



Course Syllabus:

## **The Israeli Collective Memory of the Israeli-Arab/Palestinian Conflict**

[Dr. Rafi Nets \(-Zehngut\)](#)

Course Number: 2120.1012.02

**Year:** 2019; **Term:** Spring; **Days, hours and locations:** TBA; **Office hours:** please schedule (in person, rafi.nets@gmail.com, or 054-5953-224).

### **Course Description**

The course – that includes two movies, a field trip and a guest lecture of an Israeli-Jewish war veteran – deals with an enigmatic phenomenon: collective memory (CM), namely, the way a group views its past events. Specifically, it focuses on the **Israeli-Jewish** (“Israeli”) CM of the Israeli-Arab/Palestinian conflict (“the conflict”).

CM is an important socio-psychological phenomenon because it significantly influences the social and political spheres, both within a country and externally. This is why in recent decades CM of conflicts has gained major salience worldwide.

The course has three main parts. It starts with (A) a **theoretical background** regarding CM in general and that of conflicts in particular: the main theories and concepts as well as the characteristics of historical narratives. Based on this theoretical foundation, the course moves on to (B) the **Israeli CM of the conflict**. This second part is divided into two sub-parts: B1) Israeli CM of the **conflict at large**, addressing the memory of various major events of the conflict (until the mid-term test); B2) Israeli CM specifically referring to one of the major historical events of the conflict - the **1948 Palestinian exodus**, leading to the creation of the Palestinian refugee problem. The final part (C) includes **class presentations of the students** that address various case studies and topics regarding the Israeli collective memory of the conflict. For more information see below the detailed program of the classes.

### Course Requirements

1. Reading all required publications (marked with \*). The others are optional.
2. Attendance.
3. Active participation in class.
4. Mid-term test.
5. Class presentations (each done by a group of students).

### Grade Composition

1. 10% - Reading the required items, attending classes and active participation.
2. 40% - Mid-term test.
3. 50% - Class presentations.

### Pedagogical Tools

The course includes lectures, films, video clips, class and group discussions, a guest lecturer, power point presentations and a field trip.

### Program of the Classes

#### Part A: Theoretical Foundations

1. Why study CM, course info and main approaches to CM
2. Key concepts of CM – I
3. Key concepts of CM - II
4. Narratives

#### Part B: The Israeli CM of the Conflict

##### Part B1: Israeli CM of the conflict at large

5. Case study background: History of the conflict
6. Main topics and patterns in the Israeli CM of the conflict (1948-2019) - I
7. Main topics and patterns in the Israeli CM of the conflict (1948-2019) - II
8. Institutions that shape the CM as well as Israeli war veterans and their **autobiographical** memory of the conflict
9. [L] Film **“Waltz with Bashir”** (Israeli autobiographical memory of the 1982 Lebanon War)
10. **Guest lecture of an Israeli-Jewish war veteran** about his autobiographical memory's dynamics regarding his personal experiences in the battle field
11. **Mid-term test**

### Part B2: Israeli CM of the 1948 Palestinian exodus

12. The Israeli CM of the 1948 Palestinian exodus, as well as a model of the fixation and transformation of that CM; preparation for the field trip
13. [L] **Field trip to the Palm”ach** (Jewish elite fighting force in the pre-Israel period) **Museum** (walking distance from Tel Aviv University)
14. Discussing the field trip; factors that has shaped the Israeli CM of the 1948 Palestinian exodus (and of the conflict at large)
15. [L] **Film “Izkor: Slaves of memory”** (commemoration practices, education and ceremonies in Israel regarding the conflict, 1948 and the Holocaust)

### Part C: Class presentations regarding the Israeli CM of the conflict

16. Class presentations – I
17. Class presentations – II
18. Class presentations – III, and integrative summary of the course

### **Readings – By Class**

Required reading is marked with an asterisk. All the below bibliography will be available full-text for downloading on Moodle.

### Part A: Theoretical Foundations

#### **1. Why study CM, course info and main approaches to CM**

- a. Devine-Wright, P. (2003). A theoretical overview of memory and conflict. In: E. Cairns and M. Roe (Eds.), *The role of memory in ethnic conflict*, 9-33. New York: Palgrave, MacMillan. \*
- b. Olick, J.K., Vinitzky-Seroussi, V. & Levy, D. (2011). Introduction. In: J.K. Olick, V. Vinitzky-Seroussi & D. Levy (Eds.) *The collective memory reader*, 3-22. New York, NY: Oxford University Press.
- c. Nora, Pierre. (1989). Between memory and history: Les lieux de memoire. *Representations*, 26, 7-25.

#### **2. Key concepts of CM - I**

- a. Tint, B. (2010). History, memory, and intractable conflict. *Conflict Resolution Quarterly*, 27, 239-256. \*
- b. Olick, J., & Robbins, J. (1998). Social memory studies: From “collective memory” to the historical sociology of mnemonic practices. *Annual Review of Sociology*, 24, 105-140.

- c. Assmann, Jan. 1995. Collective memory and cultural identity. *New German Critique*, 65, 125-133.
- d. Langenbacher, E. (2010). Collective memory as a factor in political culture and international relations. In: E. Langenbacher & Y. Shain (Eds.), *Power and the past – Collective memory and international relations*, 13-49. Washington DC: Georgetown University Press.

### **3. Key concepts of CM – II**

- a. Paez, D. & Liu J. (2011). Collective memory of conflicts. In: D. Bar-Tal (Ed.) *Intergroup conflicts and their resolution – A social psychological perspective*, 137-173. New York: Psychology Press. \*
- b. Kansteiner, W. (2002). Finding meaning in memory: Methodological critique of collective memory studies. *History and Theory*, 41, 179-197.
- c. Winter, Jay. 2010. Thinking about Silence. In *shadows of War*, edited by Efrat Ben-Ze'ev, Ruth Ginio and Jay Winter, 3-31. Cambridge: Cambridge University Press.

### **4. Narratives**

- a. Auerbach, Y. (2010). National narratives in a conflict of identity. In: J. Bar-Siman-Tov (Ed.) *Barriers to peace in the Israeli-Palestinian conflict*, 99-134. Jerusalem: The Jerusalem Institute for Israel Studies. \*
- b. Wertsch, J. (2008). A narrative organization of collective memory. *Ethos*, 36 (1), 120-135.
- c. Bruner, J. (1990). *Acts of meaning*. Cambridge, MS: Harvard University Press, 1-31.

## **Part B: The Israeli CM of the Conflict**

### **5. Case study background: History of the conflict**

- a. Mahler, G, and Mahler R. (2010). *Introduction to the Arab-Israeli conflict*. New York: Routledge, 3-33. \*
- b. Bregman, A. (2002). *Israel's Wars: A History Since 1947*. London: Routledge (chapter 1 5). See also Bergman in class 9 (a) and 12 (a).

### **6. Main topics and patterns in the Israeli CM of the conflict (1948-2016) - I**

- a. Podeh, E. (2000). History and memory in the Israeli educational system: The portrayal of the Arab-Israeli conflict in history textbooks (1948-2000). *History and Memory*, 12, 65-83. \*
- b. Ram, U. (2007). The future of the past in Israel. In: B. Morris (Ed.) *Making Israel*. Ann Arbor, MI: The University of Michigan Press, 202-230.
- c. Stein, L. (2010). Rewriting Israel's history. *Shofar: An Interdisciplinary Journal of Jewish Studies*, 30 (1), 129-140.

## 7. Main topics and patterns in the Israeli CM of the conflict (1948-2016) - II

- a. Bar-Tal, D., & Salomon, G. (2006). Israeli-Jewish narratives of the Israeli-Palestinian conflict: Evolvement, contents, functions and consequences. In: R. Rothberg (Ed.), *History's double helix: The inter-wined narratives of Israel and Palestine* (19-46). Bloomington, IN: Indiana University Press. \*
- b. Firer, R. (2004). The presentation of the Israeli-Palestinian conflict in Israeli history and civics textbooks. In: Ruth Firer and Sami Adwan (Eds.), *The Israeli–Palestinian conflict in history and civics textbooks of both nations*, 37-96. Hanover: Verlag Hahnsche.
- c. Yogeve, E. (2010). A crossroads: history textbooks and curricula in Israel. *Journal of Peace Education*, 7 (1), 1-14.

## 8. Institutions that shape the CM as well as Israeli war veterans and their autobiographical memory of the conflict

- a. Lomsky-Feder E. 2004. Life Stories, War, and Veterans: On the Social Distribution of Memories. *Ethos*, 32 (1). 82-109. \*
- b. Ben-Ze'ev, E. (2010). Imposed silences and self-censorship: Palmach soldiers remember 1948. In: E. Ben-Ze'ev, R. Ginio, & J. Winter (Eds.), *Shadows of war – A social history of silence in the twentieth century* (pp. 181-196). Cambridge: Cambridge University Press.
- c. Nets-Zehngut, R. (2014). The role of direct-experience people in promoting transitional justice: The Israeli case. In E. Bird and F. Ottanelli (Eds.), *The performance of memory as transitional justice*, 115-133. Cambridge: Intersentia.

## 9. Film “Waltz with Bashir”

This award winning film addresses the **autobiographical** memory of Israeli war veterans who participated in the 1982 Israeli-Lebanese War

- a. Bregman, A. (2002). *Israel's Wars: A History Since 1947*. London: Routledge (95-117, chapter 5). \*
- b. Raz, Y. (2010). War Fantasies, memory, trauma and ethics in Ari Folman’s Waltz with Bashir. *Journal of Modern Jewish Studies*, 9 (3), 311-326.
- c. Levy, A; Witztum, E; Solomon, Z. (1996). Lessons learned: When denial becomes impossible – therapeutic response to combat stress reaction during the Yom Kippur War (1973), the Lebanon War (1982), and the Intifada. *Israeli Journal of Psychiatry and Related Sciences*, 33 (2), 89-102.

**10. Lecture of an Israeli-Jewish war veteran; Israeli academia and the New Historians (historical memory)**

- a. Ghazi-Bouillon, A. (2009). *Understanding the Middle East peace process—Israeli academia and the struggle for identity*. London: Routledge, 53-88. \*
- b. Heller, J. (2006). Alternative narratives and collective memories: Israel's new historians and the use of historical context. *Middle Eastern Studies*, 42 (4), 571-586.
- c. Nets-Zehngut, R. (2011). Origins of the Palestinian refugee problem: Changes in the historical memory of Israelis/Jews 1949–2004. *Journal of Peace Research*, 48, 235–248.

**11. Mid-term test**

**12. The Israeli CM of the 1948 Palestinian exodus as well as a model of the fixation and transformation of that CM**

- a. Ram, U. (2009). Way of forgetting: Israel and the obliterated memory of the Palestinian Nakba. *Journal of Historical Sociology*, 22 (3), 366-395. \*
- b. Isacoff, J. (2005). Writing the Arab-Israeli conflict: Historical bias and the use of history in political science. *Perspectives on Politics*, 3 (1), 71-88.
- c. Nets-Zehngut, R. (2012). The passing of time and collective memory of conflicts. *Peace and Change*, 37 (2), 253-285.

**13. Field trip**

**14. Factors that has shaped the Israeli CM of the 1948 Palestinian exodus (and of the conflict at large)**

- a. Strombom, L. (2013). Identity Shifts and conflict transformation – Probing the Israeli history debates. *Mediterranean Politics*, 18 (1), 79-97. \*
- b. Kabha, M. (2007). A Palestinian look at the new historians and post-Zionism in Israel. In: B. Morris (Ed.) *Making Israel*. Ann Arbor, MI: The University of Michigan Press, 299-319.
- c. Nets-Zehngut, R. (2012). Internal and external collective memories: Israel and the 1948 Palestinian exodus. *International Journal of Conflict and Violence*, 6 (1), 126-140.

**15. Film “Izkor: Slaves of memory”**

- a. Ben-Amos, A. (2003). War commemoration and the formation of Israeli national identity. *Journal of Political and Military Sociology*, 3 (2), 171-195. \*
- b. Brog, M. (2003). Victims and Victors: Holocaust and Military Commemoration in Israel Collective Memory. *Israel Studies*, 8 (3), 65-99.

- c. Ben-Amos, A., and Bet-El, I. (1999). Holocaust Day and Memorial Day in Israeli Schools: Ceremonies, Education and History. *Israel Studies*, 4(1), 258-284.

### **Part C: Class Presentations**

#### **16. Class presentations I**

#### **17. Class presentations II**

#### **18. Class presentations III; integrative summary of the course**

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## **TAU International Course Guidelines**

### **Rules and Respectful Behavior**

- No cell phones or laptops permitted in class unless approved by instructor for use
- Tardiness to class is not permitted
- As our courses bring together students from many different styles of learning and from a wide variety of home institutions, we ask that students remain respectful to and patient with fellow classmates at all time as some students may be more familiar with certain course material or procedures than others.

### **Learning Accommodations**

In accordance to University guidelines, students with learning disabilities or accommodation requests must submit official documentation from their home country / university (translated into English by notary if not already in English) to TAU International ([tauiacademic@tauex.tau.ac.il](mailto:tauiacademic@tauex.tau.ac.il)) in advance of arrival describing in detail any specific needs they have. Students must also bring a copy of this documentation with them on-site and give it to their faculty on the first day of class while introducing themselves so that the faculty know who they are and what sorts of needs they may have. TAU International and its faculty cannot guarantee that all accommodations received at the home school can be similarly met at TAU but certainly does the best it can to make any suitable accommodations possible that are needed.

### **In-class Exams**

TAU does not permit, under any circumstances, taking any in-class (including mid or final) exams early or later than the scheduled exam day. When selecting courses, it is thus very important to note below if there is an in-class midterm or final exam as this date/exam cannot be changed. Early departures from the program are not approved, nor are early or exception in-class exams.

### **TAU International Absence Policy**

Attendance is **mandatory** in all of the courses. Missing classes will be reflected in the final grade of the course. Up to three justified absences from classes will be accepted (for example: emergency matter or illness, both of which will require an official doctor's note sent to the faculty **on the day of the absence**). Such cases of absence should be reported to your lecturer immediately and again, a doctor's note is required. Students are required to arrive on time for classes. Teachers are entitled to treat any single case of lateness and/or repeated lateness as an unjustified absence. Please note that according to TAU Academic Policy, if a student's behavior or attendance during the semester is disagreeable his/her course participation may be cancelled at the discretion of TAU.

**Students are responsible for reading and adhering to the policies and procedures in the TAU International Academic Handbook [posted here](#) at all times.**

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