Start Date – End Date

HAP 594 The Effect of Antisemitism in the Context of Community and Societal Health

Course Description	The course will provide students with a broad understanding of antisemitism – its roots, history, and current global manifestations. The course will describe antisemitism as a social determinant of health in the social and community policy context and its impact on the health of individuals and the community. The course will help future health professionals and leaders understand their responsibility to recognize and respond to upstream factors that contribute to antisemitism.
Course Objectives	1. Evaluate evidence-based resources on antisemitism for interprofessional practice. 2. Appraise existing templates and models for culturally competent person-centered care that alleviates antisemitism. 3. Illustrate the dynamics of shared PTSD following antisemitic incidents. 4. Recommend tools for healthcare professionals to manage PTSD resulting from antisemitic incidents in the community. 5. Summarize the role/s healthcare professionals have in recognizing antisemitism as a social determinant of health in the context of community and societal health. 6. Develop interprofessional practice interventions to mitigate antisemitism and promote positive relationships and interactions.
Instructors	**Brenda Helen Sheingold, PhD, FNAP** bsheingo@gmu.edu Office Hours: By appointment.

Location and Time	Distance Learning via Blackboard Course Site Asynchronous/Hybrid – 8 weeks
Required textbook(s) and/or materials	Fesko, D. (2023) *We need to talk about antisemitism.* (1st ed). Seal Press. ISBN 9781541601949 (hardcover) |ISBN 9781541602168 (eBook) Fox, J., & Topor, L. (2021) *Why do people discriminate against Jews?* Oxford University Press. ISBN 9780197580349 (hardcover) ISBN 9780197580356 (paperback) ISBN 9780197580370 (eBook) The United States National Strategy to Counter Antisemitism. The White House. May 2023. https://www.whitehouse.gov/wp-content/uploads/2023/05/U.S.-National-Strategy-to-Counter-Antisemitism.pdf
Teaching methods	(X) Lecture (X) Guest speakers (X) Group work (X) Student presentations (X) Case Studies (X)Papers (X) Independent research (X) Research (X) Audio/Podcasts (X) Class discussion (X) Discussion Board (X) Documentaries

Learning methods

X	Student Self-Assessment	X	Team Effectiveness Assessment
	Online discussions		
	Class Discussions	X	Peer Review
X	Web-based modules	X	Written research or project reports
X	In-class Presentations	X	Strategic Projects
x	Case Study	x	Reflective Learning/Modeling

Evaluation	• Class Attendance 20% • Reflection Journal Entries: 10% • Discussion Board Posts/Responses: 10% • Contemporary Trends in Antisemitism Presentation: 15% • Resiliency Micro-credential 10% • Team Project Development (Charter; Team Progress Report): 10% • Team Project Presentation: 20% • Team Project Self and Peer Assessment: 5%
Grading Scale and Late Policy	98-100% = A+ 94-97% = A 90-93% = A- 87-89% = B+ 84-86% = B 80-83% = B- 70-79% = C 69% or below = F **Late Policy:** Assignments must be submitted on the date the assignment is due. If a student anticipates a problem with submitting work by the due date, the student should contact the instructor before the due date to find a solution. Any work turned in after the due date without prior authorization will be decreased by 5% per day, up to 4 days. On day 5 the student will receive a "0." Discussion Board work is not accepted after the week it is due.

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ignment: Week Two, Six: Reflective Journal Entry (Individual) Overview of the Assignment

- In Weeks 2 and 6 submit a Reflection Journal entry of between 250-300 words.

- An important goal of this course is for students to internalize and demonstrate an appreciation for the concepts covered each week

- This Reflection Journal is intended to foster a habit of *Daresh*, reflecting on the relevance of the material and how to apply it to your personal, social, and professional life.

- Refer/relate to the readings, class speakers, outside articles, or course videos as you reflect on your experience.

Assignment Week Three: Contemporary Trends in Antisemitism Presentation

(Individual/Interactive)

Overview of the Assignment

- Definition/History of a contemporary antisemitism trend of interest.

- What, if anything has changed over the past 10 years?

- Pose 2 questions you would like the class to discuss regarding the trend as it relates to the accreditation competencies, standards, essentials, or elements for your major in graduate school.

- Provide Potential Solutions/Options within your own field of study that reflect the value of *Chesed* (lovingkindness) to ameliorate this trend.

Prepare a timed 5-minute ppt. presentation for the class on a contemporary issue in antisemitism that correlates to your own graduate education accreditation requirements (i.e., CAHIIM, CAHME, AACN, CSWE, CCNE). *It must be a different topic from the Whole-of-Society Call to Action Team Projects.*

Utilize the library resources posted in the course. The library of readings & videos will demonstrate how to access a broad variety of material. Include at least two references different from those posted in the course.

Following the live class presentation and Q&A, post your ppt. on the Discussion Board & react/respond to two other students in writing (200 -225 words for each response).

Assignment Week Three, Four, Five, Six – Resilience Micro-credential

(Individual/Asynchronous)

Overview of the Assignment

Mason's Resilience Badge is a fully online, asynchronous learning opportunity that will allow you to further develop your strengths through content knowledge and practices, all of which are backed by the science of resilience. Deepening your own knowledge in these areas and honing your self-awareness will allow your thinking to become more flexible, more adaptable, and more creative. This will help you when it comes to solving problems, making decisions, building the life you want, and developing *Amats* (courage, resilience) and *Tikvah* (hope). You will have the opportunity to:

- Discover what resilience is.

- Engage resilience through a growth mindset.

- Deepen your understanding of optimism to benefit resilience.

- Explore fear in the context of resilience.

- Find ways to respond to stress from a place of resilience.

The six modules will conclude with the development of an Individual Resilience Plan that will help you think about resilience beyond this badge experience. This plan will support you in continuing to develop your resilience and leverage it to reach your goals (personal, professional, and/or academic). All requirements must be completed by **Week 6.**

Earning the Badge:

By completing the requirements for each module, you will receive a Resilience Badge issued through the Education Design Lab and hosted through Acclaim. This shareable, digital file is one that you can list on your resume, add to your LinkedIn account, and use to distinguish your skillset from that of others.

Assignment Week Seven: Whole-of-Society Call to Action[1] Team Projects

(Team/Interactive)

Overview of the Assignment

The team Whole-of-Society Call to Action Project involves studying a specific component of antisemitism that is currently or in the past been experienced by the Jewish people. For this project, you will:

- Analyze the problems or issues that led to the situation

- Apply the course content and readings to explain "how it happened" in societies.

- Teach the topic to the class as a team

- Conclude with a tangible creative action item/plan/learning object that can be developed to demonstrate *Tikkun Olam* (repair the world).

You will be assigned to one of the teams below by the instructor in Week One. a.

       Being an Outsider

    b.   Fighting Prejudice

    c.   Holocaust Denial and Hate Speech

    d.   Propaganda and Media

    e.   Religion and Identity

    f.   Rescue and Resistance

    g.   Responding to Genocide

- *Initial* resources and content for each topic can be found on the United States National Holocaust Memorial Museum website, Teaching About Antisemitism: Educational Modules Based on Audio Podcasts https://www.ushmm.org/antisemitism/teaching-aboutantisemitism/educationalmodulesbased-on-audio-podcasts

- Additional resources can be developed based on the team's strategy to teach the assigned issue.

- Begin discussing the Team Charter, how you will work together, and identify the team leader for the project. The Team Leader will drive the discussions, assign tasks, and keep the group organized and focused.

- The team leader will be identified in the Team Charter due at the end of **Week 2**. The team progress report is due in **Week 4**. Final presentations will occur in **Week 7**.

    Peer review of team members due **Week 7.**

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[1] Whole of Society Call to Action directs Congress, state/local governments, and nongovernmental entities throughout American society to address both antisemitism and its root causes in the United States per the U.S. National Strategy to Counter Antisemitism, May 2023.

Weekly Course Schedule	
Week #	**Topic**
1.	**Defining the Jewish People** THE JEWISH DIASPORA ISRAEL – WHY|WHERE|WHAT ISRAEL GEOGRAPHY DEMOGRAPHICS KIBBUTZ CULTURE MISHPACHA ROLE OF THE RABBI/TORAH KEEPING KOSHER ELIE WEISEL
2.	**Defining Antisemitism** WHAT DOES ANTISEMITISM MEAN TO YOU REGIONAL/LOCAL EXAMPLES IHRA DEFINITION OF ANTISEMITISM ANTI-ZIONISM HISTORY OF JEW-HATRED BOYCOTT/DIVESTMENT/SANCTIONS MICROAGGRESSIONS ANTISEMITISM AS A SOCIAL DISEASE
3.	**Shared Trauma and Resiliency** DEFINING TRAUMA a. Acute b. Chronic c. Complex BOMB SHELTERS/SAFE ROOMS/SIRENS DEFINING SHARED TRAUMA DEFINING PTSD

4.	**Groupthink & Extremism** WHITE SUPREMACY ISLAMIC EXTREMISM CHRISTIAN NATIONALISM CONSPIRACY THEORIES HOLOCAUST DENIAL ROLE OF INTERNET & MEDIA

5.	**Global Security for Jews** ANTIDEFAMATION LEAGUE ISRAEL UNITED STATES UNITED KINGDOM EUROPE LEGISLATION & HATE CRIME LAWS ISGAP – GLOBAL EDUCATION
6.	**Cultivating an Active Interest in Others** HISTORIC COURAGE AND EMPATHY CHESED BUILDING SOCIAL CAPITAL MOVING FORWARD TOGETHER THE ABRAHAM ACCORDS
7.	**Work on Team Projects**
8.	**Building Wholeness & Wellbeing in Communities** PRESENTATION OF TEAM WHOLE-OF-SOCIETY CALL TO ACTION PROJECTS

Academic Integrity	The integrity of the University community is affected by the individual choices made by each of us. Mason has an Honor Code with clear guidelines regarding academic integrity. Three fundamental and rather simple principles to follow always are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. No grade is important enough to justify academic misconduct. Plagiarism means using the exact words, opinions, or information from another person without giving the person credit. Writers give credit through accepted documentation styles, such as parenthetical citations, footnotes, or endnotes. Paraphrased material must also be cited, using the appropriate format for this class. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in the academic setting. If you have any doubts about what constitutes plagiarism, please see the instructor. The full Honor Code and the associated Honor Code System can be found at https://oai.gmu.edu/mason-honor-code/full-honor-code-document/ The instructor for this course will use SafeAssign to review for plagiarism and other honor code violations.
Individuals with Disabilities	Disability Services at George Mason University is committed to providing equitable access to learning opportunities for all students by upholding the laws that ensure equal treatment of people with disabilities. If you are seeking accommodations for this class, please first visit http://ds.gmu.edu/ for detailed information about the Disability Services registration process. Then please discuss your approved accommodation with me. Disability Services can be reached at ods@gmu.edu	Phone: (703) 993-2474
E-mail Policy	Mason uses electronic mail to provide official information to students. Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly. Students are expected to do all communications through their Mason email accounts. Personal email will not be accepted.

Sexual Harassment, Sexual Misconduct, and Interpersonal Violence	George Mason University is committed to providing a learning, living, and working environment that is free from discrimination and a campus that is free of sexual misconduct and other acts of interpersonal violence to promote community well-being and student success. We encourage students and employees who believe that they have been sexually harassed, sexually assaulted, or subjected to sexual or interpersonal misconduct to seek assistance and support. University Policy 1202: Sexual Harassment and Misconduct speaks to the specifics of Mason's process, the resources, and the options available to students and employees. As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, stalking, sexual exploitation, complicity, and retaliation to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-993-3686 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason's Title IX Coordinator by calling 703-993-8730 or emailing titleix@gmu.edu
Statement on Equity and Diversity	This classroom is an inclusive learning environment that fosters respect for people across identities. We welcome and value individuals and their differences, including gender expression and identity, race, economic status, sex, sexuality, ethnicity, national origin, first language, religion, age, and ability. We encourage all members of the learning environment to engage with the material personally but to also be open to exploring and learning from experiences different than their own. Please see the link below to read the full diversity statement: https://stearnscenter.gmu.edu/knowledge-center/general-teaching- resources/ masondiversitystatement/