

### 3. RACISM, XENOPHOBIA, GENOCIDE

**Unit overview:** In this unit you are going to learn the meaning of racism and xenophobia and how these two go hand in hand and how they can ultimately lead to genocide. You will study the effects and consequences such phenomena have on people who are subjected to them. You will also have the chance to learn how you can help eradicate them.

**Vocabulary:** along with words you are familiar with, a number of racism and xenophobia-related words will be introduced.

According to a United Nations Convention, "the term "racial **discrimination**" means "any distinction, exclusion, restriction or preference based on **race**, color, **descent**, or national or ethnic origin which has the purpose or effect of **nullifying** or **impairing** the recognition, enjoyment or exercise, on an **equal footing**, of human rights and **fundamental freedoms** in the political, economic, social, cultural or any other field of public life."



- In pairs read the definition above and make sure you understand the following vocabulary :

**Descent equal footing discrimination**  
**Nullifying impairing race**  
**Xenophobia Fundamental freedoms**

- Match the following definitions to words or expressions from the box:

Contempt of foreigners or strangers - **xenophobia**

On the same conditions

Invalidating

Destroying

Basic liberties


Origin

A group of people sharing some traits

Prejudicial treatment of certain groups of people based on some characteristics

- **What is racial prejudice?**

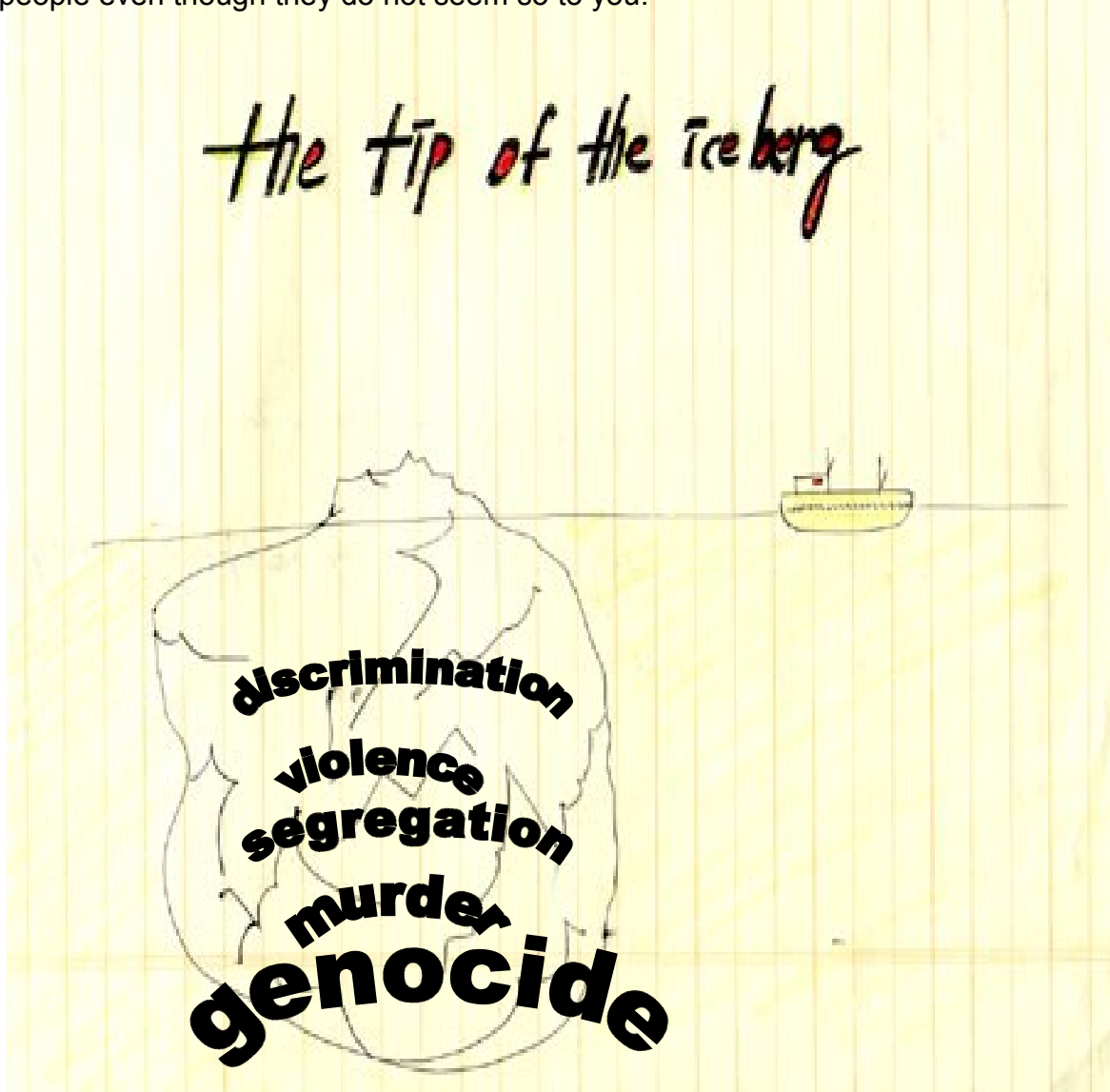
The word *prejudice* refers to prejudgement: judge before becoming aware of the relevant facts of a case or event. Generally prejudiced judgements are made without knowing the real facts or based on stereotypes or assumptions. Considering this definition, *racial prejudice* will be based on particular traits of a group of people.

-  **Group activity** - Read the definition again and, in groups, decide if we live in a racist society. Interview students of different origin and find if they think they have ever been subject of racist abuse.

#### TIP OF THE ICEBERG

You will most probably have heard the expression "just the tip of the iceberg". An iceberg looks fairly harmless. You can only see a small portion of it: its tip. However, it

is not what we can see that is the main problem, but what we cannot see. Likewise, the ideas people have or express about others, the jokes they tell, the attitudes they show, may in fact be hiding something more dangerous and sinister in its nature. **Think before speaking.** Remember that some comments can be rather hurtful to people even though they do not seem so to you.



- **Group activity**
- In groups explain the “tip of the iceberg” theory and, after looking at the drawing above answer the following question:



**What lies underneath the xenophobic / racist iceberg?**

In groups, draw an iceberg like the one above. At the top, depict a harmless situation, an act or an event. At the bottom describe a hideous meaning or concealed intention.

**RACISM**

Worldwide, racism brings violence and death. A common feature in the 20<sup>th</sup> century world was racial discrimination and prejudice. People were treated well or badly depending on their racial origin. It was the obscure feature of the 20<sup>th</sup> century and, apparently, little has

changed in the 21<sup>st</sup> century. Ethnic cleansing and the atrocities in the Balkans shows an evil example of how our civilisation has not reached out far enough so as to get rid of concentration camps.

- **RACISM AND SPORT**

Read the following article and answer the questions below.

**European football looks to Unite Against Racism**

Stars of Spanish football will join former players, leading administrators from across European football and campaigners at a major gathering to look at racism in Barcelona this Wednesday (1st February).


The 2nd UEFA-organized **Unite Against Racism** conference will look at the problems of racism in Europe, highlight examples of good work and provide an opportunity for governing bodies to work with campaigners and fan organisations. Racism will be discussed for the first time at a major international football conference. Barcelona President, Joan Laporta will open the conference in the opening plenary and players from FC Barcelona will join a panel at the close of the conference to share their views and experiences of racism.

Do you know of any present or past racial incidents during a football match?

- What happened? What was the result?
- What are the main objectives of the conference in Barcelona?
- Who will take part at the conference?



- Look at the pictures above and, in pairs, consider the whole dimension of sport and how it can help fight racism.

-  **LOOK IT UP ON THE WEB!**  
Visit <http://www.kickitout.org/> .

*Kick it out*

Find out what **Kick it out** core priorities are. Mention a few examples of events football teams have organized against racism and, after perusing the site, say how football can help ease racial tension.

- **IN THE NEWS**

Make sure you understand the meaning of the following words. Your teacher will read an article in which all these words are contained. Tick the words when you hear them. What do you think this article is about? Justify your ideas.

**consequences police**

**racist attack assault intervene**

**installed incident frightened terrified**

**kicking punching arrested unharmed**

**emergency service medics**

**state of shock fear**

**POINTERS**

- ✓ Although they seem trivial, racial incidents are very important to the victim.
- ✓ Show your disapproval of any racist attitudes.
- ✓ Do not laugh at any racist comments or insults.

**Challenge others who make racist Remarks and report any incident.**

- Was your prediction accurate? Could the man's behaviour be justified? Could the witness' inhibition be justified?

Unfortunately, such an incident, as described in the article, is not a one-off example of attacks perpetrated upon immigrants. More and more aggressions are being committed that bear some kind of xenophobic ground. While some of the assaults are being reported to the police, some are left unknown because the victims of racial violence often find themselves defenceless, in an illegal situation in the country of residence. This latter fact, along with the occasional linguistic limitations immigrants, have complicate matters a great deal for the police and the aggressors can often get away with the attacks.

- Now look at the following web site and find some articles relating to race issues. Copy down the titles and read them out for the rest of the class. Ask the rest of the class if they can predict what the articles are about.

<http://www.guardian.co.uk/>

## JUSTIFICATION AND EXPLANATION FOR RACISM?

Look at the following syllogism racists might use at a very basic level to justify their hate for any group of people:

- (1) Everyone in race x is evil**
- (2) Evil people should be hated**
- Therefore, from (1) and (2)**
- (3) Race x should be hated**

They will maintain that (1) and (2) are true, however unsound this argument may seem to us. To them, that would be a perfectly true explanation along with the fact that, as most racist say, “a person is racist because his family is racist”. That would be a perfect justification for them. Check the following argument, too:

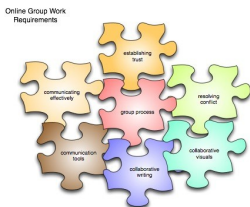
- (1) My family told me to hate x race**
- (2) Whatever my family told me I should do**
- Therefore, from (1) and (2)**
- (3) I should hate x race**

However, argument (2) is not valid. **Or... is it?**

- **DEBATE**

Hold a classroom debate on the above syllogisms. Have one group support them and a second group oppose them.

- **GROUP ACTIVITY - EXPLANATION FOR RACISM**



Over time experts have tried to bring up an explanation for this phenomenon. Your teacher will give each group a different piece of explanation experts have put forward so as to explain why racism exists. Read the text within your group and decide whether that piece of information is substantial enough to justify a racist attitude. Listen to the other groups and complete the following fact file:

Argument #	Write down the argument	Would this justify racism?
1	Survival; sticking together in groups	
2		
3		
4		
5		
6		

## I HAVE A DREAM – Martin Luther King Jr

- **RESPONDING TO RACISM**

There have always been individuals or organizations willing to stand up against injustice.

**Gandhi** became the leader of a revolution in India which eventually led to a withdrawal of the British army from that country after decades of oppression.

**Nelson Mandela** spent a long time in prison, in South Africa, for opposing Apartheid.

**Martin Luther King Jr. (...)**



- Watch the following slide presentation: **Martin Luther King**



### March on Washington — August 28, 1963

the "I have a dream" famous

The March on Washington, organized by Martin Luther King Jr., took place in Washington, D.C., and was attended by 250,000 people. King's speech at the March remains one of the most famous speeches in history. King started with a prepared speech but then changed into

introduction, envisioning an America where his children "will not be judged by the colour of their skin but by the content of their character." He went on with an exhortation to "let freedom ring" across the nation, and concluded with:

"I have a dream that one day this nation will rise up and live out the true meaning

of its creed: "We hold these truths to be self-evident: that all men are created equal." I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at a table of brotherhood. I have a dream that one day even the state of Mississippi,

a desert state, sweltering with the heat of injustice and oppression, will be transformed into an oasis of freedom and justice. I have a dream that my four children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character. I have a dream today."

- FILM**



You are going to watch the film *Mississippi burning*, a 1988 film based on the investigation into the real-life murders of three civil rights workers in the U.S. state of Mississippi.

Answer the questionnaire your teacher will give you.



- RESEARCH**

Go to the school library and do some research on either Rosa Lee Parks or Nelson Mandela. **Who are/were they? What did they do to help improve the living conditions of their peer citizens? how big was their influence during their time and over later generations?**

- Complete the following **FACT FILE** on either one of them or, in groups, prepare a slideshow:

<b>Name:</b>	
<b>Nationality:</b>	
<b>Occupation:</b>	
<b>Religion:</b>	
<b>Date of birth:</b>	<b>Date of death:</b>
<b>Cause of death:</b>	
<b>Biographical notes:</b>	

**XENOPHOBIA**

- Definition**

The word **xenophobia** comes from the Greek *xeno* (stranger) and *phobos* (fear) and, literally, it means *morbid fear of strangers*. There are different kinds of

xenophobia nowadays: islamobofia, antisemitism, judeophobia, etc.

- **VIDEO: ISLAMOPHOBIA** (<http://blip.tv/file/380435>)



Look at the pictures your teacher will show you. They are pictures taken from the video you are about to see. Read the words and tick the ones you think are related to the pictures.

**Demonstration Festival Immigration Far-right Hatred**

- Now watch the video. Ask your teacher for help if there is information you do not understand.

<http://blip.tv/file/380435>

- After watching the video, think about the events portrayed therein and consider them within the context of your country. Answer the following questions:

- Who are these people?
- What are they demonstrating against? Are they right to do so?
- Would such a demonstration be possible in your community?
- Would you support such a demonstration? Why or why not?

## ETHNIC CLEANSING & GENOCIDE



- **Genocide** is the deliberate and systematic destruction of an ethnic, racial, religious or national group. The legal definition is found in the 1948 United Nations Convention on the Prevention and Punishment of the Crime of Genocide (CPPCG). Article 2 of the CPPCG defines genocide as "any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, as such:
  - killing members of the group
  - causing serious bodily or mental harm to members of the group
  - deliberately inflicting on the group conditions of life, calculated to bring about its physical destruction in whole or in part
  - imposing measures intended to prevent births within the group
  - forcibly transferring children of one group to another group.
- **Ethnic cleansing** is the attempt to create ethnically homogeneous geographic areas through the deportation or forcible displacement of persons belonging to particular ethnic groups. Ethnic cleansing sometimes involves the removal of all physical vestiges of the targeted group through the destruction of monuments, cemeteries, and houses of worship.



# TASK

After reading the definitions above, think of examples of (present or past) genocide and ethnic cleansing around the world. You may want to visit [www.wikipedia.com](http://www.wikipedia.com) to learn more about genocide. Complete then the table below:

Country involved	Ethnic groups	Outcome

## DIALOGUE AMONG CIVILIZATIONS

- **The Unsung Heroes of Dialogue**



You have learnt about some prominent people who devoted their lives to fighting against discrimination and injustice. There are however, a large number of people who, from anonymity, have fought racism and discrimination. You are going to learn from some of them by visiting the following UN website:

<http://www.un.org/Dialogue/heroes.htm>.

Go over the different biographies of *unsung* (unknown) *heroes* and link their names with the following data.

*Each year he invites musicians from around the world to share music. believes that people can reach out across their differences through the power of music.*

*After experiencing war so closely she now uses her spare time to work for peace and helps foster communication between different peoples.*

*He has spent more than 30 years caring for indigenous groups - mainly in Amazonia - where the effects of development and deforestation creep ever further into their jungle homeland. Invading prospectors, loggers and smugglers will sometimes shoot Indians who stand in their way.*

*Every year he invites indigenous and non-indigenous people to a meeting. It's a rare opportunity for two different cultures to transcend division and meet and discover, in a friendly and informal environment.*



**GAME** – visit <http://www.un.org/Dialogue/> and play the game.

- Complete the **KNOWLEDGE QUEST** your teacher will give you.