Syllabus

Cross-Cultural and Group Dynamics in Stressful Environments

NYU Tel Aviv Summer Program Abroad
May 25 – June 24, 2018
Prof. Sam Juni  Mentor & Group Facilitator: Lisa Jaeger
Department of Applied Psychology

E63.2682 Cross-Cultural Counseling  and  E63.2620 Group Dynamics

Course Description of Cross-Cultural Counseling: An examination of how behavior & experience are influenced by culture. Emphasis is given to the relationship of cultural difference to both counseling theory and technique.

Course Description of Group Dynamics: Theory & Practice: The purpose of this course is to introduce students to the theory of group process and group dynamics underlying the practice of group counseling and the use of groups in a wide range of counselor interventions. Students will develop an understanding of group dynamics and their own behavior in groups through lectures, readings, participation in, and observing of ongoing groups. Attention will be given to personal, interpersonal, and group level dynamics as they occur in groups, and to the interdependence of emotions, behavior, and thought in group life.

You will attend lectures, participate in growth-oriented group experiences, meet with clergy of different religions, visit a variety of ethnically diverse communities, meet with working groups of national service organizations, spend time in an immigrant absorption center, participate in joint seminars with graduate students studying in Israel, and travel to major religious and cultural sites.

As a major melting pot of civilizations, cultures, races, and religions, Israel is a virtual stress laboratory of group dynamics and inter-group relations. These relations range from political clashes to co-existence to cooperation to respect. Differences in class, educational disparities, poverty, and differential levels of trust add to the complexity of this society. As a result, we will experience the full spectrum of group and cross-cultural dynamics, where an explicit survival mentality exists side by side with concerted efforts toward social justice and equality.

A major premise of this program is that behavior and experience are influenced by culture and group identification. Our rationale of including Cross-Cultural Counseling as an integral component of intervention confirms the position of APA that our professionals must be proficient in the nuances of providing services to people from culturally diverse backgrounds.

The overall orientation of this program is based on the following foundations:

1. Sense of self is an important factor in our behavior, emotions, and relationships. This factor is influenced to a significant extent by aspects of self identity which is often linked to relationships (e.g., group, culture, religion, gender, ethnicity, race, etc.).
2. Our understanding of others is enhanced by a clear understanding of ourselves.
3. In accordance with the Principle of Ambivalence, all feelings that we have (especially those which are intense) are accompanied by feelings which are inconsistent with them. These feelings pull individuals and relationships in opposite emotional and relational directions simultaneously.
4. Process analysis often yields a more profound understanding of interpersonal (or group) behavior than content analysis.
5. The determinants of behavior and emotions are often psychodynamic, and not necessarily understood by the individual who employs common sense or intuition.
6. The understanding of individual and group behavior may be enhanced by examining defense mechanisms.
7. Interpersonal and Group conflicts are usually related to different perceptions or interpretations rather than to actual facts and “truths.”
8. The analysis of a group or culture is distinct from, and not reducible to, the specific behavioral or emotional characteristics of its individual members.
9. Interpersonal and Personality Dynamics become exaggerated under stress. Stressful environments are therefore more conducive to study and understand cross-cultural and group psychology.
10. Resolution of conflicts is often enhanced by mutual understanding. Sometimes such understanding engenders empathy.

The scope of course coverage will be similar to those of our local courses, with the addition of field visits and guest lectures. Our syllabus represents the combined textbooks and readings that we use for the two courses on the Washington Square Campus. We will be adding articles and readings that are relevant to the specific cultures and groups we will be studying in Israel.

The course structure consists of lectures, presentations, experiential groups, and site visits. We are trying our best to give the students off on Fridays, Saturdays, and Sundays. Students who wish to use their weekends to augment their academic learning will have opportunities to visit recommended groups and attend appropriate functions.

In Israel, each student will be required to keep a log and make entries for each guest presentation, community visit, and group encounter. Besides the notes on communities and groups we visit, the logs will also include process summaries of our own experiential group.

Some of our site visits and our presentations will focus on inter-culture and inter-group tension, with a particular stress on self and group identity issues. We will study these phenomena by hearing from individuals who have “crossed-over” across group and cultural divides, as well as from individuals and groups that actually straddle memberships across a divide which is usually seen as a solid boundary. We will encounter some of these cross-overs in groups of religious converts, groups consisting of couples who are intermarried across religious and ethnic lines, and religious groups who blend aspects from two religions into a religion of their own.

Our aim during this summer is not to resolve -- or even fully understand -- the political and social conflicts we will encounter. We will, however, consider various questions which might allow us to conceptualize these problems. We will explore the perspectives of postmodernism and social
constructionism as possible approaches to social relations and inter-group differences. Throughout the lectures and presentations, we can therefore expect to encounter and debate the following questions: Is there a logical and rational approach to deal with differences among people? Is absolute truth a meaningful concept in defining history, sociology, psychology, and human relations, and is it a useful notion in conflict resolution? Can bigotry, prejudice, fascism, and racism be clearly defined? Are there absolute criteria to define identity, sense of self, class, race, gender, religious affiliation, and political orientation? Are the concepts of relativism and uncertainty – which have become part of contemporary physical sciences – important to our understanding of the social sciences? To what extent is fundamentalism shaped by facts and objective historical truths?

Israelis live with politics. Although each of us, as individuals, may have political views or convictions, politics is not part of our focus or agenda in this program. Nonetheless, we will certainly be encountering direct and indirect political messages in each of our site visits and from each presenter. Here is our approach for the program: We want to be informed about the basic issues, since many of our learning experiences will often be embedded in political contexts. We are therefore including a weekly newspaper in our readings. Let’s be clear, however, that in order to facilitate learning and to avoid distractions, we will attempt – as best we can – to keep our class discussions tailored to our program objectives. We will definitely avoid political debates and discussion in class (although you will certainly get involved with them outside of class – Israelis love to debate politics with anyone who will listen).

We will be using various scales and measures to get in touch with our own internal dynamics as well as with our orientation and biases toward others. The exposure to different religions and cultures will allow us to study similarities and differences between biases linked to xenophobia or homophobia (among others) and those based on religion and ideology.

**Program Objectives:**

- To understand theoretically and experientially key concepts in cross-cultural and group dynamics
- To develop keen sensitivity to basic identity parameters (including gender, religion, class, culture, race, and ethnicity – among others) in others and in one’s own self, and to realize the repercussions of these parameters on personal and interpersonal interactions
- To develop counseling intervention techniques which incorporate the course constructs
- To achieve competence in analyzing group dynamics and process
- To master different theoretical approaches in group intervention
- To incorporate diversity into the student’s understanding of others
- To begin developing group leadership skills

This program is methodologically designed to teach theory and skills in a manner which enhances the student’s capacity to understand and effect changes in groups and individuals across cultural, religious, and ethnic divides.
We will encounter situations and issues that are controversial, distressing, and emotionally challenging. This will often result in students stepping out of their “comfort zone.” Such emotional reactions may be stressful, and are part of our learning experience. The class structure is set up to offer students a secure context for learning and self-discovery. The absolute rule for our conduct throughout the program is that we support each other and treat both fellow students, presenters, and those we meet at site visits and discussion with respect, whether their opinions or ideology are consistent or inconsistent with our own.

Respect for diversity: Full effort will be made to present material and activities that are respectful of sex, sexual orientation, disability, age, socio-economic status, ethnicity, religion, race and culture.

**Program Requirements**

- Attend class sessions, experiential groups, lectures, and site visits.
- Read required textbooks, class materials, and handouts.
- Read the English-language edition of the *Jerusalem Post* or *Ha’aretz* weekly (available each weekend).
- Participate as a leader/co-leader of our experiential sessions.
- Participate (with another student) in presentations to the class about a specific culture.
- Complete written assignments. These include one main paper for Group, one main paper for Cross-Cultural, and a running Log, which includes your reactions and notes about our experiential group session, guest presentations, and the cultures / communities we visit.
- Successfully complete the final exam.
- All papers and exams must be written at the level of a graduate student. All papers must be proof-read and be grammatically correct to be accepted. Unacceptable papers will be returned to be rewritten.

**Participation:** Attendance and participation in class activities, site visits, and discussions are required. Arrangements made in advance for specific absences (including “mental health day”) will, of course, be accommodated as feasible.

**Lectures:** The readings assigned are at the appropriate level of our students. Lectures are not intended to review readings. Instead, they will elaborate points and go beyond the readings. However, there will be time in class to discuss (or ask questions) about the readings.

**Log:** In Israel, each student will keep a log and make concept-based entries for guest presentations and community visits. Importantly, the logs will also include process summaries of our own experiential group. These will include:

1. What you learned from the experience. Can this information be generalized?
2. The implications of this knowledge for theory and practice.
3. References to specific readings.
4. Your feelings about the experience (if any).

**Sub-Group Presentation to the class about a specific culture:** Students will subdivide into sub-groups to present to the class about a specific culture. These can be found in our texts as follows:
African American      Sue 11    Diller 11
Women                Sue 18
Latino               Sue 14    Diller 9
People with Disabilities Sue 19
Native American       Sue 12    Diller 10
Asian American        Sue 13    Diller 12
Sexual Minorities    Sue 16
Multi-Racial          Sue 15
White                 Sue 9     Diller 13
The Elderly           Sue 17

Getting Started Early: Students should read the Rosenthal book during the Spring. Students are also strongly encouraged to read Diller (1-4, 6) and Gladding (3, 6, 7) during the Spring. You will then choose a particular culture AND a particular group. The culture can be the student’s own culture-of-origin or a particular culture the student gets to know. Likewise, the group can be one the student happens to belong to or a particular group the student gets to observe and know. You will then begin to construct two separate analytic papers, according to key theoretical concepts based on the readings.

It is strongly recommended that both of these papers be outlined, researched, and actually written before you leave for Israel. You will, of course, regularly edit and augment your papers during the program as you gain a more sophisticated understanding of the material. However, having both of the papers close to completion (even if changes are being made) will allow you to concentrate more freely on the full richness of our learning experience.

Required Main Paper for Each Course

The written analysis of the culture is required for the Cross-Cultural Counseling course. You will research the professional literature for descriptions of the culture, as well as the unprofessional popular literature for its colloquial stereotypes. You will then present the culture you have studied based on the key concepts in the Diller chapters.

The written analysis of the group is required for the Group Dynamics course. As an introduction, it will include a basic description of the group and its social context. You will then analyze the group structure, the group processes, and the relationships among its members according to the key concepts in the Gladding chapters.

Each paper should be no more than 10 pages, typed, double spaced, and appropriately referenced, using the following as a guide.

1. Group Description or Culture Description
Provide a one-paragraph summary describing either...
   a. the type of group, composition and population variables, how long the group has been meeting, and other relevant information to describe this group
   b. the culture and its characteristics (based on the literature).

2. Cross-Sectional Analysis
Describe the following, in detail, with specific behavioral observations to support your statements:

- **Cohesiveness**: Degree, level, how it is maintained, factors that contribute to level of cohesiveness, etc.
- **Norms**: What are they? Which are explicit and which are implicit?
- **Power**: What are the power/driving factors to enforce the norms within the group or culture?
- **Leadership**: Describe the leadership of the group or culture. For the group paper, describe how leadership developed, and how impacts group development.
- **Motivational Processes**: What are the goals of the group or the culture? How did they develop? How are decisions made?
- **Role Differentiation**: Describe the roles of the members. How do these roles develop? What are the problems confronting the group or culture that led to these roles? What is the stability of the arrangement of interpersonal relationships?
- **Additional Properties**: Other processes or features or nuances you observe.
- Include references to any of the keywords (which listed at the end of the syllabus) which may be relevant.

3. **Personal Observations**
State any personal thoughts, feelings, and lessons learned as a result of this observation or analysis.

All written assignments throughout the program (including the two major papers and the Logs) should include the following elements:

- Racism vs. prejudice vs. bias
- Personal experiences with the type of phenomena you are writing about
- Racial, gender, cultural, and other stereotyping

**Final Exam** will consist of Short Answers (definitions & examples) based exclusively on the Keywords and Key Concepts (listed at the end of this syllabus).

**Grading** for each course will be based on the Main Paper (40%), the Logs (20%), the Group Presentation (10%), and the Final Exam (30%).

**Academic Integrity and Plagiarism:**
All papers and exams must adhere to the NYU Steinhardt’s policies on academic integrity (http://steinhardt.nyu.edu/policies/academic_integrity).

We are obligated to acknowledge (and properly cite) information derived from others. We may only take credit (explicitly or implicitly) for ideas and work which is truly our own. We may download information and copy material from any book, article, or other media ONLY if we put all of the material in quotes and give an exact citation of the source. Policy on plagiarism (presenting someone else's work as one's own) is outlined in the Student Handbook. It is your responsibility to be aware of the policy. If you require any clarification, please see the TA or the professor.

**Special Accommodations & Academic Assistance**: Arrangements will be made for anyone with a disability that requires accommodation. You must discuss any specific issues with the
instructor. Students can also contact Services for Students with Disabilities (998-4980). Every attempt will be made to allow each student to demonstrate his/her best effort. In addition, NYU has a Writing Center if you are having difficulty writing papers. However, it is solely your responsibility to inform the instructor of accommodations needed prior to class.

We do our best to accommodate religious observance and cultural preference. Meals served at the Guest House are certified Kosher and meet Halal dietary standards. There are houses of worship of all denominations in Tel Aviv, and students may attend services without conflicting with the program schedule.

Student grievances: Students with complaints or suggestions should discuss their concerns with the TA and instructor as a first step. If the complaint is not resolved to the student's satisfaction, the student should approach the Director of the Counseling Program at NYU, and then the Chair of the Department of Applied Psychology.

**Cross-Cultural Readings**

**Required Texts:**


**Optional additional readings** (others to be added on Blackboard):


Women’s Issues in Orthodox Jewish Divorce: The Chained Woman Syndrome.

Links:
http://www.youngisraelrabbis.org.il/divorce.htm
http://www.youngisraelrabbis.org.il/prenup.htm

**Group Dynamics Readings**
(Additional articles to be posted on Blackboard)


**Structure of Group Dynamics Classes**

Each class will be divided into two sessions.

1. The first session will combine a Seminar format with lecture elaborations of key points (didactic and experiential).

2. The second session will be an experiential group, either a whole group or a partitioned group using the fishbowl technique. Groups will be led by the instructor and/or the TA (some with class members as co-leaders) or by class members. **Participation in experiential groups is required, but will not be evaluated.**

Our experiential sessions will be planned out in detail during lectures, each oriented toward one of the following modalities: Psychodynamic, TA, Birth Order, Behavioral, Gestalt, and Psychodrama. This will make us familiar with the practical aspects of running these groups. The Guidelines for the types of Groups we will be conducting are to be found in:

- Gladding Chapter 15 Psychoanalytic section only
- Gladding Chapter 15 TA Section only
- Toman Book Adlerian Birth Order Approach
- Gladding Chapter 17 Gestalt section only
- Gladding Chapter 17 Psychodrama section only

Students who are uncomfortable participating in the experiential group should seriously reconsider whether they should be specializing in disciplines that stress interpersonal psychology. If you are such a student and stay in the course, be sure to discuss specific accommodations and alternatives with the instructor so that you do not feel coerced into doing class activities you are unwilling to do.
<table>
<thead>
<tr>
<th>Due Dates</th>
<th>Topics Covered</th>
<th>Readings Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Program Readings (Before you arrive to Israel)</td>
<td></td>
<td>Diller 1-4, 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gladding (3, 6, 7)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rosenthal Book</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Selected Harvard IAT Exercises (online)</td>
</tr>
<tr>
<td>May 23</td>
<td>Arrival, Settling in, Orientation</td>
<td></td>
</tr>
<tr>
<td>May 24</td>
<td>Politics of Intervention</td>
<td>Sue 3</td>
</tr>
<tr>
<td>May 25</td>
<td>Types of Group Work</td>
<td>Gladding 2</td>
</tr>
<tr>
<td>May 26</td>
<td>Trust Issues in Multicultural Intervention</td>
<td>Sue 4</td>
</tr>
<tr>
<td>May 27</td>
<td>Group Dynamics</td>
<td>Gladding 3</td>
</tr>
<tr>
<td></td>
<td>Key Players in Family Groups</td>
<td>Toman 1, 2</td>
</tr>
<tr>
<td>May 31</td>
<td>Subtle Bias Factors: Microaggressions</td>
<td>Sue 5</td>
</tr>
<tr>
<td>June 1</td>
<td>Group Leadership</td>
<td>Gladding 4</td>
</tr>
<tr>
<td></td>
<td>Effects of Family Changes</td>
<td>Toman 3</td>
</tr>
<tr>
<td>June 2</td>
<td>Multicultural Counseling Barriers</td>
<td>Sue 6</td>
</tr>
<tr>
<td>June 3</td>
<td>Beginning a Group</td>
<td>Gladding 5</td>
</tr>
<tr>
<td></td>
<td>Personal, Social, Cultural Family Factors</td>
<td>Toman 4</td>
</tr>
<tr>
<td>June 7</td>
<td>Culture-Specific Intervention Strategies</td>
<td>Sue 7</td>
</tr>
<tr>
<td>June 8</td>
<td>Norming &amp; Storming</td>
<td>Gladding 6</td>
</tr>
<tr>
<td></td>
<td>Partners as Dyads</td>
<td>Toman 6</td>
</tr>
<tr>
<td>June 9</td>
<td>Racial &amp; Cultural Identity Development</td>
<td>Sue 10</td>
</tr>
</tbody>
</table>
June 10  Working Stage of the Group       Gladding 7
Friendship as Grouping Factor       Toman  7
June 14  Social Justice Intervention Orientation       Sue 12
Changing Organizations & Groups       Sue  20
June 15  Termination Stage of the Group       Gladding 8
Parental Relationships across Cultures       Toman  8
June 16  White Racial Identity Development       Sue 11
June 17  Ethical Issues       Gladding 9
Interactive Styles based on Sibling Position       Toman  11
June 21  Multicultural Family Intervention       Sue  8
June 22  Cultural Diversity in Groups       Gladding 10
June 23  FINAL EXAM TERMINATION CEREMONY
June 24  Both Main Papers Due.   Pack up & Departure Day

Please do not ask the TA or Professor to review with you what you missed if you are absent. Instead, ask your colleagues for the homework, handouts, and notes. Clearly, there is no way to make up for lost group experiences and the required reaction notes.

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**Housing Accommodations & Activities**
Students will stay in double occupancy rooms at a modern, convenient Tel Aviv guest house. Two meals are served daily.

**Tentative co-curricular activities**

- Visiting major religious and cultural sites.
- Interviews and visits with displaced / immigrant communities.
- Field visit and interviews at an absorption center.
- Joint seminar sessions with Israeli graduate psychology students.
Interviews with Arab groups in Yafo and the Galil.
Presentations by various clergy and cultural liaisons
Yad Vashem Tour and Lecture on Racism

Optional Cross-Cultural & Group Interviews

We are setting up arrangements with various groups throughout Israel which students may want to study. They will be available by appointment. These include (as of now):

1. Olam Qatan Cross-Religious Mystical Seminar. Location: Jerusalem. Unified Study Group of Jewish Chassidic and Muslim Sufi members. Contact person: Ya’qub ibn Yusef, info@olamqatan.com, 02 563 7507.
3. BGLT Queer Group. Location: Tel Aviv. Contact Person: Eyal Ben-Ami, Tel Aviv University, eyal40@netvision.net.il.
5. Bilingual Arab-Jewish Kindergarten, staffed by American Graduate Students. Location: Be’er Sheva.

Special Supplies & Clothing Needs

Warm climates present a risk of dehydration, especially for visitors. You will need a water bottle with you at all times.

Some of the road-stops we will be using on trips may not meet Western standards. You should have a supply of tissues and germicides (like Purell) on you at all times.

You will need to bring along a modest “costume” which will be suitable for our visits, meetings, and presentations at some of the very traditional communities and religious groups. Men will need a cap and long dark-colored pants. Women will need to be dressed in a manner that only their hand and faces are exposed. Women should therefore bring the following loose-fitting and opaque clothing with “subdued colors” (definitely not red, yellow, or orange): a kerchief, a skirt which at least covers the knees (preferably longer), a jacket, shirt, or blouse which is long sleeved and extends up to cover the collar bone, and socks or opaque stockings which are at least knee high.

Safety

Our program and itinerary will adhere to the safety guidelines established by the State Department of the United States and the NYU Office of Public Safety.

Enrollment and Technical Program Details can be found at http://steinhardt.nyu.edu/study_abroad/programs/groupdynamics
Keywords and Key Concepts

(Note: These are essential for all written assignments and should be incorporated into your logs.)

Groupthink & Conformity

opposed to Linear Causality

Group Types: Task, Psycho-educational, Counseling, Psychotherapy

Yearbook Feedback

Open Ended vs. Closed Ended groups

Primary Affiliation vs. Secondary Affiliation groups

Hawthorne Effect

Contagion

Consensual Validation

Universality

Family Reenactment

Subgrouping

Heterogeneous Group

Law of Triviality

Roles

Collision Role Problem

Incompatibility Role Problem

Confusion Role Problem

Transition Role Problem

Avoiding Conflict

Narcissistic Groups

Psychic Numbing

Meaning Attribution

Executive Function

Group Skills: Active Listening, Restating, Clarifying, Summarizing, Questioning,

Interpreting, Confronting, Goal Setting, Suggesting, Protecting,

Self Disclosure, Modeling, Dealing with Silence, Blocking, Terminating

Group Skills: Facilitating, Protecting, Blocking, Linking, Diagnosing,

Reality Testing, Delegating, Traffic Directing, Modeling appropriate behavior

Leadership: X, Y, Z

Co leading Models: Alternate, Share, Apprentice

Cutting Off

Drawing Out

Holding the Focus

Shifting the Focus

Using Eyes

Tying Things Together

Subgroups

Manipulators

Resistors

Attacking the Leader
Monopolizers   Silent Members   Sarcasm   Diagnostic Analyzers
   Focuser on Others   Assistant Leaders (self appointed)
Group Cohesion   Microaggression   Microinsults   Racism
All of the Defense Mechanisms we cover in class   Drawing Out
Power: Informational, Influential, Authoritative   Intellectualizing
Questioning   Advice Giving   Band Aiding   Dependency
Scapegoating   Using a Process Observer as Consultant   Leveling
Competing   Accommodating   Collaborating   Avoiding
Compromising   Group Norming   Her-and-Now
Self Disclosure   Johari’s Window   Rounding
Role Playing   Brainstorming   Nominal-Group Technique
Confrontation   Feedback   Termination   Emotional Ambivalence
   Farewell Party Syndrome   Cultural Identity
Oppression   Power   Privilege   Class   Bias
Ideology   Empathy   Punctuation   Dependency
Fight or Flight   Boundaries   Pairing   Hope   Basic Encounter Groups
Conflict Resolution   Identification   Facilitating   Group Collusion
Individuality   Basic Assumptions   Individual-in-a-Group
Alienation from the Group   Withholding Information in Group
Martyrdom for the Group   Social Interest   Interpersonal Goals
Group Process Goals   Acculturation   Collectivism   Invisible Veil
Paralanguage   Proxemics   Kinesics   Reorientation
Faulty Logic   Natural Consequences   Yearbook Feedback
White Privilege  Third World Consciousness  Worldview  Familial Obligations Sub-group
Rivalry  Communication Barriers  Group Cohesion
Disintegration Status  Uncle Tom Syndrome  Identity Purgatory
Subtext  Lens
NYU Tel Aviv Summer 2011 Guest Presentations and Site Visits
(Excluding regular course lectures by Professor & TA)
*Bus time to be used for lectures, group work, discussions, films

May 23
Bnei Dan
Arrival, Unpack, Settle in, Orientation

May 24
Bnei Dan
Group Initiation
2 pm Shmuel Salway Director of Ministries Messianic Outreach
Jews for Jesus in Israel: Ostracized Insiders

May 25
Bar Ilan University Psychology Department
10 am to noon Social Mixer with Psychology Graduate Students
Host: Prof. Rivka Tuval-Mashiach

Interdisciplinary Center University @ Hertzeliyah
4 pm to 6 pm Social Mixer with International Graduate Students
Host: Prof. Mario Mikulincer,
Dean, School of Psychology

May 26
Learning Day in Jaffa
Leaving Bnei Dan at 9 am
Jaffa Multi-Cultural Counseling Services
10 – 10:30 Gil Mor, MSW & Meital Weissman, MSW
Overview of Multi-Cultural Counseling Services in Tel Aviv
10:30 -11:30 Father Touffik Bumeree,
Head of St. Anthony’s Convent
Parish Priest of the Christian Catholic Church of Jaffa
(servicing 25,000 multi-ethnic Christians Adults and their Children)
“Identity Loss in the Melting Pot: We are Losing our Children”
11-12 Judge Qadi Dr. Achmed Natur, Doctor fo Islamic Law
President of the Sharia High Muslim Court of Appeals
Law Professor, Tel Aviv University
12-1 Lunch break
1 - 3 Jacob Karvinsky, MSW
A guided visit with the Daka Clan

May 27
Jerusalem Presentation Day
Leaving Bnei Dan at 9 am
Israel Center
10:30 to 11:30 Chained Woman Syndrome:
Divorce, Power, and Feminism
in Traditional Contemporary Judaism
Ms. Rachel Levmore
Rabbinical Court Advocate
Coordinator, Get-Refusal Prevention Project
Young Israel Rabbinical Council & Jewish Agency
11:30 to noon Q&A.

Noon to 12:45 Lunch

12:45 to 1:45 - Social Psychology & Religion:
Knowledge, Belief & Behavior
- Dr. Asher Wade, Psychotherapist
Shadar Medical Center - Meah Shaarim

1:45 to 2:15 Q&A
NYU Tel Aviv

2:30 to 3:30 Group Dynamics of Hasidic Culture
Dr. Tuvia Buchbinder,
Chief of School Psychology – Beitar Ilit
“Mental Health Counselor for the Hareidi Community”

3:30 to 4 Q&A

4 to 5 Presentation by Miriam “Mimi” Luria, a “Feminist Hareidi”
“Reconstructing the Role of Women in Closed Societies”

May 31
Bnei Dan 10 am Rabbi Richman: Cross-Cultural Spiritual Marginality

June 1
Leaving Bnei Dan at 9 am
11 am to 1 pm Nitzan, ‘temporary’ home of Israeli families displaced from Gaza in 2005.
Katif Visitors’ Center Presentation by Laurence Baziz:
“Homeless Families in Times of War and Peace.”
Meetings with Nitzan Community Members
2 pm to 4 pm IBIM Absorption Center
“Cross-Cultural Assimilation Challenges”

June 2
Full Day Official Guided Cultural Tour – Jerusalem Old City
Leaving Bnei Dan at 9 am
Returning at 5:30 pm

June 3
Bnei Dan 10 am Morning Class
Bar Ilan University Counseling Center
2 pm to 3 pm Individual Meetings with Minority Students
3 to 3:15 Coffee Break
3:15 to 4:45 Presentations by Dr. Shraga Zim & Clo Fellah, MSW
The Integration of Immigrant Students in Israel and on Campus

June 7
Jerusalem Yad Vashem Day Leaving Bnei Dan at 9 am
10:30-10:45: Arrive at Yad Vashem
10:45-1:15: Guided tour of the Holocaust History Museum
1:15-2:00: Lunch break
2:00-3:30: Lecture by Prof. Giden Greif:
"Group Dynamics and Racism in the Death Camps"
4 pm Tour of Meah She’arim Ultra-Orthodox Enclave,
guided by “Shlomo,” a local Yeshiva student.

June 8
Bnei Dan 11 am
Michael Freund - Shavei Israel
Multi-Ethnic Identification Challenges: From Europe to the Middle East

June 9
Haifa Day Leaving Bnei Dan at 9 am
Seminars and Meetings with the Bahai

June 10
Bnei Dan 11 am
Minister Yuli Edelstein: Assimilation as Cultural Transformation
June 14  
Bnei Dan  11 am  
Dr. Avraham Neguise  “Family Dynamics of Ethiopian Acculturation in Israel.”

June 15  
Dimona: Black Hebrews Community  
11 am  Historical overview/question and answer period  
12 pm  Tour of Kifar ha Shalom  
1:15 pm  Session/class  
The Institute for a New Humanity  
Dr. Martin Luther King Jr./Ben Ammi/  
SCLC Conflict Resolution Center  
Overview of Institute Objectives and goals  
Class: The Beloved Community –  
Social Construct Vision of MLK Jr.  
2:15 pm  Vegan Meal (cooked via solar energy)  
3 pm  Tour of Kibbutz institutions  
Community Organic Farm  
Overview of the concept of Divine Agriculture  
4-5 pm  Everlasting Life Holistic Clinic  
Overview of the Community’s system of Preventive Health Care  
and a review of our current/past projects in Israel and West Africa

June 16  
Nazareth Day  
Leaving Bnei Dan at 9 am  
11:00 - 12:00  Meeting with Mayor Mr. Ramez Jaraysi  
12:00 - 12:30  Meeting with Mr. Yousef Jabbareen (US educated lawyer)  
12:30 – 1:15  Church of the Annunciation  
1:30 – 2:00  Lunch break  
2:00 – 2:45  Presentation by Father Emil Shoufani  
The Arab-Jewish Conflict and Religious Dialogue  
2:45 – 3:30  Session with Ms. Hyam Tannous, Social Work Regional Coordinator  
The Role of Dialogue in Conflict Resolution  
3:30 – 4:00  Presentation by Mr. Hasan Botto  
Immigration from "Mjedel"  
Our Hosts for the Day: Ms. Hyam Tannous & Mr. Bashar Nakash  
Nazareth Social Work Division

June 17  
Bnei Dan  10 am  
Yoav Arad: The BGLT Community in Israel

June 21  
Bedouin Culture: Lectures and Cultural Meetings in Be’er Sheva  
10:15 – 11:00  
Coping Resources of Jewish and Bedouin Adolescents in Southern Israel:  
The case of the Gaza War  
Dr. Orna Braun -Lewensohn Ben Gurion University  
11:00- 12:30  
A meeting with teachers and counselors who are studying “Dealing with Identity Issues” in a course with leaders from the Ministry of Education  
12:30 – 2:30  
A tour and lunch in Drijat village-  A “recently recognized” Bedouin village  
2:30 – 4:00  
Empowerment through Employment: The Women’s Industry in Bedouin Society  
A visit to the Embroidery Factory in Lakiia
June 22 Haifa Day leaving Bnei Dan at 9 am
10:30 to 1 pm
Lecture by Prof. Fadel Mansour:
Druze Culture, Family and Religion in Israel:
Guided Visit with the Druze Community in Isfiya
1-2 Special Lunch on Druze Cuisine
3-5 Haifa African Refugee Center
Residential Shelter Program for Mothers and Children
Victims of Genocidal Persecutions (Sudan, Darfur, Eritrea)
Presentation by “Mama Rita” Tsukahira,
Director of Counseling Services

June 23 Bnei Dan Group Termination
Final Exam

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<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>25</td>
<td>Arrive &amp; Settle In Bnei Dan</td>
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<td>Welcome Dinner at 7</td>
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<td>26</td>
<td>Bnei Dan Classes</td>
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<td>2 pm: Shmuel Salway</td>
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<td>Jews for Jesus</td>
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<td>Bar Ilan University - Mixer</td>
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<td>Herzeliya Interdisciplinary Center University - Mixer</td>
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<td>28</td>
<td>Jerusalem Seminar Day</td>
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<td>Bnei Dan 10 a.m.</td>
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<td>Rabbi Richman</td>
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<td>Cross-Cultural Spiritual Marginality</td>
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<td>Nitzan Refugee Compound</td>
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<td>Official Guided Cultural Tour – Jerusalem Old City</td>
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<td>Seminar with Bahai</td>
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<td>Bnei Dan am - Classes</td>
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<td>2-5 Bar Ilan University- Counseling Center &amp; Presentations</td>
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<td>6</td>
<td>Jerusalem Yad Vashem Day</td>
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<td>Seminar with Bahai</td>
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<td>Yoav Arad BGLT</td>
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<td>13</td>
<td>Bnei Dan 11 am</td>
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<td>Dr. Avraham Neguise</td>
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<td>14</td>
<td>Dimona: Black Hebrews</td>
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<td>Nazareth Day</td>
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<td>Bnei Dan 10 am</td>
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<td>Yoav Arad BGLT</td>
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<td>Bedouin Culture</td>
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<td>21</td>
<td>Prof. Fadel Mansour: Druze in Isfiya</td>
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<td>3-5 Darfur Refugee Center - Haifa</td>
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<td>22</td>
<td>Final Exam Evaluation Session</td>
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<td>Festive Lunch</td>
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<td>23</td>
<td>Group Termination</td>
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<td>24</td>
<td>Bnei Dan</td>
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