



# *The Hebrew University of Jerusalem*

## *Syllabus*

### *Dialogue Narratives Identities in Relations between Groups in Society - 54718*

*Last update 10-03-2023*

*HU Credits: 2*

*Degree/Cycle: 2nd degree (Master)*

*Responsible Department: Conflict Management & Resolution*

*Academic year: 0*

*Semester: 2nd Semester*

*Teaching Languages: English*

*Campus: Mt. Scopus*

*Course/Module Coordinator: Dr. Yuval Benziman*

*Coordinator Email: [Yuval.benziman@gmail.com](mailto:Yuval.benziman@gmail.com)*

*Coordinator Office Hours: Monday 10-11*

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Teaching Staff:

Dr. Yuval Benziman

Course/Module description:

The course will deal with the concepts of national and personal identities in conflicts. We will explore how ethnic, national and cultural group identity is connected to individual identity, how groups in conflict take part in a dialogue and how the individuals comprising them do so. Topics like collective memory, ethnic and national group narratives, and ethos will be in the center of our discussions. The course will integrate theory and practice, students will get acquainted with core theories, and experience how group identity is formed and how a dialogue between opposing sides is conducted.

The course will include guest lectures of people, organizations and institutions who deal with these topics.

Course/Module aims:

Students will get acquainted with the importance of identities and narratives in conflicts, and will understand the deep processes that comprise them. Students will learn how to conduct a dialogue between opposing sides that respects each of them and its uniqueness, and simultaneously enables them to talk to each other, find mutual interests and resolve the conflict between them.

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

Explain how narratives and collective identities are constructed

Asses the quality of dialogues between groups and the interactions in them

Design a meeting between opposing sides that will allow a constructive dialogue between them.

Integrate theories of identity into the practice of dialogue meetings

Explain a group's collective/national narrative based on theory and research, even without fully identifying or belonging to it

Attendance requirements(%):

Students are required to attend classes.

Attendance and participation are 10% of the final grade

Teaching arrangement and method of instruction: The classes will be conducted in the format of a workshop. Classes will include discussions and simulations.

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Course/Module Content:

- Introduction
- Narratives in conflict
- Jewish-Arab dialogue
- Secular-religious -meetings in Israel
- Jewish identity and Israeli identity
- Track II and Track III Israeli-Palestinian initiatives
- Role of Women in conflict resolution

Required Reading:

- Natalie Weder, Rebeca García-Nieto, and Daphna Canneti-Nisim (2011). *Peace, Reconciliation and Tolerance in the Middle East*, *International Journal of Mental Health* 39(4): 59–81.
- Orna Braun-Lewensohn, and Boaz Kitain (2016). *The 'Parent Circle' Peace Education Program: Does it Make Any Change?*, *Journal of Religion and Health* 55: 181–191.
- Sarai B. Aharoni (2017) *Who needs the Women and Peace Hypothesis? Rethinking modes of inquiry on gender and conflict in Israel/Palestine*, *International Feminist Journal of Politics* 19(3): 311-326.
- Dafna Lemish and Inbal Barzel (2000) *'Four Mothers' The Womb in the Public Sphere*, *European Journal of Communication* 15(2): 147–169.
- Ran Kuttner (2017). *From Co-existence to Shared Society: A Paradigm Shift in Intercommunity Peacebuilding Among Jews and Arabs in Israel*, *Negotiation and Conflict Management Research*, 10(3): 179–198.
- Alain Dieckhoff (2017). *The Jewish diaspora and Israel: belonging at distance?*, *Nations and Nationalism* 23(2): 271–288.
- Tal Litvak-Hirsch, Yair Galily & Michael Leitner (2016): *Evaluating conflict mitigation and health improvement through soccer: a two-year study of Mifalot's 'United Soccer for Peace' programme*, *Soccer & Society* 17(2): 209-224.
- Yehonatan Abramson (2017). *Securing the diasporic 'self' by travelling abroad: Taglit-Birthright and ontological security*, *Journal of Ethnic and Migration Studies*, published online December 2017 DOI: 10.1080/1369183X.2017.1409176
- Tamar Hermann, Gilad Be'ery, Ella Heller, Chanan Cohen, Yuval Lebel, Hanan Mozes, and Kalman Neuman (2014). *The National-Religious Sector in Israel 2014*. Israel: The Israel Democracy Institute
- Yuval Benziman (2014). *Dialogues without narratives: the framing of the "London talks" of the negotiation for the Geneva Initiative*, *Dynamics of Asymmetric Conflict* 7(1): 76-94.
- Michelle Gawerc (2016). *Constructing a Collective Identity Across Conflict Lines: Joint Israeli-Palestinian Peace Movement Organizations, Mobilization: An International Quarterly* 21(2): 193-212.
- David Kellen, Zvi Bekerman, & Ifat Maoz (2013). *An easy coalition: the peace camp identity and Israeli-Palestinian track two diplomacy*, *Journal of Conflict Resolution*

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57(4): 543-569.

Additional Reading Material:

Course/Module evaluation:

End of year written/oral examination 0 %

Presentation 0 %

Participation in Tutorials 0 %

Project work 0 %

Assignments 0 %

Reports 0 %

Research project 0 %

Quizzes 0 %

Other 100 %

see additional information

Additional information:

Class attendance and participation: 10%

4 short papers (10% each one) &eq; 40%

Presentation: 25%

Final paper: 25%