

Facilitating moral complexity: Problematizing the army in Israeli high-school classes

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Facilitating complexity in individual thought and social discourse comprises a key challenge within moral education. Paulo Freire wrote of the constant attempt on the part of hegemonic authorities to promote a shallow and simplistic perception of reality, through application of traditional pedagogies. Freire encouraged educators to counter these processes by committing to dialogic pedagogy that uncovers reality's complexity, thereby supporting compound thought about and discussion of moral and political issues. Here, I apply Freire's analysis to a specific challenge facing Israeli high school teachers: educating students in moral preparation for their mandatory military service.

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