



KELLEY
SCHOOL OF BUSINESS
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CIBER Focus Interview Series

Video Annotation

Empathy and Migration in the West

Link: <https://www.youtube.com/watch?v=IPM2sbrgzrg>

Length: 14:29

Production Date/Year: October 1, 2018

Keyword Topics: Migration, Empathy, Germany, Immigration, Migration, Syria, Refugee, Refugee Crisis, Political Parties, Political Polarization, Polarization

Guest Info: Fritz Breithaupt

Dr. Breithaupt is provost professor of Germanic Studies, adjunct professor in Comparative Literature, and affiliated professor of Cognitive Science at Indiana University. He has a PhD from Johns Hopkins University, served as the director of the West European Studies Institute, was a co-founder of an official EU-Center of Excellence at IU, served as interim Dean of Hutton Honors College, and currently directs IU's Experimental Humanities Lab. Dr. Breithaupt is known for his research in the fields of empathy, human narratives, and moral reasoning. His most recent publication, "The Dark Sides of Empathy," takes a closer, more nuanced look at what drives human empathy for one another, and some of the underlying effects of this phenomenon around the world. He is also a frequent columnist for Die Zeit in Germany.

Video Summary/Synopsis:

1:45 - Breithaupt explains the dark side of empathy, explaining its association with self-loss and how it may even be negative for those empathized with.

4:18 - As a result of the recent migration and refugee crisis, Breithaupt explains the impact that empathy has had on Germany Chancellor Angela Merkel's immigration policies as well as other border states in Europe.

8:57 - Breithaupt discusses how the dark side of empathy has helped proliferate divisiveness in today's political landscape and how it may help close the political ideological gap going forward.

11:48 - Breithaupt gives his advice for how to prevent unintended consequences of empathy, especially in regard to dealing with diverse groups or working internationally.

Standards:

Ethnic Studies

- **ES.1.3**
 - Students evaluate how society's responses to different social identities lead to access and/or barriers for ethnic and racial groups in relation to various societal institutions, including but not limited to education, healthcare, government, and industry.
- **ES.2.1**
 - Students investigate the origins of various ethnic and racial groups, examining the historical influence of cultural, socio-political, and socio-economic contexts on those groups.
- **ES.2.2**
 - Students explain the reasons for various racial/ethnic groups' presence in the U.S. (indigenous, voluntary, or forcible).
- **ES.2.3**
 - Students compare and contrast how circumstances of ethnic/racial groups affected their treatment and experiences (indigenous, voluntary, forcible) as a response to the dominant culture of the time.
- **ES.3.2**
 - Students assess how social policies and economic forces offer privilege or systematic oppressions for racial/ethnic groups related to accessing social, political, and economic opportunities.
- **ES.4.2**
 - Students investigate how ethnic or racial group(s) and society address systematic oppressions through social movements, local, community, national, global advocacy, and individual champions.

Geography and World History

- **GHW.3.2**
 - Identify and describe the push-pull factors that resulted in the migration of human population over time and detect changes in these factors.
- **GHW.3.3**
 - Analyze the changes in population characteristics and physical and human environments that resulted from the migration of peoples within, between, and among world regions.
- **GHW.3.4**
 - Give examples of and evaluate how the physical and human environments in different regions have changed over time due to significant population growth or decline.
- **GHW.3.5**
 - Analyze population trends in the local community and suggest the impact of these trends on the future of the community in relation to issues such as development, employment, health, cultural diversity, schools, political representation and sanitation.
- **GHW.7.1**
 - Recognize that conflict and cooperation among groups of people occur for a variety of reasons including nationalist, racial, ethnic, religious, political, economic and resource concerns that generally involve agreements and disagreements related to territory on Earth's surface.
- **GHW.7.2**
 - Analyze the physical and human factors involved in conflicts and violence related to nationalist, racial, ethnic, religious, economic, political, and/or resource issues in various parts of the world, over time. Assess the human and physical environmental consequences of the conflicts identified for study.

United States Government

- **USG.3.15**
 - Examine the progression of political parties and their ideologies and the broad political spectrum in the American governmental system and analyze their functions in elections and government at national, state, and local levels of the federal system.
- **USG.4.2**
 - Describe how different governments interact in world affairs.
- **USG.4.6**
 - Identify and describe strategies available to the United States government to achieve foreign policy objectives.
- **USG.4.8**
 - Identify and explain world issues, including political, cultural, demographic, economic and environmental challenges that affect the United States foreign policy in specific regions of the world.
- **USG.4.9**
 - Discuss specific foreign policy issues that impact local community and state interests.
- **USG.5.1**
 - Define the legal meaning of citizenship in the United States; identify the requirements for citizenship in the United States and residency in Indiana; and differentiate between the criteria used for attaining both.

Indiana Studies

- **IS.1.10**
 - Summarize the impact immigration had on social movements of the era including the contributions of specific individuals and groups.
- **IS.3.7**
 - Identify immigration and migration patterns and describe the impact diverse ethnic and cultural groups have had, have, and will have on Indiana.
- **IS.4.9**

- Examine the migration of groups to Indiana for economic opportunity.

Psychology

- **P.4.9**
 - Discuss the obstacles and strategies involved in problem solving.
- **P.7.4**
 - Explain the concepts of groupthink and group polarization.
- **P.7.6**
 - Explain how stereotypes, prejudice, and discrimination influence behavior.

United States History

- **USH.2.5**
 - Summarize the impact industrialization and immigration had on social movements of the era including the contributions of specific individuals and groups.
- **USH.3.9**
 - Describe the experiences of migrants from Europe, Asia, and the southern United States as they encountered and interacted with their new communities.
- **USH.7.7**
 - Identify areas of social tension from this time period and explain how social attitudes shifted as a result, including the Immigration Reform Act of 1965.
- **USH.9.5**
 - Explain the revival of popularity for white nationalism and immigration restriction in the era since 2008.

World Geography

- **WG.2.2**
 - Give examples and analyze ways in which people's changing views of places and regions reflect cultural changes; understand how people's views of physical features influence and are influenced by human behavior.
- **WG.4.3**
 - Hypothesize about the impact of push factors and pull factors on human migration in selected regions and about changes in these factors over time.
- **WG.4.4**
 - Evaluate the impact of human migration on physical and human systems.

World History

- **WH.6.11**
 - Investigate current global issues such as terrorism, genocide, and environmental issues.

Essential Questions:

- Why are some nation's governments hesitant to accept refugees and immigrants from certain areas of the world?
- Should the U.S. modify its immigration policies?
- How have political parties in the United States evolved over time?
- Are political parties destroying America?
- How can the political divide be lessened?

Depth of Knowledge

- Students will examine the history of United States political parties and affiliations.
- Students will debate how North African immigrants can best be accepted into the United States.
- Students will create a new immigration policy based on research of a given country.
- Students will debate a particular issue facing Americans today, regardless of personal belief.

Additional Links & Related Information

[America's Political Divide, 1994-2017](#) - Chart and Article

[The Independent Article regarding Refugee Crisis](#) - Article and Picture

[Photos from the Frontline of the Syrian Refugee Crisis](#) - Photos

[America's Political Divisions in 5 Charts](#) - Video