



The Hebrew University of Jerusalem

Syllabus

IDENTITY AND CULTURE IN PEACE AND MULTICLCTURAL - 34509

Last update 20-11-2013

HU Credits: 2

Degree/Cycle: 1st degree (Bachelor)

Responsible Department: SCHOOL OF EDUCATION

Academic year: 0

Semester: 1st Semester

Teaching Languages: HEBREW

Campus: Mt. Scopus

Course/Module Coordinator: ZVI BEKERMEN

Coordinator Email: ZVI.BEKERMAN@MAIL.HUJI.AC.IL

Coordinator Office Hours: MONDAY 14:30-15:30

Teaching Staff:

Dr. Zvi Bekerman

Course/Module description:

In the first part of the course we will learn about the vision, paradigms and conceptual frameworks of peace education as they develop in different political and geographical contexts and notice a variety of approaches related to various dimensions of peace education

(Human rights education, education for social justice, ecological education, and conflict resolution education). The second part of the course will examine the meaning of the identity and culture concepts and their meaning for study and research in these areas. Discuss matters relating to the place of Culture and identity in the world of educators engaged in peace education and try to understand how the meanings attributed to these concepts have an impact to educational practice. The course focuses on the attempt carried out in two schools - bilingual and binational Israel.

Course/Module aims:

The course examines critically, sociological, psychological, and anthropological approaches to identity and culture. The course also questions the ways in which such understandings intersect with peace educational efforts. We will review different approaches to peace education as these are applied in different conflictual contexts. We will review ethnographic data gathered at the bilingual integrated schools in Israel.

Learning outcomes - On successful completion of this module, students should be able to:

*Criticality reading educational approaches to peace education
Understanding the development and implementation of peace education in Israel
Considering the challenges encountered in peace education when it intersects with issues of culture and identity*

Attendance requirements(%):

80%

*Teaching arrangement and method of instruction: 50% frontal
50% workshop format*

Participants will prepare for and present in class work developed on the basis of readings

Course/Module Content:

Cross Cultural encounters
Peace education
Peace and Conflict
Cultural Identity
Essentialization of culture and Identity
Constructivism in identity and culture
Long term educational peace encounters
Sort term educational peace encounters

Required Reading:

Bekerman, Z. (2009). The complexities of teaching historical conflictual narratives in integrated Palestinian-Jewish schools in Israel. *International Review of Education*(55), 235-250.

Bekerman, Z , & Zembylas, M (2010). Fearful symmetry: Palestinian and Jewish Teachers Confront Contested Narratives in Integrated Bilingual Education. *Teaching and Teacher Education* 26 507-515.

Bekerman, Zvi. (2005). Complex contexts and ideologies: Bilingual education in conflict-ridden areas. *Journal of Language, Identity, and Education*, 4(1), 1-20.

Brubaker, Rogers, & Cooper, Frederick. (2000). Beyond "identity". *Theory and Society*, 29(1), 1-47.

Harris, Ian M. (2004). Peace education theory. *Journal of Peace Education*, 1(1), 5-20. doi: 10.1080/1740020032000178276

Jahoda, Gustav. (2012). Critical reflections on some recent definitions of "culture". *Culture & Psychology*, 18(3), 289-303. doi: 10.1177/1354067x12446229

Jenks, Charles, Lee, JamesO, & Kanpol, Barry. (2001). Approaches to Multicultural Education in Preservice Teacher Education: Philosophical Frameworks and Models for Teaching. *The Urban Review*, 33(2), 87-105. doi: 10.1023/A:1010389023211

Johnson, David W., & Johnson, Roger T. (2005). Essential Components of Peace Education. *Theory Into Practice*, 44(4), 280-292. doi: 10.1207/s15430421tip4404_2

Ladson-Billings, Gloria. (2004). New directions in multicultural education. *Handbook of research on multicultural education*, 2, 50-65.

Sewell Jr, William H. (2005). The concept (s) of culture. *Practicing history: New directions in historical writing after the linguistic turn*, 76-95.

Additional Reading Material:

1- Banks, J. A. (2008). Diversity, Group Identity, and Citizenship Education in a Global Age. *Educational Researcher* 37(3), 129-139.

2- Bekerman, Z. (2007). *Rethinking intergroup encounters: Rescuing praxis from theory, activity from education, and peace/co-existence from identity and culture.* *Peace Education*, 4(1), 29-41.

3- Synott, J. (2005). *Peace education as an educational paradigm: review of a changing field using an old measure.* *Journal of Peace Education*, 2(1), 3 - 16

4- Salomon, G. (2004). *Does peace education make a difference in the context of an intractable conflict?* *Journal of Peace Psychology*, 10, 257-274.

1. Burr, V. (1995). *Introduction to social constructionism.* London: Routledge.

2. Baumeister, R. F., & Muraven, M. (1996). *Identity as adaptation to social, cultural, and historical context.* *Journal of Adolescence*, 19, 405-416.

3 Brubaker, R., & Cooper, F. (2000). *Beyond "identity".* *Theory and Society*, 29(1), 1-47.

4. Brubaker, R. (2003). *Ethnicity without groups.* *European Journal of Sociology*, 43(02), 163-189.

14. Rattansi, A., & Phoenix, A. (2005). *Rethinking Youth Identities: Modernist and Postmodernist Frameworks* *IDENTITY: AN INTERNATIONAL JOURNAL OF THEORY AND RESEARCH*, 5(2), 97-123.

9- Gallagher, T. (2007). *Desegregation and Resegregation: The Legacy of Brown versus Board of*

Education, 1954. In Z. Bekerman & C. McGlynn (Eds.), *Addressing ethnic conflict through*

peace education: International Perspectives (pp. 9-21). New York, NY: Palgrave Macmillan.

10- Gallagher, T. (2010). *Key Issues in Coexistence and Education.* *Coexistence International* at Brandeis University

12- Bekerman, Z. (2004). *Multicultural approaches and options in conflict ridden areas:*

Bilingual Palestinian-Jewish education in Israel. *Teachers College Record*, 106(3), 574

-610.

13- Bekerman, Z. (2009). *The complexities of teaching historical conflictual narratives in integrated Palestinian-Jewish schools in Israel.* *International Review of Education*(55), 235-250.

14- Bekerman, Z. (2005). *Complex contexts and ideologies: Bilingual education in conflict ridden areas.* *Journal of Language Identity and Education*, 4(1), 1-20.

Schimmel, N. (2009). *Towards a sustainable and holistic model of peace education: a critique of conventional modes of peace education through dialogue in Israel.* *Journal of Peace Education*, 6(1), 51 - 68.

7- CONNERTON, P. *Seven types of forgetting Memory Studies, 1(1), 59-71.*

8- Maoz – *Encounter Models*

Course/Module evaluation:

End of year written/oral examination 0 %

Presentation 0 %

Participation in Tutorials 0 %

Project work 80 %

Assignments 10 %

Reports 0 %

Research project 0 %

Quizzes 0 %

Other 10 %

Additional information:

A good opportunity to get acquainted with the theoretical basis upon which peace education is developed. The course will familiarize participants with practical aspects of peace education as this is applied in the State of Israel.