2017 International Summer School in Comparative Conflict Studies
June 25 – July 2, 2017

Rethinking Peace Education: The Work of Identity and Culture in Conflict Ridden Societies

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Course Description

The course offers a critique of Western positivist paradigmatic perspectives that currently guide peace education, maintaining that one of the primary weaknesses of current bilingual and multicultural approaches to peace education is their failure to account for the primacy of the political framework of the nation state and the psychologized educational perspectives that guide their educational work. It does so by revealing the complex practices implemented, in educational contexts in areas of enduring conflict, while negotiating identity and culture.

The course presents critical theorizations and conceptualizations of identity, culture, conflict, and other foundational concepts derived from a long-term ethnographic study of the integrated bilingual Palestinian-Jewish schools in Israel. These schools' main goal is to offer a new egalitarian, bilingual, multicultural educational option to facilitate the growth of youth who can acknowledge and respect "others" while maintaining loyalty to their respective identitarian and cultural traditions.

Change, it will be argued, will only occur after the Western positivist paradigmatic perspectives that currently guide peace education are abandoned, a step which entails critically reviewing present understandings of the individual, of identity and culture, and of the learning process.

In order to do this, we will first learn about the paradigms and conceptual frameworks which guide our understanding of conflict and multicultural/peace education as they develop in different conflictual, political and geographical contexts and identify a variety of approaches related to various dimensions of peace education. The course will familiarize participants with the complexities of the Israeli Palestinian conflict, with an emphasis on the present situation within its internationally recognized borders. The course will then critically examine sociological, psychological, and anthropological approaches to identity and culture and discuss matters relating to the place of culture and identity in the world of education in general and peace education in particular. Lastly, we will apply the concepts and theories learned to the analysis of data gathered in educational contexts confronting intractable conflicts such as the cases of Israel and Cyprus.

It is important for participants in the course to keep in mind that:
1) Course description cannot, ever, reflect course implementation; descriptions are dead stuff and easy to write but courses are alive and thus unpredictable.
2) Courses should never be confused with reality other than the reality of the course itself.
3) The course builds partially on materials participants are asked to prepare in class (descriptions of their own understandings of identity, culture, conflict, peace, etc.) which become the basis for both theoretical and practical discussions.

Principles of learning and teaching

Given the concentrated nature of the summer course a variety of educational approaches will be adopted. Frontal presentation (supported by PP), close reading of texts, workshop settings, and group discussions.

Aims

In general encourage intellectual growth and critical perspectives in participating students, more in particular afford students the opportunity to critically consider basic paradigmatic assumptions as these relate to their understanding of identity and culture with an emphasis on their functioning in conflictual contexts.

Background readings:

This selected list of readings will help you prepare for the course and may be used as entry points to our week's discussions:

- Bar-Tal, D. (2002). The elusive nature of peace education. In G. Salomon & B. Nevo (Eds.), Peace education: The concept, principles and practice in the world. (pp.27-36). Mahwah, NJ: Lawrence Erlbaum.
- Harris, I. M. (2004). Peace education theory. *Journal of Peace Education, 1*(1), 5-20. doi: 10.1080/1740020032000178276
- Maoz, I. (2011). Does contact work in protracted asymmetrical conflict? Appraising 20 years of reconciliation-aimed encounters between Israeli Jews and Palestinians. *Journal of Peace Research, 48*(1), 115-125.
- Bajaj, M., & Brantmeier, E. J. (2011). The politics, praxis, and possibilities of critical peace education. *Journal of Peace Education, 8*(3), 221-224.
- Kupermintz, H., & Salomon, G. (2005). Lessons to be learned from research on peace education in the context of intractable conflict. *Theory into Practice, 44*(4), 293-302.
- Escobar, A. (2007). The 'ontological turn'in social theory. A commentary on 'Human geography without scale', by Sallie Marston, John Paul Jones II and Keith Woodward. *Transactions of the Institute of British Geographers, 32*(1), 106-111.
- Kivinen, O., & Piiroinen, T. (2004). The relevance of ontological commitments in social sciences: Realist and pragmatist viewpoints. Journal for the Theory of Social Behaviour, 34(3), 231-248.

For those addicted to new techs learning from the following links might also help (there is much more but they do not come as an exchange for the papers above):

- Learning to live together in peace through Global Citizenship Education
- Lecture by Dr. Johan Galtung
- The Israel-Palestine conflict: a brief, simple history
- Why Greece And Turkey Are Fighting Over Cyprus
- CNN Covers Hand in Hand's Jerusalem School
- Jerusalem's Hand in Hand school - interview with 2 students
- "Refusing to be Enemies" at Israel's Hand in Hand Schools
- Strangers No More (2010)

- COURSE OUTLINE BY DAY -

DAY 1

Morning class:
10:00-11:00   Group introduction and Course introduction
11:15-12:30   **Main Theoretical Framework**: Conflict, Peace, and Peace Education

Readings:
- Zembylas, M., & Bekerman, Z. (2013). Peace education in the present: Dismantling and reconstructing some fundamental theoretical premises. *Journal of Peace Education, 10*(2), 197-214.

Afternoon class:
14:00-16:00   **Introducing the conflictual sites:** Palestinians and Jews in Israel and Greeks and Turks in Cyprus.

Readings:
- Smooha, S. (2010). Arab Jewish Relations in Israel. *Washington: United States Institute for Peace,* http://www.usip.org/sites/default/files/resources/PW67_Arab-Jewish_Relations_in_Israel.pdf *(erişim: 08.12. 2013).*
- Loizides, N. G. (2007). Ethnic nationalism and adaptation in Cyprus. *International Studies Perspectives, 8*(2), 172-189.

  (Both sources need not be read in full but will help participants get a basic idea of the development of the respective conflicts)

DAY 2

Morning class: Methodological considerations: Nation and Education
10:00-12:30   Methodological nationalism

Readings:
- Wimmer, A., & Schiller, N. G. (2003). Methodological Nationalism, the Social Sciences, and the Study of Migration: An Essay in Historical Epistemology1. *International Migration Review, 37*(3), 576-610.

11:00-12:30   School and Nation

Readings:
- Cole, M. (2005). Cross-cultural and historical perspectives on the developmental consequences of education. *Human Development, 48*, 195-216.
- Hobsbawn, E. (1996). Language, culture, and national identity. *Social Research*, 1065-1080.

Afternoon class:
14:00-16:00   Problematizing Culture

Background Readings:
- Sewell Jr, W. H. (2005). The concept (s) of culture. Practicing history: New directions in historical writing after the linguistic turn, 76-95.

Additional readings:
- McDermott, R., & Varenne, H. (1995). Culture as disability. *Anthropology & Education Quarterly, 26*(3), 324-348.

DAY 3

Morning Class:

10:00-12:30   Problematizing Identity

Readings:
- Brubaker, R., & Cooper, F. (2000). Beyond "identity". *Theory and Society, 29*(1), 1-47.

Additional Recommended Reading
- Banks, J. (2008). Diversity, Group Identity, and Citizenship Education in a Global Age. *Educational Researcher, 37*(3), 129-139.

Afternoon class:

14:00-16:00   Political Multiculturalism and Multicultural Education

Readings:
- Kymlicka, W. (2010). The rise and fall of multiculturalism? New debates on inclusion and accommodation in diverse societies. *International social science journal, 61*(199), 97-112.
- Ladson-Billings, G. (2004). New directions in multicultural education. *Handbook of research on multicultural education, 2*, 50-65.

Additional Recommended Reading:
- Kymlicka, W. (2003). Multicultural States and Intercultural Citizens. *School Field, 1*(2), 147-169. doi:doi:10.1177/1477878503001002001

DAY 4

Morning class:

10:00 -12:30   Educational approaches to overcoming conflict: Integrated Education and the Contact Hypothesis

Background Readings:
- Zirkel, S., & Cantor, N. (2004). 50 years after Brown v. Board of Education: The promise and challenge of multicultural education. *Journal of Social Issues, 60*(1), 1-15.
- Dixon, J., Durheim, K., & Tredoux, C. (2005). Beyond the optimal contact strategy. *American Psychologist, 60*(7), 697-711.

Additional Readings
- Samelson, F. (1978). From "race psychology" to "studies in prejudice": Some observations on the thematic reversal in social psychology. *Journal of the History of the Behavioral Sciences, 14*(3), 265-278.

Afternoon class:

14:00-16:00   Integrated Education: The Israeli experience and also some about the Cyprus experience

Readings
- Bekerman, Z., & Horenczyk, G. (2004). Arab-Jewish bilingual coeducation in Israel: A long-term approach to intergroup conflict resolution. *Journal of Social Issues, 60*(2), 389-404.
- Zembylas, M. (2011). Investigating the emotional geographies of exclusion at a multicultural school. *Emotion, Space and Society, 4*(3), 151-159.

Additional Recommended Readings:
- Bekerman, Z. (2016). *The Promise of Integrated Multicultural and Bilingual Education: Inclusive Palestinian-Arab and Jewish Schools in Israel*. New York: Oxford University Press.

DAY 5

Morning Class:
10:00 – 12:30: Teaching contested narratives and other messy historical items
- The Nakba and the War of Independence
- The Holocaust
- Religious festivals

Background Readings:
- Bekerman, Z. (2009). The complexities of teaching historical conflictual narratives in integrated Palestinian-Jewish schools in Israel. *International Review of Education* (55), 235-250.
- Bekerman, Z., & Zembylas, M. (2010). Fearful symmetry: Palestinian and Jewish Teachers Confront Contested Narratives in Integrated Bilingual Education. *Teaching and Teacher Education 26* 507-515.

Afternoon Class:
14:00 – 16:00: Rethinking Peace Education in light of present theory and practice

Readings:
- Bekerman, Z. (2007). Rethinking intergroup encounters: Rescuing praxis from theory, activity from education, and peace/co-existence from identity and culture. *Peace Education, 4*(1), 29-41.

DAY 6

Morning Class:
10:00-12:30   Students presentations & discussions

Afternoon class:
14:00-15:00   Course closure
15:15-16:00   Closing ceremony of the Summer School