



# *The Hebrew University of Jerusalem*

## *Syllabus*

### *Selected issues in Education: Analysis of Curriculum - 34526*

*Last update 08-10-2024*

*HU Credits: 2*

*Degree/Cycle: 1st degree (Bachelor)*

*Responsible Department: Education*

*Academic year: 0*

*Semester: 2nd Semester*

*Teaching Languages: Hebrew*

*Campus: Mt. Scopus*

*Course/Module Coordinator: Dr. Samira Alayan*

*Coordinator Email: [samira.alayan@mail.huji.ac.il](mailto:samira.alayan@mail.huji.ac.il)*

*Coordinator Office Hours: Thursday 15:00-16:00*

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Teaching Staff:

Dr. Samira Alayan

Course/Module description:

School textbooks are a major tool for shaping the identity of students, a tool that has many implications on the environment and on society in times of war and conflict. This course will tend to different subjects in the field of education and mostly to textbook analysis, and will emphasize the explicit and implicit influences of this important tool in shaping the identity of the pupil. In the course, students will try to examine Middle Eastern textbooks such as Israeli, Palestinian, Jordanian, Lebanese and Egyptian textbooks

Course/Module aims:

- 1.Outline Theories of textbook analysis and to examine different ways for studying textbooks
- 2.Deduce the importance of textbooks as a tool of education analysis
- 3.Indicate the influences of textbooks on students and their environment during war and conflict
- 4.Determine what are the explicit and implicit facets of textbooks
- 5.Investigate the general policy of textbook writing in the world
- 6.Examine the educational reforms and their impact on textbooks and curricula in the Middle East, as in the cases of Israel, Palestine, Lebanon, Jordan, Egypt etc.
7. To give students tools and skills to analyze textbooks

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

Students will be able to test and evaluate the textbooks as important tool in Education through critical analysis.

Attendance requirements(%):

80%

Teaching arrangement and method of instruction: - Class lectures by presenting presentations

- Discussions and forums in class
- Reading articles, texts and discussion in class

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Course/Module Content:

There is no

Required Reading:

Alayan, S. & Riley, C. (2023) *The New Palestinian Textbooks: A strategy for national Identity and Self-determination*. Nation and Nationalism Journal. Wiley.

Alayan, Samira, Rohde, Achim & Dhouib, Sarhan. (2012). *The Politics Education Reform in the Middle East, Self and Other in Textbooks and Curricula*. Berghahn Book, NewYork. Oxford.

Alayan, Samira & Al-Khalidi, Naseema. (2010) "Gender and Agency in History, Civics and National Education Textbooks of Jordan and Palestine" *Journal of Educational Media, Memory and Society* ,Berghahn Vol 2 no. 1, 78-96

Alayan, Samira and Gad Yair, (2009). "Paralysis at the Top of a Roaring Volcano: Israel and Schooling in East Jerusalem." *Comparative Education Review*, vol. 53, no.2, pp. 235-257.

Al - Haj, Majid (1988) "The changing Arab kinship structure: The effect of modernization in an urban community" *Economic Development and Cultural Change* 36:327-3.

Al-Haj, Majid. (1995). *Education, Empowerment and Control, The Case of the Arabs in Israel*, State University of NewYork Press

Altbach, Philip G. and Kelly, Gail P. (1988) *Textbooks in the third world: policy, content and context* (New York and London, Garland Publishing, Inc.).

Apple, Michael, W. (2003). *The State and the Politics of Knowledge*. Routhedgefalmer, Taylor& Francis , NewYork London.

Apple, Michael W. and Christian- Smith, Linda K. (Eds) (1991) *The politics of the textbook* (London and New York, Routledge).

Bar- Tal, Daniel and Teichman, Yona (2005) *Stereotypes and prejudice in conflict: representations of Arabs in Israeli-Jewish society* (New York, Cambridge University Press).

Benavot, Aaron and Braslavsky, Cecilia.(2006). *School Knowledge in Comparative and Historical Perspective, Changing Curricula in Primary and Secondary Education*. Comparative Education Research Centre the University of Hong Kong, Springer.

Brown, Nathan. J. (2003) " Democracy, history, and the contest over the Palestinian curriculum". In: *Contested Past, Disputed Present, Curricula and Teaching in Israeli*

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*and Palestinian Schools. Ed. Falk Pingel. Hahnsche Buchhandlung. Hanover, 99-125*

*Doumato, Eleanor Abdella and Starrett, Gregory (Eds) (2007) Teaching Islam: textbooks and religion in the Middle East (Boulder and London, Lynne Rienner Publishers Inc).*

*Firer, Ruth and Sami, Adwan.(2004). The Israeli-Palestinian Conflict in History and Civics Textbooks of Both Nations. Falk Pingel (Ed). Hannover: Verlag Hahnsche Buchhandlung*

*Mathias, Yehoshua. (2003), "The Thorny Way to Recognition: Palestinians and Arabs in the Israeli Curriculum". In Contested Past, Disputed Present, Curricula and Teaching in Israeli and Palestinian Schools. Ed. Falk Pingel. Hahnsche Buchhandlung. Hannover, 29-57.*

*Mazawi, Andre'.E. ( 2011). "Which Palestine Should we Teach?" Signatures, Palimpsests, and Struggles over School Textbooks". Stud Philos Educ, Springer 30: 169-183.*

*Mazawi, Andre E & Sultana, Ronald G. ( 2010). Education and the Arab 'World', Political Projects, Struggles, and Geometries of Power. Routledge.*

*Nair, Deepa. (2010). "Textbook Conflicts in South Asia: Politics of Memory and National Identity", Journal of Education Media, Memory and Society. Berghahn journals. Vol 2 Pp29 -45.*

*Mueller, C. & Rabi, U. (2019) The Arab-Israeli and Israeli-Palestinian Conflict in Textbooks on the Modern Middle East: A Critical Survey. Tel-Aviv University and The Moshe Dayan Center Middle Eastern and African Studies.*

*Nasser, Riad M. (2011). Recovered Histories and Contested Identities, Jordan, Israel and Palestine. Lexington Books*

*Nasser, Riad M. (2005) Palestinian identity in Jordan and Israel: the necessary 'other' in the making of a nation (New York and London, Routledge).*

*Naveh, Eyal.(2007). "Recognition as preamble to reconciliation: A two narrative approach in a Palestinian -Israeli history textbook". Horizons Universities, 3 No 4 Pp173-188*

*Nicholls, Jason. Eds., (2006), School Textbooks Across Cultures. International Debates and Perspectives. Oxford: Symposium Books.*

*Peled -Elhanan, Nurit . ( 2012). Palestine in Israeli School Books, ideology and propaganda in Education. L.B. Tauris, London, New-York.*

*Peled -Elhanan, Nurit. (2010) "Legitimation of massacres in Israeli school history*

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books" *Discourse & Society*, vol 21 no 4 pp 377-404.

Peled- Elhanan, Nurit. (2009) " The Geography of Hostility and Exclusion: A Multimodal Analysis of Israeli Schoolbooks" *Journal of Visual Literacy*, Vol 27,no 2 pp 179-208.

Pingel, Falk. ( 2010). *UUNSCO Guidebook on Textbook Research and Textbook Revision* . Georg Eckert Institute for international textbook Research and UNESCO.

Podeh, Elie.(2010). "Univocality within Multivocality: The Israeli-Arab-Palestinian Conflict as Reflected in Israeli History Textbook , 2000-2010" . *Journal of Education Media , Memory and Society*. Vol 2 Issue 2 Pp 46-62.

Rotberg, Robert I. (Ed) (2006) *Israeli and Palestinian narratives of conflict: history's double helix* (Bloomington and Indianapolis, Indiana University Press).

Schissler, Hanna (1989-90), "Limitation and Priorities for International Social Studies Textbook Research". *The International Journal of Social Education* 4, 3: 81-89.

William, Edward Marsden (2001), *The School Textbook, Geography, History and Social Studies*. London: Woburn Press.

#### Additional Reading Material:

*In the Name of Security, the sociology of peace and war in Israel in changing times*. Edited by Majid Al-Haj and Uri Ben -Eliezer. Haifa University,2003.

#### Grading Scheme:

Essay / Project / Final Assignment / Home Exam / Referat 70 %  
Active Participation / Team Assignment 10 %  
Submission assignments during the semester: Exercises / Essays / Audits / Reports / Forum / Simulation / others 20 %

#### Additional information:

Course requirements: Students must be present in at least 80% of classes. They must show active participation, including reading the appropriate bibliography. At the end of the course they must hand in a summarizing paper.