

## *The Hebrew University of Jerusalem*

### *Syllabus*

## *Education and national identity: practices actors and arenas - 34552*

*Last update 02-12-2016*

*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:* Edna Lomsky-Feder

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*Coordinator Office Hours:*

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Teaching Staff:

Prof Edna Lomsky-Feder

Course/Module description:

The course explores the inter-relations between nationalism and education in the Israeli society. Using sociological and anthropological literature on these fields we shall inquire the construction of nationalism and national identity via various educational arenas: the enlisted family, preparation to the military service in the educational system, the construction of memory through history books, etc.

Course/Module aims:

The aim of the course is to inquire theoretically and critically the role of the formal and informal education system in shaping national sentiments and in constructing social hierarchies.

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

Getting familiar with the prominent theories through the analysis of the Israeli case.

Employment of critical thinking.

Attendance requirements(%):

100%

Teaching arrangement and method of instruction: frontal lectures and discussions based on prior reading.

Course/Module Content:

See below

Required Reading:

Reading in English:

Billing, M. 1995, *Banal Nationalism*. Sage: London, pp. 5-9, 13-29.

Lomsky-Feder, E., 2011, "Competing models of nationalism: An analysis of memorial ceremonies in schools", *nation and nationalism*, *Nation and Nationalism*, 17(3):581-603.

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Alexander, H. 2011, *Citizenship, Education and Social conflict*, pp.12-14, Vanleer-Jerusalem

Goodman Y.C. and Mizrachi, N. 2008. "The Holocaust Does Not Belong to European Jews Alone": The Differential Use of Memory Technologies in Israeli High Schools. *American Ethnologist* 35(1).

Avner Ben-Amos, 2015. *The Palmach Museum in Tel-Aviv: The Past as a Space of Education, Entertainment, and Discipline*. *Museum History Journal*, 8(2): 147-167.

Harel, N., Lomsky-Feder, E., 2011, Bargaining over Citizenship: Pre-Military Preparatory Activities in the Service of the Dominant Groups. In H. Alexander et al (eds), *Citizenship, Education and Social conflict*, pp.187-198, Van leer- Jerusalem.

Additional Reading Material:

Course/Module evaluation:

End of year written/oral examination 0 %

Presentation 0 %

Participation in Tutorials 0 %

Project work 90 %

Assignments 10 %

Reports 0 %

Research project 0 %

Quizzes 0 %

Other 0 %

Additional information: