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 |

| Contact:         | Nurit.novis@gmail.com                                  |

| 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

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<tr>
<th>Class</th>
<th>Date</th>
<th>Subject of class and exercise</th>
<th>Reading and assignments</th>
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| 1.    | 8.30.11| **Introduction:** Psychologists studying identities, the Israeli case-study. Who are Israelis? Nomothetic and idiothetic research, description of the course. **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. | - McAdams, D. & Olson, B. (2010) Personality Development: Continuity and change over the life course. *Annual Review of Psychology*. Vol. 61: 517-542  
| 2.    | 9.6.11 | **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). **Analyzing aspects of collective identity**  
We’ll look at some of your analyses of the TST material, and ponder our own collective identities. | - McAdams, D. & Olson, B. (2010) Personality Development: Continuity and change over the life course. *Annual Review of Psychology*. Vol. 61: 517-542  
| 3.    | 9.13.11| **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. | - Ashmore, R., Deaux, K., and McLaughlin-Volpe, T. (2004). An organizing framework for collective identity: Articulation and significance of multidimensionality. *Psychological Bulletin*, 130, 80–114.  
- Nisan, M. (2010) Emotion and cognition in the development of |
**Introduction to narrative research**

Using some basic theories of qualitative research, we will try to understand what narrative inquiry is all about.


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<th>9.20.11</th>
<th>Living war- I</th>
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<td>The experience of being a soldier, of waiting for a soldier, and of living in the shadow of war and terror – will be pursued.</td>
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**Defining a good research question**

This class will cover criteria for choosing a topic and questions.


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<th>5.</th>
<th>9.27.11</th>
<th>Living war-II</th>
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|    |         | Screening of “Waltz with Bashir”.

**Discussion of movie.**

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.


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<th>6.</th>
<th>10.4.11</th>
<th>Collective post-trauma: After the holocaust</th>
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<td>Israeli identity as a reaction to the trauma of the Holocaust.</td>
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<td>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?</td>
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- Burg, A. (2008): The Holocaust is over; we must rise from its ashes. pp. 20-35, 41-44.
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<tr>
<th>Week</th>
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<th>Topic</th>
<th>Notes</th>
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<td>7.</td>
<td>10.11.11</td>
<td><strong>After the Holocaust – part II</strong>&lt;br&gt; 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?</td>
<td>Adler, P. &amp; Adler, P. (2002) <em>The reluctant respondent</em>. pp. 515-535. <strong>PLEASE BRING RECORDING DEVICES!</strong></td>
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<td><strong>The interview – special considerations</strong>&lt;br&gt; First exercise of interview and feedback. Interviewing special populations, the reluctant respondent, special situations that come up in interviews. How to transcribe an interview.</td>
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<td>8.</td>
<td>10.18.11</td>
<td><strong>Midterm exam – theories of identity and their application to Israeli contexts</strong>&lt;br&gt; Interviewing round robin and feedback.</td>
<td>No reading for today. (But you do have a mid-term exam!) <strong>PLEASE BRING RECORDING DEVICES!</strong></td>
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### Narrative analysis and interpretation – Beginning of group assignment

Divide into groups, plan research questions and focus of pilot study. Depending on time, we will begin to discuss holistic methods of close reading, questioning the text, analyzing form context. pp. 121-159.

- (Optional: Kvale (1996) InterViews. ch.10: The 1000 page question, and ch. 11: Methods of analysis).

**TODAY: BRING THREE SOCIAL IDENTITY QUESTIONS.**

**ALSO TODAY: SUBMIT TRANSCRIPTION OF ONE CLASS INTERVIEW WITH COMMENTS ON PROCESS.**

### 10. 10.25.11 The kibbutz – A unique grand-scale social experiment

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.

**Subversive readings of oral text**

Grounded Theory and cross-case analysis. Hermeneutics of suspicion versus hermeneutics of faith, reading "silences" and between the words, psychoanalytic and feminist readings.


**DURING THIS WEEK AND THE PREVIOUS ONE, YOU SHOULD BE CONDUCTING A PROJECT INTERVIEW AND TRANSCRIBING IT.**

### 11. 11.8.11 The minority (and double minority) Arab experience

Reflecting on the minority experience and its implications through the case study of the Israeli Arabs.

**Group work on project**

*Group analysis of individual transcripts.*


**TODAY: PLEASE BRING A TRANSCRIPT OF YOUR PROJECT INTERVIEW.**
| 12. | **Jewish Religious Identity in Israel**  
11.15.11 | To discuss the religious experience in Israel, we will look at the National-Religious identity and at the Ultra Orthodox identity.  
| 13. | **The Immigration experience**  
11.22.11 | 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)  
**Ethics and assessment**  
Assessing qualitative research, Dilemmas and ethics of qualitative research.  
- (Optional: Lincoln, Y. (1995): Emerging criteria for quality in qualitative and interpretive research.) |
| 14. | **Is collective Israeli identity disintegrating?**  
11.29.11 – Last class | 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.  
**How to write a narrative report**  
Writing up your qualitative research; good qualitative writing; using theory in qualitative reports; summary of the course. | - (Optional: Kvale (1996) InterViews. ch. 14: Improving research reports). |