Syllabus

IDENTITY AND CULTURE IN PEACE AND MULTICULTURAL - 34509

Last update 26-10-2015

HU Credits: 2

Degree/Cycle: 1st degree (Bachelor)

Responsible Department: education

Academic year: 0

Semester: 1st Semester

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: ZVI BEKERMAN

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
Short term educational peace encounters

Required Reading:

Additional Reading Material:


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 20 %
- Reports 0 %
- Research project 0 %
- Quizzes 0 %
- Other 0 %

**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.