A History of Persecution:
Five Centuries of Religious & Racial Prejudice

UNH Course Code: HIS361
Subject Areas: History, Political Science
Level: 300
Prerequisites: Introductory courses in world history and political science
Language of Instruction: English
Contact Hours: 45
Recommended Credits: 3

DESCRIPTION

The country of Spain today is a pluralistic society, which, though suffering from bouts of xenophobia, is commonly regarded as being welcoming to foreigners. This has not always been the case. Until quite recently, Spain was better known as the birthplace of modern religious, ethnic, and racial intolerance. The expulsion of the Jews and the Muslims and the coming of the Inquisition served to create the first country in Europe dedicated to ridding itself of religious pluralism. While racial laws (*limpieza de sangre*) were initially promulgated to “protect” Christians against the mixing of Jewish or Islamic blood in Iberia, these laws were later exported to Spanish America where they formed the juridical rationale for an explicitly racial hierarchy that discriminated against those deemed to be of inferior race. Spain, alas, was not alone in its persecutions. Other countries soon instituted tribunals that persecuted witches, heretics, nonbelievers, homosexuals, and others targeted as scapegoats. Such intolerance reached its apex with the Holocaust of the 20th Century, resulting in the nearly unexplainable mass murder of some six million Jews and hundreds of thousands of Gypsies, handicapped, dissidents, and others classified as physically and mentally degenerate. Today, Islamophobia and ethnic discrimination against immigrants continue to plague Europe.

Organized into four sections, this course engages you in a historical exploration of human intolerance, institutionalized persecution, and contemporary cruelty. Section I examines the birth of modern religious and racial categories of discrimination in Inquisitorial Spain and Spanish America. Section II analyzes the coming and spread of witch-trials, which usually targeted elderly women, sexually ‘promiscuous’ women, and homosexuals (marked as male witches) in Europe and America. Section III analyzes the Holocaust and the advent of institutionalized persecution and genocide. Section IV looks at discrimination and persecution in contemporary Europe by examining the rise of Islamophobia and the administrations of detention centers used to restrain and deport the desperate, clandestine, and unwanted. Guest speakers from the Jewish and Islamic
communities in Spain today help you understand the history and context of discrimination, persecution and intolerance. By exploring this history, you will reflect critically on the origins and meaning of ethnic and religious tension in today's world. This course helps you reflect upon the meaning of cultural difference, develop intercultural competence and cultivate your sense of global citizenship.

**LEARNING OBJECTIVES**

**Cognitive Skills: Disciplinary & Cultural Knowledge**

- Trace the history of religious, ethnic, and racial persecution in Spain and Europe
- Explain the causes of the major episodes of religious, racial, and gendered persecution – the Spanish Inquisition, European and North American witch trials, and the Holocaust
- Compare and contrast forms of discrimination leveled against Jews, women, Moslems, and other minorities in western history
- Establish a workable typology concerning the different species of intolerance from the Renaissance to the present
- Become cognizant of the historical reasons behind the evolution of contemporary doctrines of human rights

**Analytical Skills: Critical Thinking in Oral & Written Work**

- Use both local and international scholarship to explore key course concepts
- Use standards of critical thinking to inform your understandings of key course concepts
- Analyze why intolerance and persecution occur and reoccur in different times and places, and explore the extent to which cruelty (or indifference) is part of the human condition
- Reflect critically upon cases of discrimination, intolerance, and persecution today

**Affective Skills: Attitudinal & Intrapersonal Development**

- Become sensitive to the implications of xenophobia, anti-Semitism, misogyny, and Islamophobia
- Become aware of and identify the cultural influences and upbringing underlying your personal attitudes towards minorities
- Question utilitarian arguments used to justify the existence of institutionalized persecution
- Engage with contemporary debates concerning human rights

**Behavioral Skills: Cultural Engagement & Interpersonal Development**

- Use knowledge of history to engage positively with host people and culture as well as other cultures
- Use knowledge of persecution to engage in discussions concerning minorities and human rights.
- Use knowledge of intolerance to reflect critically on one’s own attitude toward those who face overt or hidden discrimination.

**INSTRUCTIONAL FORMAT**

Class will meet twice a week for 75 minutes. Course work is comprised of in-class lectures and discussions, group exercises, student presentations, historical films, extensive outside readings, a research project, and one
instructor-led onsite research excursion to the Jewish quarter and the site of the Inquisition. The course will proceed chronologically, though we will frequently reflect on how historic episodes of discrimination, intolerance, and persecution are relevant in today’s world. It will include the following field studies and/or guest speaker sessions:

- Walking tour of the old Jewish neighborhood and the site of the Inquisition in Barcelona (session 6)
- Guest speaker on Islamic communities in Barcelona today and the challenges and they face.

Please be advised: If you require any special accommodations or have any special learning needs, please inform the instructor and the onsite academic affairs staff on the first day of class.

FORMS OF ASSESSMENT

The instructor will use numerous and differentiated forms of assessment to calculate the final grade that you will receive for this course. For the record, these are listed and weighted below. The content, criteria and specific requirements for each assessment category will be explained in greater detail in class. Whether you plan to transfer letter grades back to your home institution or not, CEA expects that you will complete all graded assessment categories in each course in which you are enrolled. In addition, your work and behavior in this course must fully conform to the regulations of the CEA Academic Integrity Policy to which you are subject. Finally, all formal written work you carry out in this course (research papers, projects, studies, etc.) must be submitted in electronic format. Your instructor may also require that you hand in a hard copy of such work.

Workload Expectations: In conformity with CEA policy, all students are expected to spend at least two hours of time on academic studies outside of, and in addition to, each hour of class time.

Please be advised: Any grade dispute you encounter in this course must immediately be discussed with the instructor and definitively resolved before the last week of class. Only end-of-term assignments graded after the end of your program are subject to CEA’s formal grade appeal procedure. For more information, see CEA Academic Policies.

<table>
<thead>
<tr>
<th>Assessment Category</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>10%</td>
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<tr>
<td>Experiential Learning Reports</td>
<td>10%</td>
</tr>
<tr>
<td>Research Paper</td>
<td>20%</td>
</tr>
<tr>
<td>Class Presentations</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>25%</td>
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<tr>
<td>Final Exam</td>
<td>25%</td>
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</tbody>
</table>

Class Participation: You are expected to participate in every class through consistent contributions to debates, and to collaborate in daily class activities related to the topic discussed. You will also be asked to give small oral presentations as part of the semester. Active participation is a must in order to pass the class. You should come to class ready to discuss the material, express your opinion and address different questions in order to progress in class. Additionally, it is important to demonstrate a positive and supportive attitude to the instructor and your classmates, and give full attention to class activities (i.e., cell-phones off, laptop for notes only, etc.). Whereas attendance and punctuality are expected and will not count positively towards the
grade, laxity in these areas will have a negative effect. The instructor will use the following specific criteria when calculating your class participation grade:

<table>
<thead>
<tr>
<th>Criteria for Assessing Class Participation</th>
<th>Grade</th>
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<tbody>
<tr>
<td>You make major and original contributions that spark discussion, offering both critical and analytical comments clearly based on readings and research and displaying a working knowledge of theoretical issues.</td>
<td>A+    (9.70–10.00)</td>
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<tr>
<td>You make significant contributions that demonstrate insight as well as knowledge of required readings and independent research.</td>
<td>A-/A  (9.00–9.69)</td>
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<tr>
<td>You participate voluntarily and make useful contributions that are usually based upon some reflection and familiarity with required readings.</td>
<td>B/B+  (8.40–8.99)</td>
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<tr>
<td>You make voluntary but infrequent comments that generally reiterate the basic points of the required readings.</td>
<td>C+/B-  (7.70–8.39)</td>
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<tr>
<td>You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.</td>
<td>C     (7.00–7.69)</td>
</tr>
<tr>
<td>You very rarely make comments and resist engagement with the subject, attending class having manifestly done little if any preparation.</td>
<td>D     (6.00–6.99)</td>
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<tr>
<td>You make irrelevant and tangential comments disruptive to class discussion, a result of frequent absence and complete un-preparedness.</td>
<td>F     (0–5.99)</td>
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</table>

**Research Paper:** Your will be required to write a paper concerning the Jews, the expulsion, and the Inquisition, using course materials and any other supplementary materials that can help and add quality to your work. The instructor will pass out the specific essay question and the rubric used to grade papers. Paper should include an introduction that states the central thesis of the paper and an organizational scheme making the reader aware of the general structure of what is to come. The body of the paper should be divided into discrete paragraphs with topic and transition sentences, in which general points are backed by specific examples. The conclusion should summarize the central thesis in light of the central arguments, and point to further questions posed. Following academic practice, all sources should be cited and a full bibliography should be included. Students should proofread papers to ensure correct grammar and syntax. Rules against plagiarism will be strictly enforced, and any student caught plagiarizing will fail the course and be reported to the dean.

**Experiential Learning Reports:** During the course we will have one field study, one guest speaker session, and two docudrama movies. You will have to complete one 500-word report for each of these activities. The reports should summarize the central themes of each activity, and relate the specific subject matter to the general themes being explored in the course.

**Class Presentation:** You will be asked from time to time to present the readings. You must also present your paper in class. All presentations must be prepared in advance, and must proceed in an organized and coherent fashion within the time allotted. When presenting readings or a paper, you should summarize the
main thesis and outline the ways in which the author goes about demonstrating the thesis, avoiding repeating or reading verbatim from the text.

**Midterm and Final Exams:** Both the mid-term and the final exams will consist of a mixture of short answer and essay questions that concern concepts developed and explored in class lectures, readings, field studies, audio-visual aids, and other course materials. The midterm exam will cover the materials up to and including the twelfth session and the final the materials covered starting with the thirteenth session. The midterm and final exams are designed to establish and communicate to you the progress you are making towards meeting the course learning objectives listed above. They are comprised of questions and exercises that test your abilities in three important areas of competency: the amount of information you master; the accuracy of the information you present; and the significance you ascribe to the facts and ideas you have integrated across your study in this course.

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<tr>
<th>Letter Grade</th>
<th>Numerical Grade Low Range</th>
<th>Numerical Grade High Range</th>
<th>Percentage Range</th>
<th>Quality Points</th>
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<tbody>
<tr>
<td>A+</td>
<td>9.70</td>
<td>10.00</td>
<td>97.0 - 100%</td>
<td>4.00</td>
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<tr>
<td>A</td>
<td>9.40</td>
<td>9.69</td>
<td>94.0 - 96.9%</td>
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<tr>
<td>A-</td>
<td>9.00</td>
<td>9.39</td>
<td>90.0 - 93.9%</td>
<td>3.70</td>
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<td>B+</td>
<td>8.70</td>
<td>8.99</td>
<td>87.0 - 89.9%</td>
<td>3.30</td>
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<tr>
<td>B</td>
<td>8.40</td>
<td>8.69</td>
<td>84.0 - 86.9%</td>
<td>3.00</td>
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<tr>
<td>B-</td>
<td>8.00</td>
<td>8.39</td>
<td>80.0 - 83.9%</td>
<td>2.70</td>
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<tr>
<td>C+</td>
<td>7.70</td>
<td>7.99</td>
<td>77.0 - 79.9%</td>
<td>2.30</td>
</tr>
<tr>
<td>C</td>
<td>7.00</td>
<td>7.69</td>
<td>70.0 - 76.9%</td>
<td>2.00</td>
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<tr>
<td>D</td>
<td>6.00</td>
<td>6.99</td>
<td>60.0 - 69.9%</td>
<td>1.00</td>
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<td>F</td>
<td>0.00</td>
<td>5.99</td>
<td>0 - 59.9%</td>
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<td>W</td>
<td>Withdrawal</td>
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<td>INC</td>
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**CEA Grading Scale**

Every student is expected to attend all scheduled class sessions on time and be thoroughly prepared for the day's class activities. In compliance with NEASC and UNH accreditation requirements, CEA instructors compile regular attendance records for every course and take these records into account when evaluating student participation and performance.

- In each three-credit 15-week course, a maximum of the equivalent of two weeks (4 class sessions) of accumulated absences due to sickness, personal emergency, inevitable transport delay and other related impediments will be tolerated.
- Your final course grade will drop one full letter grade (e.g. A- to B-) for each additional class missed beyond this two week period, regardless of the reason for your absence.
- You will automatically fail a course if your absences exceed the equivalent of three weeks of class.

Furthermore, to comply with immigration and financial regulations, you must maintain full-time student status and attend at least 12 hours of class every week. Consequently, the Dean and Campus Director will dismiss from all CEA courses, programs, activities and housing any student who fails to maintain full-time status.
**Arriving Late for Class:** Consistently arriving late is disruptive and shows a lack of respect for instructor and fellow students. For persistent lateness, the instructor deducts percentage points from the total 10% earmarked for Participation as indicated in the syllabus. Missing a significant portion of one of your classes may constitute a full day’s absence. If you arrive late due to serious and unforeseen circumstances, or if you must leave class early due to illness or emergency, you must inform the instructor. The instructor will determine if the amount of class time missed constitutes a full or partial absence.

**ceaClassroom: CEA's Moodle CMS**

CEA instructors use the open source course management system (CMS) called Moodle that creates an interactive virtual learning environment for students and educators alike. This web-based platform provides you with 24/7 access to the course syllabus, daily schedule of class lectures and assignments, non-textbook required readings, and additional resources directly related to your studies. Moodle includes the normal array of forums, up-loadable and downloadable databases, wikis, and related academic support designed for helping you achieve the many course learning objectives.

The ceaClassroom website is located here: [https://www.ceaClassroom.com/](https://www.ceaClassroom.com/)

During the first week of class, the CEA academic staff and instructors will provide you with log-in information and corresponding passwords to access this site. They will also help you navigate through the many functions and resources Moodle provides. While you may print a hard copy version of the syllabus that is projected on the first day of class, it is the class schedule on Moodle that is the definitive and official one, given that the instructor will be announcing updates and additions there and nowhere else. It is your responsibility to ensure that you have access to all Moodle materials related to your course and that you monitor Moodle on a daily basis so as to be fully informed of required course assignments and any scheduling changes that might occur.

**REQUIRED READINGS**

The required course textbooks listed below are available for purchase at the local bookstore. You must have constant access to these texts for reading, highlighting and marginal note-taking. It is required that you have a personal copy of each. Periodical literature, articles, documents, maps, digital images and other sundry materials also required for your class are available in PDF or Word format, are stored in the e-course file assigned to each class (in Moodle), and are located on the CEA shared drive for in-house consultation. You will be required to use these resources throughout your studies. Direct access to additional resources and databanks are available to you through the online library of the University of New Haven.


Majid, Anour. *We are all Moors: Ending Centuries of Crusades against Muslims and Other Minorities*. Minneapolis:
RECOMMENDED READINGS

Many of the following primary and secondary materials, articles and readings have been placed on reserve and are located in the CEA office resource center. The instructor will guide you on these readings.


**ONLINE REFERENCE & RESEARCH TOOLS**

http://www.ushmm.org/wlc/en/. The official website of the United States Holocaust Memorial Museum provides this “Holocaust Encyclopedia.” Convenient for defining terms and understanding events.

http://www.yadvashem.org/. Contains the world’s largest repository of information on the Holocaust. This is the official website of the World Center for Holocaust Research.

http://www.h-net.org/~holoweb/. H-Holocaust discussion network. The network for professional historians who work on the Holocaust. This is a sub-group of the H-net discussion network for diverse historical subjects.


http://www2.iath.virginia.edu/salem/home.html. This Salem Witch trials online documentary archive. Contains interesting and useful primary source information for research projects.

http://www.islamophobia-watch.com/. This is the watchdog organization for Islamophobia, providing information on persecution and discrimination throughout the world.

http://crg.berkeley.edu/content/islamophobia. The University of California Centre for Race and Gender has developed this Islamophobia research and documentation project.

http://www.hrw.org/world-report-2012/world-report-2012-european-union. Human Right’s Watch world report for the European Union. Many of the violations concern the unfair treatment of immigrants and deportees. You can also access previous reports from this site.
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<thead>
<tr>
<th>SESSION</th>
<th>TOPIC</th>
<th>ACTIVITY</th>
<th>STUDENT ASSIGNMENTS</th>
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</thead>
</table>
| 1       | Introduction to the Class | Introductions of the course instructor and students | Readings:  
  - Acquire and skim course textbook and key readings |
  | Overview of syllabus, course objectives, and learning expectations | Presentation of course materials and syllabus | |
  | Background to the course: Intolerance and Persecution in World History | | |
| 2       | The establishment of Jewish communities in medieval Europe: The Diaspora; the creation of autonomous urban communities (aljamas, ghettos); legal status; occupations; and numbers | Discussion of key concepts in the readings  
  - Class lecture and discussion | Readings:  
  - Kamen, pp. 1-27.  
  - Planas and Forcano, pp. 15-59, 81-115 (Moodle) |
| 3       | The concept of convivencia in medieval Spain | Discussion of key concepts in the readings  
  - Class lecture and discussion | Readings:  
  - Gerber, pp. 1-144 (Moodle)  
  - Nirenberg, pp. 127-65 (Moodle). |
| 4       | The ancient and medieval intellectual roots of Anti-Semitism. Pejorative Christian conception of Judaism | Discussion of key concepts in the readings  
  - Class lecture and discussion | Readings:  
  - Chazan, pp. 1-94, 125-140 (Moodle)  
  - Lindemann, pp. 3-39 (Moodle). |
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</table>
| 5       | Anti-Semitism leads to violence beginning in the late thirteenth century Flagelants and the persecution of Jews during the Black Death | Discussion of key concepts in the readings Lecture and discussion Explanation of the rubrics of paper | Readings:    
• Nirenberg, pp. 43-92 (Moodle).  
• Kohn, pp. 3-36 (Moodle and J-Store). |
| 6       | Walking tour of the Jewish neighborhood and the Palau del Lloctinent (the headquarters of the Inquisition in Barcelona). | Field Study | Task: Undertake independent study about Barcelona’s medieval Jewry. |
| 7       | Forced conversion or expulsion: the fate of the Jews upon the creation of Spain The controversy surrounding the exile: How many actually left? How many had previously chosen exile due to anti-Semitism, hatred, forced conversions, and violence? | Discussion of field study Analysis of key concepts in the readings Lecture and discussion | Readings:  
• Kamen, pp. 137-73.  
• Kamen, pp. 30-55 (Moodle and J-Store) |
| 8       | The foundation of the Inquisition. How did it work? Who did it prosecute? The contrasts between myth and reality | Analysis of key concepts in the readings Lecture and discussion | Readings:  
• Kamen, chps. 9.  
• Monter, pp. 3-54, 105-25 (Moodle) |
| 9       | Laws concerning purity of the blood (limpieza de sangre) and their implantation in Spanish America | Analysis of key concepts in the readings Lecture and discussion | Readings:  
• Martínez, pp. 25-41, 142-72 (Moodle) |
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<th>STUDENT ASSIGNMENTS</th>
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<tbody>
<tr>
<td>10</td>
<td>Summary: The persecution of Jews in Spain during the middle ages</td>
<td>Student Presentations</td>
<td>Submit papers</td>
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<tr>
<td></td>
<td>Anti-Semitism, discrimination, expulsion, and Inquisition</td>
<td>Students give short presentations concerning their papers.</td>
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<td>11</td>
<td>Witch-Hunting in Early Modern Europe</td>
<td>Analysis of key concepts in the readings</td>
<td>Readings:</td>
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<td></td>
<td>The Protestant persecution of heretics and witches</td>
<td>Lecture and discussion</td>
<td>• Levack, pp. 1-203.</td>
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<tr>
<td>12</td>
<td>Witch-Hunting in colonial America: How is puritanical New England similar to Europe?</td>
<td>Analysis of key concepts in the readings</td>
<td>Readings:</td>
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<tr>
<td></td>
<td>The Puritanical and colonial version of the witch trial</td>
<td>Lecture and discussion</td>
<td>• Games, pp. 1-17, 29-47, 55-82 (Moodle)</td>
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<td></td>
<td>Theatrical portrayal of the Salem Witch Trials: Arthur Miller and the McCarthy Era.</td>
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<td>• Students should undertake sample midterm.</td>
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<td>14</td>
<td>The Witch-Hunt and the Persecution of Homosexuals.</td>
<td>Discussion of the film</td>
<td>Readings:</td>
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<tr>
<td></td>
<td>Homosexuals tried as male witches and heretics.</td>
<td>Analysis of key concepts in the readings</td>
<td>• Berco, pp. 331-358 (Moodle and J-Store)</td>
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<td>Lecture and discussion</td>
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<td>Review for midterm and discussion of sample midterm</td>
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<td>SESSION</td>
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<td>STUDENT ASSIGNMENTS</td>
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<td>15</td>
<td>Midterm Exam</td>
<td>Midterm Exam</td>
<td>Midterm Exam</td>
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</table>
| 16 | The Rise of Modern Anti-Semitism | Analysis of key concepts in the reading Lecture and discussion | Readings:  
  - Goldstein, pp. 113-36, 157-206.  
  - Lindemann, pp. 40-96 (Moodle). |
| 17 | Anti-Semitism in Modern Germany | Analysis of key concepts in the readings Lecture and discussion | Readings:  
  - Shandley, pp. 5-157 (Moodle)  
  - Godhagen, pp. 49-79 (Moodle) |
| 18 | Anti-Semitism in Modern Russia | Analysis of key concepts in the reading Lecture and discussion Review of midterm exam. | Readings:  
  - Goldstein, pp. 207-233  
  - Marks, pp. 49-79 (Moodle) |
| 19 | The Nuremberg laws against the Jews | Analysis of key concepts in the reading Lecture and discussion | Readings:  
  - Goldstein, pp. 259-289  
  - Roderick, pp. 270-76, 304-12 (Moodle) |
| 20 | The Holocaust and modern memory: Is it possible to depict mass murder in novels and film? | Warm-up discussion of film *The Boy in the Striped Pajamas*. Based upon the book by John Boyne. | Readings:  
  - Students will need to write short essay (500 words) concerning the problems of representing the Holocaust in film, and discuss the extent to which the director was successful. |
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<tr>
<td>21</td>
<td>The gypsies and the Holocaust</td>
<td>Discussion of the film</td>
<td>Readings:</td>
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<td></td>
<td></td>
<td>Analysis of key concepts in the reading</td>
<td>• Milton, pp. 375-387 (Moodle and J-Store)</td>
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<td>Lecture and discussion</td>
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<td>22</td>
<td>Ethnic cleansing and the Holocaust</td>
<td>Analysis of key concepts in the reading</td>
<td>Readings:</td>
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<tr>
<td></td>
<td>In what ways was the Holocaust</td>
<td>Lecture and discussion</td>
<td>• Mann, pp. 25-64 (Moodle)</td>
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<td>representative of ethnic cleansing in</td>
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<td></td>
<td>twentieth century Europe</td>
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<td>23</td>
<td>Islamophobia and the discrimination</td>
<td>Analysis of key concepts in the readings</td>
<td>Readings:</td>
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<tr>
<td></td>
<td>against Islamic immigrants in Europe</td>
<td>Lecture and discussion</td>
<td>• Kamen, pp. 214-30.</td>
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<td></td>
<td>today.</td>
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<td>• Majid, pp. 31-86.</td>
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<td></td>
<td>The historical roots of Islamophobia –</td>
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<td>back to Inquisitorial Spain.</td>
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<td>24</td>
<td>Islamophobia and the rise of rightist</td>
<td>Analysis of key concepts in the readings</td>
<td>Readings:</td>
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<td></td>
<td>groups against Moslems today in</td>
<td>Lecture and discussion</td>
<td>• Majid, pp. 123-160.</td>
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<td></td>
<td>Northern Europe and Scandinavia.</td>
<td></td>
<td>• Garton Ash, pp. 13-16 (Moodle).</td>
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<td>The rise of fundamentalism within</td>
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<td>European Moslem communities</td>
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<td>25</td>
<td>Islam and the debate concerning the</td>
<td>Analysis of key concepts in the readings</td>
<td>Readings:</td>
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<td></td>
<td>headscarf.</td>
<td>Lecture and discussion</td>
<td>• Scott, pp. 21-150.</td>
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<td></td>
<td>Do Moslems have the right to special</td>
<td></td>
<td>• Shadid and Van Koningsveld, pp. 35-61 (Moodle</td>
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<td>treatment under European constitutional</td>
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<td>and J-Store).</td>
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</tbody>
</table>
## A History of Persecution: Five Centuries of Religious & Racial Prejudice

### Course Content

<table>
<thead>
<tr>
<th>SESSION</th>
<th>TOPIC</th>
<th>ACTIVITY</th>
<th>STUDENT ASSIGNMENTS</th>
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</table>
| 26      | Moslem communities in Barcelona today. | Guest speaker on the place of Islam in Barcelona today | Task:  
  - Students will need to write a short summary (500 words) of the talk. |
| 27      | Immigrants, Detention, and Deportation.  
  Are European deportation centers violation of Human Rights? Why are they secret? Why are journalists barred. | Analysis of key concepts in the readings.  
  Lecture and discussion | Readings:  
  - Schuster, pp. 606-21 (Moodle) |
| 28      | Review for Final Exam | Review for Final Exam | Readings:  
  - Start preparations for finals |
| 29      | Review for Final Exam | Review of practice final exam | Task:  
  - Complete practice final exam posted on Moodle |
| 30      | FINAL EXAM | FINAL EXAM | Task:  
  - Review all Class Readings & Course Materials |