



# *The Hebrew University of Jerusalem*

## *Syllabus*

### *Cultural pluralism or multiculturalism: A socio-psychological perspective - 34601*

*Last update 25-10-2019*

*HU Credits: 2*

*Degree/Cycle: 1st degree (Bachelor)*

*Responsible Department: Education*

*Academic year: 0*

*Semester: 1st Semester*

*Teaching Languages: English*

*Campus: Mt. Scopus*

*Course/Module Coordinator: Prof. Gabriel Horenczyk*

*Coordinator Email: [gabriel.horenczyk@mail.huji.ac.il](mailto:gabriel.horenczyk@mail.huji.ac.il)*

*Coordinator Office Hours: Mondays 16-17*

---

Teaching Staff:

Prof Gabriel Horenczyk

Course/Module description:

The course will address aspects of pluralism and multiculturalism from a socio-psychological perspective. We will focus on various kinds of minorities in contemporary Israel society – immigrants (“Olim”), Palestinian Arabs, Israeli Druze, and others. We will analyze the complexity of biculturalism, and its relationship with psychological and socio-cultural adaptation. Finally, the DOPA model will be presented, as a conceptual and methodological tool for the mapping and measurement of perceptions and orientations toward cultural diversity in educational contexts.

Course/Module aims:

- knowledge of various aspects of multiculturalism
- analysis of identity and adaptation among minorities

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

- ... understand the complexity of multiculturalism in general, and in Israel in particular

Attendance requirements(%):

100

Teaching arrangement and method of instruction: lectures and discussion, active participation of students; movies; group work; visit to museum

Course/Module Content:

1. Introduction – Conceptual and empirical frameworks
2. Diversity in Israel – major divisions
3. Expanding the acculturation models
4. Special acculturating groups: Palestinian Arabs in Israel; The Israeli Druze; Ethiopian immigrants in Israel, “Foreign workers” in Israel
5. Multiculturalism and conflict resolution in Israel
6. Diversity and multiculturalism in Israeli schools: The School Acculturative Context; the DOPA model; Counseling immigrants in Israeli schools

---

Required Reading:

1. Al-Haj, M. (2002). Multiculturalism in deeply divided societies: The Israeli case. *International Journal of Intercultural Relations*, 26(2), 169-183.
2. Bar-Tal, D., & Halperin, E. (2011). Socio-psychological barriers to conflict resolution. In D. Bar-Tal (Ed.), *Intergroup conflicts and their resolution: A social psychological perspective*. (pp. 217-239): New York, NY, US: Psychology Press.
3. Bourhis, R. Y., & Dayan, J. (2004). Acculturation orientations toward Israeli Arabs and Jewish immigrants in Israel. *International Journal of Psychology*, 39, 118-131.
4. Cohen, E. H. (2011). Impact of the Group of Co-migrants on Strategies of Acculturation: Towards an Expansion of the Berry Model. *International Migration*, 49(4), 1-22.
5. Deaux, K. (2006). *To be an immigrant*. New York: Russell Sage Foundation. Chapter 5: Who am I? The construction of ethnic identity.
6. Halabi, R. (2014). Invention of a nation: the Druze in Israel. *Journal of Asian and African Studies*, 49(3), 267-281.
7. Harper, R. A., & Zubida, H. (2010). Making room at the table: Incorporation of foreign workers in Israel. *Policy and Society*, 29(4), 371-383.
8. Horenczyk, G., & Ben-Shalom, U. (2001). Multicultural identities and adaptation of young immigrants in Israel. In N. K. Shimahara, I. Holowinsky & S. Tomlinson-Clarke (Eds.), *Ethnicity, race, and nationality in education: A global perspective* (pp. 57-80). Mahwa, NJ: Lawrence Erlbaum.
9. Horenczyk, G., & Ben-Shalom, U. (2006). Acculturation in Israel. In D. L. Sam & J. W. Berry (Eds.), *The Cambridge handbook of acculturation psychology* (pp. 294-310). Cambridge, UK: Cambridge University Press.
10. Horenczyk, G., & Tatar, M. (2012). Conceptualizing the school acculturative context: School, classroom, and the immigrant student. In A. Masten, K. Liebkind & D. J. Hernandez (Eds.), *Realizing the potential of immigrant youth* (pp. 359-375): Cambridge University Press.
11. Horenczyk, G., & Tatar, M. (2011). Schools' organizational views of diversity: Perceptions and approaches. In S. Vandeyar (Ed.), *Hyphenated selves: Immigrant identities within education contexts* (pp. 131-148). Amsterdam, The Netherlands: SAVUSA Editorial.
12. LaFromboise, T., Coleman, H., & Gerton, J. (1993). Psychological impact of biculturalism: Evidence and theory. *Psychological Bulletin*, 144, 395-412.

---

13. Shabtay, M. (2003). 'RaGap': music and identity among young Ethiopians in Israel. *Critical Arts: A Journal of South-North Cultural and Media Studies*, 17(1\_2), 93-105.

14. Tatar, M. (1998). Counselling immigrants: School contexts and emerging strategies. *British Journal of Guidance & Counselling*, 26(3), 337 - 352.

15. Tatar, M. (2004). Diversity and citizenship education in Israel. In J. A. Banks (Ed.), *Diversity and citizenship education: Global perspectives* (pp. 377-405). San Francisco, CA: Jossey-Bass.

Additional Reading Material:

NONE

Course/Module evaluation:

End of year written/oral examination 0 %

Presentation 0 %

Participation in Tutorials 10 %

Project work 0 %

Assignments 20 %

Reports 70 %

Research project 0 %

Quizzes 0 %

Other 0 %

Additional information:

NONE