The Hebrew University of Jerusalem

Syllabus

The other who is not me: dealing with extreme and racist attitudes in the classroom - 34006

Last update 29-08-2023

HU Credits: 2

Degree/Cycle: 2nd degree (Master)

Responsible Department: Teaching Training - Diploma

Academic year: 0

Semester: 1st Semester

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Dr. Adar Cohen

Coordinator Email: adar.cohen1@mail.huji.ac.il

Coordinator Office Hours:

Teaching Staff:
  Dr. adar cohen

Course/Module description:
  Recent studies and surveys reveal that extremist and racist opinions had become a widespread phenomenon among teenagers. To address this educational challenge, in this course we will become familiar with different educational approaches mentioned in the theoretical literature, and also discuss their practical implications.

Course/Module aims:
  Acquiring theoretical knowledge about racism and extremism that will improve student's ability to deal with its implications in the classroom.

Learning outcomes - On successful completion of this module, students should be able to:
  a. Explain extremist expressions based on the relevant theoretical literature.
b. Analyze case studies which involve different approaches towards extremist expressions.
c. Develop and shape students' educational view regarding extremist expressions.

Attendance requirements(%):
  100%

Teaching arrangement and method of instruction: 1. Lectures and discussions
2. Team work

Course/Module Content:
  a. Theoretical analysis of the phenomenon.
b. Different approaches to deal with the racist challenge among youths.
c. Relevant guidelines and documents at the national level.
d. School and classroom's practices.

Required Reading:
 Bar-Tal, D., & Teichman Y. (2005). Stereotypes and prejudice in conflict:

Representations of Arabs in Israeli Jewish society. Cambridge: Cambridge University Press

Bar-Tal, D., Rosen, Y. & Nets-Zehngu, R. (2009) Peace Education in Societies Involved in Intractable Conflicts .Handbook on Peace Education. Routledge

Martell, C. C. (2017). Approaches to teaching race in elementary social studies: A case study of preservice teachers. The Journal of Social Studies Research, 41(1), 75-87.

Ministry of Education (2007). "Care-full Listening and Conversations" - Creating Dialouge between Members of Conflicting Multi-Cultural Group". Jerusalem: Ministry of Education (online version)

Nathanson, R. Gazala, I. and Leyzer, R. (2017). Where is Generation Z going? Between Disappointment and Expectations – Personal, National and Societal Attitudes of Jewish and Arab Youth in Israel. The 4th Youth Study. Tel-Aviv: Friedrich-Ebert-Stiftung (online version)

Reisman, A., Enumah, L., & Jay, L. (2020). Interpretive frames for responding to racially stressful moments in history discussions. Theory & Research in Social Education, 48(3), 321-345.

Shoshana, A. (2017). Ethnographies of "A Lesson in Racism": class, ethnicity, and the supremacy of the psychological discourse. Anthropology & Education Quarterly, 48(1), 61-76.

Tatum, B. (1992). Talking about race, learning about racism: The application of racial identity development theory in the classroom. Harvard educational review, 62(1), 1-25.

Washington, E. Y., & Humphries, E. K. (2011). A Social Studies Teacher's Sense Making of Controversial Issues Discussions of Race in a Predominantly White, Rural High School Classroom . Theory & Research in Social Education 39(1), pp. 92-114

 Additional Reading Material:

  Eberhardt, J. L. (2020). Biased: Uncovering the hidden prejudice that shapes what we see, think, and do. Penguin.

Grading Scheme:

  Essay / Project / Final Assignment / Home Exam / Referat 60 %
  Submission assignments during the semester: Exercises / Essays / Audits / Reports / Forum / Simulation / others 30 %
  Attendance / Participation in Field Excursion 10 %

Additional information: