

Index

- Abdalla, Sofy, 170
 Abdullah, Emir, 104
Abir (Ya' ari), 200
 Aboud, F., 13, 49, 243, 244, 249, 252, 253, 256,
 257, 258, 259, 287, 288, 299, 382
 Abrams, D., 245, 246, 352
 Abu Raya, I., 150
 Aburaiya, I., 153
 accentuation tendency, 22
 activism, 396–397
 adolescents, 14, 16, 18, 19
 anti-Semitic, 48
 bias, age and, 248
 cognitive development of, 237, 365
 drawings of, 326
 prejudice, child's development and, 244
 prejudice, cognitive skills and, 51
 self-identity and, 241, 254, 292
 adolescents, Israeli. *See also* adolescents,
 Israeli early; adolescents, Israeli late;
 adolescents, Israeli mid-; Israeli Jews,
 views on Arabs, adolescent
 African/Asian Israeli, religious middle
 class and, 301–302, 317–319, 322–323
 age differences, views on Arabs and, 213,
 216, 217–218, 223, 229
 Arab knowledge by, 294–295
 Arab nations, age and, 304–306
 Arab nations, attitudes and, 303–306
 Arab negative trait/description changing
 with age with, 292, 297–299, 300,
 301–302, 303, 307–309, 313–314,
 315–318, 319–320, 321–322, 380–381
 attitude assessment for, 297, 304, 305
 attitude changes, about Arabs, for,
 213–214, 215–216
 attitudes, about Arabs, for, 215–216, 220,
 222–223, 226
 attitudes, age and, 298, 300, 302, 303, 309,
 316–317
 behavioral intentions assessment for, 297
 behavioral intentions toward Arabs by,
 300–302, 303
 conflict/aggression elevation and
 increasing negativity of, 358–359, 381
 differentiation, generalization and,
 303–309
 emotions of, about Arabs, 212, 213–214
 fighting vs. compromising and, 302
 general trends with, 312–313
 hatred and, 212
 image acquisition method for, 293–294,
 310–312
 immigrants of former Soviet Union,
 African/Asian, of European origin and,
 302–303, 317–319, 322–323, 385
 ingroup favoritism and, 292, 309, 313,
 315–316, 317–318, 321–322
 Jews/Israeli description, overall positive,
 by, 297–299, 300, 301, 302, 309, 315–316
 macroenvironment and, 318–319
 non-Arab nations, Arabs, age and,
 306–309, 310, 322–323, 354–355
 outgroup and, 312–313, 315–316, 317–318,
 321–322
 self-enhancement/esteem motivation
 with, 316–317, 322, 344, 354, 366
 social contact, age and, 296, 300, 302, 303,
 305, 306, 309, 311
 source (TV, parents, teachers) of
 information on Arabs for, 295–296, 311,
 382
 specific environments influence on,
 296–303, 310
 stereotypes' assessment for, 296–297,
 303–304, 305, 307

- adolescents, Israeli (*cont.*)
 stereotypes' characteristics, age and, 295,
 297–298, 300, 301–303, 307–308, 309,
 313, 316–317
- adolescents, Israeli early, 19
 aggression and, 359
 image complexity, structure
 differentiation and, 384
 ingroup preference and/or outgroup
 rejection by, 244, 345, 346, 347, 352, 354
 362, 363, 365–366, 368, 373
 low self-esteem, ingroup favoritism and,
 352–353, 354, 369, 384, 402
- adolescents, Israeli late
 image of Arab/person, outgroup
 moderation and, 357
 ingroup favoritism moderation and
 outgroup rejection moderation by, 367,
 368, 384
 low self-esteem, ingroup favoritism and,
 369
- adolescents, Israeli mid-
 aggression and, 359
 explicit outgroup rejection by, 367
 ingroup favoritism and outgroup
 rejection, moderation and, 346–347,
 367, 368, 373
 self-esteem, outgroup favoritism and,
 354, 384, 402
- Adorno, T. W., 50, 52
- Adventures of Riki Maoz* (Shahar), 190
- adventures of the reconnaissance unit Rimon,*
The (Biber), 191
- adversary. *See* opponent
- affect. *See also* emotions
 attitudes, social representations and,
 248–250, 259, 402
 color-, hypothesis, 332–334, 363
 conflict, threat, delegitimization and,
 249–250
 definition, 232, 248
 hope, acceptance and process of change
 of, 393
 mental images and components of, 256
- African/Asian Israeli, 213, 226, 269–271,
 286, 301–302, 317–319, 322–323,
 385
- Africans, 328
- Agadati, Baruch, 202
- age, 17, 19
- aggression, 90
 anger and, 75
 HFD, beliefs, intentions and, 338,
 339–344, 345, 346, 347, 348, 350–351,
 358–359, 371, 372
- Agid-Ben Yehuda, H., 137, 138
- Ahdut ha-Avoda, 135
- Al Haj, M., 225
- Al-Aqsa, 100
- Alfred, Mike, 199
- alienation, 151, 181, 187, 198
- Alla Karim* (Orloff-Arieli), 198
- Allon, Yigal, 137–138
- Allport, G. M., 27, 57, 73, 248
- Alon, Hemda, 184
- Alschuler, R. H., 332
- Altemeyer, M., 52, 75
- Alvarez, J. M., 332
- Amato, M., 49, 249, 252, 258, 287, 382
- American social psychology, 4, 5
- Amir, Y., 222, 405
- Amitai, Mordechai, 196
- anger, 74–75, 378
 aggression and, 75
 frustration and, 75
 threat and, 75
- animosity, syndrome of, 84
- Another Place* (Oz), 183
- "Ants" (Orpaz), 183–184
- Apple, M. W., 157
- appointed, The*, 205
- Arab citizens of Israel, The*, 167
- Arab in Israeli Drama and Theatre, The*
(Urian), 197
- Arab League, 108
- Arab Prophecy* (Redler-Feldman), 130
- Arab-Israeli conflict. *See also* peace
 adaptation needed in, 123
 Arab/Jewish image compared with
 different levels of conflict in, 357–359,
 369–370, 374
- Attrition War, PLO terror activity and,
 110–111
- background of, 9–10, 16, 92–93, 99,
 101–103
- continuous strife of, 100
- disagreements of sides in, 100
- ethnocentrism in, 94–95
- Intifada (uprising) of Palestinians and,
 113, 115, 146, 147–149, 386, 403
- intractable nature of, 98–101
- irreconcilable differences in, 99
- Israel Jewish ethos of conflict with, 116
- Israel-Egypt Peace Treaty for, 10, 112, 122,
 379
- Israeli Jews' views on, 216–220
- Jewish narrative of, 101–116
- macrocontext of, 92, 122
- negative psychological intergroup
 repertoire perception and, 100–101
- nonviolent period vs. atrocity period of,
 18
- Operation "Peace for Galilee" in, 112–113
- Palestine territorial issue of, 98, 117, 129,
 131–132, 135, 136–137, 139, 152,
 153–154, 166, 404

- past intergroup experience of, 95–98
 peace process of, 10, 100, 113–116, 216–217
 religious/cultural concerns in, 99
 Sinai Campaign (1949–1956) of, 108, 109
 Six-Day War (1967) of, 109–110
 sociocultural context of, 92, 94–98
 violence of, 99–100, 101
 Yom-Kippur War and, 111
Arab-Israeli Conflict, The, 166–167
 Arabs. *See also* fellahin; *Fidayeen*; Israeli
 Arabs; Israeli Jews, views on Arabs;
 Palestinians; public discourse, about
 Arabs; textbooks, Israeli school
 in adult Hebrew literature, 178–187
 alienation of, 187
 children, stereotypes, prejudice and, 2, 10,
 16–17
 delegitimization of, 169–172, 173–174,
 175–176, 180–185, 188–194, 196–199,
 200, 201, 202–204, 206–207, 210–211,
 366, 370
 differentiation between, 161, 212–213, 224,
 379–380
 discrimination of, 140, 227, 387
 economic/political weakness of, 151
 as enemy, 163, 380
 equal rights for, 152, 164, 226
 European (Jewish) ethnocentrism against,
 94–95
 evolving of stereotypes and prejudice of, 2
 humanization of, 150–151, 152, 164–166,
 167, 168–169, 170, 172–173, 174–175,
 184, 185–187, 194–197, 199–201,
 203–205, 206–207, 380, 381, 406
 image acquisition of, with Israeli
 adolescents and preadolescents,
 293–294, 312, 320
 image acquisition of, with Israeli
 preschoolers, 266–268, 269, 272–273,
 274–275, 282, 289, 330
 image, compared from different levels of
 conflict, 357–359, 369–370
 image, compared with image of “person”
 and Jews, 354–357, 368, 369, 374
 image quality lacking and negativity to,
 346, 347, 348, 349–351, 355, 361, 373
 immigration to Palestine, 104
 Independence War (1947–1949) and,
 106–108, 162–164, 173–174, 181–182
 as invisible people, 160
 labels on, 121–122, 154, 171, 222–224, 256,
 359, 376
 leaders’ influence on, 16
 mass media and, 16, 135–136, 143
 media, little coverage of, 150, 151
 media research and, 150–154
 mythologization of, 135
 paternalism toward, 152–153
 rioting against Jewish settlements
 pre-Israel, 104–105, 106
 romantic description of, 95, 161, 178–180,
 206
 as social category, 209
 World War II and, 106
 Yishuv, textbooks and portrayal of,
 160–161
 Arafat, Yasser, 109, 114, 115, 137, 139, 149,
 155, 215, 399
 Arian, A., 98, 228
 Armenia, 38
 army service, 291, 386
 Ashmore, R., 27, 40–41
 Asiatic Levant, 94
 Asmar, Fouzi El, 188
 associative network model, 239
 atrocities, 144
 attention, focus of, 243
 attitudes. *See also* adolescents, Israeli;
 children, Israeli preschool; children,
 Israeli school age/preadolescent
 abrupt shift, resistance to change in, 384,
 402
 acquisition of, 283–285
 affect, social representations and, 248–250
 assessment of, 209
 images, stereotypes and, 268, 269, 270,
 271, 273–274, 275, 276–277, 284
 implicit vs. explicit level of social,
 257–258
 negative, 72–73, 77
 negative, in drawings, 328
 rougher age trajectories of, 313
 sense of knowledge, perceived similarity,
 perceived quality of relations as
 predictors of, 309
 words, concepts, stereotypes and, 262,
 263, 265, 284, 383
 Attrition War, 110–111
 Auerbach, Yehudit, 136, 137, 138
 Auran, Y., 223
 authoritarian personality, 49, 50, 52
Avanti-Popolo, 204, 205
 Averill, S., 75
 Avivi, B., 161
 Avraham, E., 150, 153
 Axelrod, Nathan, 202
 Azam, Samira, 170
 Baharav, Motti, 200
 Balfour, Lord, 133
 Balfour Declaration, 104, 105
 Ballachey, E. L., 8
 Balles, Shimon, 185
 Banaji, M. R., 257
Baptism of fire (Dominitz), 193
 Bar, Amos, 192

- Barak, Ehud, 115
 barbarian, perceived, 37
 Bargad, W., 179
 Bar-Gal, Y., 160, 161, 164, 165
 Barlow, H., 236
 Baron, Dvora, 180
 Barrett, M., 236, 252, 281, 284
 Bar-Tal, D., xiv, 60, 117, 144, 167, 169, 214, 215, 222, 249, 252, 256, 330
 Bar-Tal, Y., 51, 214
 Barzilai, G., 113, 144
 Barzilai, Yehoshua, 131, 180
 Batdori, Shulamit, 198
 Baumeister, R. F., 241, 247
 Beach, K. R., 324
 Beaudet, J., 257, 299
 Bedouin, 103, 161, 179, 197, 201, 202
 Begin, Menachem, 113, 136, 137, 138–139
 behavioral intentions, 53
 Beilin, H., 236
 belief congruence theory, 51
 Beliefs and Intentions Questionnaire, 337–344, 345, 346, 347, 348, 350, 358–359, 361, 371, 372
 Bell, S. M., 238
 Ben Ezer, E., 178, 181, 183, 184, 186–187
 Ben Gurion, David, 97, 109, 134, 141
 Ben Shaul, N., 201, 204
 Ben Zvi, Yitzhak, 134
 Ben-Amos, A., xiv
 Ben-Ari, R., 405
 Ben-Hur, Itamar, 198
 Benjamin, H., 166
 Ben-Ner, Yitzhak, 185, 200
 Bennett, M., 284
 Ben-Rafael, E., 150
 Ben-Shalom, Tzvia, 194
 Benyamini, K., 211, 212, 213
 Ben-Yehuda, Hemda, 136, 178
 Berkowitz, L., 75
 Berlovitz, Y., 178
 Bettelheim, B., 52
Beyond the road – or a secret group (Omer), 193
Beyond the walls, 204
 bias, 84–86, 88, 289
 with age groups, 248, 313–314, 321, 345, 361–362, 364–365, 366, 384
 counterbias and, 257
 image of enemy, 251
 realistic conflict theory and, 251
 self-esteem and, 245–246, 247–248, 345
 Biber, Yehoash, 191, 192
 Bigler, R. S., 369
 Bird, C., 49
 Bistritzky-Agmon, Natan, 178
 “bitter cup of coffee, A” (Granot), 184
 Bizman, A., 217, 222
 Black-Gutman, D., 366
blast in the Ahalan, The (Karmy), 196
 Bodenhausen, G. V., 87
 Bogardus, E. S., 209
border, The (Shamir), 184
 Borochoy, Ber, 134
boundary in the heart, The (Omer), 196
 Bourhis, R. Y., 6, 29, 35
 Braly, Kenneth, 3, 4
 Branscombe, N. R., 246
 “Breakdown and bereavement” (Brenner), 180
 Brenner, Yosef Chaim, 131, 180
 Brewer, M. B., 4, 47, 283
 Brith Shalom, 129–130
 British, 44, 108, 306–307, 308
 Arabs supported by, 106–107
 attitudes to other nations/peoples, 252, 284
 in Palestine, 103–106, 115, 133, 158
 Yishuv against, 106
broken promise, The (Ben-Hur), 198
 Brophy, M., 47
 Brosh, H., 168, 169
 Bruner, J. S., 234, 235, 239
 Bulgaria, 38
 Burdick, H., 49
 Burla, Yehuda, 178
 Burn, S. M., 89
 Buton, Yitzhak, 200
 Cairns, E., 11
Cairo operation, 203
 Cameron, J. A., 332
 Camp David, 115
 Camp David Accord (1978), 112
 Campbell, D. T., 8, 25, 47, 52, 58
 Cantril, H., 216
 Carlson, D., 79
 Caspi, D., 138, 141, 142, 226
 categorization, 14, 17, 53. *See also*
 self-categorization
 cognitive economy, information, and, 234
 image, 282, 311–312
 re-, 390
 social knowledge, information processing and, 242, 258–259, 362, 389
 Catholics, 70, 88
 Chadha, N., 405
 Chaigne, E. G., 332
 Chaiken, S., 325
 Chamberlain, Neville, 105
 Chanany, Yosef, 195–196
 change
 agents of, 398–399
 of conflict context influencing
 psychological intergroup repertoire, 378–381

- future and difficulty in changing, 383–384, 390
- individual resistant to, 7
- methods of, 399
- negative psychological intergroup repertoire and conditions of, 390–391, 394
- negative psychological intergroup repertoire and implementation of, 397–406
- negative psychological intergroup repertoire and types of, 391, 394, 408
- slow, 407–408
- Changes in the geography of Israel, 170–171*
- chase in the desert, A (Talmi), 195*
- chauvinism, 97
- childhood, Israeli middle, 285. *See also* children, middle childhood of
- image complexity, skin color, and, 364–365
- ingroup favoritism and outgroup rejection and, 244, 292, 346, 347, 361, 365, 368, 373, 384
- women and views of, 350
- children. *See also* adolescents; children, Israeli; children, Israeli preschool; children, Israeli school
- age/preadolescent
- acquisition of words/images by, 236, 255–258, 262–266, 382–383
- cognitive approach to, stereotypes, 12, 13, 14, 17
- cognitive development, domains of knowledge and, 236–238
- cognitive foundation of, 233–234
- color-affect and, 332–334
- conflict, threat, delegitimization and, 249–250, 288
- developmental hypothesis to, stereotypes, 13
- discrimination and, 11, 45, 48
- drawings, age and, 326, 333
- drawings, as internal model, 327
- drawings, as projective view, 327, 329
- educational institutions influencing, 45
- environmental influences on, 18, 233–234
- family influence on, 34, 48–50
- ingroup preference of, 247
- intergroup relations/realistic conflict approach to, stereotypes, 12–13
- interpersonal experience development of, 243
- language, learning shared knowledge and, 235–236
- large vs. small (inferior vs. important) drawings for, 331–333
- literature, construction of reality and, 187–188
- literature, socialization and, 187
- majority vs. minority, 244
- middle childhood of, 14, 18, 254
- natural learning to, stereotypes, 13
- parents, socialization and, 48–49, 50, 252, 271–272, 287, 295, 382
- psychodynamic approach to, stereotypes, 12, 14
- reinforcement/punishment procedures for, 49–50
- self-awareness and self-recognition of, 240–241, 382–385
- SIT, intergroup attitudes and, 247
- social desirability influence on, 258
- social images for, 363
- social learning approach to, stereotypes, 12, 45, 48–49
- social/national information before personal sentiment with, 285
- sorting by, 332–333
- stereotype acquisition by, 11, 12, 16–17, 18–19, 187–188
- teachers, social knowledge and, 252–253, 271–272, 286, 287, 295–296, 311
- television, social knowledge and, 252–253, 271–272, 287, 295, 311–312, 314, 362, 382, 400
- children, Israeli
- Arabs, in children's literature for, 177–178, 187, 206–207
- conflict/aggression elevation and increasing negativity of, 381
- dislike/negative attitude of Arabs by, 210, 380–381
- fear of Arabs by, 210
- information/books influencing, 211, 232
- integrative developmental-contextual approach with, 254
- lack of encounters with Arabs by, 210
- peace, Arabs and, 210
- positive reference to Arabs by, 210
- relating to Arab children, 169
- views of Arabs by, 209–211, 217–218
- children, Israeli preschool, 14, 17–18
- acquisition of words of Arab, Jew, Israeli by, 236, 255, 262–263, 264, 280, 289, 382–383
- age change, image acquisition, attitude change and, 267–268, 269, 283–284, 285, 304
- age change, words, attitude change, for, 266, 269–271, 285, 304

- children, Israeli preschool (*cont.*)
 Arab description, overall negative, by, 264, 265–266, 268, 269, 270–271, 273–274, 276–277, 278–279, 280, 283–284, 285–286, 287, 288, 313–314, 362, 380–381, 383–384
 Arab knowledge by, 269–270
 Arab positivity declining rapidly in, 283–284
 behavioral intentions and, 274
 conflict, threat, delegitimization and, 288–289
 differentiation, generalization, and, 278–279, 280, 285
 ethnic and national identity, words and, 263, 264–265, 283, 284–285, 289
 the future and difficulty in changing negative psychological intergroup repertoire with, 384
 HFD obtained for, 330
 image acquisition method for, 266–267, 269, 280, 289, 311, 330, 344, 362–363
 image complexity, structure differentiation and, 362
 implicit awareness/cues of outgroup by, 238
 ingroup preference and/or outgroup rejection by, 244, 254, 283–284, 312–313, 345, 346, 347, 361, 362–364, 368, 373, 383, 384–385
 integrated kindergarten, image acquisition and, 272, 275, 277, 286, 290, 385
 Jews/Israeli description, overall positive, by, 264, 265, 284
 large vs. small (inferior vs. important) drawings for, 331–333
 liberal social sectors, image acquisition and, 274–275, 276–277, 286, 290
 lower socioeconomic class of Jews/Arabs, image acquisition and, 272–274
 macroenvironment and, 288–289
 middle class, image acquisition and, 267–269
 objectives and overview of study of, 261
 peace education for, 402
 psychological intergroup repertoire learned by, 382–385
 skin color and, 363, 364, 373, 383
 source (TV, parents, teachers) of information on Arab for, 271–272, 287, 362, 382
 specific microenvironment and, 285–286, 290
 stereotypes, attitudes, images and, 268–269, 270, 271, 273–274, 276–277, 278–280, 284, 362–364
 stereotypes, attitudes, words and, 263, 265–266, 284, 295, 383
 upper socioeconomic class (Euro-American origin), image acquisition and, 269–272, 286
 word use, comprehension and, 11, 236, 275, 281–282
- children, Israeli school age/preadolescent, 254. *See also* adolescents, Israeli early; childhood, Israeli middle
 African/Asian Israeli, religious middle class and, 301–302, 317–319, 322–323
 Arab knowledge by, 294–295
 Arab nations, age and, 304–306
 Arab nations, attitudes and, 303–306
 Arab negative trait/description changing with age with, 297–299, 300, 301–303, 307–309, 312, 313–314, 316–317, 321, 322, 380–381
 attitude assessment for, 297, 304, 305
 attitudes, age and, 298, 300, 302, 303, 309, 316–317
 behavioral intentions' assessment for, 297
 behavioral intentions toward Arabs by, 300–302, 303
 bias of, 313–314, 321, 345, 361–362
 developmental overview of, 311–317
 differentiation, generalization and, 303, 309
 fighting vs. compromising and, 302
 general trends with, 312–313
 HFD obtained for, 330
 image acquisition for, 293–294, 310–312, 320, 330
 immigrants of former Soviet Union, African/Asian, of European origin and, 302–303, 317–319, 322–323, 385
 ingroup favoritism and, 292, 309, 312–314, 316, 317–318, 321
 Jews/Israeli description, overall positive, by, 297–299, 300, 301, 302, 309
 large vs. small (inferior vs. important) drawings for, 331–333
 non-Arab nations, Arabs, age and, 306–308, 310, 323, 354–355
 outgroup and, 312–313, 314, 315, 316, 317–318, 321
 peace education for, 402
 social contact, age and, 296, 300, 302, 303, 305, 306, 309
 source (TV, parents, teachers) of information on Arab for, 295–296, 311, 314, 382
 specific environments' influence on, 296–303, 310
 stereotypes' assessment for, 296–297, 303–304, 305, 307

- stereotypes' characteristics, age and, 297–298, 300, 301–303, 307–308, 309, 313, 316
- “Children of Arabia” (Smilansky), 179
- children of the Old City, The* (Eliav), 188
- children of the Old City in captivity of the Legion, The* (Eliav), 190–191
- Chinese, 41, 306–307, 308
- Chinese-Indian relations, 23
- Christianity, 99
- Christian-Smith, L. K., 157
- Clinton, Bill, 115
- clothing. *See* traditionalism
- cognition, 232, 315, 382. *See also* social knowledge
- associative network model of, 239
 - cognitive development, domains of knowledge and, 236–238, 316–317, 402
 - early mental units of mind for, 234
 - exemplar model of, 239
 - integration vs. polarization with, 237–238
 - knowledge differentiation between animate and inanimate and, 238
 - language, learning shared knowledge and, 235–236
 - naive theory and, 237
 - origins of knowledge of, 233–234
 - prototype model of, 239
 - representation of knowledge in memory in, 238–240
 - social, 237
 - stereotypes declining, social attitudes balancing and maturing, 243–244
 - stereotypes, information processing, categorization and, 242, 362
- cognitive skills/processing, 51, 88
- cognitive theory, 12, 13, 14, 17
- cognitive-affective elements, 1, 2, 251, 256, 391
- Cohen, Adir, 188–189, 190, 191–192, 193, 194, 195, 196, 210
- Cohen-Hendeles, E., 214
- collective action, 126
- collective memory, 38, 59, 74, 76, 92, 96, 100, 124, 389–390, 393–394
- college students, 214–215, 222, 223. *See also* young adults, Israeli
- Collins, M. E., 47
- color(s)
- affect hypothesis, 332–334, 363
 - dark vs. light, 332, 336
 - factor, of HFD, 335, 345, 347, 350, 353, 372
 - lay theory of, 332, 363
 - meaning of, 333
 - number of, 332
 - number of, areas, 325–332
 - sorting by, vs. forms, 332–333
- communication
- channels of, 43, 125–126, 398
 - group, 28, 35, 39–40, 42
 - hegemonic frame of, 126
 - innovation, new beliefs and, 125
 - societal, 10–11, 125
- conciliation, 396
- conflict, 372. *See also* intractable conflict; realistic conflict theory
- Arab/Jewish images compared with different levels of, 357–359, 369–370, 374
 - change of, context influencing psychological intergroup repertoire, 378–381
 - in children's literature, 189, 193–194, 195–196
 - emotions, threat, delegitimization and, 249–250
 - ethos of, xiv, 3, 62, 116–117, 124
 - throughout history, 1
 - intergroup, 33, 57
 - psychological foundations of, 1
 - reescalation of, xiii
 - social context, stereotypes, prejudice and, 251, 319–320
 - socialization, parents and, 252
 - stress formed in, xiii
 - violent, 27
- conflict resolution, 219–220, 394–395, 401
- Cooper, J., 86
- coping, 61, 62, 64, 82–84, 123, 378
- Corcoran, F., 78
- Country sunset* (Ben-Ner), 185
- Cox, M. V., 327, 328
- Cronbach's α values, 335, 338
- Crutchfield, R. S., 8
- cultural exchanges, 405
- cultural products
- as controversial, 177
 - as mechanism of reflection, 177
 - in negative psychological intergroup repertoire, 78–79
 - as norms of society and its boundaries, 177
 - transition of image of Arabs in, 205
- cultural products, Israeli, 34, 35, 45
- of adult Hebrew literature, 177, 178–187, 381
 - Arabs delegitimized by, 206–207
 - Arabs humanized by, 206–207
 - Arabs, romantic image and, 206
 - of children Hebrew literature, 177–178, 187, 206–207, 381
 - films, 201–205
 - gap of artists and public in, 207
 - of Hebrew drama, 197, 381
 - peace, reconciliation and, 207

- cultural stereotypes, 27–28
 Czechoslovakia, 108
- Damon, W., 238, 242
Dan the guard (Shalom), 198
 Daniel, A., 189–190
 Darley, J. M., 86
Darnidin in a kidnapped plane (On Sarig/Karmeli), 192
 Dayan, Moshe, 111, 136–137
days of Tziklag, The (Yizhar), 182
Deception (Ben-Ner), 200
 Declaration of Principles (DOP), Israeli
 Palestinian, 114
 Del Boca, F. K., 27
- delegitimization
 of Arabs/Palestinians, in general,
 121–122, 128, 370, 376, 387
 conflict, emotions, threat and, 249–250
 cultural products, of Arabs, 206–207
 definition of, 67
 dehumanization with, 68, 69, 386
 differentiation and superiority with, 82,
 193
 drama, of Arabs, 197–199, 200, 201
 by early adolescents, 366
 epistemic function of, 80–81
 film, of Arabs, 202–204
 group comparison with, 68–69
 HFD and, 359
 of ingroup leaders, 407
 institutionalization and functions of,
 75–76, 80, 83, 90
 intergroup relations influenced by, 69
 Israeli Jewish ethos of conflict and,
 121–122
 justification with, 82–84
 labels used with, 34–35, 68, 69–70, 80, 81,
 82–84, 121–122, 223–224, 359, 375, 392,
 406
 leaders, of Arabs/Palestinians, 139
 literature (adult), of Arabs/Palestinians,
 180–185, 188–194
 literature (children), of
 Arabs/Palestinians, 188–194, 196–197,
 206–207, 210–211
 media, of Arabs/Palestinians, 145–146,
 147–149, 150–151, 153–156
 mobilization motivating function of, 82,
 90
 motivating function of, 82
 mutual, 69–70, 76–80
 of opponent, xiv, 15, 54, 67–70, 74,
 121–122, 390–391
 outcasting with, 68, 69
 shared reality with, 81–82
 textbook, of Arabs, 160–161, 162–164, 165,
 166, 167–168, 169–172, 173, 174, 175–176
 trait characterization of, 68
 violence/terror activity increasing, 81,
 386–388
- democratic values, 226, 229, 398–399
Demon 2 leaves for a border (Garyin), 190
 Dennis, W., 328, 329, 330
 depersonalization, 28, 78, 163
 Deshe, Michael, 196
Destroyer of barriers (Bar), 192
 Deutsch, M., 47
 developmental studies, HFD and, 345–351
 developmental theory, 13
 integrative, 13–14
 Devine, P. G., 28
 Dickinson, Thorold, 203
 Dinur, Ben-Zion, 159
 direct contact, 46–47
 discrimination, 22, 32, 40, 44, 52, 54, 388
 of Arabs, 140, 227, 387
 children and, 11, 45, 48
 control, threat and, 90
 definition of, 27
 new information for changing, 389–390
 prejudice and, 27
 self-esteem and intergroup, 5, 245
 displacement, 52
 Dollard, J., 41
 Domb, R., 179
 Dominitz, Zeev, 193
 Dovidio, J. F., 324
 Down, A. G., 158
 Doyle, A. B., 257, 299
- drama, Hebrew
 Arab image and slow introduction to, 197
 Arabs delegitimized by, 197–199, 200, 201
 Arabs/Palestinians humanized by,
 199–201, 381
 bad vs. good Arabs in, 197
 first period (1911–1948) of, 197–198
 second period (1948–1982) of, 198–200
 third period (1982–1990s) of, 200–201
 drawings. *See also* human figure drawings
 (HFD)
 of adolescents, 326
 Arab vs. Jewish, image from, 349,
 354–359
 children, as internal model, 327
 children, as projective view, 327, 329
 children, as symbols, 326–327
 children's age and, 326
 development and meaning of, 326–328
 early mental units of mind for, 234
 figure as active or static in, 334
 negative attitudes in, 328
 psychological import of, 326–327, 329
 representing as mental images, 327
 social/cultural influences with, 327–328,
 329

Index

465

- tadpole figures and, 326–373
 transitional figures and, 326
 value hypothesis, children and, 328, 329
 Druze, 130, 161, 179, 203
 Dubois, Theodora, 79
 Dulles, John Foster, 77
- Eagly, A. H., 325
 economic competition, 40–41
 education
 discrimination, tolerance and, 224, 226,
 228–229
 peace, 400–403
 educational institution(s), 34, 45, 54
 curriculum revised in, 159, 165–166,
 172–173, 175
 Israeli, 158–159, 381
 national objectives, first 20 years of Israel
 and, 159
 Yishuv, 158
 educational materials, 16
 in negative psychological intergroup
 repertoire, 79–80
 Efrat, E., 171
 Egypt, 107, 155
 Attrition War and, 111
 Israel-Egypt Peace Treaty for, 10, 112, 116,
 122, 155, 379, 395
 Sinai campaign, Israeli and, 108–109
 Six-Day War and, 109, 110
 tourism and, 405
 viewed as Arabs, 213, 218, 224, 303–306,
 320, 323, 379, 380
 Yom-Kippur War and, 111
 Eliav, Haim, 188, 190–191, 192
 emotions. *See also* affect; anger; fear; hatred
 abrupt shift, resistance to change in, 384,
 402
 toward Arabs, 212, 283–284
 attitudes and assessment of, 209
 attributed (positive/negative), with HFD,
 348
 collective, of fear, 74
 group, 28–30, 42, 53
 HFD, aggression, beliefs, intentions and
 negative, 338, 361
 HFD, quality/complexity image and
 positive, 339, 355–357
 negative, 15, 28, 30, 42, 56, 58, 69, 71–73,
 313, 384
 positive, 42
 prejudice and, 26, 28, 29–30
 stereotypes and, 29–30
 empathy, xv, 390
 enemy. *See also* opponent
 as Arab/Palestinians, 163, 303, 380
 change of, 19
 characteristics of, 71
 definition of, 70–71
 differentiation of, 392, 402
 equalization of, 391–392
 forgiveness of, 393
 image, 71, 72, 251, 322
 labeling of, 70–71, 81, 82–84, 121–122, 359,
 376
 legitimization of, 391
 need for, 71
 negative association with, 71–72, 289,
 319–320, 378
 perceived, 37
 personalization of, 392–393
 potency of, 320
 prototype features of, 72
 entitativity, 25–26
 environment, 18, 233–234, 285–289
 macro, 288–289
 sources of information and, 287
 specific, 310
 specific micro, 285–286, 290
 Epshtein, Yitzhak, 129–130
 equalization, 391–392, 402
 Eretz Israel, 102, 117, 162
 Ervin, K. S., 249
 ethnocentrism, 22, 32, 34, 40, 41, 90, 92, 160,
 164, 264–265
 anger, threat and, 75
 attitudes of, 72
 Europe and, 94–95, 388–389
 positive, 66–67
 United States and, 42, 388
 ethos
 of conflict, 62, 100, 116–122, 124
 of society, 62, 116–117
 European-American Israeli, 224, 226,
 228–229, 286, 290, 317–319, 322–323, 331
 Europeans, 328
 ethnocentrism of, 94–95, 388–389
 Evans, R. I., 51
 event, major, 379
 exemplar model, 24, 239
 extensiveness, 32
 extreme behaviors, 54
- Fabian, Z., 48, 49
 “Facing the forests” (Yehoshua), 183
 Fagen, R. R., 77
Faithful city, 203
 familiarity hypothesis, 328
 family, 34, 48–50, 54
 Fatah, 380
 Fazio, R. H., 325
 fear, 29, 74, 139, 210, 249, 251, 378, 393
 Feder, Galia Ron, 196
 Fein, S., 246
 Feisal, Emir, 104
 fellahin, 103, 160, 161, 168, 174, 179

- Fidayeen*, 108
 film, Israeli, 201–202
 apocalyptic, 205
 Arabs, as romantic figure, in, 202
 Arabs delegitimized by, 202–204
 Arabs humanized in, 203–205
 conflict, 205
 first period (1911–1948) of, 202–203
 nihilistic cinema of, 205
 Palestinian wave of, 204
 second period (1948–1970s) of, 203–204
 third period (1980s–1990s) of, 204–205
 Zionist themes of, 202–203, 378
 films, American, 78–79
 Finlay, D. J., 77
 Finlay, K., 390
Fire in the mountains (Salu), 190
 Firer, R., 159, 160, 162
 First, A., 146
first film of Palestine, The, 202
 Fiske, S. T., 4, 8
Five days in Sinai, 204
 Flamenbaum, C., 251
 Fleck, Z., 48, 49
 Flesser, D., 13, 247, 322
 Ford, Alexander, 202
fountain, The (Jaffe), 198
 Fox, J., 331
 Fox, Robin, 26, 75
foxes of Samson, The (Gal), 191
 Fradklin, N., 196–197
 France, 38, 108, 274–277, 303, 306–307, 308, 408
 free response assessment procedure, 296
 human figure drawings and, 16–17, 18, 257, 325
 Freud, Sigmund, 74
 frustration, 39, 40, 75, 251
 aggression, 39
 anger and, 75
 Fuligni, A. J., 332
Fury and glory, 205
 Fyne, R., 78

 Gabay, V., 219
Gabriel Tirosh affair, The (Shalev), 183
 Gagnon, A., 6, 29, 369
 Gaines, V. S., 45
 Gal, Binyamin, 191
 Gal-Or, L., 212
 Garyin, M., 190
 Gay, P., 73
 Gaza Strip, 13, 99, 108–109, 112, 113, 114, 117, 137, 145, 146, 165
Gazans (Baharav), 200
 Gelman, R., 238
 gender, 214, 261, 289, 292–293, 344. *See also*
 women
 stereotypes, 11

Genesis people (Semoli), 190, 193
 genetics, 233
 genocide, 7, 22, 388
 Gentile, 95
 Gerard, D. A., 249
 Germany, 36, 38, 40, 41, 46, 81, 105, 162, 172, 192, 203, 252, 284, 408
 Gertz, N., 94, 182, 187, 201, 202, 205
 gestalt formation, 24
 Glock, C. Y., 51
 Golan Heights, 110, 117
 Golomb, C., 326, 328, 333, 334
good Arab, A (Kaniuk), 186
 Goodnow, J. J., 232
 Gorny, Y., 178
 Gorny, Yosef, 129, 133
 Govrin, N., 180
 Granot, Yehoshua, 184
 Grazowski, Y., 161
great escape, The, 204
Green fields, 205
 Greenbaum, C. W., 211
 Greenberg, J., 75
 Greenwald, A. G., 257
 Gren, Dror, 186
 Gribskov, M. E., 45
 Gross, N., 204
 Gross, P. H., 86
 Gross, Y., 204
 Grossman, David, 186
 group. *See also* psychological intergroup
 repertoire; shared psychological
 intergroup repertoire
 accentuation tendency of, 22
 child's development, prejudice and,
 244
 communication, 28, 42
 continuous repertoire of, 8
 definition of, 8–9
 emotions, 28–30, 42
 fallacy, 3
 focus of attention of, 243
 individual differences in, 32, 34
 individual perception vs., 25–26
 personality, others and, 242
 prototype, 24
 publicized meetings between
 representatives of both, 399
 small, 9
 social knowledge of, 242–245
 superordinate goal for, 391–392
 vitality, 39–40, 41
 group favoritism, 21, 233, 247–248. *See also*
 ingroup
 group members. *See also* social identity
 actions of, 7
 attitudes of, 1
 psychological determinants of, 1,
 7–15

Index

467

- shared beliefs/attitudes of, 6–8, 10–11, 15,
 22, 24, 27–29, 32, 34–35, 50, 53–54, 55,
 81–82
- Guinot, A., 51
- Guri, Chaim, 182
- Guritz, Yehuda, 189
- Guttman, L., 212
- Guttman, J., 224
- Ha-Am, Ahad, 132–133
- Habaron, Rina, 165
- Haganah*, 104, 106, 107
- Hamas, 114, 115, 149, 215
- Hamdu and son* (Buton), 200
- Hamilton, D. L., 25, 89
- Hammer, E. F., 327
- Hamsin*, 204–205
- Harris, P. L., 238
- Hartmann, P., 44, 48
- Hasamba and the big secret* (Mosinson),
 193
- Hasamba and the horse robbers* (Mosinson),
 192–193
- Hasamba in the cave of Turkelin* (Mosinson),
 195
- Hasambah* (Mosinson), 188
- ha-Shiloah*, 129, 131
- Ha-Shomer (Watchman), 95, 103
- Haslam, S. A., 28
- hatred, 29, 72, 73–74, 220, 225, 229, 378, 387,
 393
 high school students, 212
 leaders' use of, 74
 preschool, 266
- Hattwick, L. B. W., 332
- Hatzor, Ilan, 201
- He escaped from home* (Ben-Shalom), 194
- Herman, Leo, 202
- Hermann, T., 98, 211, 215, 217, 404
- Hermoni, A., 133
- hero from lion cage, The* (Biber), 192
- Herrmann, R. K., 37
- Herzog, H., 151
- HFD. *See* human figure drawings
- Hickson, F., 366
- high school students. *See* adolescents
- Hill 24 doesn't answer*, 203
- Hindu, 88
- Hirbeth Hiz' eh* (Yizhar), 182
- Hirschfeld, L. A., 231, 238, 282, 363
- history, writing common, 405–406
- Hodge, C. N., 249
- Hoffman, M. A., 217
- Hofman, J. E., 222
- Hogg, M. A., 245, 246, 352
- Holocaust II* (Keinan), 185
- Holocaust, 96, 105, 106, 108, 136, 143, 162
 metaphor, 145–146
- Holsti, O. R., 77
- Holt, R. R., 251, 252
- Hoover, Herbert, 77
- hope, 393
- Horowitz, Danny, 199
- Horowitz, E. L., 49
- Horowitz, R. E., 49
- hostility, threat and, 58
- Hovland, C. I., 41
- human figure drawings (HFD), xiv, 232
 age progression, ingroup/outgroup
 patterns and, 346–347, 352, 357,
 358–359, 361–368, 369, 373, 381,
 384–385
- Aggression of, 335, 338, 344, 345, 346, 347,
 348, 349, 358–359, 371, 372
- appearance, person perception and,
 335–336, 344
- Arab image quality negative with, 346,
 355, 361, 373
- Arab/Jewish images compared with
 different levels of conflict in, 357–359,
 369–370, 374
- Arab/Jewish images compared with
 “person” image in, 354–357, 368, 374
- attributed (positive/negative) feelings in,
 348
- children's assessment used with, 325–
 326
- Color of, 335, 345, 348, 351, 372
- color-affect hypothesis of, 332–334, 363
- connections of, 331, 335
- delegitimization and, 359
- development of, 2–3
- developmental studies and, 345–351
- developmental/general trends of, 361
- development/meaning of drawings and,
 326–328
- for different cultures, 326
- distortions in, 331, 335
- drawings, projective view and, 327
- education/profession and, 331
- factor analyses of, 331–335, 336
- free response assessment and, 17, 18, 257,
 325
- Image Complexity of, 338–344, 345, 350,
 353, 355–357
- image complexity, structure and, 331,
 339–344, 361, 362, 364–365, 384
- Image Quality of, 335, 345, 355, 362, 373
- Image (Figure) Size of, 335, 345, 347, 348,
 350, 353, 354, 357–358, 369, 372
- images of people assessed by, 328–329
- implicit social representations' definition
 and, 324
- implicit vs. explicit social representations
 and, 324–325, 370–373
- Israeli participants of research on, 329
- kindergarten and school classes for, 330
- as language-free instrument, 326

- human figure drawings (*cont.*)
 movement in, 334, 335, 352
 negative correlation, Arabs, beliefs,
 intentions, aggression and, 338, 344,
 357–359, 361
 nominal variables of appearance for
 scoring, 330
 number of colored areas of, 332, 335
 number of colors of, 332, 335
 positive correlation, quality/complexity
 image and, 339, 355–357
 posture of, 331
 private images of Jew and Arab in, 236
 proportions of, 331
 research overview and objectives of,
 344–345
 scoring developed with, 325
 self-esteem, intergroup perception and,
 352–354, 368–369, 373–374
 skin color in, 335–336, 345, 346, 347, 348,
 350, 358, 361–363, 364, 368, 373, 383
 social images assessment from, 326
 social images, knowledge of group and,
 327–328
 social learning and culture reflected in,
 328
 systemic scoring for, 329–330
 traditionalism, clothing and, 335–336, 345,
 346, 347, 353, 358, 370
 value hypothesis with, 328, 329
 variance with, 335, 337–338, 343
 verbal expressions in, 334
 weapons in, 334, 335, 370
 women's image of Arab and Israeli in,
 348, 349–351, 384, 385
- Hungary, 38
 Hunter, J. A., 70, 88
 Husband, C., 44, 48
 Hussein (King of Jordan), 112
 Hussein, Saddam, 81
 Hussein, Haj Amin Al, 104
- identity, ethnic/national
 adolescents, preadolescents, income
 levels, religion and, 302–303, 317–319,
 322–323
 preschoolers, conflict vs. nonconflict
 situation and, 283
 preschoolers, words, concepts, attitudes,
 stereotypes and, 262, 263, 264–265, 280,
 283, 284, 289
- illusory correlation theory, 55
 image(s). *See also* mental images
 acquisition of, 255, 266–267, 282, 311–312
 affect ascribed to, 333–334
 Arab/Jewish, compared with different
 levels of conflict, 357–359, 369–370,
 374
- Arab/Jewish image compared with
 “person,” 354–357, 368, 374
 complexity, 331, 338–344, 345, 348,
 349–351, 353, 355–357, 361, 362, 364,
 365, 367
 enemy, 72, 251, 322
 HFD, 325
 ingroup, outgroup, differentiation and,
 384
 internal, 327
 negative, 67, 124
 positive, 66–67, 120–121
 private, 327
 quality, factor, 335, 355, 361, 362, 368, 373
 self, 366
 self-esteem with, 353–354
 size, 335, 345, 348, 350, 353, 357–358, 369,
 372
 social, 363, 365, 372–373
 stereotypes, attitudes and, 268, 269, 311
- Imagining the other* (Kaney), 200
- implicit social representations
 definition of, 324
 explicit as positive and, as negative,
 371–372
 explicit social representations vs., 324,
 370–373
 social desirability and, 324–325, 371, 372
- In the desert plains of the Negev* (Mossinsohn),
 199
- In the Jerusalem mountains* (Lieberman),
 190
- “In the rainy season” (Orloff-Arieli), 180
- Inbar, W., 213
 Indelman, A., 161
independence of Israel, The (Daniel), 189–190
- Independence War (1947–1949), 94, 106–108,
 162–164, 173–174, 181–182, 188,
 190–191
- India, 40, 45, 88, 306–307, 308, 309, 405
- Indian-Chinese relations, 23
- individual
 differences in group v., 32, 34
 group perception v., 25–26
 need for structure for, 51–52
 personalization of, 392–393
 preconceptions of, 47
 psychological intergroup repertoire and,
 24, 27, 30–31, 32
 resistant to change, 7
 social psychology and, 6, 7, 8–9
 stereotypes and prejudice and orientation
 of, xiv, 3–4, 24, 27
- Individual in society* (Krech et al.), 8
- information
 acquisition, 50–52
 categorization of, 234
 channels of, 43–46, 54, 55

- children influenced by, 211, 232
 cognitive skills/processing in, 51, 88
 direct connect, 46–47
 discrimination, negative psychological
 intergroup repertoire and, 389–390
 educational institutions influencing,
 45
 fear and stored learned, 74
 intractable conflict, opponent and
 negative, 9, 13–14, 15
 from media, 142–143
 media, political interpretation and,
 126–127
 mediating variable of, 50
 mistrust of, 97
 need for structure with, 51–52
 negative, 10
 negative psychological intergroup
 repertoire and remembering
 confirming, 89–90
 negative psychological intergroup
 repertoire attention on particular,
 87
 negative psychological intergroup
 repertoire bias, distortion and flow of,
 84–86, 88, 389–390
 negative psychological intergroup
 repertoire encoding of incoming, 87
 negative psychological intergroup
 repertoire evaluating incoming, 87–89,
 387
 psychological intergroup repertoire and,
 25, 30–31, 32, 34–36, 43, 50–52
 societal beliefs, knowledge and, 157–158
 stereotypes, categorization and
 processing of, 242
 Ingram, J. M., 249
 ingroup, 17, 22. *See also* adolescents, Israeli;
 adolescents, Israeli early; adolescents,
 Israeli late; childhood, Israeli mid-;
 children, Israeli; children, Israeli
 preschool; children, Israeli school
 age/preadolescent; group favoritism;
 young adults, Israeli
 age progression, HFD, outgroup and,
 345–346, 347, 352, 354, 358–359,
 361–368, 369, 373, 381, 384–385
 assessment, 256–257
 delegitimizing of, leaders, 407
 favoritism/positivity, 13, 17, 18, 21–22,
 36–37, 42, 66–67, 232–233, 244, 247, 248,
 251, 253–255, 257, 259, 283–285, 289,
 292, 299, 309, 312–314, 315, 316,
 317–318, 319, 321–322, 346–352, 354,
 361, 362, 363–364, 365–366, 368, 369,
 371–372, 373, 383, 384
 frustration of, 39
 gradual reduction of, favoritism, 384
 image complexity, differentiation and,
 384
 light/dark colors in, 332
 rejection/decline of, 257, 299, 312,
 315–316, 321–322, 346–348, 367, 373
 women and, 350–351
 Inhelder, B., 235, 326, 327
 insecurity, 245
 institutionalization
 cultural products' expression of, 78–79
 of delegitimizing societal beliefs, 76–84
 educational materials of, 79–80
 extensive negative sharing in, 76–77
 of language use, 77
 of media use, 78
 integral affect, 26
 integrative developmental-contextual
 approach, 13, 253–255, 259
 age issues, ingroup favoritism, outgroup
 rejection and, 253–255
 definition of, 253
 to Israeli children, 254
 intensity, 32
 intentions/beliefs questionnaire, 337–344,
 346, 347, 348, 349, 358–359, 361, 371, 372
 intergroup perception
 HFD, self-esteem and, 352–354, 368,
 373–374
 intergroup relations, 3
 behavior of, 20–22
 behavior of other groups and, 42–43
 collective memory of, 38
 delegitimization of, 69
 differentiations of, 5
 economic conditions with, 40–41
 frustration in, 39, 40
 history of, 33–34, 37–38, 45
 integrated threat theory of, 26–27
 interpersonal, continuum, 21
 negative, 21, 39, 40
 other groups influence on, 34
 perception with, 37
 realistic conflict theory of, 12–13, 22–23,
 55, 58, 251, 292
 social dominance in, 40, 52
 social identity of, 6, 12–13, 39–40, 54, 378
 sociopolitical factors of, 34–35, 38–40
 tolerance of, 39
 intergroup repertoire, psychological. *See*
 psychological intergroup repertoire
 Interim Agreement, 114, 115
 intermarriage, 179, 220, 221, 228
 international community, 397
 Intifada, 100, 113, 115, 186, 200, 207, 227, 379,
 380, 403
 media coverage of, 145, 146, 147–149
 research, Israeli soldiers, violence and,
 386

- intractable conflict
 adaptation/coping with, 61, 62, 64, 82–84,
 123, 378
 anger in, 74–75
 basic needs deprived with, 60–61, 62
 as central, 60–61
 change important for, 391–394
 characteristics of, 60
 climax of, 62
 context of, 9–11, 377–378
 cultural products' expression in, 78–79
 delegitimization and, 67–70, 80–83, 84,
 121–122
 educational materials' influence on, 79–80
 enemy in, 70–72, 378
 fear with, 74
 hatred in, 73–74
 institutionalization of psychological
 intergroup repertoire and, 76–80
 as irreconcilable, 59
 justification of, 63, 65–66, 82–84, 90, 117
 language use in, 77
 media use in, 78
 nature of, 62
 negative attitudes, affect, emotions and,
 67–72, 73–90
 negative image of adversary in, 67
 negative information of opponent
 validating, 13–14, 15
 negative psychological intergroup
 repertoire in, 58–59, 67–72, 73–90,
 375–376, 377–378, 390–391
 in other societies, xiv
 participant observer of, xiii
 patriotism with, 64, 119
 peace and, 65, 120
 positive image of society in, 66–67,
 120–121
 protracted, 59
 security issues with, 63–64, 118–119
 shared negative psychological intergroup
 repertoire, rivals and, 375–376
 societal beliefs' influence on, 15, 61–67,
 116–117, 123–124
 as total, 60
 unity with, 65, 119–120
 vicious cycle of, 378, 385–388
 victimization and, 65–66, 120
 violent, 59, 378
 zero-sum nature of, 60
- Iraq, 42, 109
 Gulf War (1991) against, 113
Islamic Jihad, 115
 Israel, 90. *See also* peace; textbooks, Israeli
 school; Yishuv
 Arab representation in, xiv–xv
 Attrition War, PLO terror activity against,
 110–111
 cultural exchanges with, 405
 establishment of, 9–10, 107, 108, 135
 fear, persuasion, Palestinians and, 139
 Gulf War (1991) and, 113
 infiltrations and the Sinai Campaign
 (1949–1956) of, 108–109
 Intifada (uprising) of Palestinians and, 10,
 113, 115, 146, 147–149, 386, 403
 joint projects, with Palestinians, 404
 Jordan peace treaty with, 114
 media in, 127, 135–136, 141–144
 nation building of, 93
 100 years of conflict in, xiii, 92–93, 122
 Operation "Peace for Galilee" and,
 112–113
 Palestinians, free economical
 relationships and, 110
 peace process and, 10, 113–116
 PLO establishment (1956–1967) and, 109
 siege mentality of, 96–98
 social scientists in, xiii
 territory issues in, 117, 139, 152, 153–154,
 166, 404
 Yom-Kippur War and, 111
 Zionism for, 98, 102, 117, 131–132, 134–135
 Israel Defense Forces (IDF), 107, 113, 118,
 142, 143, 156
Israel: Geography of a country, 171
 Israel-Egypt Peace Treaty, 10, 112, 116, 122,
 155, 395
 Israeli Arabs, 164, 213, 220–230
 attitudes toward, 220–222
 democratic values, rights and, 226, 229,
 387
 intentions toward, 226–228
 as Palestinians, 221
 PLO and, 222–223
 population of, 230
 self-perception of, 225–226
 social distance from, 220–222, 228, 300
 stereotype of, 222–226, 228
 Israeli Jewish ethos of conflict, 116–122
 on delegitimization, 121–122
 on justness/justification, 117, 124
 on negative image of adversary, 121–122,
 124
 on patriotism, 119, 124
 on peace, 120, 124
 on positive collective image, 120–121, 124
 on security issues, 118–119, 124
 societal beliefs of, 116–117, 123–124
 on unity, 119–120, 124
 on victimization, 120, 124
 Israeli Jews, 46, 68. *See also* adolescents,
 Israeli; children, Israeli; children, Israeli
 preschool; children, Israeli school
 age/preadolescent; Jews; young adults,
 Israeli

- Arab and negative psychological intergroup repertoire perception by, 92–93
- Arab stereotype as prejudice and children of, 2, 10, 16–17
- Arab-Gentile ethnocentrism of, 95, 180, 192
- chauvism/negative attitudes of other nations by, 97
- collective memory of, 16
- European ethnocentrism against Arabs by, 94–95
- image, compared with image of “person” and Arab, 354
- as ingroup, xiv
- media humanizing, 148, 149
- as mirror image of Arab society, 14
- mistrust of, 97, 229
- pessimistic/dichotomous world view of, 96–97
- romantic (common origin) view of Arabs by, 95
- Yishuv period of, 103
- Israeli Jews, views on Arabs. *See also* children, Israeli
- adolescent, 212, 213–214, 215–216, 217–218, 220, 222–223, 226
- adults’ stereotypes of, 211–216, 223–224
- African/Asian vs. European origin and, 224, 228–229
- age differences, Arabs’ intentions and, 217
- amount of encounters with Arabs influence on, 210, 211
- Arab as social category in, 209
- Arab nations, Arabs’ intentions and, 218, 224, 379–380
- about Arab-Israeli relations, 216–220
- children’s repertoire of, 209–211, 217
- college students, 214–215, 222, 223
- comparison among Arab groups with, 212–213
- conflict resolution schema and, 219–220
- curbing rights of Israeli Arabs and, 226
- democratic values, rights and, 226, 229, 387
- education and, 224, 226, 228–229
- effect of context/change with, 213–216
- emotions toward Arabs with, 211–212, 225
- gap between artists and, 207
- intentions toward Israeli Arabs and, 226–228
- Israeli Arabs, attitudes and, 220–222
- labels, attitudes and, 222–224, 256
- from Muslim countries, 319
- objections to Israel, Arabs’ intentions and, 217
- and Palestinians, 215, 218–220
- peace, Arabs’ intentions and, 216–217, 218, 225, 379–380
- perceptions vs. attitudes of, 224, 229–230
- political orientation, peace and, 214–215, 216, 220, 224, 228–229
- preferential treatment of Jews and, 227
- prevailing self-images of Arabs and, 225–226
- psychological repertoire of, 208, 209–216
- religious sector, 212, 214, 221–222, 223, 228–229, 301–302
- research studies’ background on, 208
- research studies’ categories and, 209
- self-perception vs. mutual perception of, 224–225
- short-term changes and, 215, 216
- social and intellectual dimensions and, 222
- social distance of, 208–209, 220–222, 228
- socioeconomics and, 135, 212
- stereotype of Israeli Arab with, 214, 222–226, 228
- women’s perception of, 211
- word vs. picture perception of, 211
- Italy, 162, 172
- Jabotinsky, Zeev, 130, 131–132
- Jackson, L. A., 249
- Jacob, A., 221
- Jacobsen, D., xiv
- Jaffe, Yaakov, 198
- Jaggi, V., 88
- Janowitz, M., 52
- Japanese, 36, 41, 278–279, 280
- Jarymowicz, M., 24, 249
- Jemayel, Bashir, 113
- Jewish democracy, 152, 379
- Jewish narrative, of Arab-Israeli conflict, 100, 101–116
- background of, 96, 101–103
- Independence War (1947–1949) of, 106–108
- Kibbutz/communal farm and, 103
- self-defense organization of, 103, 104, 106–107
- state period of, 108–116
- Yishuv period of, 103–108
- Zionist, 101
- Zionist immigration and, 102–106
- Jewish National Fund, 104
- Jews. *See also* Israeli Jews
- anti-Semitism against, 46, 48, 52, 96, 102, 108, 117, 198
- Holocaust against, 96, 105, 106, 108, 143
- second exile of, 102
- Jews and Arabs in the State of Israel*, 170
- Johnston, L., 87
- Jones, L. C., 369

Jordan, 10, 42, 108–110, 116, 137, 138, 155, 215–216, 218, 303–306, 320, 323, 379, 380, 405
journey to the divine mountain, The (Guri), 182
Joyful stories from stormy days (Amitai), 196
 Judea, 101
 justifications, 63, 65–66, 82–84, 90
 with Israeli Jewish ethos of conflict, 117, 124

Kagan, J., 239, 248
 Kaminsky, M., 222
 Kaney, Miriam, 199–200
 Kaniuk, Yoram, 186
 Karmeli, Abner, 188, 192
 Karmy, Daniela, 196
 Katz, D., 4, 81
 Katz, Daniel, 3
 Katz, H., 225
 Katz, P. A., 258, 325
 Katzav, Moshe, 155
 Katznelson, Berl, 134
 Kawakami, K., 324
 Keen, S., 72
 Keinan, Amos, 185
 Kelman, H. C., 71
 Kenyans, 306–307, 308
 Keren, N., 223
 Khouri, Elias, 405
 kibbutz, 183, 274, 275, 276–277
 Kinloch, G. C., 42
 Kitayama, S., 28
 Klausner, Yosef, 131
 Klepsch, M., 329
 Klineberg, O., 210
 Knesset, 172–173
 knowledge. *See also* information
 cognitive development and domains of, 236–238
 differentiation between animate and inanimate objects with, 238
 language and learning shared, 235–236
 origins of, 233–234
 personal, 310
 representation of, in memory, 238–240
 self, 240–241
 sense of, 309–310
 social, 238–239, 242–244, 245, 252–253, 258–259

Kohlberg, L., 242
 Koppitz, E. M., 327, 329
 Koren, A., 153
 Kornbluth, C. M., 79
 Kosslyn, S. M., 235–236, 239, 248
 Krampen, M., 328
 Krasov, M., 139
 Krech, D., 8
 Kriesberg, L., 59, 60, 78
 Kuwait, 113

labels
 on Arabs, 121–122, 154, 171, 222–224, 256, 359, 376
 delegitimizing, 56, 68, 69–70, 80, 81, 84, 121–122, 359, 375, 392, 406
 enemy, 70–71, 81, 82–84, 121–122, 359, 376

Labin, D., 215

labor
 Jewish vs. Arab, 134–135

Labor Party, 134, 137, 138, 139, 140

Lambert, W. E., 209

Land Day, 153–154

language, 46
 Arabic, 294
 context, meaning and, 235
 fast mapping and, 235, 282
 learning shared knowledge and, 235–236
 mental image with, 235–236
 preschool, word use without
 comprehension and, 236, 275, 281–282
 word acquisition, attitudes and, 236, 255, 262–266, 280, 382–383

Lapid, Shulamit, 200
 “Latifa” (Smilansky), 179

Lazarus, R. S., 74

leaders
 change of, 398, 407
 delegitimizing of ingroup, 407
 in peace process, 396
 publicized meetings between
 representatives of both groups for, 399

leaders, Arab
 children’s literature and inciting, 191

leaders, Israeli, 381
 alignment (Labor Party), 140
 Arab, stereotypes and prejudice of, 16, 385–386
 discrimination changes for Arabs and, 140
 left-wing (Zionist Party), 140–141
 media used by, 125–126, 140
 Palestinians delegitimized by, 139, 140
 Palestinians’ recognition by, 140
 peace, compromise/communal living and, 138
 PLO and Palestinians, different views by, 137–138
 PLO views by, 136–137, 138
 public constituents’ views different from, 141
 public discourse by, 136–141, 385–386
 right-wing (Likud), 140

Lebanon, 186, 207, 216, 379
 Operation “Peace for Galilee” and, 112–113, 116

left-wing ideology, 318

legitimization, 19, 391, 405

Index

473

- Letters of the sun, letters of the moon* (Levi), 186
- Levi, Itamar, 186
- Levin, Hanoach, 199
- LeVine, R. A., 8, 58
- Levinson, H., 225
- Levy, D., 147, 312
- Levy, S., 200, 212
- Levy, Z., 229
- Lewin, K., 150
- Libya, 42
- Lickel, B., 25
- Lieberman, Tzvi, 190
- Liebes, T., 144, 147, 149, 156
- Life according to Agfa*, 205
- Like a bullet in the head* (Kaney), 199–200
- Likud Party, 130, 138, 139, 140, 214
- Limor, Y., 141, 142
- Lippman, Walter, 3, 242, 245
- literature, adult Hebrew, 177
 - alternatives to Zionist narrative in, 187
 - Arabs delegitimized by, 180–182
 - Arabs humanized by, 184, 185–187, 381
 - Arabs, romantic figure in, 178–180
 - existential struggle of Jews in, 181–182
 - fifth period (1970s–1990s) of, 185–187
 - first period (1882–1917) of, 178–181
 - fourth period (1950s–1970s) of, 182–184
 - integration approach of, 178–180
 - Jewish-Arab struggle approach to, 181
 - second period (1919–1947) of, 181
 - self-definition of Israeli in Arab's self-definition in, 178–180
 - separatist political approach of, 178, 180–181
 - shared sense of danger/fear in, 183–184
 - third period (1947–1950s) of, 181–182
- literature, American, 79
- literature, children's, 177–178, 187–197
 - Arab leader's inciting confrontation in, 191
 - Arabs delegitimized by, 188–194, 196–197, 206–207, 210–211
 - Arabs humanized by, 194–197, 207
 - Arabs, persecution by Gentiles and, 192
 - Arabs, primitive and low occupations in, 193
 - Arabs threatening nature in, 189
 - Arabs, violence and, 190–191
 - conflict influence in, 189, 193–194, 195–196
 - construction of reality, stereotype formation and, 187–188
 - knowledge of world in, 187–188
 - socialization from, 187
- Living together*, 167
- Loblimer, D. B., 369
- locked room, A* (Balles), 185
- logical thinking, 242
- Logie, L., 329
- Long live bravery* (Talmi), 190
- lover, The* (Yehoshua), 185, 199
- Lowenfeld, V., 331
- lower socioeconomic class
 - Israeli of Asian/African origin and, 214, 301–302, 317–319, 322–323
 - of Jews/Arabs, 272–274
- Luke, A., 157
- Luria, Yosef, 130
- Machover, K., 327
- Macrae, C. N., 87
- Madrid conference, 10, 100, 113–114
- Mahameed, H., 224
- Mahfouz, Naguib, 170
- Mahmoud, Darwish
- Mandler, Jean, 235
- Maoz, I., 386
- Markus, H. R., 28
- marriage. *See* intermarriage
- Masked* (Hatzor), 201
- Mathias, Y., 164, 165
- Mayseless, O., 212
- McGarty, C., 28
- media
 - agenda setting of, 126
 - alternative views with, 142
 - Arab, stereotypes and prejudice of, 16
 - Arabs delegitimized by, 150–151, 153–156
 - Arabs humanized by, 150–151, 152
 - Arabs in Israeli, 127, 135–136, 143–144
 - Arabs mentioned little in, 150, 151
 - change influenced by, 400
 - channels, 34, 54
 - constructive-socialist approach with, 134–135
 - consumers of, 143
 - contextualizing and, 149
 - demonizing and, 149
 - equal rights in, 152
 - equalizing and, 149
 - ethnocentrism, discrimination and, 44–45
 - excising and, 149
 - first Intifada in, 146, 147–149
 - foreign vs. Israeli, 148–149
 - hard-core nationalism in, 152
 - hegemonic Zionist position of, 156
 - Holocaust metaphor used by, 145–146
 - information from security forces for, 143, 151, 153, 154
 - institutionalization of, 78
 - integrative approach, Brith Shalom and, 129–130
 - interpretive framing of, 126
 - Israeli Jews humanized in, 148, 149
 - Jewish democracy, Arabian minority in, 152
 - journalist alienation from Arabs and, 151

- media (*cont.*)
 leaders use of, 125–126
 liberal nationalism in, 152
 liberal outlook with, 132–134
 of newspapers, 142, 143, 145, 148, 150,
 153, 154, 295
 Palestinian sources in, 145
 Palestinians delegitimized by, 143–144,
 145–146, 147–149, 154–156
 Palestinians humanized by, 146–147,
 149–150, 155
 paternalism of, 152–153
 peace process hampered by, 149, 400
 peace process improved with, 149–150,
 400
 PLO, Palestinians and, 143–144, 155
 political attitudes influenced by, 126–127
 priming, 126
 of radio, 141, 142, 143
 research on Arab citizens and, 150–154
 research on Palestinians and, 145–150
 role in shaping views by, 142
 sanitizing and, 149
 self-appointed (regulatory) committee of,
 141–142, 144
 separatist approach with, 130–132
 social responsibility, government's
 authority and, 141–142, 143–144, 148,
 156, 381
 of television, 141–142, 143, 146, 147, 148,
 149, 150–151, 252–253, 271–272, 287,
 311–312, 314, 362, 382, 400
 trust of, 142
 Meertens, R. W., 26
 Meged, Aharon, 182
 Meir, Golda, 111
 memory
 long-term, 235
 representation of knowledge in, 238–240
 mental images, 235–236
 affective components of, 256
 content of, 256
 drawings as representing, 327
 structure of, 256
 vicarious development of, 236
 Mexicans, 42, 45
 Michael, Sami, 185–186, 199
 middle class
 children, image acquisition and, 267–269,
 344
 Military Administration Rule, 152
 Milne, A. B., 87
 Ministry of Education, 159, 166, 167, 169, 401
 Mittelpunkt, Hillel, 199
 Mofaz, Shaul, 155
 Monachesi, E. D., 49
 Morahg, G., 184, 186
 moral judgment, 242
 moral strength, 66
 Morasse, I., 369
 Morrison-Grady partition plan, 106
Moshe from the neighborhood by the border
 (Shaul), 195
 Mosher, D. L., 49
 Mosinson, Yigal, 188, 193, 195
 motivations
 self-enhancement, 14, 247–248, 313,
 316–317, 322, 354, 366, 372
 self-esteem and, 245–248
 multiresponse racial attitude (MRA), 256
 Muslims, 88, 99, 294–295, 319
 Mutz, D., 127
My life with Ishmael (Shamir), 184
My Michael (Oz), 183
My neighborhood (Ochana), 195

Nachmani Street's last hope (Mittelpunkt), 199
 Nachmias, D., 228
Nadia (Feder), 196
 Nadler, A., 211
 naive theory, 237
Naomi (Porat-Shoval), 200–201
 Nassar, Gamal Abdel, 108, 109
 nationalism
 hard-core, 152
 liberal, 152
 Palestinian, 162, 166, 171, 172
The nature of prejudice (Allport), 57
 Naveh, C., 142, 143, 149
 Navon, Shmuel, 189
 Nazis. *See* Germany
 Ne'eman, J., 201, 202–203, 205
 negative psychological intergroup
 repertoire, xiv, 10, 13–14, 15–16, 19,
 22–23, 30, 31, 36–37, 59, 67–85, 90,
 232–233
 activation of, 84–85, 86
 agents of change for, 398–399
 anger in, 74–75
 attention to particular information in, 87
 collective memory for changing, 393–394
 consequences of, 84–85, 90
 cultural exchanges and, 405
 cultural products' expression in, 78–79,
 381
 delegitimization, beliefs and, 67–70, 80–84
 delegitimizing functions of, 80–83, 84, 90,
 376
 differentiation for changing, 392
 educational materials influence on, 79–80
 encoding of incoming information with,
 87
 enemy in, 70–72, 81, 378
 equalization for changing, 391–392
 expectations/self-fulfilling prophecy in,
 86–87

- extending sharing of, 76–77
 fear with, 74
 hatred in, 73–74
 hope, acceptance and reduction of, 393
 incoming information evaluated through, 87–89
 information, flow, bias, distortion and, 84–86, 88, 377, 389–390
 institutionalization of, 76–80
 intractable conflict and, 375–376, 377–378, 391
 joint projects' influence on, 404
 justifications of, 90
 of language use, 77
 legitimization of opponents for changing, 391
 mass media influence on, 400
 of media, 78
 negative attitudes, affect, emotions and, 72–73, 77–78
 NGOs' influence on, 403–404
 nonthreatening experiments and, 86
 peace education influence on, 400–404
 peace process/transformation for, 394
 peace vs. peace treaty in, 394–395
 personalization for changing, 392–393
 publicized meetings between
 representatives of both groups for
 changing, 399
 reconciliation and, 395
 remembering confirming information
 with, 89–90
 shared reality of, 81–82, 375–376
 tourism and, 404–405
 vicious cycle of violence and, 90–91, 377, 378, 385–388
 wide use of, 76–80, 377
 writing common history for, 405–406
 Nelson, K., 238, 282
 Nesdale, D., 247, 253, 322
 Netanyahu, Benjamin, 97, 115, 139, 214, 215, 399
 network model, radial, 72
 Nevot, D., 228
New life, 202
 “New year for tree” (Yavetz), 179
 newspapers, 142, 145, 148, 150, 153
 differences in, 142, 151
 reading of, 143
 reporter coverage by, 154
 social influence on adolescents by, 295
 NGO. *See* nongovernmental organization
Night film, 204
Night soldier, 205
Nimer Avizrus (Polak), 198
 Nir, R., 148
 “No stranger will come” (Alon), 184
 “Nomad and the viper” (Oz), 183
 nongovernmental organization (NGO), 403–404
 Northern Ireland, 11, 46, 68, 70, 88, 90, 375, 390, 408
 Nossek, H., 145
 Oakes, P. H., 28, 81
 occupied territories, 213, 217, 218, 226, 403
 Ochana, Joseph, 195
Oded the wanderer, 202
 Ofrat, G., 198
 Ohel, Mila, 194
 Olson, D. R., 158
 Olzak, S., 41
 Omer, Devroah, 193, 196
 On Sarig. *See* Karmeli, Abner
One of us, 205
One town (Rone and Alfred), 199
 ontogeny, 232
 Operation “Peace for Galilee,” 112–113
Operation thunderbolt, 204
 Opatow, S., 67
 opponent. *See also* enemy
 delegitimization of, xiv, 15, 54, 67–70, 74, 121–122, 391
 losses inflicted by, 60
 negative image of, 67
 Oren, N., 117, 216
 Orloff-Arieli, Levi Arie, 180, 198
 Orni, E., 171
 Orpaz, Yitzhak, 183–184
 Orthodox-religious press, 142
 Osgood, C. E., 208
 Oskamp, S., 89
 Osterweil, Z., 211
 Ottoman Empire, 102, 103
 outcasting, 68, 69
 outgroup, 17, 21. *See also* adolescents,
 Israeli; adolescents, Israeli early;
 adolescents, Israeli late; adolescents,
 Israeli mid-; childhood, Israeli middle;
 children, Israeli; children, Israeli
 preschool; children, Israeli school
 age/preadolescents
 abrupt shifts of, favoritism, 384
 age progression, HFD, ingroup and, 346,
 352, 354, 357, 358–359, 361–368, 369,
 373, 381, 384–385
 censored negative attitudes toward, 257
 characteristics of, 34, 41–42
 cognitive skills differentiating, 51
 dark colors in, 332
 direct contact of roles of, 47
 favoritism/moderation, 257, 299,
 312–313, 315–318, 321–322, 346–354,
 359, 365, 367, 369, 373, 384
 homogenizing of, 24, 402

- outgroup (*cont.*)
 image acquisition of, 282
 image complexity, differentiation and, 384
 information about, 43–44, 50–52, 54
 positive characteristics of, 35–36, 37, 325
 rejection/animosity, 13, 17, 18, 22, 36–37,
 39, 232–233, 248, 251, 253–255, 257, 259,
 283–284, 285, 289, 299, 312–313, 315,
 316, 317, 319, 321–322, 346, 352, 361, 362,
 363–364, 365–366, 368, 371–372, 373, 383
 unfavorable acts of, 245
 women and, 350–351
 Oz, Amos, 183
- Pakistan, 405
 Palestine. *See also* Arab-Israeli conflict;
 occupied territories; Palestinians,
 territory issues of; Yishuv
 Arab immigration to, 104
 avoiding name of, 162
 under British rule (1917–1948), 103–106
 as Jordan, 137, 138
 at turn of 19th century, 102–103
 Palestinian Authority, 155, 403, 405
Palestinian girl, The (Sobol), 200
 Palestinian Liberation Organization (PLO)
 Declaration of Principles and, 114
 dehumanized attitudes toward, 222–223,
 386
 establishment of, 109
 Interim Agreement with, 114, 115
 Israeli leaders' views of, 136, 137, 138
 King Hussein expelling, 112
 Madrid conference and, 114
 massacre of, 113
 media and, 143–144, 155
 Operation "Peace for Galilee" against,
 112–113
 against peace summit (2000), 115, 386–388
 recognition of, 10, 116, 138, 155, 218, 379
 terror activity of, 110, 112, 113, 114,
 148–149, 155
 Palestinian National Covenant, 137
 Palestinians, 46, 68. *See also* Arabs;
 delegitimization; discrimination;
 occupied territories
 cultural exchanges with, 405
 free economical relationships, Israel and,
 110
 Intifada (uprising) of, 10, 100, 113, 115,
 146, 147–149, 379, 380, 386, 403
 Israel-Egypt Peace Treaty and, 112
 Israeli different view of PLO and, 137–138
 Israeli view of, as Arabs, 213, 218–220,
 221, 303–306, 315, 320, 323, 355, 380
 joint projects, with Israel, 404
 media delegitimizing, 143–144, 145–146,
 147–149, 154–156
 media humanizing, 146–147, 149–150,
 155
 media research and, 145–150
 nationalism, 162, 166, 171, 172
 recognition of, 140–141
 self-rule issues in, 114
 territory issues of, 98, 117, 135, 139, 152,
 153–154, 162, 166, 404
 terrorist activity of, 219, 303, 377, 400
 as victims, 145
 women, 200
 pan-Semitism, 130
Paratroopers, 205
 parents, 48–49, 50, 252, 271–272, 287, 295,
 382
 Partition Plan, 106, 108
 paternalism, 94, 95, 152–153, 179, 206
 patriotism
 Israel Jewish ethos of conflict and, 119, 124
 societal beliefs about, 64, 116
Patriotism in Israel (Ben-Amos and Bar-Tal),
 xiv
 peace
 activism for, 396–397
 Arab-Israeli conflict and process of, 100
 attitudes toward, 210, 214–215, 216–217,
 218–219, 224, 225
 basic needs met in, 395
 Brith Shalom, integrative approach and,
 129–130
 children and, 210
 cold, 395
 collective memory changed for, 393–394
 conciliatory/complementary acts for, 396
 conflict resolution for, 91, 219–220,
 394–395, 401
 cultural products/exchanges and, 207,
 405
 Declaration of Principles and, 114
 differentiation for, 392, 402
 education, 403
 equalization for, 389–391, 392
 hope, acceptance and, xiii, 393
 international community for, 397
 Israel-Egypt Peace Treaty for, 112, 122,
 155, 379
 joint projects for, 404
 leaders in, process, 396
 legitimization of opponents for, 391
 long-standing, and conflict, 38
 Madrid conference and, 113–114
 mass media influence on, 400
 media hampering process of, 149–150
 media improving process of, 149–150
 NGOs' influence on, 403–404
 obstacles to process, 14, 380, 403, 407–408
 peace summit (2000) for, 114, 115, 116, 386
 peace treaty vs., 394–395

Index

477

- process (1991–2001), 113–116, 216–217, 377, 379–380, 400, 403–404, 405
 publicized meetings between
 representatives of both groups for, 399
 reconciliation for, 19, 91, 380, 395, 397, 401
 societal beliefs about, 65, 120, 124
 society's institutions for, 397
 solution in compromise/communal
 living, 138
 tourism for, 404–405
 United States and actions for, 42
 violence cessation for, 395–396
 writing common history for, 405–406
 Peace Research in the Middle East (PRIME), 406
 Pedahzur, A., 221
 Peel Commission, 105
 Peled, T., 221
 Peres, Shimon, 137–138, 139
 Peres, Y., 220, 229
 Peres Peace Institute, 405
 Perry, M., 180–181, 184, 185
 personality, 232
 affect, social representation, attitudes
 and, 248–250
 groups, others and, 242
 self-esteem, related motivations and,
 245–248, 316–317, 382
 self-representation in, 240–241
 personalization, 19, 392–393, 402, 405
 persuasion, 139, 398–399
 Pettigrew, T. F., 26
 Phillips-Berenshtein, M., 301
 Phinney, L. S., 292
 Piaget, J., 235, 236–237, 242, 243, 326, 327
 Piliavin, J. A., 51
Pillars of fire, 203
pioneer, The, 202
 PLO. *See* Palestinian Liberation
 Organization (PLO)
 Poalei Zion, 134, 135
 Podeh, E., 159, 162, 165, 172
 Polak, Aharon, 198
 political institutions, 34
 political orientation, 214–215, 216, 228–229,
 274–277
 Porat-Shoval, Ruby, 200–201
 Port Authority, 141
 Potency-Wisdom Traits, 304, 308, 320, 323
 prejudice, 28. *See also* stereotypes and
 prejudice
 child development and, 244
 cognitive skills and, 51
 covert, 26
 declining, 243–244
 definition of, 22, 26, 53, 243
 development of, 72–73, 243
 discrimination and, 27
 emotions, affect and, 26, 28, 29–30
 explicit/overt, 26
 nature of, 57
 parents' and children's, 49, 50
 psychological intergroup repertoire and,
 26
 social desirability and, 258, 324–325
 stereotypes as different from, 3
 threat with, 26–27, 75
Present absentees (Grossman), 186
 projection, 52
 Protestants, 70, 88
 prototype
 group, 24
 model, 239
 psychodynamic theory, 12, 14
 psychological intergroup repertoire, 15,
 22–23. *See also* emotions; ingroup;
 negative psychological intergroup
 repertoire; outgroup; shared
 psychological intergroup repertoire
 bidirectional change of, 398
 change of conflict context influencing,
 378–381
 changes and modification of, 23, 37
 consequences of, 30–31
 definition of, 53
 direct relations with, 37, 46–47
 early age learning of, 382–385
 formation of, 31–53, 54
 individual and, 24, 27, 30–31, 32
 information and, 25, 30–31, 32, 34–36, 43,
 54, 55
 integrative model and formation of, 33, 57
 interrelationships between elements of,
 29–30
 intractable conflicts and, 58–61, 378–381
 learned, 31–32
 major event in, 379
 nature of, influencing interaction, 22, 23,
 35–37, 55
 personal mediating variables with, 50–53
 positive, 22–23, 30, 36–37, 47, 232–233
 prejudice and, 26
 psychoanalytic theories for, 52–53
 quality of, influencing interaction, 22–23
 self-categorization and, 29
 sharing, 27–29, 32, 53–54, 55
 societal beliefs in intractable conflicts
 with, 61–67
 societal mechanisms for, 34–35, 37
 stereotypes and, 23
 transmission and disseminating
 mechanisms for, 43–50, 381–382
 public discourse, about Arabs, 154–156
 constructive-socialist approach with,
 134–135
 before establishment of Israel, 128–136

- public discourse (*cont.*)
 integrative approach to, 129–130
 leaders on, 136–141
 liberal approach to, 132–134
 mass media impact on, 126–127
 research on Arab citizens and, 150–154
 research on Palestinians and, 145–150
 separatist approach to, 130–132
 society, its institutions, channels of
 communication and, 125–126
 as threat, 154–155
Public opinion (Lippman), 3
 Pyszczynski, T., 75
- queen of bathtub, The* (Levin), 199
- Rabin, Yitzhak, 97, 113, 114, 115, 138, 215, 404
 Rabinowitz, Yaakov, 178, 181
 racism, 2, 11, 22, 26, 32, 40, 41, 46, 90, 249, 388–389
 aversive/symbolic, 26
 bias and distortion in, 88
 British, media and, 44
 direct contact changing, 47
 immigrants and, 42
 lynchings, economics and, 41
 projection and, 52
 reinforcement of, 49
 threatening beliefs and, 51
 radio, 141, 142, 143
 Raf, A., 170
 Ramati, Alexander, 203
 Ramras-Rauch, G., 178
 Ramsey, P. G., 249
 realistic conflict theory, 12, 22–23, 55, 58, 75, 251, 292
Rebels against light, 203
 reconciliation, 19, 91, 380, 395, 397, 398, 401, 408
Red dawn, 79
 Redler-Feldman, Yehoshua (Rabbi Benjamin), 130
Refuge (Michael), 185–186, 199
 Regev, M., 192
 Reinhartz, J., 133
 religious sector, 212, 221–222, 223, 226, 228–229
 African/Asian Israeli and middle class, 301–302, 317–319, 322–323
 Religious-Zionist Party, 140
return, The (Kaney), 199
 Revesz, G., 333
 Revisionist Zionist Party, 131
 Reynolds, K. J., 28, 246, 259
 right-wing ideology, 318–319
 rival. *See* opponent
 Roeh, I., 148
 Rokeach, M., 51
 Romans, 101
 Ron, Y., 162
 Rone, Ilan, 199
 Rose, T. L., 89
 Rosenberg, Moshe, 202
 Rothschild, Lord, 104
 Royle, R., 281
 Ruble, D. N., 232, 332
 Rumanians, 38
 Rupin, Arthur, 133
 Russians, 38, 44, 46
 Attrition War and, 111
 immigrants to Israeli, 302–303
 Madrid conference and, 113
 Six-Day War and, 109
 U.S. mutual delegitimization and, 69–70, 73, 76–80, 88–89
- Sabra*, 113, 202, 203–204
 Sadat, Anwar, 100, 112, 116, 207, 217, 229
 Sagar, H. A., 88
 Salu, Yehuda, 190
Samir and Jonathan on Mars (Karmy), 196
 Sanbonmatsu, D. J. M., 325
 Sande, G. M., 89
 Sandler, S., 99
 Sapir, Pinchas, 97
 Sasson, 350
 scapegoat, 39, 40, 50
 Schmitt, M. T., 246
 Schofield, J. W., 88
 school. *See* teachers
 Schultz, George, 77
 Scodel, A., 49
 Scott, W. A., 72
 Sears, D. O., 41
 security
 with Israeli Jewish ethos of conflict, 118–119, 124
 societal beliefs about, 63–64
 Seed, D., 79
 Sekaquaptewa, D., 87
 self
 personality and representation of, 240–241
 sense of, 367
 self-categorization
 psychological intergroup repertoire and, 29
 of social identity, 5, 6, 11, 20–22, 30
 self-depersonalization, 28
 self-enhancement, 315, 320, 352, 354
 motivation, 14, 247–248, 313, 316–317, 322, 366, 372
 self-esteem, 5, 12–13, 18, 22, 372
 bias and low, 245–246, 344, 345, 354, 367, 384, 402

- bias and positive, 247–248, 353–354
 defensive function of, 245, 246, 259
 derogating stereotype for increase, 246
 image and, 353–354
 intergroup differences from interpersonal with, 246–247
 intergroup discrimination and, 245, 259, 344–345
 intergroup perception, HFD and, 352–354, 368, 369, 373–374
 low vs. high, 369
 related motivations and, 245–248, 317, 382, 402
 social identity theory (SIT) and, 246, 259, 350
 self-evaluation, 241
 self-evaluation maintenance (SEM), 246, 247
 self-fulfilling prophecy, 86–87
 self-identity, 14, 18, 240–241, 254, 292, 315
 defining feature of, 258–259
 self-perception. *See* intergroup perception
 Seligson, M. A., 226
 Selman, R. L., 237, 238, 242, 243, 248
 SEM. *See* self-evaluation maintenance
 semantic differential, 208
 Semoli, Eliezer, 190, 191, 193, 195
Sesame Street, 400, 403, 405
 sexism, 2
 Shafer, Robert, 79
 Shahar, David, 190
Shahid (Valentin), 186
 Shaked, G., 178, 180
 Shalev, Yitzhak, 183
 Shalom, Shin, 181, 198
 shame, 29
 Shamir, J., 151
 Shamir, Moshe, 184
 Shani, D., 228
 Shapira, I., 94, 135
 Sharar, T., 170
 shared psychological intergroup repertoire.
See also group members, shared
 beliefs/attitudes of
 affect and, 232, 248–250, 259
 assessment of children's social
 representations and, 255–258, 259–260
 cognition foundation of social
 representations with, 232, 233–240,
 258–259
 integrative developmental-contextual
 approach of stereotypes and prejudice
 in, 253–255, 258–259
 intractable conflict, general observations
 and, 388–391, 407
 intractable conflict, thoughts about
 intervention and, 391–406
 personality development, personality
 states, social representation and,
 231–232, 240–250
 research studies background on, 231
 social context representations of, 232,
 250–253, 259, 375–376
 social information disseminated with, 232
 Sharon, Ariel, 112, 113, 115, 138, 155
 Sharvit, K., 144
Shatila, 113
 Shaul, L., 195
 Shaul, Moshe, 196
Sheifoteinu, 130
 Sheinberg-Shenhar, Yitzhak, 181
 Shemi, Yitzhak, 178, 179
 Sheppard, L. A., 249
 Sherif, C. W., 58
 Sherif, M., 6, 21, 36, 37, 57–58, 389
 Shermann, T., 25
 Shneider, D. J., 234, 237, 238
 Shohat, E., 202, 204, 205
 Shon, M., 258, 325
 Short, J., 252, 284
shtetls, 102
 Shteyer, H., 150
 Sidanius, J., 40, 52
 siege mentality, 96–98
silver platter, *The*, 204
 Silverstein, B., 251, 252
 Silvia, P. J., 246
 Sinai Israel-Egypt campaign, 108
 Sinai Peninsula, 109, 110, 111, 112
 SIT. *See* social identity theory (SIT)
 Six-Day War (1967), 109–110, 214
60 hours to Suez, 204
 skin color, 335–336, 345, 346, 347, 348, 350,
 358, 361–368
 middle childhood perception of, 364–365
 preschool perception, drawing
 production and, 363, 364, 373
 Smilansky, Moshe, 133, 178, 179
 Smilansky, Yizhar. *See* Yizhar, S.
smile of the lamb, *The* (Grossman), 186, 204
 Smith, M. B., 51, 249
 Smootha, S., 224, 227
 Sobol, Yehoshua, 200
 social affiliation
 stress situations of, xiv
 social categorization, 21, 53
 defensive function of, 245
 social cognition, 237
 social context, 232, 250–253
 Arab-Israeli conflict in, 250–251, 258
 conflict, stereotypes, prejudice and, 251,
 258
 contextual influences through
 socialization for, 252–253, 259
 definition of, 253

- social context (*cont.*)
 macrocontexts of, 250
 real world and, 250
- social desirability, 258
 adults, prejudice and, 324–325
 children, prejudice and, 325, 367
 implicit social representations and,
 324–325, 371, 372
- social distance, 208–209, 220–222, 228, 251,
 300
 age and, 296, 300, 302, 303, 305, 306, 309,
 311, 313
- social dominance, 40, 52
- social identity
 as group member, 20
 in intractable conflict, 378
 positive, 66
 self-categorization theory of, 5, 6, 11,
 20–22, 30
 self-identity with, 241
 social-categorization for, 21, 53, 54
 of stereotypes, 4–5, 6, 12–13, 39–40
- social identity theory (SIT), 245, 253, 285
 child's intergroup attitudes and, 247
 self-esteem and, 246, 259, 352
- social inferiority, 50
- social knowledge, 238–239
 development of, 242, 258–259, 363
 models/stages of, 242–243, 259
 from parents, 48–49, 50, 252, 271–272, 287,
 295, 382
 social attitudes acquisition for, 243–244
 from television, 252–253, 271–272, 287,
 295, 311–312, 314, 362, 382, 400
- social perception
 self-esteem, HFD, and, 368–369
- social perspective, 242
- social psychology
 American, 4, 5
 individual and, 6, 7, 8–9
 individual's conscious and unconscious
 layers in, 4
 intergroup relations in, 20
 macrocontexts of, 7, 8
 microlevel research of, 1–2, 4
 stereotypes and prejudice and, 1
social psychology of stereotyping and group life,
The (Spears), 6
- social-cognitive theory, 243–244, 253, 254,
 259
- socialist newspapers, 142
- socialist-democratic party, 134–135
- socialization
 social context and, 252–253
- social-learning theory, 12, 48–49
- societal beliefs, 8
 children's literature, socialization and, 187
 climax of intractable conflict with, 62
- definition/basis of, 61–62
- delegitimization and, 67–70, 81–82,
 121–122
- ethos and, 62, 116–117, 123–124
- institutionalization of, 76–80
- in intractable conflict, 15, 61–67
- justness/justification in, 63, 65–66, 117
- about negative image of adversary, 67,
 121–122, 124
- about patriotism, 64, 116, 119
- about peace, 65, 120
- about positive collective image, 66–67,
 120–121, 124
- public agenda of, 61–62
- about security, 63–64, 118–119
- through textbooks, 157–158
- about unity, 65, 119–120
- about victimization, xiv, 65–66, 116,
 120
- society
 definition of, 8, 9
 ethos of, 62, 124
- institutions of, 397
- shared beliefs in, 9, 10–11, 15, 61–62
- stereotypes and prejudice in, 4–8
- socioeconomic class, 212. *See also* lower
 socioeconomic class; middle class;
 upper socioeconomic class
- Sohl, Jerry, 79
- Solomon, S., 75
- sons of the first rain, The* (Semoli), 191, 195
- Sorkis, H., 170
- South Africa, 408
- Soviet Union. *See* Russians
- Spears, R., 6
- Spelke, E. S., 238
- Spencer, M., 51
- Spencer, S. J., 246
- Spielberger, C. D., 249
- Sportsman and Davidin* (Karmeli), 188
- Sri Lanka, 90, 408
- Steinberg, Yakov, 180
- Stephan, C. W., 26, 72, 75, 389
- Stephan, W. G., 26, 72, 75, 389, 390
- stereotypes. *See also* ingroup; outgroup;
 stereotypes and prejudice
 age and, 268, 269, 270, 271, 273–274, 275,
 276–277, 278–280, 284, 295, 297–298,
 299, 300, 301–303, 307–308, 309,
 310–311, 313, 316–317
 categorization, information processing
 and, 242
 change in, 213
 characteristics of, 32
 cultural products influence on, 45
 cultural stereotypes vs., 27–28
 definition of, 3, 22, 23–24, 26, 53
 direct contact and, 46–47

- economic conditions influence on, 34, 40–41
 educational institutions influence on, 45
 emotions, affect and, 29–30, 42
 ethnocentric ideology influence on, 34, 40, 41
 evaluative connotation of other group in, 24–25
 exemplar and, 24
 extensive negative sharing of, 76
 family sources of, 48–50
 formation/acquisition of, 32–34, 35, 187–188, 283–285
 gradual shift in, 384
 group prototype and, 24
 homogenizing outgroups in, 24
 individual vs. group perception in, 25–26, 37
 information influence on, 43–46, 87
 of Israeli Arabs, 211–216, 222–224, 226, 228, 386
 Israeli soldiers, violence and, 386
 languages' influence on, 46
 macrocontexts of, 7–8, 15, 32–34, 35, 54, 55, 92, 122, 318–319
 media influence on, 44–45
 microcontexts of, 34–35, 48, 54, 55
 nature of intergroup relations in, 35–37
 prejudice difference from, 3
 psychological intergroup repertoire and, 23
 schemas and, 23–24
 self-esteem increased with derogating, 246
 sense of knowledge, perceived similarity, perceived quality of relations as predictors of, 309
 shared group, 3, 6, 7–8, 10–11, 15, 22, 23, 24, 27–29, 34–35, 50
 smoother age trajectories of, 313
 social identity of, 5, 6, 12–13, 39–40
 sociopolitical factors of, 38–40
 structure of knowledge with, 25, 34–35
 superordinate goal for group reducing, 391–392
 three approaches to, 23–24
 understanding of, 3
 words, concepts, identities, attitudes, preschoolers and, 262, 263, 265–266, 283, 284–285, 383
- stereotypes and prejudice
 acquisition of, 11–15, 16–17, 18, 31, 32–34, 73
 cognitive repertoire of, 3
 cognitive skills, balancing social attitudes for declining, 243–244
 definition of, 3
 formation of, integrative model, 33
 individual-oriented approach to, 3–4, 24, 27
 integrative conceptual framework of, 2
 reduction, methods, 389–390
 social context, conflict and, 251
 social psychology and, 1
 societal phenomenon of, xiv, 4
- Stern, D. N., 240
 Stinton, J., 45
Stories of the Old City children (Eliav), 192
 Stringer, M., 70, 88
 Suci, G. J., 208
 Suez Canal, 110, 111
 Sumner, W. G., 22
 superiority, 82, 95, 160, 193, 206
Swimming competition (Tammuz), 182
 Syria, 109–110, 114, 115
 viewed as Arabs, 213, 218, 224, 303–306, 315, 316, 320, 323, 355, 380
 Yom-Kippur War and, 111
- Tabenkin, Yitzhak, 134
 Tajfel, H., 5, 21, 22, 25, 27, 39, 241, 245, 246
Tales of the Intifada (Gren), 186
 Talmi, Menachem, 190, 195
 Talmud, I., 98
 Tammuz, Benjamin, 182
 Tannenbaum, P. H., 208
Tanzim militia, 115
Target Tiran, 204
 Tarrant, M., 246
 Taylor, D. M., 88
Tcherli Katcherli (Horowitz), 199
- teachers
 children, social knowledge and, 252–253, 271–272, 287, 295, 311
- Teichman, Y., 258, 325
- television, 141–142, 143, 146, 147–148, 149, 150
 social knowledge from, 252–253, 271–272, 287, 295, 311–312, 314, 362, 382, 400
- Temple, Second, 101
- Tesser, A., 246, 247
- textbooks
 authority (of society) projected in, 158
 knowledge not neutral with, 157–158
 mandatory aspect of, 158
 societal beliefs from, 157–158
- textbooks, Israeli school, 16, 381
 adolescent period of, 166
 adulthood period of, 172
 Arab and Palestinian indiscriminability in, 166, 167
 Arab language for Jewish students in, 168–169
 Arab social categories presented in, 160–161, 168–169, 174–175
 Arab violence in, 174

- textbooks, Israeli school (*cont.*)
Arab-Israeli conflict, The, 166–167
 Arabs and little mention in, 167–168, 171
 Arabs delegitimized by, 159, 160–161, 162–164, 165, 166, 167–168, 169–172, 173–174, 175–176
 Arabs' humanization/reconciliatory terms in, 164–166, 167, 168–169, 170, 172–173, 174, 175, 406
 Arabs' romantic description in, 161
Changes in the geography of Israel, 170–171
 children, Israeli relating to Arab, in, 169
 curriculum revised in, 159, 165–166, 172–173, 175
 of first 20 years of Israel, 158–159
 first, with Arab and Palestinian documents and speeches, 166–167
 history, 159–160, 405–406
 Israel establishment and, 159
Israel: Geography of a country, 171
Jews and Arabs in the State of Israel, 170
 Knesset debates about, 172–173
Living together/The Arab citizens of Israel, 167
 from 1948 to early 1970s, 162–165
 from 1970s to early 1990s, 140, 165–173
 ownership of country in, 160
 societal beliefs transmitted through, 169
 teachers avoiding Arab-Israeli conflict, 167
 on War of Independence, 162–164, 173–174
We and our neighbors, 167
 Yishuv Zionist (prestate), 158, 160–161, 173
Zionist idea and the establishment of the State of Israel, The, 172
 Zionist socialization in, 160
They were ten, 203–204
They'll arrive tomorrow (Shaham), 198
This is the land, 202
 Thomas, D. T., 101
 Thompson, M., 333
 threat
 anger and, 75
 Arabs as, 154–155, 189, 229–230, 288, 321
 delegitimization and, 68
 education influence on, 226
 enemy, attack and, 71
 existential, 75
 experienced negative, 58
 forms of, 26–27
 hostility and, 58
 nonthreatening experiments and, 86
 perception of, 74, 84
 real, 58
 reduction, 389–390
 tolerance, 37, 39, 226
 tourism, 404–405
Towards sand and blue sea (Zorea), 190
Towers in Jerusalem (Tshernovitz-Avidar), 195
 traditionalism, 303–311
 clothing of, 335–336, 345, 346, 347, 353, 358, 370
 Transjordan, 104, 107
treasure, The (Meged), 182
trial, The (Batdori), 198
Trumpet in the wadi (Michael), 185
 trust, 391, 393
Truth from Eretz Israel (Ha-Am), 132
 Tshernovitz-Avidar, Yemima, 195
 Turkey, 38, 90
 Turner, J. C., 5, 6, 28, 29, 240, 245, 246, 259
Two lemons and a lemon (Chanany), 195–196
 Tzemah, M., 221, 223, 226
 Tzihn, R., 226
 ultimate attribution error, 88
 unit of analysis, 8–9, 17
 United Nations, 99, 106, 108
 Six-Day War and, 109
 242 resolution of, 110
 United States, 40, 41, 306–307, 308
 ethnocentrism in, 41, 42, 388
 Gulf War (1991) by, 113
 Independence War (1947–1949) and, 107
 international policies/actions of, 42–43
 Madrid conference and, 113
 peace summit (2000) and, 115
 PLO and, 113
 Russian mutual delegitimization and, 69–70, 73, 76–80, 88–89
 unity
 societal beliefs about, 65, 119–120, 124
 upper socioeconomic class, 269–271, 274
 Urian, D., 197–198, 201, 202
 Valentin, Avi, 186
 value hypothesis, 328, 329
 Van Dijk, T. A., 44
 Vardy, Zeev, 189
 vengeance, 82
 Vergas, P., 87
very narrow bridge, A, 204–205
 victimization, 65–66, 116, 120, 124
 violence. *See also* aggression; atrocities;
 genocide
 of Arab-Israeli conflict, 99–100, 101
 children's literature, Arabs and, 190–191
 delegitimization for, 81, 82–84, 386–388
 fear and, 74
 of intractable conflict, 59
 legitimization of, 386
 peace and cessation for, 395–396
 textbooks, Arabs and, 174
 vicious cycle of, xv, 90–91, 385–388, 408

Index

483

- vitality theory, 41
voice of Ein-Harod, The, 205
 Volkan, V. D., 71
 von Hippel, W., 87
 voting, 316, 318–319
vulture, The, 205
- Walker, J. S., 80
 Watson, R. P., 70, 88
We and our neighbors, 167
 weapons, in HFD, 334, 370
 Weil, A. M., 236, 242, 243
 Weizmann, Chaim, 104, 133–134
 Wellman, H. M., 238
 Werner, H., 333
 West Bank, 112, 113, 114, 115, 117, 137, 145, 146
What story will I tell to my child? (Guritz & Navon), 189
 White, R. K., 72, 73, 74
White goat (Shaul), 196
 White Papers, of British, 105, 106
Who is running in the alley (Vardy), 189
 Wilder, D. A., 249
 Williams, C. J., 325
 Wolfsfeld, G., 145, 148, 149, 150, 153, 400
Womb for rent (Lapid), 200
 women, 200–201, 211, 213, 364–365, 402
 Arab, negativity toward, 326–351, 366, 367, 368, 373, 385
 Arab vs. Israeli, image from drawings, 348, 349–351, 381–384
 Word, C. O., 86
 World War II, 105–106
 Wuthnow, R., 51
 Wye-River Memorandum, 115
- Yaar, E., 211, 215, 217
 Ya' ari, Hagit, 200
 Yavetz, Zeev, 178, 179
 Yehoshua, A. B., 183, 185, 199
yellow time, The (Grossman), 186
 Yerushalmi, Nahum, 178
 Yishai, Y., 221
 Yishuv, 188. *See also* Eretz Israel
 Arab riots against Jews in, 104–105, 106
 against British, 106
 under British rule (1917–1948), 103–106
 homeland ownership issues in, 160
 Independence War (1947–1949) and, 106–108
 Ottoman period of, 103
 restrictions on, 105
 textbooks and education in, 158, 160–161, 173, 175–176
 World War II and, 105–106
 Zionist immigrants to, 9, 16, 94, 102, 108, 128–129, 135, 154, 162, 173, 181, 189, 202–203
 Yizhar, S., 182
Yoav is looking for peace (Feder), 196
 Yom Kippur War, 111, 214
 young adults, 18, 19
 young adults, Israeli, 296, 310. *See also* college students
 attitudes of, 299, 300, 317
 differentiation, nations, Arabs and, 303–305, 306
 ingroup favoritism and, 313, 316
 objectives and overview of study of, 291–293, 302
 outgroup (dovish) moderation and, 316, 322, 384
 stereotypes of, 297–298, 299
young defenders, The (Ohel), 194
 Yuchtman-Yaar, E., 213
- Zafir, H., 258, 325
 Zalk, R. S., 258, 325
 Zanna, M. P., 86
 Zaretski-Toledano, E., 139
 Zeidner, M., 222
 Zelikowitz, G., 223
 zero sum, 60, 123
 Zerubavel, Yaakov, 134
 Zimet, S. G., 45
Zionism and the Arabs, 1882–1948 (Gorny), 129
 Zionism. *See* Israel; Yishuv
Zionist idea and the establishment of the State of Israel, The, 172
 Zionist party, 140–141
Zohar and Zachya (Deshe), 196
 Zohar, N., 163, 164
 Zoltak, S., 167
 Zorea, Neomi, 190