

2017 ISGAP SUMMER INSTITUTE SYLLABUS TEMPLATE

COURSE: Current Issues on the Psychology of Anti-Semitism – a Universal Stigma

Humboldt International University (Miami, FL –USA)

Spring 2018

Name of Instructor: Dr. Michael Meir

Course Level: Graduate

Type of Course: Lecture (on line). On the second year the course will be taught on campus.

First 2 (two) courses are taught in Spanish

Department: Continuing Education Courses.

Office Hours: On demand

COURSE DESCRIPTION:

This course will dare to provide some vision and understanding into how individuals come to embrace anti-Semitic beliefs and attitudes, and come to promote taking actions harmful against Jews, in the modern world.

This course also focuses on the study of consciousness and psychology of human behavior at individual and mass level. Since anti-Semitism has deep historical roots, special attention will be on the reaction and behavior of various cultures and settings through specific periods of the world history to understand psychological phenomena and structures related. Emphasis will be given to psychological foundations of prejudice and beliefs.

COURSE OBJECTIVES:

- To raise consciousness about Anti-Semitism, especially of influencers, regardless of race, ethnicity, religion and nationality.
- To raise awareness in issues of anti-Semitism permanently patterned in the individual and the society through the ages and its continual renewal.
- To update participants of the different stages of anti-Semitism as political vehicle at the present time.
- To understand sociological implications and consequences of anti-Semitism as a whole connected world.
- To create potentials modern psychological theories that could explain the cycles of reappearance of Anti-Semitism.
- To design possible models of psychological intervention to modify individuals' determining causes of anti-Semitism like beliefs/life-patterns.

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COURSE STRUCTURE

Current Issues on the Psychology of Anti-Semitism – a Universal Stigma is an online course that combines two course-delivery formats (instructor-led asynchronous web-based instruction and peer-asynchronous web-based instruction).

1. Multimedia content in a modular format that provides students a flexible and asynchronous web-based learning environment.
2. Discussions with the instructor and other students through the use of asynchronous platform.
3. Interaction with other students through the use of learning activities posted on a discussion forum.

REQUIRED READING/VIEWING/LISTENING:

(Please list all required books, articles, video and audio clips for the course). We will refer to these as RVL's. ***

RECOMMENDED READING/VIEWING/LISTENING: ***

(Please list all recommended books, articles, video and audio clips for the course)

Please check addendum: ***PARTIAL RVL's**

WEEKLY TOPICS/THEMES (INCLUDE DATES AND LIKELY RVL'S):

Please check addendum: ***PARTIAL RVL's**

COMPETENCIES

- (1) To be able to describe how prejudice and beliefs can influence or generate separation and discrimination.
- (2) To understand how anti-Semitism is ignited due to presence of "Life Patterns"
- (3) To apply theories of awareness and human development as therapeutic research method to modify Anti-Semitic behaviors
- (4) To assess empathy and acceptance towards the hatred group as a result of therapeutic interventions
- (5) To describe strategies for applying a variety of interventions in individuals or groups.
- (6) To create methods for standardized and to improve results.

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CALENDAR OF WEEKLY REQUIREMENTS FOR STUDENTS.

Week	Topics	Learning Activities	Assignments
1-2	How Psychology can explain the phenomena of Anti-Semitism	<p>LA 1. Identification of common causes of resentment and hatred (individual and group level)</p> <p>LA 2. Identification of psychological therapeutic methods that can be used to change behaviors in selected population.</p>	<p>Assignment 1.- Post your profile and introduce yourself to the class. Include some thoughts about what you would like to learn from this course and describe the reasons for which you enrolled in this course.</p> <p>Assignment 2. – Where you can imagine applying the knowledge attained in this course in your present or past employment, family or institutions.</p> <p>Forum 1. – Identify and describe three specific areas where information covered in the assigned reading could be applied in order to start producing changes or at least demonstrate the possibility of a different social paradigm.</p> <p>Assignment 3.- Identify a group or culture where anti-Semitism is deeply rooted and accepted.</p>
3-4	Describing historic facts of Anti-Semitism and its consequences	<p>LA 3. Understanding the ripple effect of discrimination that starts with one person or family.</p> <p>LA 4. Analyze when anti-Semitism is present in just an isolated group or is part of the main stream of a country. Define and list examples of mass consciousness</p>	<p>Forum 2.- In which theoretical framework is anti-Semitism mostly found or anti-Semitic acts will occur?</p> <p>Assignment 4.- Describe tactics or strategies used by groups with certain interests that target Jewish population. (Choose specific time frame)</p> <p>Assignment 5.- Describe actions imposed on Jewish rituals/traditions that contradict human right concerns that would not be enforced on other ethnicity group or race currently.</p>

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5-6	Psychology of Groups and understanding mass consciousness	<p>LA 5. Prejudice versus Beliefs. Analyze theory of Beliefs and Life Patterns</p> <p>LA 6. Religious induced Anti-Semitism</p>	<p>Assignment 6. - Describe the differences between anti-Semitic and anti-Zionist discourses or actions.</p> <p>Forum 3. - Conduct an analysis of the stratagems of the BDS movement and find similarities with terrorist groups.</p> <p>Assignment 6. - Create a personal clarification strategy for groups. List the critical factors you will modify and create an assessment method for that strategy.</p>
7-8		<p>LA 7. Political induced Anti-Semitism</p> <p>LA 8. Become familiar with training programs and paradigms change and how to implement programs to revert anti-Semitic beliefs.</p>	<p>Forum 4. Choose a group that you are familiar with. Find out if in this group anti-Semitic beliefs are present, discuss them and state the reason why they have to be changed and help people revert the situation.</p> <p><u>Assignment 7</u> Final paper</p>

Projects/Papers/Midterms/Quizzes/Final Examination, in alignment with Week #, etc.

- List Anti-Semitic events through the history. (Free paper) #
- List Anti-Semitic events in the World from 1900 to 1948 (by country/continent) #
- List Anti-Semitic/Anti-Zionist/Anti-Israel events in the world from 1948 to 2017 #
- Describe origins and purposes of the BDS movement (Is BDS a movement?)
- Investigate the role of the media and list bias institutions of the media acting against Israel or openly anti-Semitic

Lists should be completed and include the main reasons behind each specific event.

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INSTRUCTIONS OF ASSIGNMENTS

A full description of assignment guidelines, rubrics, and associated materials will be available in the online course website. Each of the assignments relate to one or more specific course student-learning outcomes and instructions.

GRADING CRITERIA

Students will be provided with a progress/grade report at the end of each semester. A copy of the report will be placed in the student's permanent file maintained by the University. Students have online access to their grades immediately after they are posted on the platform.

Students are graded according to the following Grade Point Average (GPA) system:

GRADE	POINT VALUE	DESCRIPTION	NO. VALUE
A	4.0	EXCELLENT	90 -100
B	3.0	GOOD	80 - 89
C	2.0	AVERAGE	70 - 79
D	1.0	POOR	60 - 69
F	0.0	FAILURE	0 - 59

ASSESSMENT/EVALUATION:

Evaluation will be formative according to the evidence of the learning outcomes (forum, chats, assignments of learning activities, live discussion, etc.)

The evaluation will be distributed as follows:

- Discussion Forums 20%
 - Assignments 40%
 - Research Paper 40%
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******Since the first 2 (two) courses will be taught in Spanish, most of the RVL's will be selected in the coming months.***

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ADDENDUM

***PARTIAL RVL's**

SOURCES OF ANTI-SEMITISM (Historical, Political, Cultural and Religious)

1. Documentary: PBS, Anti-Semitism the 21st Century: The Resurgence
2. http://en.wikipedia.org/wiki/Islam_and_antisemitism
3. http://en.wikipedia.org/wiki/New_antisemitism
4. The Hamas Charter.
5. <http://www.acpr.org.il/resources/hamascharter.html>
6. <http://www.sfgate.com/cgi-bin/article.cgi?f=/c/a/2005/03/06/INGM2BJH7U1.DTL>
7. http://en.wikipedia.org/wiki/Jewish_exodus_from_Arab_lands
8. Documentary: Constantine's Sword
9. Goldhagen, D. (1997). The evolution of eliminationist anti-Semitism modern Germany. (Chapter 2 in Hitler's Willing Executioners).
10. Harris, S. (2005). In the shadow of God. (Chapter 3 in The End of Faith).
11. Movie: Gibson's The Passion of the Christ

JEWISH ACHIEVEMENTS

1. Speech by a former prime minister of Malaysia: http://www.adl.org/Anti_semitism/malaysian.asp
2. Burstein, P. (2007). Jewish educational and economic success in the United States: A search for explanations. *Sociological Perspectives*, 50, 209-228.

INTRODUCTION TO ANTI-SEMITISM AND THE PSYCHOLOGY OF NORMAL PREJUDICE

1. http://en.wikipedia.org/wiki/Blood_libel_against_Jews
2. Brewer, M. (2001). Ingroup identification and intergroup conflict: When does ingroup love become outgroup hate? In R.D. Ashmore, L. Jussim, & D. Wilder (eds). *Social Identity, Intergroup Conflict, and Conflict Reduction*.
3. Allport, G. (1954). The nature of prejudice. Chapters 4 (Rejection of Outgroups), 11 (Linguistic factors), 12 (Stereotypes in our Culture), 22 (Aggression and Hatred)
4. Selections from Plous S. (2003). *Understanding Prejudice and Discrimination*.
5. *Prejudice: Disliking Others* (2002). Chapter from D. Myers introductory social psychology text, *Social Psychology*.
6. Rivka B. Meir (2005) *Fixed Beliefs and Life Pattern Theory*, Authorhouse
7. Bertisch Danziger, R., & Danziger, S. (1984). *Do It Yourself Kit, a training manual to change beliefs*. Honolulu, Hawaii: Self-Mastery Systems International.
8. Allport, G. (1954). Choice of scapegoats. Chapter 15.
9. Glick, P. (In press). Choice of scapegoats.

PROPAGANDA

Allport, G. (1954). The nature of prejudice. Chapter 26 (Demagogy).

1. Altemeyer, B. (1996). The authoritarian specter. Chapter 10 (The Effects of Hate Literature).

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2. Key Wilson B. (1974) Subliminal Seduction

TERROR MANAGEMENT THEORY

1. Greenberg et al. (2009). How our dreams of death transcendence breed prejudice, stereotyping, and conflict: Terror management theory. Pp 309-332 in T. Nelson (ed.), Handbook of prejudice, stereotyping and discrimination. Hillsdale, NJ: Erlbaum
2. Greenberg et al (1990). Evidence for Terror Management Theory II: The Effects of Mortality Salience on Reactions to Those Who Threaten or Bolster the Cultural Worldview. Journal of Personality and Social Psychology, 58, 308-318.
3. Cohen et al. (2009). Modern anti-Semitism and attitudes towards Israel. Journal of Personality and Social Psychology, 97, 290–306