

# Public Health Implications of U.S. Contextual African American Family Interpretation of Jewish Family Experiences

## “When I said THAT to them, HOW did they HEAR and receive it?”

Essential Question: Since racism is a public health issue, within the framework of intellectual diversity, is it worth the investment of time and humility to build a better understanding of the experiences which African American families may filter discourse on antisemitism?

Come along on the journey from “then to now,” as we consider how some of the U.S. contextual experiences among enslaved Africans might be linked to understanding some of the current African American interpretations and meaning-making of Jewish family experiences.

### Instructor

Clinical Associate Professor: Dr. Murray

Virtual Office Hours: By appointment via Zoom

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Email: [marjmurr@indiana.edu](mailto:marjmurr@indiana.edu) Emails answered very quickly.

(Please use this address to email me directly, rather than sending messages through Canvas. ***Please note also not to use the Canvas website to send any mass email messages to students enrolled in this class.***)

### 1. Learning Outcomes

#### Students will:

1. Identify some of the historical acts and lingering effects of the U.S. Trans-Atlantic Enslavement Trade on enslaved African families.
2. Distinguish the impact of African American historical experiences on potential differences between “words used” in Jewish communication versus their intended meaning.
3. Synthesize ways in which intended communication may be facilitated for public health promotion.

### 2. Required Text

- Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do (Issues of Our Time), April 4, 2011 by Claude M. Steele.
- Course readings are listed below the tentative course schedule.

### 3. Assignments

Each student will need to strongly consider their career goals or the specific way/s in which they want to make an impact in the professional community. In other words, students should *become aware of how they want to make their mark in the world,*

*change their community, and/or identify their specialized area of interest/career goal.* Once that has been identified, they will need to be mindful of that aspiration throughout the course, as each student will assume and apply that mindset/persona during the semester. They will begin to “think” like their dream professional role. It will guide their topic of choice for the presentation.

### ***“Digging Deeper” Racial Reflection Assignment***

This assignment is designed to cultivate ***your personal reflection*** on a particular area of African American or Latino culture. You will select a cultural area that has piqued your curiosity, wonderment, and/or questions regarding African Americans and Latinos.

In doing so, it is important to reflect upon the “who I am” question, so that it may be used as a tool within the course to explore understanding of how such might impact your interactions with African American and Latino families.

To that end, you will do 2 main tasks:

1. Take a historical look at yourself and describe the relevant contexts from which you have emerged, in general. This may involve relevant descriptions of interactions with families, neighborhoods, schools, churches/worship centers, community centers, justice systems, medical facilities, etc. This may also involve relevant descriptions of your key relationships and experiences that influenced your values about social relationships, cultural relationships, intimate relationships, personal behavior, etc. You need only to reflect what feels relevant and comfortable to do so within the context of this assignment and course. It is not designed to probe inappropriate limits, but rather to encourage true reflection which might shed light on your comfort level with African American and Jewish cultures.
2. Keeping in mind the historical context on which you’ve just reflected, explore the particular area of African American or Jewish culture about which you are “digging deeper,” for this assignment. In other words, we all have a sense of personal history that may influence how or why we think about a particular area. Based on your description of relevant background in question 1, you will now describe your selected area of cultural curiosity.

Here are a few more details for the Digging Deeper Assignment, which add more perspective. ●

### ***African American and Latino Families Quizzes***

Material for the quiz will be based on class lecture notes and textbook material. It is the sole responsibility of students to fully participate in class and gather class content featured on the course quizzes.

### ***Senior-Level Teaching Unit on African American & Latino Families***

#### ***Option #1 Using the Book– Must be pre-approved.***

Students can select a topic inspired by the book to submit for the teaching module. This

teaching could be a PowerPoint/Prezi presentation with a voiceover, a recorded short lecture of about 15 minutes in length, or a research paper—it is your choice. This teaching unit requires students to academically digest the topic and critically explain the concepts using peer-reviewed research, while also taking a very scholarly and skeptical look at what scholars might not be considering.

**What do you find as important to this topic that others might not see?**

***Option #2 Not Using the Book — Must be approved by Dr. Murray via email.***

If you would like to select a topic outside of the book, you may do so with the approval of Dr. Murray via email. This teaching module could be a PowerPoint/Prezi presentation with a voiceover, a recorded short lecture of about 15 minutes in length, or a research paper—it is your choice. This teaching unit requires students to academically digest the topic and critically explain the concepts using peer-reviewed research, while also taking a very scholarly and skeptical look at what scholars might not be considering.

And some students have opted for non-traditional teaching modalities such as the creation of websites, public service announcements, etc.

**All teaching modules need to illustrate your topic using the peer-reviewed literature and APA style.**

It is important to express a good deal of scholarship, and also ZEAL about the relevance of the topic. Popular cultural examples may be used to support the research findings, as well as to draw the interest of the audience. Again, the student needs to approach the teaching unit as if they are an expert on the topic, having just completed solid research. The goal of this assignment is to understand the topic so thoroughly that the importance is clearly communicated. You can decide on what to share and what to omit, but at the end of the teaching unit, the class should be left with a sense of what the student has “truly learned” and how it “actually matters” in understanding American and Jewish families.

The teaching unit should be informative, relevant, and perhaps even fun. For example, a presentation can incorporate creative and diverse forms of delivery, and should be conceived outside of the traditional academic “box.” Materials of the teaching unit should be shared in a manner that is scholarly, original, and groundbreaking for the community class audience. Again, one should strongly consider including this teaching unit as a vital part of their academic curriculum vita or portfolio.

Note:

- PowerPoint Slides, if used, may include approximately 4 bullet points with 5-10 words each. This is designed to merely prompt the prepared presenter, rather than having many words on a slide which is distracting for the audience.
- Presenters, if video presentation is used, need to be well-rehearsed, and not reading directly from devices or cards to the class audience.
- Use APA format to document your peer-reviewed sources.

**Weekly Lecture Reflections—Due Weekly**

Each week, students will be asked to write a brief reflection and/or answer questions about the topics provided in the video lecture. Students need to watch the video lecture entirely to know what questions they need to address, and how to approach the weekly reflection assignment.

**4. Course Evaluation**

All assignments will be turned in via the Canvas Website. The class performance will be evaluated with tentatively scheduled dates as follows:

Assignment	How Many	Unit Points	Total Points
Digging Deeper” Racial Reflection	1	300	300
2 Quizzes	2	100	200
Senior-Level Teaching Unit on African American and Jewish Families	1	300	300
Lecture Reflection	13	15	195
Week 1 Introduction	1	5	5
<b>Total</b>		<b>1000</b>	

**Course Grade Distribution**

Points	Percentage & Letter Grade
1000-901 points	90 > A
900-801 points	90 > B >= 80
800-701 points	80 > C >= 70
700-601 points	70 > D >= 60
600 and below	60 > F

Plus/Minus grading applies: 98-100=A+; 93-97=A; 90-92=A-; 87-89=B+; 83-86=B; 80-82=B-; 77-79=C+; 73-76=C; 70-72=C-; 67-69=D+; 63-66=D; 60-62=D-; under 60 = F.

\*Note on Late Work – This is none.

This course has a total of 1000. Given this high number, you have the latitude to earn as many points up to 1000 as you wish, so there is no need to explore issues related to late work. If you miss points, you should remember that you still have a large number on which to rely, so there is no allowance for (or need to discuss) late work. Points that are missed are not available, and the great news is that you have full control on earning the remaining of your missed 1000 points.

## 5. Tentative Course Schedule

(Each Class Session Topic is subject to adjustment and/or re-scheduling).

Week	Topics	To Do and Read
Week 1	Introduction to African American Families History of Enslaved Africans in the Americas Enslavement as an Economic System with Implications for Enslaved Families	<ul style="list-style-type: none"> <li>• Introduction to the course</li> <li>• Assigned readings from Whistling Vivaldi and research articles</li> <li>• Lecture Reflection Assignment</li> </ul>
Week 2	Social Support Networks Among African American Families Negotiation and Emergence of Fictive Kinship Networks Among Enslaved Africans; Fictive Family Roles of Men, Women, and Children	<ul style="list-style-type: none"> <li>• Introduction to the course</li> <li>• Assigned readings from Whistling Vivaldi and research articles</li> <li>• Lecture Reflection Assignment</li> <li>• Quiz #1</li> </ul>
Week 3	Resiliency Perspective - Emergence of the African American Family Despite the Enslavement Practices that Formally Forbade Marriage	<ul style="list-style-type: none"> <li>• Introduction to the course</li> <li>• Assigned readings from Whistling Vivaldi and research articles</li> <li>• Lecture Reflection Assignment</li> <li>• Digging Deeper Assignment</li> </ul>
Week 4	Resiliency Perspective - Role of Education Among Enslaved African Families Emergence of "The Black Church" during Enslavement through Current Years	<ul style="list-style-type: none"> <li>• Introduction to the course</li> <li>• Assigned readings from Whistling Vivaldi and research articles</li> <li>• Lecture Reflection Assignment</li> <li>• Quiz #2</li> </ul>
Week 5	Current Issues Related to Some Among African American Family Values and Links to Historical Patterns in African American Social, Mental, Educational, Spiritual, and Physical Health	<ul style="list-style-type: none"> <li>• Introduction to the course</li> <li>• Assigned readings from Whistling Vivaldi and research articles</li> </ul>

		<ul style="list-style-type: none"> <li>Lecture</li> <li>Reflection</li> <li>Assignment</li> </ul>
Week 6	Synthesis #1 - Decoding how antisemitic messages may land, given some of the issues within an African American context.	<ul style="list-style-type: none"> <li>Introduction to the course</li> <li>Assigned readings from Whistling Vivaldi and research articles</li> <li>Lecture</li> <li>Reflection</li> <li>Assignment</li> </ul>
Week 7	Synthesis #2 - Decoding how antisemitic messages may land, given some of the issues within an African American context.	<ul style="list-style-type: none"> <li>Introduction to the course</li> <li>Assigned readings from Whistling Vivaldi and research articles</li> <li>Lecture</li> <li>Reflection</li> <li>Assignment</li> <li>Senior-Level Teaching Assignment</li> </ul>
Week 8	Synthesis #3 - Decoding how antisemitic messages may land, given some of the issues within an African American context.	<ul style="list-style-type: none"> <li>Introduction to the course</li> <li>Assigned readings from Whistling Vivaldi and research articles</li> <li>Lecture</li> <li>Reflection</li> <li>Assignment</li> <li>Senior-Level Teaching Assignment</li> </ul>

#### Readings:

Carvalho, K., Kheyfets, A., Lawrence, B., Moky, A., Harris, L., Abouhala, S., & Amutah-Onukagha, N. (2022). Examining the Role of Psychosocial Influences on Black Maternal Health

Corrington, A. ( 1 ), Fa-Kaji, N. M. ( 2 ), Hebl, M. ( 2 ), Ng, L. ( 2 ), Salgado, A. ( 3 ), & Brown, N. D. ( 4 ). (2023). The Influence of Social Norms on the Expression of Anti-Black Bias. *Journal of Business and Psychology*, 38(1), 89-108–108. <https://doi-org.proxyiub.uits.iu.edu/10.1007/s10869-022-09822-2>

Henderson, L., Tukachinsky Forster, R., Kalili, L., & Guillory, S. (2022). Visual Framing Effects of News Coverage of Police Use of Deadly Force on Intergroup Relationships. *Howard Journal of Communications*, 33(1), 24–44. <https://doi-org.proxyiub.uits.iu.edu/10.1080/10646175.2021.1927261>

Kroll, T. A., & Townsend, C. (2022). The sociopsychological cost of AAE-to-SAE code-switching: A symbolic interactionist account. *Journal of Interactional Research in Communication Disorders*, 13(1), 120-144–144. <https://doi-org.proxyiub.uits.iu.edu/10.1558/jircd.21167>

Muscatell KA, Alvarez GM, Bonar AS, et al. Brain–body pathways linking racism and health. *American Psychologist*. 2022;77(9):1049-1060. doi:10.1037/amp0001084

Simons, R. L., Lei, M.-K., Klopach, E., Beach, S. R. H., Gibbons, F. X., & Philibert, R. A. (2021). The effects of social adversity, discrimination, and health risk behaviors on the accelerated aging of African Americans: Further support for the weathering hypothesis. *Social Science & Medicine*, 282. <https://doi-org.proxyiub.uits.iu.edu/10.1016/j.socscimed.2020.113169>

Stokel-Walker, C. (2022). Artificially intelligent robot perpetuates racist and sexist prejudices. *New Scientist*, 255(3393), 12. [https://doi-org.proxyiub.uits.iu.edu/10.1016/s0262-4079\(22\)01149-6](https://doi-org.proxyiub.uits.iu.edu/10.1016/s0262-4079(22)01149-6)

## 6. Course Policies

### ***Academic Integrity and Student Conduct***

Academic dishonesty will not be tolerated. Please see “Part III: Student Misconduct” in the *Code of Student Rights, Responsibilities, and Conduct* for the acts that constitute student misconduct. The code is available on the Internet (<https://studentcode.iu.edu/>). The basic principle is that students take credit only for the ideas and efforts that are their own. Disciplinary procedures set forth by the university will be enforced should any violations occur. If plagiarism should be found, the student’s final grade will be lowered by at least by two letter grades. If cheating should be found, the student will receive a zero for the project and/or an F in the course, and risk expulsion from Indiana University. Please refer to the *IU Code of Student Rights, Responsibilities and Conduct*: <https://studentcode.iu.edu/>

### ***Religious Observation***

In accordance with the Office of the Dean of Faculties, any student who wishes to receive an excused absence from class must submit a request form available from the Dean of Faculties for each day to be absent. This form must be presented to the course instructor by the end of the second week of this semester. A separate form must be submitted for each day. The instructor will fill in the bottom section of the form and then return the original to the student. Information about the policy on religious observation can be found at the IUB website.

### ***Course Evaluation***

It is the policy of the School of Public Health-Bloomington to evaluate all of its courses. Final student course evaluations will be conducted in a manner that maintains the integrity of the process and the anonymity of evaluators.

***Emergency Preparedness***

Bias incidents (events or comments that target an individual or group based on age, color, religion, disability, race, ethnicity, national origin, sex, gender, gender identity, sexual orientation, marital status or veteran status) are not appropriate in our classroom or on campus. What should you do if you witness or experience a bias incident? See it? Hear it? Report it by submitting a report online <https://reportincident.iu.edu/> or calling the Dean of Students Office (812-855-8187).

Every attempt will be made to accommodate qualified students with disabilities (e.g. mental health, learning, chronic health, physical, hearing, vision neurological, etc.) You must have established your eligibility for support services through the appropriate office that services students with disabilities. Note that services are confidential, may take time to put into place and are not retroactive; Captions and alternate media for print materials may take three or more weeks to get produced. Please contact Disability Services for Students at <http://disabilityservices.indiana.edu> or 812-855-7578 as soon as possible if accommodations are needed. The office is located on the third floor, west tower, of the Wells Library, Room W302. Walk-ins are welcome 8 AM to 5 PM, Monday through Friday. You can also locate a variety of campus resources for students and visitors that need assistance at: [Student Care & Resource Center: Care & Advocacy: Office of Student Life: Indiana University Bloomington](#)