

## 48427: DIVERSITY AND COEXISTENCE

**The Hebrew University of Jerusalem**  
**Rothberg International School**  
**Division of Undergraduate Studies**  
**Credit Hours: 3**  
**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. **Midterm paper** (3-5 pages) – 30% of final grade.
3. **Final Paper** (10-15 pages) 50% of final grade - The final date for submission is the last day of the final exam week on Thursday June 8, 2017. Papers need to be submitted as a hard copy to the Undergraduate Division office or alternatively to be submitted through Moodle.

As a matter of strict policy, no papers may be submitted from abroad. When there are justifiable extenuating circumstances, the student must receive written permission from the Director of the Division of Undergraduate

Studies. It is NOT permissible for the students to submit papers via email or fax. If papers have to be sent from abroad, they should be sent directly to the Division of Undergraduate Studies by FedEx. The University cannot take responsibility for misplaced or non-received papers.

**Grade Appeals:** There is a specific grade appeal process. The student needs to complete a grade appeal form and hand in to the Undergraduate Division office. See Policies and Regulations on the Rothberg website: <http://overseas.huji.ac.il/policiesregulations>

**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. Papers should be submitted in ‘Word’ format and written in Times New Roman font, 12-point font size, 1.5 lines spacing, normal margins. Papers should be submitted by the end of the midterm week by e-mail to: ofer.shinar@gmail.com.

**Midterm paper -** Students will choose a single cultural phenomenon/event occurring in their own society and discuss tensions, problems or social processes using three different perspectives offered by three articles read for any of the previous classes. Students are also invited to criticize each of these perspectives in the context of the chosen cultural phenomenon/event. Papers should be submitted in ‘Word’ format and written in Times New Roman font, 12-point font size, 1.5 lines spacing, normal margins. Papers should be submitted by the end of the midterm week by e-mail to: ofer.shinar@gmail.com.

**Grading Rubric for Writing Assignments: Midterm 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 well-integrated and they support claims argued in the paper very effectively. Quotations and works cited conform to APA style.	Sources are well integrated and support the paper's claims. There may be occasional errors, but the sources and works cited conform to APA style.	Sources support some 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.	The paper does not use adequate research; the sources are not cited correctly according to APA style.

### 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 case studies related to issues of diversity and coexistence.
3. Understand a variety of mechanisms and strategies aimed at reduction of racism, social tensions and promote social cohesion.
4. Critically examine social processes leading to the creation of social tensions and social violence.

## 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

#### Class 1 -

UNESCO (2009). *UNESCO World Report: Investing in Cultural Diversity and Intercultural Dialogue*, UNESCO Publishing, pp. 223-237. **Free access:** <http://unesdoc.unesco.org/images/0018/001852/185202e.pdf>

UNESCO (2001). *UNESCO Universal Declaration on Cultural Diversity*. **Free access:** [http://portal.unesco.org/en/ev.php-URL\\_ID=13179&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/en/ev.php-URL_ID=13179&URL_DO=DO_TOPIC&URL_SECTION=201.html)

Taylor, C. (1994). "The Politics of Recognition," in *Multiculturalism. Examining the Politics of Recognition*, ed. A. Gutmann, Princeton, NJ: Princeton University Press. pp. 25-73 (appears also in *Multiculturalism: a Critical Reader*, ed. D.T. Goldberg, Blackwell, 1994, pp. 75-106). **RESERVE; Main Library E184 A1 M84**

Kymlicka, W. (2007). *Multicultural Odysseys: Navigating the New International Politics of Diversity*, Oxford and New York: Oxford University Press, pp. 3-26. **Main Library JF 1061 K963 2007; E-BOOK**

#### Class 2 -

Bloemraad, I. & Wright, M. (2014). "'Utter Failure or Unity' out of Diversity? Debating and Evaluating Policies of Multiculturalism," *International Migration Review* 48, pp. 292-334. **E-JOURNAL**

\*Levräu, F. and Loobuyck, P. (2013), "Is Multiculturalism Bad for Social Cohesion and Redistribution?" *The Political Quarterly* 84, pp. 101-109. **E-JOURNAL**

#### Class 3 -

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

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

#### **Class 4 -**

Okin, S. M. (1999). "Is Multiculturalism Bad for Women?" *Is Multiculturalism Bad for Women?* Joshua Cohen et al. eds., Princeton: Princeton University Press. **Main Library HQ 1161 O45 1999; Free access:** <http://bostonreview.net/archives/BR22.5/okin.html>)

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

\*The European Court of Human Rights (2014). *Case of S.A.S. V. France* . **Free access:** <http://hudoc.echr.coe.int/eng?i=001-145466>

De Féo, A. (2010). *Behind the Burqa in France*, Sasana Productions. **YouTube:** <https://youtu.be/NeX9IM4vqcM>

#### **Section II – Case Studies**

##### **Classes 5 & 6 - 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, pp. 245-261. **E-JOURNAL**

Hughey, M. W. (2014), White backlash in the 'post-racial' United States, *Ethnic and Racial Studies* 37/5, pp. 721-730. **E-JOURNAL**

Pew Research Center (2015). *Multiracial in America: Proud, Diverse and Growing in Numbers*, pp. 5-18, 40-50. **Free access:** <http://www.pewsocialtrends.org/2015/06/11/multiracial-in-america/>

\* Lippard, C. D. (2011). "Racist Nativism in the 21st Century," *Sociology Compass* 5/7, pp. 591-606. **E-JOURNAL**

##### **Classes 7 & 8 – 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, pp. 1-32, 223-230. **E-BOOK; Main Library DT 1974.2 W55 2002**

Buqa, W. (2015). "Storying Ubuntu as a rainbow nation," *Verbum et Ecclesia* 36(2), Art. #1434. **Free access:** <http://verbumeteccllesia.org.za/index.php/VE/article/viewFile/1434/pdf>

Kök Arslan, H. & Turhan, Y. (2016). "Reconciliation-oriented Leadership: Nelson Mandela and South Africa," *All Azimuth* 5/2, pp. 29-46. **Free access:** <http://www.mulkiyedergi.org/allazimuth/article/view/5000196349/0>

Delport, P. T. & Lephakga, T. (2016), "Spaces of alienation: Dispossession and justice in South Africa," *HTS Theologiese Studies/Theological Studies* 72/1, pp. 1-9. **E-JOURNAL**

\*Myambo, M.T. (2010), "The Limits of Rainbow Nation Multiculturalism in the New South Africa: Spatial Configuration in Zakes Mda's *Ways of Dying* and Jonathan Morgan's *Finding Mr. Madini*," *Research in African Literatures* 41, pp. 93-120. [E-JOURNAL](#)

Corder, D., Manca, D., Mulder, E. & Hegewisch, M. (2015). *Luister*, Contra Band production. **YouTube:** <https://youtu.be/sF3rTBQTQk4>

### **Classes 9 & 10 – 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," *Israel Affairs* 11, pp. 95-116. [E-JOURNAL](#)

Al-Haj, M. (2002), "Multiculturalism in deeply divided societies: The Israeli case," *International Journal of Intercultural Relations* 26, pp. 169-183. [E-JOURNAL](#)

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

#### **No Classes on 24.4**

### **Classes 13 & 14 – Study IV: Rwandan Social Integration**

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

Mepham, D. (2014). *Dispatches: Lifting the Lid on Rwandan Repression*, Human Rights Watch, **Free access:** <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," *Journal of Personality and Social Psychology* 96, pp. 574-587. [E-JOURNAL](#)

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

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

UNHCR (1951). *The 1951 Refugee Convention*. **Free access:** <http://www.unhcr.org/1951-refugee-convention.html>

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*. **Free access:** <http://hotline.org.il/wp-content/uploads/2015/04/free-will-web-.pdf>

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

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

### **Classes 19 & 20: 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, Policy Brief* 2014/05, pp. 1-16. **Free access:** [http://cadmus.eui.eu/bitstream/handle/1814/33271/MPC\\_PB\\_2014-05.pdf?sequence=1&isAllowed=y](http://cadmus.eui.eu/bitstream/handle/1814/33271/MPC_PB_2014-05.pdf?sequence=1&isAllowed=y)

Hatton, T. J., (2016). "Refugees and Asylum Seekers, the Crisis in Europe and the Future of Policy," *CEPR Discussion Paper* DP11271. **Free access:** [http://cepr.org/sites/default/files/news/CEPR\\_FreeDP\\_220516.pdf](http://cepr.org/sites/default/files/news/CEPR_FreeDP_220516.pdf)

Maiani, F. (2016). *Hotspots and Relocation Schemes: the right therapy for the Common European Asylum System?*, MPC Blog, EUI. **Free access:** <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*. **Free access:** <http://www.bbc.com/news/world-europe-36148418>

\*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* 46, pp. 153-181. **E-JOURNAL**

### **Classes 21 & 22: Conclusion**

Kymlicka, W. (2007). *Multicultural Odysseys: Navigating the New International Politics of Diversity*, Oxford and New York: Oxford University Press, pp. 295-316. **Main Library JF 1061 K963 2007; E-BOOK**

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