

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF SOCIAL ANTHROPOLOGY AND HISTORY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	SA-119	SEMESTER	E
COURSE TITLE	MIGRATION AND RACISM: ANTHROPOLOGICAL PERSPECTIVES		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
	3	6	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SPECIALIZED GENERAL KNOWLEDGE		
PREREQUISITE COURSES:	NONE		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	GREEK		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)	http://www.sah.aegean.gr/course/ka-119/		

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> <i>Guidelines for writing Learning Outcomes</i>
<p>Students are expected to develop an anthropological perspective on migration, nationalism and racism. They will examine types of institutional racism, anti-Semitism, islamophobia, anti-immigration, biological and cultural racism and they will explore issues of essentialism and racialized thinking in modern euro-american societies. Students will learn to:</p> <p>Recognize different forms of racialized thinking</p> <p>Locate and contextualize nationalism(s) and racism(s)</p> <p>Recognize racial formation and their ethnic and cultural background and constitution</p> <p>Understand the modes of articulation between racial thinking and gender, class and religion</p>

Understand differentiated policies to fight racism(s)																		
Recognize the repercussions of racial thinking and acting in nation-states regarding immigration, democracy and human rights																		
<p>General Competences</p> <p><i>Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?</i></p> <table border="0"> <tr> <td><i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i></td> <td><i>Project planning and management</i></td> </tr> <tr> <td><i>Adapting to new situations</i></td> <td><i>Respect for difference and multiculturalism</i></td> </tr> <tr> <td><i>Decision-making</i></td> <td><i>Respect for the natural environment</i></td> </tr> <tr> <td><i>Working independently</i></td> <td><i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i></td> </tr> <tr> <td><i>Team work</i></td> <td><i>Criticism and self-criticism</i></td> </tr> <tr> <td><i>Working in an international environment</i></td> <td><i>Production of free, creative and inductive thinking</i></td> </tr> <tr> <td><i>Working in an interdisciplinary environment</i></td> <td><i>.....</i></td> </tr> <tr> <td><i>Production of new research ideas</i></td> <td><i>Others...</i></td> </tr> <tr> <td></td> <td><i>.....</i></td> </tr> </table>	<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>	<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>	<i>Decision-making</i>	<i>Respect for the natural environment</i>	<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>	<i>Team work</i>	<i>Criticism and self-criticism</i>	<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>	<i>Working in an interdisciplinary environment</i>	<i>.....</i>	<i>Production of new research ideas</i>	<i>Others...</i>		<i>.....</i>
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<p>This course aims to:</p> <p>Produce free, creative and inductive thinking</p> <p>Cultivate respect for difference and multiculturalism and show social and professional responsibility and sensitivity to migration issues.</p> <p>Search for analysis, synthesis of data and information with the use of the necessary technology</p> <p>Team work and working independently</p> <p>Criticism and self-criticism</p>																		

(3) SYLLABUS

This course offers an introduction to issues of racism and racialized thinking. It explores the concept of «race» in a historical and anthropological perspective and examines forms of antisemitism and islamophobia. It aims to contextualize racial formations and to explore in more detail the example of nazism in Germany and the Jim Crow regime in the USA. The course also focuses on how racial formations are interconnected to conspiracy theories and racial violence as a spectacle. Muslim immigrants, Jewish diaspora, immigrants in euro-american societies and in particular in Greece are thoroughly studied to offer material for the understanding of racial practice today while responses from European states are used to provide a variety of anti-racist policies.

TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching and communication with students	
TEACHING METHODS <i>The manner and methods of teaching are described in detail.</i> <i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each</i>	Activity	Semester workload
	Lectures	39
	Personal study	83
	End of semester exam	3
	Essay writing	25
	Course total	150

<p>learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</p>	
<p>STUDENT PERFORMANCE EVALUATION Description of the evaluation procedure</p> <p>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</p> <p>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</p>	<p>Language of evaluation: Greek Summative and/or conclusive Written work/essays Presentations in class</p>

(4) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Άρεντ, Χάνα. 2009 (1963). *Ο Άιχμαν στην Ιερουσαλήμ: Μία έκθεση για την κοινοτοπία του κακού*. Αθήνα: Νησίδες.

Bauman, Zygmunt. 1989. *Modernity and the Holocaust*. Cambridge: Polity Press.

Berezin, Mabel. 2007. "Revisiting the French National Front: The Ontology of a Political Mood". *Journal of Contemporary Ethnography* 36: 129-146.

Blee, Kathleen. 2003. *Inside Organized Racism: Women in the Hate Movement*. Cambridge: University of California Press.

Bunzl, Matti. 2005. "Between Anti-Semitism and Islamophobia: Some Thoughts on the New Europe". *American Ethnologist* 32 (4): 499-508.

Γεωργιάδου, Βασιλική. 2013. "Ελλάδα". Στο R. Melzer και S. Serafin (επιμ.) *Ο δεξιός εξτρεμισμός στην Ευρώπη*. Αθήνα: Πόλις.

Fredrickson, G. 2002. *Racism: A Short History*. Princeton: Princeton University Press.

Korteweg, Anna και Gokce Yurdakul. 2009. "Islam, Gender and Immigrant Integration: Boundary Drawing in Discourses on Honour Killing in the Netherlands and Germany". *Ethnic and Racial Studies* 32(2): 218-238.

Khosravi, Shahram. 2009. "Detention and Deportation of Asylum Seekers in Sweden". *Race and Class* 50(4): 30-56.

Lichtner, Giacomo. 2012. «The Age of Innocence? Child Narratives and Italian Holocaust Films». *Modern Italy* 17 (2): 197-208.

Messer, E. 1993. "Anthropology and Human Rights". *Annual Review of Anthropology* 22: 221-249.

Page, Helen. 1997. "'Black Male' Imagery and Media Containment of African American Men". *American Anthropologist* 99(1): 99-111.

Silverstein, Paul. 2005. «Immigrants Racialization and the New Savage Slot: Race, Migration, and Immigration in the New Europe». *Annual Review of Anthropology* 34: 363-384.

Silverstein, Paul. 2008. "The Context of Antisemitism and Islamophobia in France". *Pattern of Prejudice* 42(1): 1-26.

Southern Poverty Law Center. 2011. *Ku Klux Klan: A History of Racism and Violence*. Montgomery, Alabama: The Southern Poverty Law Center.

Taguieff, Pierre-Andre. 2006. *Ο μύθος των «Σοφών της Σιών»*. Αθήνα: Πόλις.

Taguieff, Pierre-Andre. 2011. *Τι είναι αντισημιτισμός*; Αθήνα: Βιβλιοπωλείον της Εστίας. Σελ. 11-44.

Taguieff, Pierre-Andre. 2015. *Συνωμοσιολογική σκέψη και «θεωρίες της συνωμοσίας»*. Αθήνα: Επίκεντρο. Σελ. 23-58.

Wade, Peter. 2009. *Φυλή, φύση και πολιτισμός: Μία ανθρωπολογική προσέγγιση*. Αθήνα: Πολύτροπον .

Wood, Amy Luise. 2011. *Lynching and Spectacle: Witnessing Racial Violence in America, 1890-1940*. University of North Carolina Press.

Φραγκουδάκη, Άννα. 2013. *Ο εθνικισμός και η άνοδος της ακοδεξιάς*. Αθήνα: Αλεξάνδρεια.

Ψαρράς, Δημήτρης. 2013. *Το μπεστ σέλερ του μίσους: Τα «πρωτόκολλα των σοφών της Σιών» στην Ελλάδα, 1920-2013.*

- *Related scientific journals:*

Ethnic and Racial Studies

Journal of Ethnic and Migration Studies