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The Image of the Arab Man in the Curricula of the Governmental Secondary Education in Israel. "A Structural Study"

A PH.D Thesis in Education

(Foundations of Education)

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Introduction:

The preparation of curricula in all countries is one of the pivotal issues that country gives attention to, especially in the school education stage, to educate its children on the principles, ideas and ideologies that it wishes to build upon the foundations of judgment and political, economic and social systems. The educational system, with its tools and means, is the first reference for the various rational and behavioral structures.Hence the importance of the curriculum issue, as it is the first way to change the culture and civilization of entire peoples and teach them new ideas and concepts as it deems appropriate for the officials of the educational system in each country. In this context, many studies confirmed that Israeli curricula educate young people on the method of violence and envy, inculcating hatred and tarnishing the image of Arabs in general and the Palestinians in particular. Prevailing vision about the relationship between Arabs and Israel needs to be constantly re-established, in order to better manage the ideological, cultural and political differences so that it turns into a wealth providing man with values and ideals that prevent a permanent clash and devastating conflict.

Study Problem:

Studies that dealt with Arab affairs in Israeli books have established a set of criteria to analyze these books and break down their texts. Thus, it has addressed important dimensions about what Israeli educational curricula offers on the personality of Arab person, But the need still exists and is urgent to extrapolate what is beyond trying to form this image, as these curricula - and with this content - are trying to establish many myths that emphasize the nature of Arabic man versus the other nature of Israeli man. Disclosure of these myths comes only after trying to deconstruct the content of these curricula to extrapolate what lies behind the ideas and symbols presented therein. More specifically, this problem can be addressed by answering the following questions:

1. What are the main features of the governmental education system in Israel?
2. What are the concepts related to the image of the other, and the most important factors affecting its formation?
3. What are the prevailing attitudes about the Arabs in civil and history books (study sample)?
4. How is linguistic and semantic recruitment made to present ideas and concepts about Arabs in the study sample books?

The study importance:

The importance of the current study is evident in the following points:

First: Theoretical importance of the study:

1. The position of Egypt among Arabic and Islamic countries and its interest in Arabic and Islamic affairs necessitates conducting scientific studies about

the image of Arabs in Israeli curricula, especially those that are based on documented information and objective data away from angry reactions.

2. The current topic of study is an essential foundation for understanding the dimensions of Jewish Israeli thought and the potentialities of the Israeli Jewish character, and then understanding the nature of the conflict that is taking place between us and them in various areas of life. Thus, the study reflects a state of scientific and cognitive awakening towards this sensitive field, because it reveals the intellectual process that is taking place in Israeli youth.

Second: Applied importance of the study:

1. The study presents a set of mechanisms and procedures that may contribute to modifying the stereotype that Israeli curricula have about the Arabs, and the fallacies and suspicions raising around them. These curricula are a political decision directed by the Zionist entity, and they reflect many of the concepts, beliefs, and differences adopted by Israel and its institutions. These curricula need to be researched and then changed.

2. The results of the study may be beneficial for experts and decision-makers in the Arab world. It also can provide Westerners studying the Arab personality with an objective and feasible scientific study, so that they play a positive role in the framework of civilizations' dialogue, and improve the strained relations between many countries of Arabic and Western world.

Objectives of the study:

1. Shedding light on the main features of governmental education system in Israel.

2. Explaining the concepts related to the image of the other, and determining the most important factors affecting its formation.

3. Extracting the prevailing attitudes about the Arabs in civil and history books, the study sample.

4. Exposing the linguistic and semantic recruitment mechanism to present ideas and concepts about Arabs in the study sample books.

Study methodology:

1. In some parts of the study, the study follows the chronological method in general and the analytic method in relation to historical thought in particular. The researcher has relied on this methodology to shed light on the stages of the development of Israeli education, and the laws governing that education, with the ideas and policies it carries which finally resulted in the current educational system with its various ideologies and goals.

2. The current study relies on the structural vision as a methodology used by the researcher in analyzing the content to study the relationship between the writer and the student by deconstructing the texts that deal with Arabic person in order to find out the significance of those texts. The researcher analyzes the educational discourse and what beyond the educational discourse of humanities curricula's sample prescribed for high school students in official Israeli schools.

Study Procedures:
The study proceeded according to the following procedures:
The general framework of the study
Chapter one: The governmental education system in Israel.
Chapter Two: The image of the other and the factors affecting its formation
Chapter Three: The methodological procedures for the analytical study and its quantitative results.
Chapter Four: Political - Zionist concepts about the Arab in textbooks**.**
Chapter Five: Social and religious concepts about the Arab in textbooks.
Study Conclusions:
  The study has reached a set of conclusions, the most important of which are:
- The books adopt the dual image "positive and negative ego" in handling the image of the Arabs. The Arabs came as terrorists, and the Israelis as victims. Israeli ego came advanced and civilized; the other Arab was backward and delayed. The ego seeks peace and coexistence, and the other seeks fighting and blood. Distortion of the other Arab in exchange is amplifying and elevating Israeli Jewish ego. The stereotype drawn by the Hebrew textbooks for the Arabs aims to establish a state of discomfort among Arabs, which leads to feelings of anxiety, fear in addition to the loss of confidence in them, and the tarnishing of their image.

- Mechanisms of forming the minds of Israeli students seek to mold those minds into a specific thinking style targeting the Arabs. This is done by providing them with false information, which ultimately leads to the creation of like-minded generations not freely aware of such mechanisms.

- The results show that there are some positive attributes of Arabs and Muslims, such as the tolerance of Islam with the Dhimmis, the assertion of Islam on the values of justice and equality, the tendency of the Arabs to accept peace and reconciliation policies, the solidarity of all Arabs together, demonstrated by their solidarity with the Palestinian cause, the struggle of Arabs and against occupation and colonialism. Islam is a protection against the dangers inherent in contemporary cultures. It turns out that the total number of features of the image of Arabs in these books recur (312) times, (77) of them are positive (24.7%), (74) neutral or objective (23.7%), and (161) negative with (51.6%).

- The current textbooks belong to the last three decades, that is, after the peace agreements with Egypt and Jordan and the Oslo agreement. Therefore, its approach in dealing with the image of Arabs was somewhat different - in method, not in content. The approach taken by the old books, or what is called the books of the first generation of educational curricula, intentionally distorted the image of Arabs directly and bluntly, but modern books follow the indirect implicit goals style (the latent style) in their presentation of most topics that offend Arabs. Despite what can be considered a development in the school curricula, the image of the Arabs remains the same, with a highly negative, distorted nature.

- Most of the scheduled books are still not subject to the required international standards, a fact particularly clear in the old books approved by the Israeli Ministry of Education, and less clear in the new books. In both cases the result is the same: students study books full of inaccuracies which contribute to forming a negative stereotype of the Arab.