

**The Hebrew University of Jerusalem  
Rothberg International School  
Division of Undergraduate Studies  
Spring Semester 2017**

**DIVERSITY AND COEXISTENCE**

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**Office Hours:** By appointment

44 Academic Hours, 3 Academic Credits

**Course Level: 3000**

**Course Description**

The course will examine societies dealing with challenges of diversity and their attempts to resolve such difficulties and promote coexistence. As part of class discussion, the students will be invited to consider issues of self-identity and self-awareness. The course will further allow students to gain both theoretical and practical views of diversity and coexistence, allowing students to develop a nuanced view of the concepts, stemming from a recognition of the role played by various social, religious, historical and cultural backgrounds of diverse society and the need to develop a tailor-made solution, which reflects not only a specific social context but must also meet democratic norms as manifested by international and state legislation.

The course consists of 22 classes which are divided into two main sections: The first examines the concepts of diversity, multiculturalism and coexistence. The second section will allow students to examine five case studies of nations which have struggled with issues of diversity and multiculturalism. The first case study will examine the issue of race and identity in the United States. The second case study explores South Africa's transition from Apartheid to democracy through social reconciliation and the current racial relations and challenges. The third case study will explore Israeli Arab and Israeli Jews as two communities living side by side in a country involved in a prolonged and violent conflict with its Palestinian neighbors. This case study will be accompanied by a field trip to Jerusalem. The fourth case study examines Rwandan society's attempts to create a new and

unified social identity following mass genocide in order to prevent the re-emergence of violence. Finally, the fifth case study examines the current influx of asylum seekers and refugees into Europe and Israel. A field trip to South Tel Aviv will allow the students to learn more of the problems encountered by this community currently living in Israel.

### Course Requirements

1. Short assignments - responses to class reading materials – 20% of final grade
2. Mid-term paper (3-5 pages) – 30% of final grade
3. Final Paper (10-15 pages) 50% of final grade

**Short assignments:** Students will complete two short reading responses to two class readings. Papers are due at the beginning of each class, and should respond to the day’s reading. Papers should be at least 250 words in length (but no more than 400). These short assignments are meant to encourage students to keep up with the reading schedule and think about course material in preparation for class discussion.

### Grading Rubric for Writing Assignments: Mid-term and Final paper

	<b>A</b>	<b>B</b>	<b>C</b>	<b>F</b>
<b>Main idea</b>	Clearly presents a main idea and supports it throughout the paper.	There is a main idea supported throughout most of the paper.	Vague sense of a main idea, weakly supported throughout the paper.	No main idea
<b>Organization:</b> Overall	Well-planned and well-thought out. Includes title, introduction, statement of main idea, transitions and conclusion.	Good overall organization, includes the main organizational tools.	There is a sense of organization, although some of the organizational tools are used weakly or missing	No sense of organization
<b>Organization:</b> Paragraphs	All paragraphs have clear ideas, are supported with examples and have smooth transitions.	Most paragraphs have clear ideas, are supported with some examples and have transitions.	Some paragraphs have clear ideas, support from examples may be missing and transitions are weak.	paragraphs lack clear ideas
<b>Content</b>	Exceptionally well-presented and argued; ideas are detailed, well-developed, supported with specific evidence & facts, as well as examples and specific details.	Well-presented and argued; ideas are detailed, developed and supported with evidence and details, mostly specific.	Content is sound and solid; ideas are present but not particularly developed or supported; some evidence, but usually of a generalized nature.	Content is not sound
<b>Research</b>	Sources are exceptionally	Sources are well	Sources support some	The paper

	well-integrated and they support claims argued in the paper very effectively. Quotations and works cited conform to APA style.	integrated and support the paper's claims. There may be occasional errors, but the sources and works cited conform to APA style.	claims made in the paper, but might not be integrated well within the paper's argument. There may be a few errors in APA style.	does not use adequate research; the sources are not cited correctly according to APA style.
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**Grading:**

Excellent: 97-100 A+ 93-96 A 90-92 A-

Above Average: 87-89 B+ 83-86 B 80-82 B-

Average: 77-79 C+ 73-76 C 70-72 C-

Below Average: 67-69 D+ 63-66 D 60-62 D-

Unsatisfactory: 0-59 F

**Course Learning Outcomes**

Upon successful completion of this course, students will be able to:

1. Attain nuanced view of key concepts, debates, and empirical examples of diversity and coexistence in general.
2. Become familiar with five specific case studies related to issues of diversity and coexistence.
3. Understand a variety of mechanisms and strategies to reduce racism and social tensions and promote social cohesion.

**Classroom Protocol**

Respectful participation is expected of all students. This includes being on time and staying for the whole class as well as preparing the readings and bringing materials needed to actively participate in class. Most importantly, students are expected to show fellow members a level of professional courtesy that facilitates an open environment where the potentially difficult and sensitive ideas that are a part of this course can be explored fully. This does not mean that members of the class community cannot disagree with one another, but you must be thoughtful and respectful about the way you challenge someone's argument without attempting to invalidate the individual's experiences, statuses, or identity.

## **Course Outline**

(Optional reading is marked by \*)

### **Section I – Introduction to Diversity and Coexistence**

#### **Classes 1 - Feb 23**

UNESCO (2009). UNESCO World Report: Investing in Cultural Diversity and Intercultural Dialogue, 223-237.

Kymlicka, W. (2007). Multicultural Odysseys: Navigating the New International Politics of Diversity, Oxford and New York: Oxford University Press (“**Kymlicka**”), 3-26.

#### **Class 2 - Feb 23**

The United Nations Declaration on the Rights of Indigenous Peoples (2007)

UNESCO Universal Declaration on Cultural Diversity (2001)

Levrau, F. and Loobuyck, P. (2013). Is Multiculturalism Bad for Social Cohesion and Redistribution?. The Political Quarterly, 84: 101–109.

Kymlicka, pp. 27-59.

#### **Class 3 - March 2**

Kymlicka, pp. 135-172.

Okin, S. M. (1999). Is Multiculturalism Bad for Women? in Is Multiculturalism Bad for Women? 7, Joshua Cohen et al. eds.,

\* Royal Canadian Mounted Police (2014). Missing and Murdered Aboriginal Women: A National Operational Overview, <http://www.rcmp-grc.gc.ca/en/missing-and-murdered-aboriginal-women-national-operational-overview>

#### **Class 4 - March 2**

Conversi, D. (2014). Between The Hammer Of Globalization and the Anvil of Nationalism: Is Europe's Complex Diversity under Threat?, 14 *Ethnicities*, 25-49.

\* Case of S.A.S. V. France (2014). The European Court of Human Rights.

De Féo, A. (2010). Behind the Burqa in France, Sasana Productions

#### **Section II – Case Studies**

##### **Classes 5 & 6 – March 9 - Case Study I: Race and Identity in the United States**

McDermott, M. & Samson, F. (2005). White Racial and Ethnic Identity in the United States, *Annual Review of Sociology* 31, 245-261.

Hughey, M. W. (2014). White backlash in the ‘post-racial’ United States, *Ethnic and Racial Studies*, 37(5), 721-730.

Pew Research Center. (2015). Multiracial in America: Proud, Diverse and Growing in Numbers, 5-18, 40-50.

\* Lippard, C. D. (2011). Racist Nativism in the 21st Century, *Sociology Compass* 5 / 7 (2011): 591–606

##### **Classes 7 & 8 – March 16 - Case Study II: South Africa’s Transition**

Wilson, R. A. (2001). The Politics of Truth and Reconciliation in South Africa: Legitimizing the Post-Apartheid State, Cambridge University Press, 1-32, 223-230.

Dan Corder, D., Manca, D., Mulder, E. & Hegewisch, M. (2015). Luister, Contra Band productions, <https://www.youtube.com/watch?v=sF3rTBQTQk4>

Scheier, J. (2016). Students protests use of Afrikaans as a teaching language in South Africa, CCTV, <https://www.youtube.com/watch?v=dolLuO9hM5s>

### **Classes 9 & 10 – March 23 – Case Study III: Israeli Arab and Israeli Jews**

**Guest Lecturer: Adv. Nisreen Alyan**, The Hebrew University, Faculty of Law & Association for Civil Rights in Israel

Yonah, Y. (2005). Israel as a multicultural democracy: challenges and obstacles. 11 *Israel Affairs*, 95-116.

Al-Haj, M. (2002). Multiculturalism in deeply divided societies: The Israeli case, 26 *International Journal of Intercultural Relations*, 169-183.

### **Classes 11 & 12 – March 30 – Field Trip: Israeli Arab and Israeli Jews in Jerusalem**

**April 20** – no class

### **Classes 13 & 14 – April 27 - Case Study IV: Rwandan Social Integration**

Buckley-Zistel, S. (2006). Remembering to Forget: Chosen Amnesia as a Strategy for Local Coexistence in Post-Genocide Rwanda, 76 *The Journal of the International African Institute*, 131-150.

Mephram, D. (2014). Dispatches: Lifting the Lid on Rwandan Repression, *Human Rights Watch*, <http://www.hrw.org/news/2014/10/21/dispatches-lifting-lid-rwandan-repression>

Paluck, E.L. (2009). Reducing intergroup prejudice and conflict using the media: A field experiment in Rwanda, 96 *Journal of Personality and Social Psychology*, 574-587.

### **Classes 15 & 16 – May 4 - Case Study V: Europe and Israel Refugee Crisis**

**Guest Lecturer: Ms. Sigal Rozen**, Founder and Public Policy Coordinator, Hotline for Migrant Workers

Movie Screening: *Desert Wounds* (2016) Nili Dotan, Director.

1951 UN Convention Relating to the Status of Refugees.

Avraham, A. D., Rozen, S. & Avigal, N. (2015). Where there is No Free Will: Israel's "Voluntary Return" procedure for asylum-seekers, The Hotline for Refugees and Migrants & ASSAF.

**Classes 17 & 18 – May 11 – Field Trip: Refugees and Asylum Seekers in Tel Aviv**

**Classes 19 & 20: May 18 - Case Study V: Europe and Israel Refugee Crisis (cont.)**

Fargues, P. & Bonfanti, S. (2014). When the Best Option is a Leaky Boat: Why Migrants Risk their Lives Crossing the Mediterranean and What Europe is Doing about it, Migration Policy Centre, EUI, 1-16.

Hatton, T. J., (2016). Refugees and Asylum Seekers, the Crisis in Europe and the Future of Policy, CEPR Discussion Paper.

Maiani, F. (2016). Hotspots and Relocation Schemes: the right therapy for the Common European Asylum System? Migration Policy Centre, EUI, <https://blogs.eui.eu/migrationpolicycentre/hotspots-and-relocation-schemes-the-right-therapy-for-the-common-european-asylum-system/>

Johnson, H. & Bräuer, T. (2016). Migrant Crisis: Changing attitudes of a German city, BBC News.

\* Reeskens, T. & Wright, M. (2013). Nationalism and the Cohesive Society: A Multilevel Analysis of the Interplay Among Diversity, National Identity, and Social Capital Across 27 European Societies, *Comparative Political Studies* February 46: 153-181.

**Classes 21 & 22: May 25 - Conclusion**

Kymlicka, pp. 295-316.

Stolle, D. & Harell, A. (2013). Social Capital and Ethno-racial Diversity: Learning to Trust in an Immigrant Society, 61 *Political Studies*, 42-66.