

**The Israeli experience –
Exploring the identity of Israelis through Narrative research**

--UPDATED SYLLABUS--

Seminar course Psych-168, 2012, UC Berkeley, Department of Psychology

Sessions:	Tuesdays 11:00 am- 2:00 pm in the Beach Room (Tolman 3105). 11:10 – 12:30 – lecture 12:30 – 12:45 – break 12:45 – 2:00 – exercise
Instructor:	Dr. Nurit Novis Deutsch
Prerequisites:	junior or senior standing, Psychology, sociology or education major Background in social psychology and research methods recommended
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Office Hours:	Mondays, 12:00am-2:00pm, room 3412

Description

This class combines three distinct elements: an analysis of collective and personal identity theories in psychology, a case-study of the Israeli experience and a training course in narrative research. During the course we will cover six aspects of Israeli individuals and society and relate them to identity theories: post-Holocaust society, war and terrorism (theories on identity, trauma and memory), the immigration experience (bi-cultural identities), the Jewish Orthodox experience (religious identity), being a Palestinian Arab woman in Israel (minority and double-minority identities), collective life on Kibbutz (individualism and collectivism in identity) and Israel as a multi-cultural society (the conundrum of pluralism alongside a committed identity).

Goals

Students are expected to emerge from this course with recognition of Israel's myriad social groups and an understanding of what it means to be part of them. Drawing on approaches from psychology, sociology and cultural studies, students will learn to analyze the interplay of collective and personal identities, using Israel as a case study. Ultimately, students should gain

the tools to conduct their own pilot qualitative study of social identity and will be able to apply theoretical conceptualizations of identity to other societies. Throughout the course, active participation, introspection and critical thinking will be encouraged.

Assignments

Assignments will consist of:

1. Reading the materials for each class and submitting three reading reports throughout the semester. Each reading report should be up to two type-written pages and should include in equal measures a summary of the paper/chapter, a critique of its main thesis and questions or comments based on the reading.
2. A ten-minute presentation of a reading assignment in class. This is similar to a written report and may be based on one. Each student will present once during the semester.
3. Various written assignments to be completed between one class and the next. Altogether there will be four of those: two will be submitted and graded, two are for class work.
4. A midterm exam which will focus on identity theories and on their application to different case studies.
5. A final group paper of 15-20 pages in which a pilot study of a local identity group will be analyzed, using identity theories presented in class.

Grading

- Participation in class and exercises - 10%
- Reading reports and class reading presentation – 20%
- Midterm exam - 30%
- Final paper - 40%

SYLLABUS AND REQUIRED READING

Class	Date	Subject of class and exercise	Reading and assignments
1.	8.30.11	<p>Introduction: Psychologists studying identities, the Israeli case-study, Who are Israelis? Nomothetic and idiothetic research, description of the course.</p>	
		<p>Identity introspection After discussing the basics of Identity theory, we will use the TST (an identity test) and other tests as tools to analyze our personal identities.</p>	
2.	9.6.11	<p>Theories of identity This class and the next one will cover the main theories of identity formation (Erikson, Marcia), social identity (Tajfel) identity narration (McAdams), and collective identity (Ashmore)</p>	<p>- McAdams, D. & Olson, B. (2010) Personality Development: Continuity and change over the life course. <i>Annual Review of Psychology</i>. Vol. 61: 517-542</p> <p>- Lawler, S. (2008) ch.1: Identity as a question and ch.2: Stories, memories, identities. pp. 1-30.</p> <p>FOR TODAY: SUGGEST AN ANALYSIS OF THE CLASS'S TST FORMS FOR NEXT WEEK. (SUBMIT 1-2 TYPED PAGES)</p>
		<p>Analyzing aspects of collective identity We'll look at some of your analyses of the TST material, and ponder our own collective identities.</p>	
3.	9.13.11	<p>Israeli-Jewish society and its sources of collective identity Using historical footage from some of Israel's momentous events, we will try to trace some of the sources of Jewish Israeli collective identity. We will also discuss sources of commitment to ethnic identity, using the Jewish-Israeli case study as an example.</p>	<p>- Ashmore, R., Deaux, K., and McLaughlin-Volpe, T. (2004). An organizing framework for collective identity: Articulation and significance of multidimensionality. <i>Psychological Bulletin</i>, 130, 80-114.</p> <p>- Nisan, M. (2010) Emotion and cognition in the development of</p>

		<p>Introduction to narrative research</p> <p>Using some basic theories of qualitative research, we will try to understand what narrative inquiry is all about.</p>	<p>Jewish identity, pp. 9-73.</p> <ul style="list-style-type: none"> - Bruner, J. (1985): Narrative and paradigmatic modes of thought. - Sciarra, D. (1999): The role of the qualitative researcher.
4.	9.20.11	<p>Living war- I</p> <p>The experience of being a soldier, of waiting for a soldier, and of living in the shadow of war and terror– will be pursued.</p>	<ul style="list-style-type: none"> - Leiblich, A. (1978) excerpts from “Tin soldiers on Jerusalem beach” – pp. 3-10, 27-45, 68-94 - Leiblich (1989) Transition to adulthood during military service – The Israeli case. pp. 149-195. - Lonmsky Feder, E. (1997): A woman studies war – stranger in a man's world.
		<p>Defining a good research question</p> <p>This class will cover criteria for choosing a topic and questions.</p>	
5.	9.27.11	<p>Living war-II</p> <p>Screening of “Waltz with Bashir”.</p>	<ul style="list-style-type: none"> - Tuval-Mashiach, R. (2004). Coping with trauma: Narrative and cognitive perspectives. <i>Psychiatry</i>, 67(3), 280-293. - Bar-On, D. (1992). A testimony on the moment before the (possible) occurrence of a massacre. <i>Journal of Traumatic Stress</i>, 5(2), 289-301. - Lewis-Herman. J. (2009). Ch. 7 Crime and memory. pp. 126-141
		<p>Discussion of movie.</p> <p>What is it like living in a culture in which war and the army are part of everyday life? How do people live the duality of soldier/civilian in Israel? – Based on the film, these and similar questions will be discussed.</p>	
6.	10.4.11	<p>Collective post-trauma: After the holocaust</p> <p>Israeli identity as a reaction to the trauma of the Holocaust.</p> <p>This class will focus on the personal traumas: That of first, second and third generation survivors. Is there such a thing as intra-generational trauma transmission?</p>	<ul style="list-style-type: none"> - Burg, A. (2008): The Holocaust is over; we must rise from its ashes. pp. 20-35, 41-44. - Elkana, Y. (1988) A plea for forgetting, Ha’aretz. - Greenspan, H. (2002). Listening to Holocaust survivors. - Weiss, R.S. (1994): Chapter 4 – Interviewing.

		<p>The narrative interview</p> <p>How to plan, conduct, transcribe and reflect on a qualitative interview.</p> <p>Interviewer-interviewee relations, demo of interview.</p>	
7.	10.11.11	<p>After the Holocaust – part II</p> <p>In this class we will focus on the collective traumas and the culture of memorializing. How much of Israeli identity can the Holocaust explain? What lessons has Israeli society learnt from the Holocaust? Is putting the Holocaust trauma aside on a collective level an option?</p> <p>The interview – special considerations</p> <p>First exercise of interview and feedback.</p> <p>Interviewing special populations, the reluctant respondent, special situations that come up in interviews. How to transcribe an interview.</p>	<p>Adler, P. & Adler, P. (2002) The reluctant respondent. pp. 515-535.</p> <p>PLEASE BRING RECORDING DEVICES!</p>
8.	10.18.11	<p>Midterm exam – theories of identity and their application to Israeli contexts</p> <p>Interviewing round robin and feedback.</p>	<p>No reading for today. (But you do have a mid-term exam!)</p> <p>PLEASE BRING RECORDING DEVICES!</p>
9.	11.1.11	<p>Conflicting narratives and hostile identities</p> <p>Why is the peace process not moving forward? How come Israeli Jews' and Arabs' attitudes towards each other are so negative? What happens when in-groups are defined in relation to despised out-groups? A discussion of intolerance and entrenched identities in Israeli society.</p>	<p>Bar-Tal, D. (Ed.) (2011). Ch.4 – Collective memories of conflicts and ch. 5 – Identity & conflict. pp. 125-139.</p> <p>Kelman, H. C. (1999). The interdependence of Israeli and Palestinian national identities. Journal of Social Issues, 55: 581-600</p> <p>Bar-On (2006). Ch.4: Story telling in the Israeli Jewish and Palestinian</p>

		<p>Narrative analysis and interpretation – <i>Beginning of group assignment: Divide into groups, plan research questions and focus of pilot study</i> Depending on time, we will begin to discuss holistic methods of close reading, questioning the text, analyzing form</p> <p>TODAY: BRING THREE SOCIAL IDENTITY QUESTIONS .</p> <p>ALSO TODAY: SUBMIT TRANSCRIPTION OF ONE <u>CLASS</u> INTERVIEW WITH COMMENTS ON PROCESS.</p>	<p>context. pp. 121-159.</p> <ul style="list-style-type: none"> - Lieblich & Tuval-Mashiach (1998): A new model for classification of approaches to reading, analysis and interpretation. - (Optional: Kvale (1996) <i>InterViews</i>. ch.10: The 1000 page question, and ch. 11: Methods of analysis).
10.	10.25.11	<p>The kibbutz – A unique grand-scale social experiment</p> <p>How Israeli society oscillates between individualism and collectivism, as seen through the lens of the Kibbutz case study. Our main focus will be on the relational world of people who were raised communally.</p>	<ul style="list-style-type: none"> - Josselson et. al. (1997). <i>Conversation as method</i>, pp. 1-8, 13-19, 31-57, 138-148. - Josselson, (2004): <i>The hermeneutics of faith and the hermeneutics of suspicion</i>. <p>DURING THIS WEEK AND THE PREVIOUS ONE, YOU SHOULD BE CONDUCTING A PROJECT INTERVIEW AND TRANSCRIBING IT.</p>
		<p>Subversive readings of oral text</p> <p>Grounded Theory and cross-case analysis. Hermeneutics of suspicion versus hermeneutics of faith, reading "silences" and between the words, psychoanalytic and feminist readings.</p>	
11.	11.8.11	<p>The minority (and double minority) Arab experience</p> <p>Reflecting on the minority experience and its implications through the case study of the Israeli Arabs.</p>	<ul style="list-style-type: none"> - Herzog, H. (2004). "Both an Arab and a Woman': Gendered, racialised experiences of female Palestinian citizens of Israel." <i>pp.</i> 53-82. - Kashua, S. (2004) <i>Dancing Arabs</i>, pp. 91-107. - Haritatos, J. & Benet-Martínez, V. (2002). Bicultural identities. <i>Journal of Research in Personality</i>, 36, 598-606. <p>TODAY: PLEASE BRING A TRANSCRIPT OF YOUR PROJECT INTERVIEW.</p>
		<p>Group work on project</p> <p><i>Group analysis of individual transcripts.</i></p>	

<p>12.</p>	<p>11.15.11</p>	<p>Jewish Religious Identity in Israel To discuss the religious experience in Israel, we will look at the National-Religious identity and at the Ultra Orthodox identity.</p>	<p>- Schachter, E. P. (2004). Identity configurations: A new perspective on identity formation in contemporary society. <i>Journal of Personality</i>, 72(1), 167-200.</p>
<p>Screening of “The Ushpizin”</p>			
<p>13.</p>	<p>11.22.11</p>	<p>The Immigration experience We will be having a guest lecturer on the mass Russian immigration to Israel and its effects on the immigrants themselves and on Israeli society as a whole. Our visiting speaker, Dr. Roberman, focuses on the experience of the Russian immigrants in Israel and in Germany. (readings may change according to guest lecturer, TBA)</p>	<p>- Leiblich, A. (1997) Looking at change: Natasha, new immigrant. - (optional: Narvaez, R. F., Meyer, I. H., Kertzner, R. M., Ouellette, S. C., & Gordon, A. R. (2009). A qualitative approach to the intersection of sexual, ethnic, and gender identities. <i>Identity</i>, 9(1), 63-86.) - Merrick E. (1999): An exploration of “quality” in qualitative research. - (Optional: Lincoln, Y. (1995): Emerging criteria for quality in qualitative and interpretive research.)</p>
<p>Ethics and assessment Assessing qualitative research, Dilemmas and ethics of qualitative research. <i>Cont.: Cross analysis of group interviews.</i></p>			
<p>14.</p>	<p>11.29.11 – Last class</p>	<p>Is collective Israeli identity disintegrating? Some common experiences and some differentiating ones in Israeli society; do most Israelis feel marginalized?; On the role of meaning and purpose in forming collective identities.</p>	<p>- (Optional: Kvale (1996) <i>InterViews</i>. ch. 14: Improving research reports).</p>
<p>How to write a narrative report Writing up your qualitative research; good qualitative writing; using theory in qualitative reports; summary of the course.</p>			