS AND PALESTINIANS**PARENTS CIRCLE FAMILY FORUM:**

Founded in 1995 by Yitzhak Frankenthal after his 19 year old son was killed by Hamas. This is a forum of Israeli and Palestinian bereaved parents and families whose loved ones have died in the conflict, united through loss, and working together to find a just and peaceful solution to Israeli-Palestinian conflict.

PASHTUN-JEWISH ROOTS**THE PROPHET MUHAMMAD'S (PBUH) IMPACT ON JEWISH AND MUSLIM RELATIONS**

Archive collected by Vanessa Larson.

THE REBUILDING ALLIANCE:

A U.S. Non-Profit organization helps Israelis, Palestinians and internationals to work together to rebuild demolished homes and schools in East Jerusalem, Gaza, the West Bank and Israel

RE'UT-SADAKA (FRIENDSHIP) JEWISH-ARAB YOUTH MOVEMENT FOR CO-EXISTENCE AND PEACE IN ISRAEL: Established 1982**SAMPLES OF PERSONAL FAMILY ARCHIVES, EXAMPLES:****—LISA HANHAN 'SALAMEH' ARCHIVE:**

Documenting her father's story, West Bank (with old newspaper photos).

—ELNAZ ILKHANI ARCHIVE:

Family memories of a mixed marriage between a Muslim Arab Kuwaiti woman and an Iranian Jewish man. Well-documented tale of this international love affair and marriage.

—KHALIED KHALIFA ARCHIVE:

Mixed marriages in his family

SEEDS OF PEACE PROGRAM:

Founded by John Wallach, 1992 for teenagers from Israel, Palestine and Egypt to promote future leadership and mutual contact and understanding

SOCCER FOR PEACE:

Founded and directed by Ori Winitzer to benefit children in the mixed-religion town of Neve Shalom/Wahat al-Salam.

TENT OF ABRAHAM:

Exploring Muslim, Christian and Jewish Connections in America

THIS SIDE OF PEACE by Hanan Ashrawi (1995) NY: Simon and Shuster.

TRADE RELATIONS: ISRAEL-EGYPT-JORDAN-PALESTINE /
The U.S.-Jordan Free Trade Agreement

TURKISH AID TO JEWISH SCHOLARS EXILED BY THE NAZIS:

The Turkish government under the leadership of Kemal Ataturk provided refuge to Jewish scholars escaping or exiled from Nazi Germany, benefiting both the scholars and Turkish university scholarship.