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College of Staten Island, City University of New York  
Course level: Graduate  
Department: Educational Studies  
Office: 3S-223  
Office Hours: Tuesday, Thursday 3:30-4:30 and by appointment

**Seminar in graduate educational research: Focus on prejudice, intolerance and antisemitism in educational institutions.**

Course Description

This is the first half of a two semester course, designed for graduate students in education, with two major goals; 1) to explore the functions of anti-Semitic prejudice throughout different historical and social eras, to analyze its social and psychological ramifications from the points of views of the perpetrators and their Jewish targets; and 2) to develop specific research skills that facilitate the ability of students to use research methods in the design and implementation of a research project that focuses on contemporary anti-Semitic prejudice, intolerance and bigotry and its manifestation in educational institutions. In the first semester, students will develop an understanding of this area of research with its complexities, and will design a research proposal that includes a review of literature and design for research to be executed in the second semester.

Course Objectives

- To foster an understanding of the principles of research design and measurement.
- To consider the differences in the nature and function of anti-Semitism in different historical times (focusing on pre and post holocaust and modern times), and across different countries, environments and social contexts.
- To understand modern anti-Semitism as it relates to Israel, to the Arab world, and to the West.
- To consider the presence and effects of anti-Semitism in educational institutions.
- To promote the understanding and practice of clear methodological planning in order to collect data and examine the effects of change.
- To develop a research proposal on anti-Semitism and/or prejudice.
- To promote systematic observations, discussion and reflection among preservice teachers concerning prejudice and anti-Semitism.

Required Reading (Under construction)

McMillan, J. H. & Schumacher, S. (2010). *Research in education: Evidence-based inquiry*. (Seventh edition). Allyn and Bacon: Boston, MA.  
Wistrich, R. (1991). *Antisemitism: The longest hatred*. London: Thames Methuen.

### Recommended Resources:

#### 1. Books on writing style

Strunk, W., Jr., & White, E.B. (2000). *The elements of style* (4<sup>th</sup> ed.). New York: MacMillan.

Bates, J.D. (2000). *Writing with precision: How to write so that you cannot be misunderstood*. Washington, D.C.: Acropolis Books.

Truss, L.T. (2003). *Eats, shoots & leaves: The zero tolerance approach to punctuation*. Gotham Books.

Pinker, S. (2014). *The sense of style: The thinking person's guide to writing in the 21<sup>st</sup> century*. New York, NY: Viking, Penguin.

#### 2. Publication Manual of the American Psychological Association: 6<sup>th</sup> edition.

American Psychological Association: Washington, DC; [www.apastyle.org](http://www.apastyle.org).

#### 3. Fink, A. (2017). *How to conduct surveys: A step-by-step guide*. Thousand Oaks, CA.: Sage

#### 4. Seidman, I. (2013). *Interviewing as qualitative research: A guide for researchers in education and the social sciences*. Teachers college press.

### Course Requirements

- Completion of assigned readings. It is important to have read the assigned material *before you come to class* so that you can fully understand, and participate in, class discussions.
- Participation in class discussions. Since the class is run as a seminar, input from each student is needed. Each student is expected to help in the development of other students' projects and to be helped in return.
- Attendance at all class meetings as scheduled. This is very important! More than two (2) absents will result in a reduction of the final grade.
- Documentation of all ongoing work submitted in a timely manner. Late assignments will result in a grade reduction.
- At least one individual meeting with the instructor.
- Completion of all written assignments.

Note: The weekly conference hour for this class will be met using online and face-to-face interaction. We will use this time to discuss the development of your research projects and to enhance understanding of the concepts discussed during class sessions

### Evaluation

All written assignments: 30%

Attendance, participation, and group work 20%

Proposal 50%

**Week 1:** Overview, summer assignment review, Case study of antisemitism.

Journal of hate studies – assorted articles, including articles by James Waller (vol 3(1), 121-132); and Kenneth Stern (vol 3(1), 7-36).

Whine, Michael, MBE. The perception, impact and consequences of hate crime.  
<https://cst.org.uk/public/data/file/f/1/CEPOL%20perceptions%20of%20hate%20crime.pdf>

Assignments: Summer homework

**Week 2:** What is contemporary anti-Semitism?

Gerstenfield, M. (2011). Anti-Semitism and Anti-Israelism in Western schools. JCPA.org, No. 112. (excerpts)

Jonathan Sacks brief video – anti-Semitism.

McMillan 1 & 2;

Assignments: Inquiry question worksheet, introductory essay

**Week 3:** Research Design: Qualitative, quantitative and mixed methods. McMillan 4,5

**Week 4:** Measuring prejudice, antisemitism and intolerance. Part 1.

Oboler, A. (2016). "Measuring the hate: The state of anti-Semitism in social media. Copyright ©2016 Online Hate Prevention Institute. Produced for the Global Forum for Combating Antisemitism.

Beyer, H. & Liebe, O. (2015). Three experimental approaches to measure the social context dependence of prejudice communication and discriminatory behavior. *Social Science Research*, 49, 343-355.

Smith, T. (1993). A Review: Actual Trends or Measurement Artifacts? A Review of Three Studies of Anti-Semitism. *The Public Opinion Quarterly*, 57 (3), 380-393.

**Week 5:** Library session

McMillan 3,4,5

**Week 6 & 7:** Social, psychological, cultural, historical and political roots of anti-Semitic prejudice.

Readings: To be decided

Choosing a research topic and research question. McMillan 3,4,5

Assignment: Library Assignment, Revised inquiry worksheet, One-page research proposal outline

**Week 8**

Measuring prejudice, intolerance and anti-Semitism: Part 2. Surveys, interviews and narratives.

Rudman,, La., Greenwald, A.G. Mellott, D.S. & Schwartz, J. L. (1999). Measuring the automatic components of prejudice: Flexibility and generality of the Implicit Association Test. *Social Cognition* 17 (4), 437-465.

Assignment: Literature review outline

### **Weeks 9 & 10**

Pre-holocaust anti-Semitism, the holocaust and the psychology of genocide

Holocaust timeline <http://www.hdot.org/en/denial/chronology>

Walter Laqueur, *The Changing Face of Antisemitism: From Ancient Times to the Present Day* (Oxford: Oxford University Press, 2006), pp. 107-124.

Bilewicz & Volhardt, 2012)

museum of Jewish heritage, Facing history, guest speakers.

Assignment: Proposal outline draft 1

**Weeks 11 & 12:** Modern contemporary anti-Semitism, anti-Zionism, global anti-Semitism.

Cotler, I. (2015). Global anti-Semitism: Assault on human rights. In Small, Ch. A. (ed.). *The Yale Papers. Antisemitism in comparative perspective.* ISGAP, New York, 347-362.

Small C.A. *Global anti-Semitism: A crisis of modernity.*

Sacks, J. A new Antisemitism?

[https://cst.org.uk/public/data/file/c/1/A\\_New\\_Antisemitism\\_Chief\\_Rabbi\\_Sir\\_Jonathan\\_Sacks.pdf](https://cst.org.uk/public/data/file/c/1/A_New_Antisemitism_Chief_Rabbi_Sir_Jonathan_Sacks.pdf)

U.S. Department of State. (2008). *Contemporary global antisemitism: A report provided to the United States Congress.* Washington, DC: Author. Retrieved from <http://www.state.gov/documents/organization/102301.pdf>

Assignment: Proposal outline draft 2

**Week 13:** Anti-Semitism in educational institutions.

Wessler, S., & Moss, M. (2001). *Hate crimes on campus: The problem and efforts to confront it.* Hate Crimes Series. Bureau of Justice Assistance monograph.

<http://files.eric.ed.gov/fulltext/ED459656.pdf>

Slavkin, M.L. (2012). The Holocaust and education: what impact did educators have on the implementation of **anti**-Judaic policies in 1930s Germany? *Paedagogica Historica*, 48 (3), 431-449.

Greene, J.P., & Kingsbury, I. (2017). The relationship between public and private schooling and anti-Semitism. *Journal of School Choice*, 11 (1), 111-130.  
DOI: 10.1080/15582159.2016.1270143.

Gerstenfield, M. (2011). Anti-Semitism and Anti-Israelism in Western schools. JCPA.org, No. 112.

Medoff, R. (2017, July). Biased textbooks turning young Americans against Israel. Jewish News Service.  
<http://www.jns.org/latest-articles/2017/7/10/biased-textbooks-turning-young-americans-against-israel-research-shows#.WWevzHXyvGI=>

**Week 14:** Combating prejudice and anti-semitism

Short, G. (1993). Prejudice reduction in schools: The value of inter-racial contact. *British Journal of Sociology of Education*, 14 (2), 159-168.

**Assignment: Final research proposal due**

Week 15: Recap, review and outline for semester 2.