

The Hebrew University of Jerusalem

Syllabus

Multiculturalism inclusion and complex identities - 3401

Last update 04-10-2020

HU Credits: 2

Degree/Cycle: 1st degree (Bachelor)

Responsible Department: Social Work

Academic year: 0

Semester: 1st Semester

Teaching Languages: Hebrew

Campus: Ein Karem

Course/Module Coordinator: Dr. Naomi Shmuel

Coordinator Email: naomi.shmuel@mail.huji.ac.il

Coordinator Office Hours: by arrangement

Teaching Staff:

Dr.

Course/Module description:

The course will deal with the diversity in Israeli society, while examining issues of identity and belonging. We will discuss the inter - cultural encounter with immigrants and refugees while dealing with questions of inclusion and exclusion. We will relate to the significance of the concepts and issues presented in the course to the professional development of the participants. The course will be taught on-line, incorporate various teaching methods, including lectures, personal and group assignments, and the use of films and texts.

Course/Module aims:

1. Familiarity with concepts and theoretical approaches in multiculturalism.
2. Examining issues of identity and belonging.
3. Examining issues that arise from inter-cultural encounters with immigrants and refugees.
4. Developing awareness of power relations and racism.
5. Developing an understanding of context and its significance in cross-cultural encounters.

Learning outcomes - On successful completion of this module, students should be able to:

- By the end of the course students will be expected:
- To identify barriers to effective inter-cultural relations and be able to deal with these professionally
 - To develop and implement respectful and efficient coping mechanisms for a diverse environment
 - To be aware and sensitive towards social issues relating to diversity in Israel
 - To understand the complexity of identity and personal as well as social definitions which categorize people.

Attendance requirements(%):

100

Teaching arrangement and method of instruction: The course will be taught on-line, incorporate various teaching methods, including lectures, personal and group assignments, and the use of films and texts.

Course/Module Content:

identity & Multiculturalism
normalcy & otherness
Identity and belonging
Intersectionality
Hybridity
Cultural sensitivity and cultural competence
Context awareness
Displaced persons and refugees
Racism, stereotypes and prejudice
Empathy
Concepts of risk & safety

Required Reading:

Allan, J. (2015). Reconciling the 'Psycho-Social/Structural' in social work counselling with refugees. *British Journal of Social Work*. 45 (1699-1716).

Bekerman, Z. (2002). Hidden dangers in multicultural discourse. *Race Equality Teaching*. 21 (3) 36-41.

Bennet-Martinez, V., Leu, J. & Lee, F. (2002). Negotiating Biculturalism. *Journal of Cross-Cultural Psychology*. Vol. 33, No. 5, pp. 492-516.

Ben-Ari, A., & Enosh, G. (2011). Processes of reflectivity: Knowledge construction in qualitative research. *Qualitative Social Work*, 10(2), 152-171.

Berhanu, G. (2005b). Normality, deviance, identity, cultural tracking and school achievement: The case of Ethiopian Jews in Israel. *Scandinavian Journal of Educational Research*, 49 (1), 51-82.

Chan, C., & Montt Strabucchi, M. (2020). Many-faced orientalism: racism and xenophobia in a time of the novel coronavirus in Chile. *Asian Ethnicity*, 1-21.

Dee Watts-Jones, T.H. (2010). Location of self: Opening the Door on Intersectionality in the Therapy Process. *Family Process*. Vol.49, No.3, pp. 405-420.

Greenfield, P., Keller, H., Fuligni, A., Maynard, A. 2003 "Cultural Pathways Through Universal Development" *Annual Review Psychology*, Vol. 54, pp. 461-490

Harkness, S., Super, C. et al (2012). "Parental Ethnotheories of Children's Learning." Lancy, D. & Bock, J. & Gaskins, S. (editors) *The Anthropology of Learning in Childhood*. (Pp. 65-84). UK: Alta Mira Press.

Hong, Y. Y., Morris, M. W., Chiu, C. Y., & Benet-Martinez, V. (2000). Multicultural minds: A dynamic constructivist approach to culture and cognition. *American psychologist*, 55(7), 709.

Keshet, Y., Popper-Giveon, A., & Liberman, I. (2015). Intersectionality and underrepresentation among health care workforce: the case of Arab physicians in Israel. *Israel journal of health policy research*, 4(1), 18.

Kleinman, A., Eisenberg, L., & Good, B. (2006). Culture, illness, and care: clinical

lessons from anthropologic and cross-cultural research. *Focus*, 88(1), 251-149.

Mitchell, D. A., & Lassiter, S. L. (2006). Addressing health care disparities and increasing workforce diversity: the next step for the dental, medical, and public health professions. *American Journal of Public Health*, 96(12), 2093-2097.

Roer-Strier, D. & Nadan, Y. (2020). Introduction: The Israeli stage for context-informed perspective on child risk and protection. In D. Roer-Strier, & Y. Nadan (Ed.) *Context-Informed Perspectives of Child Risk and Protection in Israel*. Springer's Child Maltreatment Series.

Viruell-Fuentes, E. A., Miranda, P. Y., & Abdulrahim, S. (2012). More than culture: structural racism, intersectionality theory, and immigrant health. *Social science & medicine*, 75(12), 2099-2106.

גמרא, נ. הצורך בראיה מודעת הקשר בטיפול בחברה החרדית - משבר הקורונה כמקרה מבחן, פורסם באתר נבט: <https://www.facebook.com/nevetgreenhouse/com>.

זיו, א' (2012). טראומה עיקשת. מפתח. כתב עת של מרכז מינרבה למדעי הרוח, אוניברסיטת תל אביב, 74-55.

לומסקי-פדר ע', רפפורט ת', וגינזבורג ל' (2010). מבוא: נראות בהגירה - גוף, מבט, ייצוג. לומסקי-פדר, ע' ורפפורט, ת' (עורכות) נראות בהגירה, גוף, מבט, ייצוג. (7-39). מכון ואן ליר בירושלים והוצאת הקיבוץ המאוחד תל אביב.

מעלוף, א' (2010). זהויות קטלניות. בנימינה: נהר ספרים. עמ' 1-51.

שוסטר, מיכל. אוחנה, חנה. אגמון-שניר, חגי. (2013). הטמעת כשירות תרבותית בארגוני בריאות: מדריך מרוכז. המרכז הבין-תרבותי בירושלים.

שלום, ש. (2018). שיחות על אהבה ופחד: דיאלוג בין בת הרב לבן הקס. ידיעות אחרונות. עמ' 81 - 88.

שמואל, נ. (2020). דורות של תקווה: מסורת והעברה בין דורית עם העלייה מאתיופיה. פרדס. חיפה. עמ' 191-212.

Additional Reading Material:

Course/Module evaluation:

End of year written/oral examination 0 %

Presentation 0 %

Participation in Tutorials 10 %

Project work 70 %

Assignments 0 %

Reports 0 %

Research project 0 %

Quizzes 0 %

Other 20 %
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Additional information:

*The course will be taught on-line, incorporate various teaching methods, including lectures, personal and group assignments, and the use of films and texts.
The exact order of the content by dates will be finalized in the first lesson.*