

16:790:527: RACISM, XENOPHOBIA AND INTOLERANCE
RUTGERS UNIVERSITY
DEPARTMENT OF POLITICAL SCIENCE
MA PROGRAM: UNITED NATIONS AND GLOBAL POLICY STUDIES

SPRING 2019
MONDAY 6PM - HICK 612/MMC N462

PROFESSOR ENGY ABDELKADER, JD, LL.M.

Rutgers University
Hickman Hall
89 George Street
New Brunswick, New Jersey 08901-1411
Engy.Abelkader@rutgers.edu
Office Hours: by appointment

COURSE DELIVERY

This course is conducted in a traditional classroom setting. We will be meeting at 6PM on Mondays at Hickman Hall, Room 612 (video wall room) and Marymount College Room, N 462 (video wall room).

COURSE DESCRIPTION

Notwithstanding laws and policies prohibiting such discrimination, surges in anti-Semitism, Islamophobia, anti-Black racism and xenophobia continue to manifest around the world, from Poland and Hungary to the United States. Interdisciplinary, comparative and global in scope, this course examines a spectrum of theoretical frameworks and policy approaches to understand and address such developments. Participants will explore a spectrum of related issues such as violent conflict, biased citizenship and nationality laws, policing that disproportionately impacts minority communities, counter-terrorism and volatile political rhetoric, among other matters. Students will also examine international, regional and national responses, including those of the United Nations. No prior familiarity with the subject matter is necessary.

COURSE OBJECTIVES

By the end of the semester, students will be able to:

- Demonstrate critical and analytical thinking and writing skills.
- Discuss race, ethnicity, religion and culture in a critical and objective fashion.
- Compare and contrast the experiences of different ethnic, racial and religious groups.

- Apply theoretical frameworks and approaches to practice and real world scenarios.
- Critically analyze international, regional and national legal and policy documents.
- Make policy recommendations related to racism, xenophobia and related intolerance in myriad professional and academic contexts.

TEXTBOOKS AND SUPPLEMENTAL READINGS

- (1) Richard Delgado and Jean Stefancic, *CRITICAL RACE THEORY: AN INTRODUCTION*, New York University Press (2001) (*available below*).
- (2) Gavin Langmuir, *TOWARD A DEFINITION OF ANTI-SEMITISM*, University of California Press (1990).
- (3) Edward Said, *ORIENTALISM*, Vintage Books (1978).
- (4) A NUMBER OF SUPPLEMENTAL READINGS WILL BE PLACED ON SAKAI OR DISTRIBUTED VIA EMAIL.

COURSE REQUIREMENTS AND GRADES

Class Attendance & Participation (20% of grade)

Class attendance is mandatory and active participation is expected. In the event of a significant scheduling conflict or illness, please email the instructor as soon as you are aware that you will be unlikely to attend class. Unexplained absences will otherwise be looked upon unfavorably.

Response Papers (10% of grade)

Students will be required to write brief response emails for at least 5 class meetings during the semester. The response emails, representing an informal writing of *less* than one page, should raise questions or address issues about the readings. They are intended to help students critically engage with the readings and also guide the seminar discussion that week.

Writing Requirement (70% of grade)

Students are expected to produce a research paper analyzing a topic related to the subject matter. Class participants must have their paper topic approved by the instructor and should be prepared to briefly present their research to the class towards semester's end. Research papers should be between 15 to 20 pages in length, and are due as designated.

COURSE RUBRIC

With respect to evaluation, the following rubric will be used in assessing your performance, including forum posts, response papers and research paper. It sets the most basic criteria of assessment, but it will at least provide you with some idea of my expectations.

	A 4 pts	B 3 pts	C 2 pts	D/F 1/0 pts
Argument and analysis	Makes clear and compelling argument. Solid reasoning. Offers insightful analysis.	Makes clear argument, based on plausible readings. Some effort to sustain argument throughout the analysis.	Attempts to offer a cogent argument and analysis, but argument and analysis are based on faulty reasoning.	Fails to make a cogent argument or to offer sound analysis.
Writing and grammar	Writes well, making appropriate word choices and avoiding grammar and spelling mistakes.	Writes well, but may include a handful of grammar, spelling, or word choice mistakes.	Makes multiple errors, but still writes in a clearly intelligible manner.	Makes multiple errors that interfere substantially with comprehension.
Organization and structure	Presents clear, navigable structure with introduction, body, and conclusion. Provides reader with a "road map" of essay.	Offers clear organization with some road map for reader.	Makes some effort to structure the paper, but organization is problematic or difficult to follow.	Structures the paper in a way that is disorganized and difficult or impossible to follow.
Mastery and use of readings: References	Uses multiple readings and demonstrates mastery of facts and	References multiple readings and demonstrates a good degree	Makes minimal use of readings and/or fails to	Fails to use readings.

	arguments made in readings.	of understanding.	demonstrate adequate mastery of readings.	
Mastery and use of readings: Concepts	Knows the analytical concepts, provides their definition(s), and applies them precisely and systemically in the analysis of specific problems.	Knows most of the concepts. Makes minor definitional errors.	Makes some headway toward knowing and applying the relevant concepts.	Fails to know and apply basic concepts.
Mastery and use of readings: Evidence	Marshals appropriate evidence to describe, understand, and explain political problems.	Marshals appropriate evidence to describe, understand, and explain political problems, with small errors.	Attempts to provide and explain evidence but with substantial omissions or errors in interpretation.	Fails to provide relevant evidence.
Mastery and use of readings: Theoretical Analyses	Explains the relevance and applicability of a wide range of theoretical analyses to specific political problems.	Is able to apply successfully some of the course's theoretical analyses to selected political problems.	Has difficulty connecting theoretical analyses to the political problems.	Fails to connect the course's theoretical analyses to analyzed political problems.
Mastery and use of readings: Application to real political problems	Exhibits a nuanced understanding of the relationship	Demonstrates a general understanding of the relevance of	Has difficulty connecting the theories to actual	Fails to connect the theories to actual issues of

	between the analytical tools learned in class and “real life” global/comparative political problems.	political scientific theories for the analysis of the global political world.	issues of global/comparative politics.	global/comparative politics.
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ACADEMIC INTEGRITY POLICY

Principles of academic integrity require that every Rutgers University student:

- properly acknowledge and cite all use of the ideas, results, or words of others
- properly acknowledge all contributors to a given piece of work
- make sure that all work submitted as his or her own in a course or other academic activity is produced without the aid of unsanctioned materials or unsanctioned collaboration
- obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with his or her interpretation or conclusions
- treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress
- uphold the canons of the ethical or professional code of the profession for which he or she is preparing.

Adherence to these principles is necessary in order to insure that:

- everyone is given proper credit for his or her ideas, words, results, and other scholarly accomplishments
- all student work is fairly evaluated and no student has an inappropriate advantage over others
- the academic and ethical development of all students is fostered
- the reputation of the University for integrity in its teaching, research, and scholarship is maintained and enhanced.

Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students. Every member of the University community therefore bears a responsibility for ensuring that the highest standards of academic integrity are upheld.

– *The Rutgers University Academic Integrity Policy*

CHEATING AND PLAGIARISM

Short version: Don't cheat. Don't plagiarize.

Longer version: Cheating on tests or plagiarizing materials in your papers deprives you of the educational benefits of preparing these materials appropriately. It is personally dishonest to cheat on a test or to hand in a paper based on unacknowledged words or ideas that someone else originated. It is also unfair, since it gives you an undeserved advantage over your fellow students who are graded on the basis of their own work. In this class we will take cheating very seriously. All suspected cases of cheating and plagiarism will be automatically referred to the Office of Judicial Affairs, and we will recommend penalties appropriate to the gravity of the infraction. The university's policy on Academic Integrity is available above and at http://academicintegrity.rutgers.edu/files/documents/AI_Policy_9_01_2011.pdf¹ I strongly advise you to familiarize yourself with this document, both for this class and for your other classes and future work. To help protect you, and future students, from plagiarism, we require all papers to be submitted through Turnitin.com.

Since what counts as plagiarism is not always clear, I quote the definition given in Rutgers' policy:

Plagiarism: Plagiarism is the use of another person's words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are:

- Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution.
- Paraphrasing without proper attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own.
- Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.
- Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other nontextual material from other sources without proper attribution.²

A SPECIAL NOTE: Students often assume that because information is available on the Web it is public information, does not need to be formally referenced, and can be used without attribution. This is a mistake. *All* information and ideas that you derive from other sources, whether written, spoken, or electronic, must be attributed to their original source. Such sources include not just written or electronic materials, but people with

¹ This web link was corrected on July 13, 2012. S. Lawrence.

² http://academicintegrity.rutgers.edu/files/documents/AI_Policy_9_01_2011.pdf

Updated with the University's current language on July 13, 2012. S. Lawrence

whom you may discuss your ideas, such as your roommate, friends, or family members. They deserve credit for their contributions too!

Judgments about plagiarism can be subtle. If you have any questions, please feel free to ask for guidance.

READING ASSIGNMENTS AND COURSE OUTLINE

WEEK 1: INTRODUCTION AND COURSE OVERVIEW

International Convention on Elimination of All Forms of Racial Discrimination, UNITED NATIONS, <https://www.ohchr.org/en/professionalinterest/pages/cerd.aspx>.

Visit and explore the webpage for the *UN Special Rapporteur on contemporary forms of racism, racial discrimination, xenophobia and related intolerance*, <https://www.ohchr.org/en/issues/racism/srracism/pages/indexsrracism.aspx>.

BBC Documentary: Racism, A History (in class viewing)

WEEK 2: RACISM

Frederick Douglass, *The Color Line*, *The North American Review* (1881), <https://archive.org/details/jstor-25100970/page/n7>.

Howard Winant, *Race and Race Theory*, *Annual Review of Sociology* (2000), <https://www-jstor-org.proxy.libraries.rutgers.edu/stable/223441>.

Paul Kramer, *Empires, Exceptions and Anglo-Saxons: Race and Rule between the British and United States Empires, 1880-1910*, *Journal of American History*: Oxford University Press, <https://www-jstor-org.proxy.libraries.rutgers.edu/stable/2700600>.

Richard Delgado and Jean Stefancic, *CRITICAL RACE THEORY: AN INTRODUCTION*, New York University Press (2001), https://uniteyouthdublin.files.wordpress.com/2015/01/richard_delgado_jean_stefancic_critical_race_thbookfi-org-1.pdf.

Visit and explore the Race and Ethnicity webpage at the *Public Religion Research Institute*, <https://www.prrri.org/topic/race-ethnicity/>.

WEEK 3: CASE STUDY – UNITED STATES

Consult the *Resources* tab via Sakai for related materials.

WEEK 4: ANTI-SEMITISM

Gavin Langmuir, *TOWARD A DEFINITION OF ANTI-SEMITISM*, University of California Press (1990).

Werner Bergman, *Anti-Semitic Attitudes in Europe: A comparative perspective*, Journal of Social Issues (2008) <https://spssi-onlinelibrary-wiley-com.proxy.libraries.rutgers.edu/doi/epdf/10.1111/j.1540-4560.2008.00565.x>.

UN Releases First Education Guide to Fight Anti-Semitism, Associated Press (June 2018), <https://www.apnews.com/dfdbfac77b274b0682c735beaa76d9cc>.

Education Guide: Addressing Anti-Semitism through Education, United Nations and Organization for Security and Cooperation in Europe (2018), <http://unesdoc.unesco.org/images/0026/002637/263702e.pdf>.

WEEK 5: CASE STUDIES – HUNGARY AND POLAND

Consult the *Resources* tab via Sakai for related materials.

WEEK 6: ISLAMOPHOBIA

Edward Said, *ORIENTALISM*, Vintage Books (1978).

Erik Bleich, *What is Islamophobia and How Much is There? Theorizing and Measuring an Emerging Comparative Concept*, American Behavioral Scientist (2011), https://www.researchgate.net/profile/Erik_Bleich/publication/228195168_What_Is_Islamophobia_and_How_Much_Is_There_Theorizing_and_Measuring_an_Emerging_Comparative_Concept/links/00b4953c6bf49a4f75000000/What-Is-Islamophobia-and-How-Much-Is-There-Theorizing-and-Measuring-an-Emerging-Comparative-Concept.pdf?origin=publication_detail.

Nasar Meer, *Racialization and religion: race, culture and difference in the study of antisemitism and Islamophobia*, Journal of Ethnic and Racial Studies (2012), <https://doi-org.proxy.libraries.rutgers.edu/10.1080/01419870.2013.734392>.

Muslims are now getting the same treatment Jews had a century ago, The Guardian (2015), <http://www.guardian.co.uk/commentisfree/2007/feb/02/comment.religion1>.

Thematic report on racial discrimination in the context of nationality, citizenship and immigration, UN Special Rapporteur on contemporary forms of racism, racial discrimination, xenophobia and related intolerance (2018), <https://www.ohchr.org/EN/Issues/Racism/SRRacism/Pages/CitizenshipExclusion.aspx>.

WEEK 7: CASE STUDIES – FRANCE, MYANMAR AND CHINA

Consult the *Resources* tab via Sakai for related materials.

WEEK 8: XENOPHOBIA

Michael Skey, *Why Do Nations Matter? The Struggle for Belonging and Security in an Uncertain World*, *The British Journal of Sociology* (2013), <https://onlinelibrary-wiley-com.proxy.libraries.rutgers.edu/doi/epdf/10.1111/1468-4446.12007>.

Paul Silverstein, *Immigrant Racialization and the New Savage Slot: Race, Migration, and Immigration in the New Europe*, *Annual Reviews in Anthropology* (2005), <http://plaza.ufl.edu/catey/docs%20r&r07/Silverstein-%20Immigrant%20Racialization%20%5B2005%5D.pdf>.

Robert Putnam, *E Pluribus Unum: Diversity and Community in the Twenty-first Century*, 2006 Johan Skytte Prize Lecture, <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.515.6374&rep=rep1&type=pdf>

Combatting Xenophobic Violence, Human Rights First, https://www.humanrightsfirst.org/wp-content/uploads/pdf/UNHCR_Blueprint.pdf.

Visit and explore the Immigration webpage at the *Public Religion Research Institute*, <https://www.prrri.org/topic/immigration/>.

WEEK 9: CASE STUDY – GERMANY

Consult the *Resources* tab via Sakai for related materials.

WEEK 10: INTOLERANCE

John L. Sullivan, et al. *The Sources of Political Tolerance: A Multivariate Analysis*, *American Political Science Review* (1981), <http://www.uky.edu/AS/PoliSci/Peffley/pdf/Sullivan%20et%20al%201981%20A>

[PSR%20The%20Sources%20of%20Political%20Tolerance%20A%20Multivariate%20Analysis.pdf](#).

Thomas Pettigrew, *Intergroup Contact Theory*, Annual Review of Psychology (1998) http://serendipstudio.org/oneworld/system/files/annurev.psych_.49.1.65-2.pdf.

WEEK 11: CASE STUDY – THE SITUATION OF THE ROMA

Consult the *Resources* tab via Sakai for related materials.

WEEK 12: EXPLICIT V. IMPLICIT BIASES

Visit and explore the *Project Implicit* webpage at Harvard University: <https://implicit.harvard.edu/implicit/selectatest.html>. Take at minimum **seven** of the Implicit Association Tests, designed to measure implicit attitudes and biases towards perceived “others.”

William Cunningham et. al., *Implicit Attitude Measures: Consistency, stability and convergent validity*, Psychological Science (2001), https://kuscholarworks.ku.edu/bitstream/handle/1808/1503/cunningham_preacher_banaji_2001.pdf?sequence=1.

WEEKS 13 & 14: CLASS PRESENTATIONS

STUDENT-WELLNESS SERVICES

Just In Case Web App

<http://codu.co/cee05e>

Access helpful mental health information and resources for yourself or a friend in a mental health crisis on your smartphone or tablet and easily contact CAPS or RUPD.

Counseling, ADAP & Psychiatric Services (CAPS)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/

www.rhscaps.rutgers.edu/

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students’ efforts to succeed at Rutgers University. CAPS offers a variety of

services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 /

www.vpva.rutgers.edu/

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff and faculty. To reach staff during office hours when the university is open or to reach an advocate after hours, call 848-932- 1181.

Disability Services

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce

Kilmer Avenue,

Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

Rutgers University welcomes students with disabilities into all of the University's educational

programs. In order to receive consideration for reasonable accommodations, a student with a

disability must contact the appropriate disability services office at the campus where you are

officially enrolled, participate in an intake interview, and provide documentation:

<https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your

request for reasonable accommodations, your campus's disability services office will provide you

with a Letter of Accommodations. Please share this letter with your instructors and discuss the

accommodations with them as early in your courses as possible. To begin this process, please

complete the Registration form on the ODS web site at:

<https://ods.rutgers.edu/students/registration-form>.

Scarlet Listeners

(732) 247-5555 / <http://www.scarletlisteners.com/>

Free and confidential peer counseling and referral hotline, providing a comforting and supportive safe space.

