COURSE: **ETHNICALLY SENSITIVE SOCIAL WORK**

**WINTER SEMESTER 2023, ERASMUS COURSES**

TEACHER: **IRENA SUMI (****irena.sumi@fsd.uni-lj.si****)**

**Mondays 12:00 – 13:30, classroom 1**

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| **DATE** | **HRS** | **THEME** | **BASIC LITERATURE** | **PREPARATORY READING/HOMEWORK** |
| **26 Feb****11:00 – 12:30** | 2 | **Ethnic group, ethnicity, nationalism, imagined community**. Primordialism vs. analytical theory of ethnicity. What kind of community (or ideology thereof) is an ethnic group; nations and nationalism since mid-19th century, Barthian revolution in ethnicity analysis | Fredrik Barth (ed): Ethnic groups and boundaries. 1969.Benedict Anderson: Imagined communities. 1983. | Students read IntroductionStudents read Chapter 6 |
| **04 Mar****12:00 – 13:30** | 2 | **Fredrik Barth’s paradigmatic 1969 text**: theory of ethnic groups building explained; ethnicity as ethnic boundary; ethnic hatred, violence and war; nationalist sense of “deep well of past” and radical difference (ethnicity vs social class); ethnicity as the principle of organizing social difference | Fredrik Barth (ed): Ethnic groups and boundaries. 1969.Thomas Hylland Eriksen: Ethnicity and nationalism. 1993. | Students read IntroductionStudents read Chapter 3 |
| **11 Mar** | No lectures – collision with another course |
| **18 Mar****12:00 – 13:30** | 2 | **Ideologies of dehumanization.** The universal structure of all racisms/ideologies of dehumanization. The insufficiencies of “stereotyping”, “prejudice” and “tolerance” models. | Maria Kronfeldner (ed). Handbook of dehumanization. 2021. | Students read Introduction and Chapters !/4 and I/5. Reading entire book highly recommended |
| **25 Mar****11:00 – 12:30** | 2 | **Case study 1: Slovenian constitution and the constitutional category of autochthony**. Minority protection in Slovenia and its history; primordial base of the Slovenian constitution; the 2007 law protecting “Slovenian blood”; the “Erased” | <https://www.us-rs.si/media/constitution.pdf>Andreja Vezovnik. Otherness and victimhood in the tabloid press: the case of the “refugee crisis” in “Slovenske novice”. Two Homelands, 2017. <http://twohomelands.zrc-sazu.si/uploads/articles/1488026209_begunci%20v%20SNovicah_Vezovnik.pdf> | Students read entire textStudents read entire article |
| **01 Apr** | No lectures – state holiday |
| **08 Apr****12:00 – 13:30** | 2 | **Case study 2: Slovenian Roma community in legal and social scientific analysis**. The 2006 legal act of protection; “autochthonous” vs. “allochthonous” Roma; “Romology” vs. Roma/Romany studies; structure of racism against Roma  | Irena Šumi, Alenka Janko Spreizer. That which soils the nation’s body… <http://www.drustvo-antropologov.si/AN/PDF/2011_3/Anthropological_Notebooks_XVII_3_Sumi.pdf> | Students read entire text |
| **15 Apr** | No lectures – teacher absent |
| **14 Nov****12:00 – 13:30** | 2 | **Case study 3: Ethnicity, racisms and nationalism during WWII on Slovenian soil**. Patriarchy and fascism/Nazism; resistance, collaboration and bystanders; antisemitism as the ideological diacritic. | Beorn, Waitman Wade. The Holocaust in Eastern Europe: At the epicenter of the final solution. 2018.  | Students read Chapter 11 |
| **29 Apr****12:00 – 13:30** | 2 | **Case study 4: Racism in historic trajectories 1. Antisemitism in historic and synchronous perspective.** Antisemitism as the oldest and best documented continuous ideology of dehumanization. Holocaust as the historic diacritic. | Steven Beller. Antisemitism, a very short introduction. 2007. | Students read entire booklet |
| **06 May****12:00 – 13:30** | 2 | **Case study 4 – cont’d: Holocaust on the Slovenian soil.** Uniqueness of Slovenian geopolitical situation during WWII. Unfolding of the Holocaust and the aftermath. | Presentation of data from the Šumi-Pančur study, 2023Dwork, Deborah. Children with a star. 1991. | Students read Chapters 3 and 6 |
| **13 May****12:00 – 13:30** | 2 | **Case study 5: Racism in historic trajectories 2**. **Racism against Afro-Americans**. History and current emanations. The socioeconomic role of ideologies of dehumanization. | Michelle Alexander: The new Jim Crow. 2010. | Students read Chapter 5 (plus introduction recommended) |
| **20 May****11:00 – 14:00****IN CLASSROOM 7** | 4 | **Case study 6: Racism in historic trajectories 3. Colonial and postcolonial ideologies and practices of dehumanization in North America**. History, current emanations and lasting consequences. | Walter L. Hixson: American settler colonialism. 2013. | Students read Chapters 3 and 4 |
| **Case study 7: Migrations.** Humans are migratory species, except in modern nation-states? Ethnic, cultural and religious diversity in intersection between affirmative humanism and xenophobia of modern states | Siniša Malešević: Identity as Ideology. Understanding Ethnicity and Nationalism. 2006. | Students read esp. chapters in Part III.  |
| **27 May****09:00 – 10:30** | 2 | **The Jane Elliot experimental teaching on racism**. Is combating ideologies of dehumanization a matter of education or socialization? Revisiting stigma, ideologies of dehumanization and structures of interested social behaviour. | In-class video watching and discussion:Jane Elliot: Blue eyes – brown eyes experiment: <https://www.youtube.com/watch?v=Nqv9k3jbtYU> | Students read article: <https://www.smithsonianmag.com/science-nature/lesson-of-a-lifetime-72754306/> |
| **After 31 May** | 1 | **Zoom session (voluntary participation):** Q & A about exam questions and exam writing | Q & A | Zoom link to be shared timely |
| **After 31 May** |  | EXAMS | OPEN BOOK WRITTEN EXAMS. STUDENTS WHO PREFER TO DO ORAL EXAMS WILL BE ACCOMMODATED |
| **STUDENTS ARE ASKED TO READ THE LITERATURE INDICATED IN THE LAST COLUMN AHEAD OF EACH LECTURE****ALL LITERATURE IS UPLOADED ON THE FACULTY’S MOODLE – PLEASE MAKE SURE TO DO YOUR LOGIN INTO THE SCHOOL’S MOODLE****EXAM QUESTIONS SOURCES INCLUDE THE INDICATED CHAPTERS/PAPERS IN THE LAST TWO COLUMNS****EXAM SHEETS ARE TO BE HANDED IN VIA E-MAIL ANYTIME BETWEEN JUNE 2 AND 28 JUNE. PLEASE HAND IN YOUR EXAM SHEET 3 DAYS BEFORE YOU REQUIRE YOUR GRADE STATEMENT PAPER****PLEASE MAKE SURE TO REGISTER FOR THE SCHOOL’S VIP SYSTEM IN ORDER TO RECEIVE NOTE ABOUT YOUR EXAM RESULTS** |