האוניברסיטה העברית בירושלים
THE HEBREW UNIVERSITY OF JERUSALEM

The Hebrew University of Jerusalem

Syllabus

globalization minorities and technology: a research workshop - 59612

Last update 28-08-2017

HU Credits: *2*

Degree/Cycle: *2nd degree (Master)*

Responsible Department: *public policy*

Academic year: *0*

Semester: *1st Semester*

Teaching Languages: *English*

Campus: *Mt. Scopus*

Course/Module Coordinator: *Dr. Elyakim Kislev*

Coordinator Email: *elyakim.kislev@mail.huji.ac.il*

Coordinator Office Hours:

Teaching Staff:

Course/Module description:

This course is a research workshop on the global nature of technology and how it has the potential to empower minorities. The main argument is that technology, which is universal in nature, can help minorities to overcome discrimination and provide a real opportunity to improve their social and economic condition. The course includes a discussion on the foundations of globalization, immigration, and global policy as well as a methodological introduction to comparative policy, and special lecturers from the Israeli hi-tech industry, focusing on the Israeli case study: the integration of Arab/Palestinian citizens of Israel into the Israeli hi-tech industry. Each participant will be required to author a small-scale research article on the topic of minorities' participation in technology as a mechanism for their social mobility and integration. This collaborative effort is expected to produce a book on this topic, published by a highly respectable publisher that has already contacted us.

Course/Module aims:

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

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Attendance requirements(%):

100

Teaching arrangement and method of instruction:

Course/Module Content:

1. Introduction
2. Globalization – A Man-Made and Policy-Made Process?
3. The Foundations of Studying Immigrants and Minorities
4. Globalization, Minorities, and Technology
5. The Condition of the Arab-Palestinian Minority in Israel
6. How can the Globalized Tech Industry Benefit Israeli-Arabs?
7. Methods:
a. Quantitative Approaches – The European Social Survey

b. Qualitative Approaches
8. Difficulties in Integrating Israeli-Arabs into the Tech Industry
9. What Israel Does for Integrating Israeli-Arabs into the Tech Industry?

Required Reading:
Week1:
Kobrin, Stephen J. 1998. "Back to the future: Neomedievalism and the postmodern digital world economy." Journal of International Affairs 51(2): 361-386.

Week 2:
Berry, John W. 1997. "Immigration, Acculturation, and Adaptation." Applied psychology: An international review 46(1):5-68.
Castles, S., De Haas, H., & Miller, M. J. (2013). The age of migration: International population movements in the modern world. Palgrave Macmillan.. Chapter 1
Castles, S., De Haas, H., & Miller, M. J. (2013). The age of migration: International population movements in the modern world. Palgrave Macmillan. Chapter 3
Kislev, E. 2016. Deciphering the 'Ethnic Penalty' of Immigrants in Western Europe: A Cross-Classified Multilevel Analysis. Social Indicators Research.

Week 3:
Smooha, Sammy. 2016. Index of Arab-Jewish Relations in Israel 2015. Haifa: University of Haifa.

Week 4:
Bonous-Hammarth, Marguerite. 2006. "Promoting Student Participation in Science, Technology, Engineering and Mathematics Careers." Pp. 269-82 in Higher Education in a Global
Bianchini, J. A. (2013). Expanding underrepresented minority participation: America's science and technology talent at the crossroads. Science Education, 97(1), 163-166.
James, S. M., & Singer, S. R. (2016). From the NSF: The National Science Foundation's Investments in Broadening Participation in Science, Technology, Engineering, and Mathematics Education through Research and Capacity Building. CBE-Life Sciences Education, 15(3), fe7.
Villafañe, S. M., Garcia, C. A., & Lewis, J. E. (2014). Exploring diverse students' trends in chemistry self-efficacy throughout a semester of college-level preparatory chemistry. Chemistry Education Research and Practice, 15(2), 114-127.
Jackson, J. F., Charleston, L. J., Lewis, C. W., Gilbert, J. E., & Parrish III, W. P. (2017). Arizona's Rising STEM Occupational Demands and Declining Participation in the Scientific Workforce: An Examination of Attitudes among African Americans toward STEM College Majors and Careers. Texas Education Review; Vol. 5, Issue 2.

Week 5:
Childs, P. Y. (2015). Factors Affecting The Academic Achievement And Persistence

of Quota Students in STEM: A Case Study of A Public University in Brazil (Doctoral dissertation, University of Maryland, College Park).
Ransom, T. (2013). When Do Faculty Inputs Matter? A Panel Study of Racial/Ethnic Differences in Engineering Bachelor's Degree Production. (Doctoral dissertation, University of Pennsylvania).
Koledoye, K. A. (2013). Differences in STEM Degree Attainment by Region, Ethnicity, and Degree Type. (Doctoral dissertation, Sam Houston State University).
Gladney, M. (2016). The Academic and Professional Experiences of African American Women in STEM Careers: A Narrative Inquiry. (Doctoral dissertation, Northcentral University).

Week 6:
Abu-Saad, I. "Access to Higher Education and Its Socio-Economic Impact among Bedouin Arabs in Southern Israel", International Journal of Educational Research 76 (2016): 96–103.
Alayan, S. "Arab Education in Israel: Lessons from Positive Learning Experiences of Palestinian-Israelis." Diaspora, Indigenous and Minority Education 6, (2012B): 213-228.
Al-haj, M. "Higher Education among the Arabs in Israel: Formal Policy between Empowerment and Control" in Higher Education Policy 16 (3) (Sep. 2003): 351–368.

Week 7:
Ayalon, H. and Yossi S. "Educational Reforms and Inequalities in Israel: The MMI Hypothesis Revisited". Sociology of Education 77(2, 2004):103-120.
Arar. K. and Mustafa, M. "Access to higher education for Palestinians in Israel", Education, Business and Society: Contemporary Middle Eastern Issues 4 (3, 2011): 207-228

Additional Reading Material:
Byars-Winston, A. (2014). Toward a Framework for Multicultural STEM-Focused Career Interventions. The Career development quarterly, 62(4), 340-357.
Callahan, C. N., Libarkin, J. C., McCallum, C. M., & Atchison, C. L. (2015). Using the lens of social capital to understand diversity in the earth system sciences workforce. Journal of Geoscience Education, 63(2), 98-104.
Charleston, L. J., Jackson, J. F., & Gilbert, J. E. (2014). Preparing the Next Generation of African American Computing Science Faculty: A Response to the Obama Administration's Scientific Workforce Priorities. In The Obama Administration and Educational Reform (pp. 205-222). Emerald Group Publishing Limited.
Gilbert, J. E., Jackson, J. F., Dillon Jr, E. C., & Charleston, L. J. (2015). African Americans in the US computing sciences workforce. Communications of the ACM, 58(7), 35-38.
Johnson, A., Huggans, M. J., Siegfried, D., & Braxton, L. (2016). Strategies for increasing diversity in the ocean science workforce through mentoring. Oceanography, 29(1), 46-54.

Scott, A., Martin, A., McAlear, F., & Madkins, T. C. (2016). Broadening Participation in Computer Science: Existing Out-of-School Initiatives and a Case Study. ACM Inroads, 7(4), 84-90.

Course/Module evaluation:
End of year written/oral examination 0 %
Presentation 25 %
Participation in Tutorials 0 %
Project work 0 %
Assignments 0 %
Reports 0 %
Research project 75 %
Quizzes 0 %
Other 0 %

Additional information: