



“My eyes ... pull the dust of the land of Israel” - The new curriculum in literature

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Abstract

Literature has the potential to change reality. Along with this, the literature program which is taught in high school has a great effect on the Israeli students' consciousness and on their “book selves”. This curriculum is taught and assimilated by the young Israeli generation which shapes the Israeli “imagined community”.

This program is based on four subjects: “identity”, “what is love”, “living in Israel” and “poems about the Holocaust”. Each subject contains ten chosen poems. Reading the poems while examining the connection between the poem and its subject reflects a “story” basically wrong and disrupts the characteristics of the “imagined community”. The story comes about by reviewing the poems in the four subjects. It can be understood by the stories told that most of the Israeli authors and poets are men. Women rarely write about two subjects which are love and poems about the Holocaust. The writers (men and women), citizens of the “imagined community” were born in the twenties, thirties and forties of the previous century.

There are almost no young writers whose voices are heard in the last few decades. The identity of the male poet in this “imagined community” is shaped by family, genealogical and historical factors. In addition, their identity is the local Israeli identity which has been entwined with the Israeli location, views, communities and people. On the other hand, the female identity is completely cut off from family, genealogical and historical characteristics as well as the distinctiveness of the Israeli location. The female identity is represented as a poor victim who has no connection with the Israeli location.