

UNDERSTANDING AND COMBATING ANTIGYPSYISM, ANTI-ROMA DISCRIMINATION AND GENDER INEQUALITY

Syllabus

JUSTROM

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by the Council of Europe

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PREFACE

The aim of the Council of Europe and European Union Joint Programme “Roma¹ Women’s Access to Justice” (JUSTROM3) was to address multiple discrimination and improve related access to justice of Roma women by supporting the empowerment of Roma women, enhancing professional resources used at national level by the judiciary, law enforcement, NGOs and human rights advocates regarding the application of anti-discrimination standards with a focus on multiple discrimination, gender equality and Roma women and by increasing synergies between local, regional, national and international stakeholders. The programme was implemented from September 2019 to February 2022 in Bulgaria, Greece, Italy and Romania.

■ To achieve the programme’s objectives, acknowledging the importance to secure human rights education for all students (not only law students), one of the programme’s activities was the development of syllabi on anti-discrimination, gender equality and Roma issues.

■ The syllabus “Understanding Antigypsyism, Anti-Roma Discrimination and Gender Inequality” can be used in universities and training institutions like police academies and law schools, in pre-service and in-service training. The syllabus suggests a pathway that can be mainstreamed in various universities curricula (e.g. Law, Police Academy, Political Science, Anthropology), with the aim at providing a cross-cutting in-depth knowledge of the principles of equality and non-discrimination from the international level to the grassroots.

1. The term “Roma and Travellers” is used at the Council of Europe to encompass the wide diversity of the groups covered by the work of the Council of Europe in this field: on the one hand a) Roma, Sinti/Manush, Calé, Kaale, Romanichals, Boyash/Rudari; b) Balkan Egyptians (Egyptians and Ashkali); c) Eastern groups (Dom, Lom and Abdal); and, on the other hand, groups such as Travellers, Yenish, and the populations designated under the administrative term “Gens du voyage”, as well as persons who identify themselves as Gypsies. The present is an explanatory footnote, not a definition of Roma and/or Travellers.

TEACHER'S GUIDE - COURSE: UNDERSTANDING ANTIGYPSYISM, ANTI-ROMA DISCRIMINATION AND GENDER INEQUALITY

The Purpose of the Teacher's Guide

■ This Teacher's Guide is a teaching tool for course instructors and trainers. The Guide was designed to support teachers in planning, preparing, and delivering the course *Understanding Antigypsyism, Anti-Roma Discrimination and Gender Inequality* fully or partially, in an effective manner.

The Classroom Sessions

■ This introductory course was designed to examine three main topics regarding antigypsyism, anti-Roma discrimination and gender inequality, split into three sections/modules: (1) History, terminology, and working definitions; (2) Manifestations of antigypsyism, anti-Roma discrimination and gender inequality; (3) Institutional and societal solutions to address antigypsyism, anti-Roma discrimination and gender inequality.

■ This is an introductory module. Section 1, *History, terminology, and working definitions*, includes two classes (sessions 1-2). Section 1 aims to introduce the course's objectives and the origins and diversity of Roma people, as well as definitions, terms, and meanings that encompass the collective injustices faced by Romani people, including the concepts of discrimination, anti-Roma discrimination, and gender inequality.

■ The readings proposed for this section include terms, perspectives, and definitions identified in various conventions, recommendations, laws, and policies at the national, European, and global levels, as well as academic concepts and definitions. The readings also emphasize historical scholarship.

■ Section 2, *Manifestations of antigypsyism, anti-Roma discrimination and gender inequality*, embodies the core content of this course. It proposes 15 (sessions 3 -17) thematic sections, each tackling a particular manifestation of antigypsyism, anti-Roma discrimination and/or gender inequality, spanning from discrimination in access to education or health care to criminal justice and the abuse of authority. The instructors do not need to teach all 15 sessions. Each instructor should choose the sessions that best fit their respective field of study, student profile, country context, or the number of sessions allowed per course.

■ This section includes cases of both past and present-day manifestations of antigypsyism, anti-Roma discrimination and gender inequalities, and the instructors should incorporate sessions reflecting both categories.

■ Section 3, *Institutional and societal solutions to address antigypsyism, anti-Roma discrimination and gender inequality*, examines various types of solutions to address antigypsyism, anti-Roma discrimination and gender inequalities, from responses at the societal level to academia and state policies. Section 3 includes six thematic sessions (18-23). Similar to Section 2, based on the needs of the students and other circumstances, the instructors can choose to discount some of the proposed topics.

■ Trainers who teach in non-formal contexts should design their training course curricula to reflect the three sections/modules of the course and their order. The trainers should start the content-related sessions of their training courses with the origins and history of Roma people, followed by case studies of manifestations of antigypsyism, anti-Roma discrimination and gender inequalities, and finalising the course with solutions.

The Readings

■ The syllabus includes various course materials, from journal articles and book chapters to texts of conventions and policies and videos. To the extent possible, readings were included from different fields of studies written by a wide range of authors purposefully adding gender and ethnically diverse voices.

■ In designing this course syllabus, more than ten required and recommended readings per class were included. The objective was to provide the course instructors with diverse readings from various fields and perspectives. However, it is not realistic to expect students to read hundreds of pages for each class. Based on teaching experience, students should be provided with two to three primary required readings, videos, or other materials per class and several recommended materials. Therefore, the course instructor should choose two to three primary course materials per class, taking into account the learning level (undergraduate/graduate) and the field of study but aiming to ensure a diversity of voices and materials, as underlined in the first paragraph.

■ The instructors should be intentional and explicit in inviting students to engage critically with the content, especially when readings are written from the perspective of outside voices who may not always fully understand or adequately address the complex and intricate struggles of oppressed peoples. The written reflective papers on the readings should also reflect that philosophy and thus be analytical and critical rather than descriptive of the material. The discussions and questions in class should follow the same pattern of boosting intellectual diversity. The instructors should encourage students to engage critically and have the courage to challenge ideas and defend their views and opinions. The instructor should take a neutral stance while encouraging and provoking students to acknowledge different perspectives through questions and discussions.

Class Norms

■ The class norms should be articulated and established in the first session, along with the course's expectations. The class norms should be co-created and outlined together with the students and included in the course syllabus. The instructor should occasionally revisit and refer back to the norms during the course.

■ In general, the instructors should follow the requirements that are stated in the syllabus unless students make a strong case against them. Right from the beginning of a course, the instructors should clarify their expectations from the students and the learning objectives of the course.

Course Teaching and Learning Methods and Techniques

■ The course syllabus clearly states the objectives and the learning outcomes for each proposed class. However, the course instructor should also create a list of key concepts and ideas that they want to address during each session and be able to identify and use methods and techniques that may work best for each class.

■ Here are a few suggestions:

- ▶ *Minilectures*: the instructor can use minilectures to introduce a concept or topic. The lectures should include explicit references to the readings and add examples, experiences, stories when possible.
- ▶ *Small groups discussions* (breakout rooms, if online) or *turn to your neighbor discussion*: the objectives and the questions to be addressed in the small groups/pairs should be clearly stated and visible on a blackboard/PPP for the students. The instructor could prepare a prompt for the small groups in advance.
- ▶ *Debates*: The course readings and topics, especially session 6 *Present-Day Narratives and Epistemology about Roma*, allow for pro and con debates about a particular topic. The instructor should consider organising one debate and splitting students into teams to prepare arguments, assign a debate moderator, etc.
- ▶ *Students' presentations of their written reflective responses*: In each class, the instructor could invite students to present a few written reflective responses which address interesting questions and touch upon key concepts that could be further developed in class. Throughout the course, the instructor should give several/most/all students (if the classroom is small) the chance to present at least one of their written responses and engage the class in discussions about their ideas and answer their questions.
- ▶ *Online/forum discussion*: The instructor could use an online platform to give a chance to students to continue the conversations started in the sessions and provide space for ideas/perspectives unexpressed in the classroom.
- ▶ *Case method*: the instructors can use real cases or fictional ones, which they can write. This method can be used both in a full classroom and small groups.

- ▶ *Guest speakers*: consider inviting guest speakers for at least one or two sessions. Successful sessions in similar courses included Roma or Roma LGBTI activists and/or scholars as guest speakers. The invited speaker can deliver a minilecture followed by Q&As or respond and engage with the comments and questions addressed by students in their submitted written reflective papers for that session.
- ▶ *Poll everywhere*: The instructor could consider kicking off a discussion with a question posted in an online poll. Poll everywhere is an excellent easy, and free-of-charge platform.

■ The opening and closing of each class are essential. The instructor should start each class with the learning objectives of the class. Additionally, the instructor can provide a summary of the previous session. The instructor could end the class with a summary and conclusions drawn from the class discussions.

Grading

■ The active and substantive role of students in their learning represents a critical element of the teaching pedagogy of this course. Interaction, active participation, mutual learning, and skillful listening are possible and mandatory in achieving substantive learning experiences and ensuring effective teaching. Therefore, synchronous and/or asynchronous participation will count for 25% of the grade.

■ The syllabus details the grading system (see page 11). However, to ensure transparency about how instructors should grade participation, they may create a Class and Online Participation Rubric based on the following elements:

- ▶ Attendance
- ▶ Preparation
- ▶ Engagement and active participation in synchronous class discussions or asynchronous online discussions.

■ This rubric may serve as an example for attendance:

Participation Elements & Levels	Exemplary (85-100%)	Satisfactory (75-85%)	Needs improvement (<75%)
Attendance	Student is almost never absent from the class (a maximum of two absences).	Student is rarely absent from the class (a maximum of four absences).	Student is often absent from the class (more than four absences).

■ The rubric should be available to students throughout the course.

■ In the classroom, the instructors should regularly repeat information about the grading system and ask students for feedback to make sure that students feel self-assured about the grading system and remain aware of their tasks. Equally, instructors should keep themselves accountable against grading bias. Also, setting clear standards and expectations, practicing them in our classrooms, and leading by example make the learning process more transparent and fairer for everyone.

■ Finally, to avoid bias, the instructors could consider grading papers together with their teaching staff and compare and discuss the grades proposed by the instructor and the Teacher Assistant (TA).

How to facilitate the substantive participation of students?

■ As outlined in the syllabus, the learning environment is fundamental. Therefore, the course instructors should purposefully work towards establishing meaningful and culturally sensitive interactions as well as respectful learning and skillful listening between students. The instructors should use various methods and techniques to ensure that all students feel that the classroom is a safe space where they can share, thrive, be valued, and be heard.

■ The instructors should intentionally use teaching methods that give space to all students to participate. Some students thrive in reacting spontaneously in class conversations and debates and others reflect more deeply in writing papers and online forums. Therefore, instructors should use teaching methods and techniques that accommodate different learning styles. For instance, the instructors could use students' reflective responses in class conversations and point out particular students (different students each time) and their opinions in class. The instructors could also use debate as a method so that students engage in teamwork

and make every effort to build and negotiate joint exchange and speak up. The instructors could use online forums for discussions and questions. The instructors could consider starting some classes with a short question about gratitude, respect, joy, etc., and allow each student to briefly share their feelings and knowledge.

■ The learning environment can be enriched by helping students practice how to intentionally and attentively listen to and engage with peers and guest lecturers. Small groups can ensure mutual learning between students in and outside the classroom. The instructors could also encourage students to participate in class or write reflective papers by building on or referring to ideas already expressed by their peers.

■ The topics of this course are challenging and dense. Thus, the instructors should consider including some readings which contain, for example, uplifting stories of Romani resistance, individuals and use some time for short moments of pride and joy (sharing a video that celebrates Roma culture, history, or individuals).

UNDERSTANDING ANTIGYPSYISM, ANTI-ROMA DISCRIMINATION AND GENDER INEQUALITY

Frequency

Twice a week for 90 minutes

Instructor Information

Faculty

....

Contact Information

....

Office Hours: ...

Sign in for office hours here (*google doc*):

Teaching Assistant

....

Office hours:

....

Course credits

X credits

Course Purpose Description

■ The course uses interdisciplinary and critical perspectives to study antigypsyism, anti-Roma discrimination and gender inequality. This is an introductory course examining three main topics to be discussed in separate but interconnected sections: (1) history, terminology and working definitions; (2) manifestations of antigypsyism, anti-Roma discrimination and gender inequality; (3) institutional and societal solutions to address antigypsyism, anti-Roma discrimination and gender inequality.

■ **History, terminology, and working definitions:** Past and present discrimination, collective injustices, and structural inequalities have marked the lives of Roma people and intersectional discrimination has targeted Roma women and girls, LGBTI Roma, Roma people with a disability, and other Roma with multiple identities. This section will explore and teach about the origins, the history, and the depiction of Roma in Europe to be able to put in a historical context the present-day realities of Roma people. Another aim is to discuss definitions and unpack antigypsyism, anti-Roma discrimination, gender inequality, and other related concepts.

■ **Manifestations of antigypsyism, anti-Roma discrimination and gender inequality:** Throughout the history of Roma in Europe, policies and practices of rejection can be pinpointed, pushing Roma to the periphery, control or kill Roma, and all that while using Roma's skills and extracting parts of Roma culture. Also, in the context of a continuum of structural discrimination, the struggles of Roma women and girls as well as LGBTI Roma and other Roma experiencing multiple forms of discrimination has been neglected in policymaking and practices, and as a consequence, these persons are faced with greater structural inequities in their access to health care, education, employment, or wealth. Throughout history, some policies and practices have also targeted Roma for forced sterilisation, medical experiments, rape and other forms of violence and discrimination. Therefore, gender discrimination and inequalities will be discussed both as specific topics and issues inserted in various thematic sessions of the course.

■ This section will discuss manifestations of antigypsyism, anti-Roma discrimination and gender inequality at the personal, societal, cultural and systemic levels.

■ **Institutional and societal solutions to address antigypsyism, anti-Roma discrimination and gender inequality:** This final section will discuss examples of interventions (both successful and ineffective) to address antigypsyism, anti-Roma discrimination and gender inequality, from civil society and social movements to state policies, laws, and reparations.

Pre-Requisites

■ None.

■ The course is designed for various fields from social and behavioural sciences to political science, anthropology, law, or government and administration.

Course Learning Objectives

■ Upon successful completion of this course, students should be able to do the following:

- ▶ Articulate the roots and manifestations of antigypsyism, anti-Roma discrimination and gender inequality.
- ▶ Identify past and present struggles and structural challenges of the Roma people.
- ▶ Recognise and critique patterns, practices, policies, and laws in which anti-Roma discrimination impacts health, educational and other outcomes.
- ▶ Identify and suggest specific legal, policy, and societal measures and practices to address antigypsyism, anti-Roma discrimination and gender inequality.

Course Readings

Required books

- ▶ Donald Kenrick and Grattan Puxon, *The Destiny of Europe's Gypsies*, Basic Books, 1972.
- ▶ Angéla Kóczé, Violetta Zentai, Jelena Jovanović, Enikő Vincze, *The Romani Women's Movement: Struggles and Debates in Central and Eastern Europe*, Routledge, 2019

Recommended books

- ▶ Ian Hancock, *The Pariah Syndrome: An Account of Gypsy Slavery and Persecution*, Ann Arbor: Karoma Publishers, Inc., 1987.
- ▶ Aiden McGarry, *Romaphobia. The Last Acceptable Form of Racism*, Zed Books, 2017

Annotated Bibliography by Section

■ The Annotated Bibliography provides short descriptive and critical summaries of the primary readings included in the syllabus: the required books; the recommended books; and readings contained in the three main sections: (1) history, terminology, and working definitions; (2) manifestations of antigypsyism, anti-Roma discrimination and gender inequality; (3) institutional and societal solutions to address antigypsyism, anti-Roma discrimination and gender inequality.

Course Structure

■ This course meets twice a week for 90 minutes.

■ The sessions include lectures, guest lectures, class discussions, breakout rooms, polls, written responses to materials and online/forum discussions, and a final paper.

■ Students are expected to prepare for and participate in all these activities by attending all classes, reading the required materials prior to class, submitting all assignments on time, and participating in class and/or the forum discussions.

■ Students are expected to attend every class. Reasons for excused absences would include medical problems, family emergencies, religious holidays, and other similar circumstances.

■ The readings and discussions aim to cultivate an environment where students think and engage critically with the content. The learning environment is important, so establishing meaningful and culturally sensitive interactions as well as respectful learning and skilful listening between students is expected. It is also expected that students and teacher(s) will create class norms and work towards ensuring that all students are given the space they need to share, thrive, be valued, and feel safe to participate. When students participate in class and online discussions or write response papers, they are encouraged to build on, recognise, and refer to ideas already expressed by their peers.

■ Indigenous knowledge and personal experiences are valued as significant learning opportunities; such views can be reflected in class and forum discussions and written assignments.

■ Students are expected to respect the fundamental academic standards and follow class requirements: attendance, completion of assigned readings and written responses on time, active participation.

■ The grading will primarily reflect students' class participation and the quality of written assignments. The final grade for this course will be based on three areas of participation:

- ▶ 25% class and online participation
- ▶ 35% written responses
- ▶ 40% the final paper.

Class and online participation (25%)

■ Most classes will build upon the required readings for that day and students' own experiences. Students are expected to complete their required readings and assignments before each class, so they can offer informed understanding during the class and online discussions. It is expected that students to engage in active and informed participation in discussions. Participation will count for 25% of the students' grade.

■ Participation during the sessions will be evaluated based on demonstrated engagement with the readings and experiences, participation in the debate, and on each student's capacity to move class discussions forward and to build on ideas and experiences already expressed by classmates.

■ Alternatively, students can participate in online/forum discussions (if the university has an online platform). The discussions on the platform will continue the conversations started in the sessions and provide space for ideas/perspectives unexpressed in the classroom. Similar to in-person participation, these discussions build upon the readings and personal experiences. (more details should be provided in the Appendix: Class and Online Participation Rubric – **that should be developed by each instructor**).

Written reflective responses (35%)

■ The assignments will include three (or more, depending on the number of sessions included in the course) written responses to readings, films, or other materials included in the syllabus. The written responses should include reflections on one or more readings and end with a question that emerged from the readings.

■ The papers will be graded on a 5-point scale. Analytical, critical, and scholarly perspectives will be more likely than descriptive papers to receive a 5.

■ Late submissions, unless excused, will have their grades reduced by 1 point; papers delayed for more than four days will not be accepted.

■ *The responses should not exceed 400 words and should be submitted no later than (date) via the online platform/email. The responses should be sent in a word document, double-spaced, 12-point font, Times New Roman.*

Final paper (40%)

■ **Outline Final Paper** (15% of the students' grade): Students should submit an outline of their final paper, describing the aim, methods, and major points. (**Template on the online platform/email – to be developed by the instructor**) of the final paper by (date).

■ **Final Paper** (25% of the students' grade): The students must submit one final paper, in the form of a research paper, essay, or policy brief, reflecting on the challenges encountered by Roma people in a particular region and area of choice (e.g. education, health, housing) and possible policy, legal, or societal measures suggested to address antigypsyism, anti-Roma discrimination or gender inequality. Students should use a minimum of four of the course materials to formulate and enhance arguments and proposed solutions, including one of the required books.

■ The final paper should not exceed 3000 words and should be submitted as a word document, double-spaced, 12-point font, Times New Roman. Incomplete papers and/or late submissions, unless excused, will result in points being deducted from the grade; papers more than four days late will not be accepted. The final papers should be submitted by (date).

COURSE SCHEDULE & ASSESSMENT OF STUDENT LEARNING

Session topics	Objectives	Readings	Activities/ Assignments
Session 1			
<p>Session 1: Introduction. Objectives of the Course. Who are the Roma?</p> <ul style="list-style-type: none"> – Introduction – Student input: course expectations, class norms, and syllabus – Discuss the origins and the diversity of Roma people 	<p>Upon successful completion of this session, you should be able to:</p> <ol style="list-style-type: none"> 1. Describe Roma origins, diversity, terminology. 2. Articulate class norms and expectations outlined in the syllabus. 	<p>Required:</p> <p>Ian Hancock, Introduction and Chapter one: History, in <i>We are the Romani People</i>, University of Hertfordshire Press, 2002</p> <p>Adrian Marsh, video <i>Roma 101: Roma Identity, History and Historiography</i>, ERIAC, 2020 (available at https://www.youtube.com/watch?v=sPBio-ER0Fk)</p>	<p>Homework:</p> <p>Review the required readings for the upcoming session. (Due Session 2)</p> <p>Read the syllabus. (Due Session 2)</p>
Session 2			
<p>Session 2: Anti-Roma discrimination and gender inequality: Working Definitions</p> <ul style="list-style-type: none"> – Summary of Session 1 – Discuss terms and meanings that encompass the collective injustices faced by Romani people and woman. 	<p>Upon successful completion of this session, you should be able to:</p> <ol style="list-style-type: none"> 1. Define and describe the concepts of discrimination, antigypsyism, anti-Roma discrimination, and gender inequality 	<p>Required:</p> <p>Council Directive 2000/43/EC of 29 June 2000 Implementing the Principle of Equal Treatment Between Persons Irrespective of Racial or Ethnic Origin - The Race Equality Directive (available at https://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:32000L0043:en:HTML)</p> <p>Protocol No. 12 to the Convention for the Protection of Human Rights and Fundamental Freedoms, General Prohibition on Discrimination (available at https://www.echr.coe.int/Documents/Library_Collection_P12_ETS177E_ENG.pdf)</p> <p>ECRI General Policy Recommendation No. 7 on National Legislation to Combat Racism and Racial Discrimination, Definitions, 2002. (available at https://rm.coe.int/ecri-general-policy-recommendation-no-7-revised-national-legislatio/16808b5aae)</p> <p>Convention on the Elimination of All Forms of Discrimination against Women - CEDAW (available at https://www.ohchr.org/en/professionalinterest/pages/cedaw.aspx)</p> <p>Recommendation CM/Rec (2010)5 of the Committee of Ministers to Member States on Measures to Combat Discrimination on Grounds of Sexual Orientation or Gender Identity (available at https://www.coe.int/en/web/sogi/rec-2010-5)</p>	<p>Homework:</p> <p>Review the required readings for the upcoming session. (Due Session 3)</p> <p>Submit one of the three required reflective written responses. (Due no later than...).</p>

		<p>Recommendation Rec (2002) 5 of the Committee of Ministers on the Protection of Women against Violence (available at https://search.coe.int/cm/Pages/result_details.aspx?ObjectID=09000016805e2612)</p> <p>ECRI General Policy Recommendation No. 3 on combating racism and intolerance against Roma/Gypsies (available at http://rm.coe.int/ecri-general-policy-recommendation-no-3-on-combating-racism-and-intole/16808b5a3a)</p> <p>ECRI General Policy Recommendation No. 13 on combating antigypsyism and discrimination against Roma (available at https://rm.coe.int/ecri-general-policy-recommendation-no-13-on-combating-anti-gypsyism-an/16808b5aee)</p> <p>Declaration of the Committee of Ministers on the rise of antigypsyism and racist violence against Roma in Europe (available at https://search.coe.int/cm/Pages/result_details.aspx?ObjectID=09000016805cb2c8#_ftn1)</p> <p>ECRI's definition of antigypsyism in ECRI General Policy Recommendation No. 13 (available at https://www.coe.int/en/web/european-commission-against-racism-and-intolerance/recommendation-no.13#:~:text=1%20December%202020,situation%20of%20Europe's%20Roma%20population.)</p> <p>The non-legally binding working definition of antigypsyism/anti-Roma discrimination, IHRA, 2020 (available at https://www.holocaustremembrance.com/resources/working-definitions-charters/working-definition-antigypsyism-anti-roma-discrimination)</p> <p>Recommended:</p> <p>The European Convention on Human Rights (available at https://www.echr.coe.int/Documents/Convention_ENG.pdf)</p> <p>Iulius Rostas, "Antigypsyism: causes, prevalence, consequences and possible responses", Council of Europe, Strasbourg, May 2022.</p> <p>Aiden McGarry, Chapter: "Romaphobia. Marginalization and Stigmatization in Europe" in <i>Romaphobia. The Last Acceptable Form of Racism</i>, Zed Books, 2017</p> <p>Council of Europe, <i>Compilation of Case Law of the European Court of Human Rights on Gender Equality Issues</i>, Strasbourg, June 2018 (available at https://rm.coe.int/16806da342)</p>	
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Session 3			
<p>Session 3: Antigypsyism, Anti-Roma Discrimination and Gender Inequality in the History of Europe</p> <ul style="list-style-type: none"> – Summary of Session 2 – Discuss past state-sponsored collective injustices. 	<p>Upon successful completion of this session, you should be able to:</p> <ol style="list-style-type: none"> 1. Identify past struggles and challenges of the Roma people. 	<p>Required:</p> <p>Ian Hancock, Chapters 6, 7, 8, and 9 in <i>The Pariah Syndrome: An Account of Gypsy Slavery and Persecution</i>, Ann Arbor: Karoma Publishers, Inc., 1987.</p> <p>Dimitrina Petrova, <i>The Roma: Between a myth and the future</i>, Social Research, New York Vol. 70, Iss. 1, Spring 2003 (available at http://www.errc.org/cikk.php?cikk=1844)</p> <p>Victoria Shmidt, Chapter: “The Forced Sterilization of Roma Women between the 1970s and the 1980s: The Rise of Eugenic Socialism” in Victoria Shmidt (ed.), <i>The Politics of Disability in Interwar and Socialist Czechoslovakia</i>, Amsterdam University Press, 2019</p> <p>Video, <i>Roma Slavery: History, Legacy, Reparations</i>, Margareta Matache, ERIAC, 2021 (available at https://www.youtube.com/watch?v=Ubb7dohTISA)</p> <p>Video, <i>The Roma Holocaust and the History of Roma Resistance</i>, Ethel Brooks, ERIAC 2021 (available at https://www.youtube.com/watch?v=LJWImViGkKw)</p> <p>Recommended:</p> <p>Video Ian Hancock, <i>Parrajmos: The Romani and the Holocaust with Ian Hancock</i>, Holocaust Living History, 2014 (available at https://www.youtube.com/watch?v=tAEJb-p6SOE)</p> <p>Sam Beck, “The Origins of Gypsy Slavery in Romania,” <i>Dialectical Anthropology</i> Vol. 14, No. 1 (1989), pp. 53-61</p> <p>Angus Fraser, 1995, <i>The Gypsies</i>, Wiley-Blackwell, 1995.</p> <p>Claude Chan, <i>Human rights, state sovereignty, and medical ethics: examining struggles around coercive sterilisation of Romani women</i>, Brill Nijhoff, 2015</p>	<p>Homework:</p> <p>Review the required readings for the upcoming session. (Due Session 4)</p> <p>Submit one of the three required reflective written responses. (Due no later than...).</p>
Session 4			
<p>Session 4: Anti-Roma Ideologies and Narratives in the History of Europe</p> <ul style="list-style-type: none"> – Summary of Session 3 – Discuss ideologies and narratives that justified and sustained antigypsyism and anti-Roma discrimination. 	<p>Upon successful completion of this session, you should be able to:</p> <ol style="list-style-type: none"> 1. Determine the ideological and narrative dimensions of antigypsyism and anti-Roma discrimination. 	<p>Required:</p> <p>Donald Kenrick and Grattan Puxon, Chapter 2: “The Roots of Prejudice” and Chapter 4: “The non-Aryan Aryans” in <i>The Destiny of Europe’s Gypsies</i>, Basic Books, 1972</p> <p>Saul Nicholas, Chapter: “Zigeunerromantik, Gypsy Others, and Fake Gypsies in German Literature from Wolzogen to Immermann”, in Saul Nicholas, <i>Gypsies and Orientalism in German Literature and Anthropology of the Long Nineteenth Century</i>, Legenda, 2007</p> <p>Video Richard F. Wetzell, <i>Racial Science in Nazi Germany</i>, Library of Congress, 2020 (available at https://www.youtube.com/watch?v=ld5q9p1zHZw)</p>	<p>Homework:</p> <p>Review the required readings for the upcoming session. (Due Session 5)</p> <p>Submit one of the three required reflective written responses. (Due no later than...).</p>

		<p>Recommended: Marius Turda, "To End the Degeneration of a Nation": Debates on Eugenic Sterilization in Inter-war Romania, <i>Medical History</i>, 2009; 53(1): 77–104. (available at https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2629178/#fn129)</p> <p>Markus End, Chapter: "The 'gypsy Threat': Modes of Racialization and Visual Representation Underlying German Police Practices" in Huub van Baar, Ana Ivasiuc, Regina Kreide, (Eds.), <i>The securitization of the Roma in Europe</i>, Palgrave Macmillan, 2018</p>	
Session 5			
<p>Session 5: The Role of Academia in Framing Roma related Ideas and Topics in History</p> <ul style="list-style-type: none"> – Summary of Session 4 – Discuss academic work that historically justified and sustained antigypsyism, anti-Roma discrimination 	<p>Upon successful completion of this session, you should be able to:</p> <ol style="list-style-type: none"> 1. Determine the epistemic claims and dimensions of discrimination in the history of Roma people. 	<p>Required: Ken Lee, <i>Orientalism and Gypsylorism</i>, SOCIAL ANALYSIS, Issue 44(2), November 2000</p> <p>Angela Kocze, Chapter: "Racialization: Racial Oppression of Roma" in The Palgrave Encyclopedia of Imperialism and Anti-Imperialism, 2021-02-03, p. 293-2302</p> <p>Adrian Marsh, <i>Research And The Many Representations Of Romani Identity</i>, European Roma Rights Center, 2007 (available at http://www.errc.org/roma-rights-journal/research-and-the-many-representations-of-romani-identity)</p> <p>Thomas Acton, <i>Scientific racism, popular racism and the discourse of the Gypsy Lore Society</i>, <i>Ethnic and Racial Studies</i>, 2016, 39(7), 1187–1204.</p> <p>Recommended: Saul Nicholas, Chapter: "Stations in Gypsy Cultural Anthropology from Jacob Thomasius to Liszt", in Saul Nicholas, <i>Gypsies and Orientalism in German Literature and Anthropology of the Long Nineteenth Century</i>," <i>Legenda</i>, 2007</p>	<p>Homework: Review the required readings for the upcoming session. (Due Session 6)</p> <p>Submit one of the three required reflective written responses. (Due no later than...).</p>
Session 6			
<p>Session 6: Present-Day Narratives and Epistemology about Roma</p> <ul style="list-style-type: none"> – Summary of Session 5 – DEBATE pro & con teams: Fonseca and/or the BBC documentary 	<p>Upon successful completion of this session, you should be able to:</p> <ol style="list-style-type: none"> 1. Recognise and critique biased narratives and scholarship about Roma. 	<p>Required: Isabel Fonseca, pp 53-63, <i>Bury Me standing</i>, Vintage Departures, 1996</p> <p>BBC documentary The New Gypsy Kings (available at https://www.youtube.com/watch?v=THlnODdvvMQ)</p> <p>Angela Kóczé, Chapter: "Transgressing borders: Challenging racist and sexist epistemology" in S. Beck & A. Ivasiuc (Eds.), <i>Roma activism: Reimagining Power and Knowledge</i>, 2018 (pp. 111–129). Oxford: Berghahn.</p> <p>Anna Mirga-Kruszelnicka, Challenging Anti-gypsyism in Academia: The Role of Romani Scholars, <i>Critical Romani Studies</i>, Volume 1(1), 8-28, 2018. (available at https://www-ceeol-com.ezp-prod1.hul.harvard.edu/search/viewpdf?id=764474)</p> <p>Petre Breazu and David Machin, <i>Racism Toward the Roma Through the Affordances of Facebook: Bonding, Laughter and Spite</i>, <i>Discourse & Society</i>, 2019-07, Vol.30 (4), p. 376-394</p>	<p>Homework: Review the required readings for the upcoming session. (Due Session 7)</p> <p>Submit one of the three required reflective written responses. (Due no later than...).</p>

		<p>Recommended: <i>Nothing About Us Without Us</i>, European Roma Rights Centre, 2015 (available at http://www.errc.org/uploads/upload_en/file/roma-rights-2-2015-nothing-about-us-without-us.pdf)</p> <p>Marcus End, <i>Subtle images of antigypsyism: An analysis of the visual perception of "Roma,"</i> Identities. Global Studies in Culture and Power, VOL. 24, No. 6, 668–683, 2017</p> <p>Margareta Matache, Three-part blog series, "The White Norm in Gypsy and Romani Studies," Blog 3 "Dear Gadjo (non-Romani) Scholars," Harvard FXB, 2017 (available at https://fxb.harvard.edu/2017/06/19/dear-gadje-non-romani-scholars/)</p> <p>Video, <i>2017 Roma Conference Roma Identity in Scholarship</i>, Harvard University, 2017 (available at https://www.youtube.com/watch?v=cQ5iQ86CX-0)</p> <p>Annabel Tremlett, Vera Messing & Angéla Kóczé, <i>Romaphobia and the media: mechanisms of power and the politics of representations,</i> Identities. Global Studies in Culture and Power, Vol. 24, No. 6, 641–649, 2017</p>	
Session 7			
<p>Session 7: Present-day Antigypsyism and Anti-Roma Discrimination: Stigma and Every-day Discrimination</p> <ul style="list-style-type: none"> – Summary of Session 6 – Discuss the interpersonal and internalised dimensions of antigypsyism and anti-Roma discrimination. 	<p>Upon successful completion of this session, you should be able to:</p> <ol style="list-style-type: none"> 1. Discuss and evaluate the impact of stigma, every-day discrimination, and other societal manifestations of antigypsyism and anti-Roma discrimination. 	<p>Required: Grace Claire O'Neill, <i>I am a Romany Gypsy- Why is Racism against Us Acceptable?</i>, The Guardian, 2020 (available at https://www.theguardian.com/commentisfree/2020/jun/15/romany-gypsy-racism-britain-prejudice-roma-travellers)</p> <p>Fundamental Rights Agency, Pages 36-40, <i>Second European Union Minorities and Discrimination Survey. Roma – Selected Findings</i>, 2016 (available at https://fra.europa.eu/en/themes/roma?page=1#TabThemeProducts)</p> <p>Patrick Barkham, <i>'You can't disregard pure racism': Gypsy writer Damian Le Bas on the prejudice against Travellers</i>, The Guardian, 2018 (available at https://www.theguardian.com/world/2018/jun/06/racism-gypsy-damian-le-bas-travellers-stopping-places)</p> <p>Gábor Orosz, Emile Bruneau, Linda R Tropp, Nóra Sebestyén, István Tóth-Király, Beáta Bóthe, <i>What predicts anti-Roma prejudice? Qualitative and quantitative analysis of everyday sentiments about the Roma</i>, Journal of applied social psychology, 2018-06, Vol.48 (6), p. 317-328</p> <p>Bob Ives, Madalina Alama, Eleni Oikonomidou, and Kathryn Obenchain, <i>Applying Intergroup Contact Theory to Social Distance Data from Ethnic Hungarians and Romanians in Romania</i>, Journal of Contemporary European Studies, 2016.</p> <p>Martin Aranguren, <i>Exploring the nonverbal facet of ethnic discrimination: A field experiment on anti-Roma racism in the Paris metro</i>, Social Influence, Taylor & Francis (Routledge), 2017</p>	<p>Homework: Review the required readings for the upcoming session. (Due Session 8)</p> <p>Submit one of the three required reflective written responses. (Due no later than...).</p>

		<p>Recommended: Iulius Rostas, “Antigypsyism: causes, prevalence, consequences and possible responses”, Council of Europe, Strasbourg, May 2022.</p> <p>Michèle Lamont et al., Chapter 3: Brazil Section 3.3: “Experiences of Stigmatization and Discrimination in Brazil & Chapter 4: Israel Section 4.4: Experiences of Stigmatization and Discrimination in Israel, in <i>Getting respect: Responding to stigma and discrimination in the United States, Brazil, and Israel</i>, Princeton University Press, 2017</p> <p>Ta-Nehisi Coates, Chapter I, pages 5-34 in <i>Between the World and Me</i>, Penguin Random House, 2015 (http://ezp-prod1.hul.harvard.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=941263&site=ehost-live&scope=site)</p> <p>James Baldwin, Chapter: My Dungeon Shook: Letter to My Nephew on the One Hundredth Anniversary of the Emancipation, in <i>The Fire Next Time</i>, 1963,</p> <p>Franz Fanon, Chapter 5 “The Fact of Blackness”, in <i>Black Skin, White Mask</i></p> <p>W.E.B. Du Bois, “The Souls of White Folks,” <i>The Independent</i> 69, August 10, 1910</p>	
Session 8			
<p>Session 8: Anti-Roma Discrimination: Hate Speech</p> <ul style="list-style-type: none"> – Summary of Session 8 – Discuss patterns of anti-Roma hate speech and their impact. 	<p>Upon successful completion of this session, you should be able to:</p> <ol style="list-style-type: none"> 1. Evaluate the peril and the impact of hate speech against Roma people. 	<p>Required:</p> <p>Recommendation CM/Rec (2022)16 of the Committee of Ministers to Member States on combating hate speech (https://search.coe.int/cm/Pages/result_details.aspx?ObjectId=0900001680a67955)</p> <p>ECRI General Policy Recommendation No.15 on Combating Hate Speech (available at http://rm.coe.int/ecri-general-policy-recommendation-no-15-on-combating-hate-speech/16808b5b01)</p> <p>Uladzislau Belavusau, “Anti-Roma Hate Speech in the Czech Republic, Hungary, and Poland,” in Morgan Goodwin and Paul De Hert, Eds., <i>European Roma Integration Efforts – A Snapshot</i>, pp. 141-181, Brussels University Press, 2013.</p> <p>Council of Europe Commissioner for Human Rights, “Public leaders and anti-Gypsy rhetoric” pp. 40-44 in <i>Human Rights of Roma and Travellers in Europe</i>, Council of Europe, 2012 (available at https://rm.coe.int/the-human-rights-of-roma-and-travellers-in-europe/168079b434)</p> <p>Council of Europe Commissioner for Human Rights, Media and 1.4. Promotion of hatred on the Internet. In: <i>Human Rights of Roma and Travellers in Europe</i>, pp. 50- 56, 2012 (available at https://rm.coe.int/the-human-rights-of-roma-and-travellers-in-europe/168079b434)</p>	<p>Homework:</p> <p>Review the required readings for the upcoming session. (Due Session 9)</p> <p>Submit one of the three required reflective written responses. (Due no later than...).</p>

		<p>Recommended: European Court of Human Rights, Factsheet – Hate speech, 2019 (available at https://www.echr.coe.int/Documents/FS_Hate_speech_ENG.pdf)</p> <p>HELP Online Course on Hate Speech and Hate Crime (available at http://help.elearning.ext.coe.int/course/index.php?categoryid=100)</p>	
Session 9			
<p>Session 9: Anti-Roma Discrimination: Hate Crimes</p> <ul style="list-style-type: none"> – Summary of Session 8 – Discuss examples of hate crimes against Roma. 	<p>Upon successful completion of this session, you should be able to:</p> <ol style="list-style-type: none"> 1. Outline factors, narratives, histories that are used to hate crimes against Roma 	<p>Required: Council Conclusions on Combating Hate Crime in the European Union, Justice and Home Affairs Council Meeting Bruxelles, 2013 (available at https://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/jha/139949.pdf)</p> <p>Case: <i>Secic v. Croatia</i>, European Court of Human Rights, 2007</p> <p>Case: <i>Škorjanec v. Croatia</i>, European Court of Human Rights, 2017 (available at https://hudoc.echr.coe.int/eng#%7B%22itemid%22:%5B%22001-172327%22%5D%7D)</p> <p>Video, <i>A Surge in Violence against Roma People in Ukraine</i>, Hromadske International, 2018 (available at https://www.youtube.com/watch?v=NkHw0jPS-a4)</p> <p>Gwendolyn Albert, <i>Hate Crimes and Antigypsyism in the Czech Republic</i>, in Ismael Cortés and Markus End - Dimensions of Antigypsyism in Europe, ENAR, 2019 (available at https://www.enar-eu.org/Book-Dimensions-of-Antigypsyism-in-Europe)</p> <p>Recommended: Ad-Hoc Committee of Experts on Roma Issues (CAHROM), Thematic report on combating anti-Gypsyism, hate speech and hate crime against Roma, 2013 (available at http://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016800890fb&format=native)</p>	<p>Homework: Review the required readings for the upcoming session. (Due Session 10)</p> <p>Submit one of the three required reflective written responses. (Due no later than...).</p>
Session 10			
<p>Session 10: Anti-Roma Discrimination – Health</p> <ul style="list-style-type: none"> – Summary of Session 9 – Discuss antigypsyism and anti-Roma discrimination in access to health care. 	<p>Upon successful completion of this session, you should be able to:</p> <ol style="list-style-type: none"> 1. Outline the impact that policies and practices rooted in discrimination have on the lives, well-being, and health of Romani people. 	<p>Required: Council of Europe Recommendation <i>Rec(2006)10</i> of the Committee of Ministers to Member States on Better Access to Health care for Roma and Travellers in Europe, (available at https://search.coe.int/cm/Pages/result_details.aspx?ObjectID=09000016805aff57)</p> <p>CEDAW, General recommendation No. 24: Article 12 of the Convention- Women and Health (available at https://tbinternet.ohchr.org/Treaties/CEDAW/Shared%20Documents/1_Global/INT_CEDAW_GEC_4738_E.pdf)</p>	<p>Homework: Review the required readings for the upcoming session. (Due Session 11)</p> <p>Submit one of the three required reflective written responses. (Due no later than...).</p>

	<p>Center for Reproductive Rights, Executive Summary and Testimonies in Body and Soul. Forced Sterilization and other Assaults on Roma Reproductive Freedom in Slovakia, 2003 (available at https://reproductiverights.org/sites/default/files/documents/bo_slov_part1.pdf)</p> <p>Mariya Cheresheva, <i>Roma Segregated in Bulgarian Maternity Wards</i>, Balkan Insight, 2017 (available at https://balkaninsight.com/2017/12/18/roma-segregated-in-bulgarian-maternity-wards-12-17-2017/)</p> <p>Rita Izsák, <i>"Gypsy Rooms" and other Discriminatory Treatment against Romani Women in Hungarian Hospitals</i>, 2004 (available at http://tiny.cc/r10o8y)</p> <p>European Public Health Alliance, <i>Closing the Life Expectancy Gap of Roma in Europe</i>, 2018, (available at https://epha.org/wp-content/uploads/2019/02/closing-the-life-expectancy-gap-of-roma-in-europe-study.pdf)</p> <p>David R. Williams and Selina A. Mohammed, "Racism and Health I: Pathways and Scientific Evidence," <i>American Behavioral Scientist</i>, 2013</p> <p>Recommended: Romani CRISS, Press Release: <i>Roma Children Segregation in Hospitals -Contested in Romania for the First Time</i>, 2011 (available at http://www.romanicriss.org/PDF/Press%20release%20children%20segregation%20in%20hospital%20Marie%20Curie%20dec%202011.pdf)</p> <p>Case: <i>K.H. and Others v. Slovakia</i>, ECHR, 2009 (available at https://www.eschr-net.org/sites/default/files/ECHR_Decision_0.pdf)</p> <p>European Roma Rights Centre, <i>ERRC v. Bulgaria, Collective Complaint 151/2017</i> (available at http://www.errc.org/cikk.php?cikk=4612)</p> <p>UNDP, <i>The Health Situation of Roma Communities</i>, 2012 (available at http://www.undp.org/content/dam/rbec/docs/The-health-situation-of-Roma-communities.pdf)</p> <p>Jacqueline Bhabha, Margareta Matache, and Teresa Sordé Martí, eds, <i>Romani People and the Right to Health</i>, Health and Human Rights Journal, Volume 19, No. 2, December 2017</p> <p>Kelly R. Knight, Laura G. Duncan, Marek Szilvasi, Ashish Premkumar, Margareta Matache, and Andrea Jackson, "Reproductive (In)justice — Two Patients with Avoidable Poor Reproductive Outcomes," <i>The New England Journal of Medicine</i>, 2019</p>	
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Session 11

<p>Session 11: Anti-Roma Discrimination –Education.</p> <ul style="list-style-type: none"> – Summary of Session 10 – Discuss anti-Roma discrimination in education. 	<p>Upon successful completion of this session, you should be able to:</p> <ol style="list-style-type: none"> 1. Examine racialisation of education and discrimination in education. 	<p>Required:</p> <p>Margareta Matache, Tanja Jovanovic, Simona Barbu, and Jacqueline Bhabha, “Roma in Higher Education: Access Denied,” in Jacqueline Bhabha, Wenona Giles and Faraaz Mahomed, eds., <i>A Better Future: The Role of Higher Education for Displaced and Marginalized People</i>, Cambridge University Press, 2020</p> <p>Iulius Rostas, Chapter: “Interview with Rumyan Russinov from Bulgaria”, in <i>Ten Years After: A History of Roma School Desegregation in Central and Eastern Europe</i>, CEU Press, 2012 (available at https://www-fulcrum-org.ezp-prod1.hul.harvard.edu/epubs_download_interval/g158bj694?chapter_index=11&locale=en&title=Bulgaria+---+Interview+with+RUMYAN+RUSSINOV+%28page+131%29)</p> <p>Beyond Conflict, <i>Q&A with Emile Bruneau</i>, 2019 (available at https://www.youtube.com/watch?v=69wPHydcVDk)</p> <p>Teresa Padilla-Carmona, Chapter: “The Roma in Spanish Higher Education: Lights and Shades after Three Decades of National Plans for Roma Inclusion,” in Louise Morley, Andrzej Mirga, Nadir Redzeqi, eds., <i>The Roma in European Higher Education: Recasting Identities, Re-Imagining Futures</i>, Bloomsbury Publishing 2020</p> <p>Council of Europe Recommendation CM/Rec(2009)4 of the Committee of Ministers to member states on the education of Roma and travellers in Europe (available at https://rm.coe.int/09000016805b0a1c)</p> <p>UNESCO Convention against Discrimination in Education, Paris, 1960 (available at https://unesdoc.unesco.org/ark:/48223/pf0000132598)</p> <p>Case: Sampanis and Others v. Greece, ECHR, 2008 (available at https://hudoc.echr.coe.int/eng#%7B%22languageisocode%22:%5B%22ENG%22%5D%22%22%22appno%22:%5B%2232526/05%22%22%22documentcollectionid%22:%5B%22CHAMBER%22%22%22itemid%22:%5B%22001-86798%22%5D%7D)</p> <p>Case: D.H. and Others v. Czech Republic, ECHR, 2007 (available at https://hudoc.echr.coe.int/fre#%7B%22itemid%22:%5B%22001-83256%22%5D%7D)</p> <p>Recommended:</p> <p>Case: Orsus v. Croatia, ECHR, 2010 (available at https://hudoc.echr.coe.int/eng#%7B%22itemid%22:%5B%22001-97689%22%5D%7D)</p> <p>Jack Greenberg, “Report on Roma Education Today: From Slavery to Segregation and Beyond,” <i>Columbia Law Review</i> 110, No. 4, May 2010, 919-1001, pp 946-977</p>	<p>Homework:</p> <p>Review the required readings for the upcoming session. (Due Session 12)</p> <p>Submit one of the three required reflective written responses. (Due no later than...).</p>
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Session 12			
<p>Session 12: Anti-Roma Discrimination –Housing</p> <ul style="list-style-type: none"> – Summary of Session 11 – Discuss anti-Roma discrimination in access to housing. 	<p>Upon successful completion of this session, you should be able to:</p> <ol style="list-style-type: none"> 1. Recognise discriminatory laws, policies, and practices regarding Roma access to housing. 	<p>Required:</p> <p>Case: <i>Winterstein and Others v. France</i>, ECHR, 2007 (available at https://hudoc.echr.coe.int/fre#%22itemid%22:%22001-127539%22)</p> <p>Case: <i>Yordanova v. Bulgaria</i>, ECHR, 2012 (available at https://hudoc.echr.coe.int/fre#%22itemid%22:%22002-2155%22)</p> <p>Recommendation CM/Rec (2005)4 of the Committee of Ministers to Member States on improving the housing conditions of Roma and Travellers in Europe (available at: https://search.coe.int/cm/Pages/result_details.aspx?ObjectID=09000016805dad2c)</p> <p>UN Human Rights, Office of the Commissioner, <i>Addressing Forced Evictions of Roma and Travellers</i> (available at https://www.ohchr.org/Documents/Issues/Minorities/Roma_and_forced_evictions.pdf)</p> <p>Barbora Černušáková, <i>Stigma and segregation: containing the Roma of Údol, Czech Republic</i>, Race and Class, Institute of Race Relations, 2020, Vol. 62(1) 46–59</p>	<p>Homework:</p> <p>Review the required readings for the upcoming session. (Due Session 13)</p> <p>Submit one of the three required reflective written responses. (Due no later than...).</p>

		<p>FEANTSA, Pages 15-38, Homeless in Europe, Roma Experiences of Homelessness in Europe. Winter, 2020 (available at https://www.feantsa.org/public/user/Resources/magazine/2020/Winter%20Roma/FEA_008-20_magazine_winter_v3.pdf)</p> <p>Video, Gy*****s' Lives in Limbo after Eviction in Romania, Wall Street Journal, 2014 (available at https://www.youtube.com/watch?v=kUIZBaphe7A)</p> <p>ERRC, Press Release Portugal's Housing Policy for Roma Violates Social Charter, 2011 (available at http://www.errc.org/press-releases/portugals-housing-policy-for-roma-violates-social-charter)</p> <p>European Roma Rights Centre, Press Release: North Macedonia Ordered to Pay Compensation for Evicting Pregnant Roma, 2020 (available at: http://www.errc.org/press-releases/north-macedonia-ordered-to-pay-compensation-for-evicting-pregnant-roma)</p> <p>Recommended:</p> <p>Amnesty International, <i>Roma on the Margins: Housing Rights Denied</i>, 2016 (available at https://www.amnesty.org/en/latest/campaigns/2016/04/roma-on-the-margins-housing-rights-denied/)</p> <p>OPRE Joint Statement on evictions of Roma and Travellers in Europe (available at: https://rm.coe.int/1680682b0a)</p> <p>Ad-Hoc Committee of Experts on Roma and Travellers CAHROM (2014), Thematic Report on (Re-) Housing Solutions for Roma and Alternative Measures for (Forced) Evictions (available at http://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016801e8e4b&format=native)</p> <p>Ciulinaru, Dragos, <i>When "Inclusion" Means "Exclusion": Discourses on the Eviction and Repatriations of Roma Migrants, at National and European Union Level</i>. Journal of International Migration and Integration, 2018</p> <p>FEANTSA, Homeless in Europe, Roma Experiences of Homelessness in Europe. Winter, 2020 (available at https://www.feantsa.org/public/user/Resources/magazine/2020/Winter%20Roma/FEA_008-20_magazine_winter_v3.pdf)</p> <p>Other News. Voices Against the Tide, Conditions Faced by Roma People – from Bad to Worse, 2011 (available at https://www.other-news.info/2011/11/conditions-faced-by-roma-people-from-bad-to-worse/)</p>	
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Session 13

<p>Session 13: Anti-Roma Discrimination –Environmental Injustice</p> <ul style="list-style-type: none"> – Summary of Session 12 – Discuss the forms and the impact of environmental injustice/racism on Roma people. 	<p>Upon successful completion of this session, you should be able to:</p> <ol style="list-style-type: none"> 1. Recognise and exemplify manifestations of environmental injustice/racism. 	<p>Required:</p> <p>The United Nations Economic Commission for Europe (UNECE) Convention on Access to Information, Public Participation in Decision-Making and Access to Justice in Environmental Matters (available at http://www.unece.org/env/pp/treatytext.html)</p> <p>Patricia Heidegger and Katy Wiese, <i>Pushed to the wastelands: Environmental racism against Roma communities in Central and Eastern Europe</i>, European Environmental Bureau, 2020 (available at https://mk0eeborgicuyptuf7e.kinstacdn.com/wp-content/uploads/2020/04/Pushed-to-the-Wastelands.pdf)</p> <p>META from the European Environment Bureau, 2019, (available at https://meta.eeb.org/2019/08/29/treated-like-trash-how-roma-in-Romania-are-forced-to-live-by-city-dumps/)</p> <p>Jekatyerina Dunajeva, Joanna Kostka, <i>Racialized politics of garbage: waste management in urban Roma settlements in Eastern Europe</i>, <i>Ethnic and Racial Studies</i>, 2021, p. 1-23</p> <p>Video, <i>Poisoned Roma in Kosovo Await Justice from UN</i>, Prishtina Insight, 20 (available at https://www.youtube.com/watch?v=x5SSx11op0s)</p> <p>Recommended:</p> <p>Bernard Rorke, <i>Kosovo Lead Poisoning: A Tragic Timeline of Poisoned Neglect</i>, ERRC, 2016 (available at http://www.errc.org/news/kosovo-lead-poisoning-a-tragic-timeline-of-poisoned-neglect)</p> <p>Krista Harper, Tamara Steger, and Richard Filcák, <i>Environmental Justice and Roma Communities in Central and Eastern Europe</i>, <i>Environmental Policy and Governance</i> Env. Pol. Gov. 19, 251–268, 2009</p> <p>Marek Szilvasi, <i>Where Roma Rights and Environmental Justice meet</i>, OSF, 2021 (available at https://www.opensocietyfoundations.org/voices/where-roma-rights-and-environmental-justice-meet)</p> <p>Human Rights Watch, <i>Kosovo Lead Poisoning Victims Still Awaiting Justice</i>, 2020 (available at https://www.hrw.org/news/2020/09/21/kosovo-lead-poisoning-victims-still-awaiting-justice)</p> <p>Krista Harper, Tamara Steger, and, Richard Filcak, <i>Environmental Justice and Roma Communities in Central and Eastern Europe</i>. <i>Environmental Policy and Governance</i>, 2009 (available at https://doi.org/10.1002/eet.511)</p>	<p>Homework:</p> <p>Review the required readings for the upcoming session. (Due Session 14)</p> <p>Submit one of the three required reflective written responses. (Due no later than...).</p>
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Session 14

<p>Session 14: Antigypsyism and Anti-Roma Discrimination – Criminal Justice and Abuse of Authority</p> <ul style="list-style-type: none"> – Summary of Session 13 – discuss manifestations of antigypsyism and anti-Roma discrimination and bias in criminal justice systems. 	<p>Upon successful completion of this session, you should be able to:</p> <ol style="list-style-type: none"> 1. Recognise anti-Roma bias and abuse in criminal justice systems. 	<p>Required:</p> <p>Recommendation CM/Rec (2017)10 of the Committee of Ministers to Member States on improving access to justice for Roma and Travellers in Europe (available at: https://search.coe.int/cm/Pages/result_details.aspx?ObjectId=090000168075f2aa)</p> <p>Fair Trails, <i>Uncovering anti-Roma discrimination in criminal justice systems in Europe</i>, pp 13-34, 2020 (available at https://www.fairtrials.org/sites/default/files/publication_pdf/FT-Roma_report-final.pdf)</p> <p>Silvia Gomes, Access to Law and Justice Perceived by Foreign and Roma Prisoners, Race and Justice, 2019-07, Vol.9 (3), p. 359-379</p> <p>Anna Koslerova, Death of Romany man knelt on by Czech police must be 'investigated urgently, The Guardian, 2021 (available at https://www.theguardian.com/global-development/2021/jun/23/death-of-romany-man-knelt-on-by-czech-police-must-be-investigated-urgently?fbclid=IwAR1QxTMtFTLkEfBodp6DvA9y6jqQZjGH63bn0jhbTlrYLD_wQ6EvaO77fwc)</p> <p>Case: <i>Lingurar v. Romania</i>, European Court of Human Rights, 2019 (available at https://hudoc.echr.coe.int/eng#{%22itemid%22:[%22001-192466%22]})</p> <p>Basic Principles on the Use of Force and Firearms by Law Enforcement Officials (available at https://www.ohchr.org/en/professionalinterest/pages/useofforceandfirearms.aspx)</p> <p>Zsolt Bobis, <i>Case Watch: European Court Finds Ethnic Profiling by the Police Discriminatory</i>, Open Society Justice Initiative, 2019 (available at https://www.justiceinitiative.org/voices/case-watch-european-court-finds-ethnic-profiling-police-discriminatory)</p> <p>Recommended:</p> <p>ECRI General Policy Recommendation No.11: Combating racism and racial discrimination in policing, 2007 (available at http://bit.ly/2Lpw0x5)</p> <p>The Toolkit for Police Officers: Council of Europe standards on racially motivated crimes and non-discrimination with a focus on Roma and Travellers, Dezideriu Gergely and Theodoros Alexandridis, Council of Europe, 2022 (available at: https://rm.coe.int/toolkit-for-police-officer-council-of-europe-standards-on-rationally-mot/1680a619c9)</p> <p>Case: <i>Katsaris v. Greece</i>, Human Rights Committee, Views adopted by the Committee at its 105th session, 2012 (available at http://www.worldcourts.com/hrc/eng/decisions/2012.07.18_Katsaris_v_Greece.pdf)</p>	<p>Homework:</p> <p>Review the required readings for the upcoming session. (Due Session 15)</p> <p>Submit one of the three required reflective written responses. (Due no later than...).</p>
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Session 15

<p>Session 15: Intersectionality and Gender Inequality</p> <ul style="list-style-type: none"> – Summary of Session 14 – Discuss the concept of intersectionality and manifestations of gender inequality. – Discuss intersectional discrimination in the case of Roma women, LGBTI. 	<p>Upon successful completion of this session, you should be able to:</p> <ol style="list-style-type: none"> 1. Describe the concepts of intersectional discrimination and gender inequality and the impact of the combined forces of racism, classism, sexism, and gender binarism. 2. Describe the meanings and the practice of gendered and racialised discrimination. 	<p>Required:</p> <p>Council of Europe Gender Equality Strategy 2018-2023 (available at: https://rm.coe.int/prems-093618-gbr-gender-equality-strategy-2023-web-a5/16808b47e1)</p> <p>Alexandra Oprea, <i>The Arranged Marriage of Ana Maria Cioaba, Intra-Community Oppression and Romani Feminist Ideals</i>, European Journal of Women’s Studies Vol. 12(2): 133–148, 2005</p> <p>Angéla Kóczé, Chapter: “Gendered and Racialized Social Insecurity of Roma in East Central Europe”, in Huub van Baar and Angéla Kóczé, <i>The Roma and Their Struggle for Identity in Contemporary Europe</i>, Berghahn Books, 2020</p> <p>Carmen Gheorghe, Letitia Mark, Eniko Vincze, Chapter: “Towards an Anti-Racist Feminism for Social Justice in Romania”, in Angéla Kóczé, Violetta Zentai, Jelena Jovanović, Enikő Vincze, <i>The Romani Women’s Movement: Struggles and Debates in Central and Eastern Europe</i>, Routledge, 2019</p> <p>Lucie Fremlova, “LGBTIQ Roma and queer intersectionalities: The lived experiences of LGBTIQ Roma,” <i>European Journal of Politics and Gender</i>, Bristol University Press, 2020</p> <p>Recommendation on the Protection and Promotion of the Rights of Women and Girls with Disabilities (CM/Rec(2012)6b) (available at https://wcd.coe.int/ViewDoc.jsp?id=1952129&Site=CM&BackColorInternet=C3C3C3&BackColorIntranet=EDB021&BackColorLogged=F5D383)</p> <p>Recommended:</p> <p>Dr. Zora Popova, <i>Empowerment of Roma and Traveller Women: A Change under construction: “Towards a Roadmap for Advancing Gender Equality of Roma and Traveller Women in Council of Europe member states”</i>, Council of Europe, 2021 (available at https://rm.coe.int/empowerment-of-roma-and-traveller-women-a-change-under-construction-to/1680a4bd40)</p>	<p>Homework:</p> <p>Review the required readings for the upcoming session. (Due Session 16)</p> <p>Submit one of the three required reflective written responses. (Due no later than...).</p>
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Session 16

<p>Session 16: Structural Inequities</p> <ul style="list-style-type: none"> – Summary of Session 15 – Discuss the nexus between social and economic inequities and past and present antigypsyism and anti-Roma discrimination. 	<p>Upon successful completion of this session, you should be able to:</p> <ol style="list-style-type: none"> 1. Examine structural inequities and their nexus with past and present antigypsyism and anti-Roma discrimination. 	<p>Required:</p> <p>European Union Agency for Fundamental Rights, Chapter 2: "Structural Barriers for Labor Market Integration," in <i>Poverty and Employment: the Situation of Roma in 11 EU Member States</i>, 2014 (available at https://fra.europa.eu/sites/default/files/fra_uploads/fra-2014-roma-survey-dif-employment-1_en.pdf)</p> <p>European Union Agency for Fundamental Rights, <i>Roma Women in Nine EU Member States</i>, 2019 (available at https://fra.europa.eu/sites/default/files/fra_uploads/fra-2019-eu-minorities-survey-roma-women_en.pdf)</p> <p>Eniko Vincze and Maria Stoica, <i>The suspension of Human rights during COVID-19: For Roma in Pata Rât they have been suspended for a very long time</i>, Critic Atac, April 2020, http://www.criticatac.ro/lefteast/covid-19-roma-in-pata-rat/?fbclid=IwAR2A0u2Knh9KgDSabpuXl_Cs1IN39b5NnSDSQvwaYd5eopFeksV9AfePvRI</p> <p>ADC, <i>Structural Discrimination against Roma</i>, 2020 (available at https://adcmemorial.org/en/news/roma-structural-discrimination/)</p> <p>Recommended:</p> <p>Eniko Vincze, <i>Urban Landfill, Economic Restructuring and Environmental Racism</i>, Philobiblon, Vol. 18, Iss. 2, 2013</p>	<p>Homework:</p> <p>Review the required readings for the upcoming session. (Due Session 17)</p> <p>Submit one of the three required reflective written responses. (Due no later than...).</p> <p>Students to submit the outline of their final paper. (Due no later than...).</p>
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Session 17			
<p>Session 17: Racialized Poverty.</p> <ul style="list-style-type: none"> – Summary of Session 16 – Discuss the concept of racialised poverty in the case of the Roma. 	<p>Upon successful completion of this session, you should be able to:</p> <ol style="list-style-type: none"> 1. Explain the concept of racialised poverty. 2. Identify and describe racialised poverty and the interconnected factors that drive it in Roma communities and neighbourhoods. 	<p>Required:</p> <p>Andrew Richard Ryder, Marius Taba, Roma and a Social Europe: the role of redistribution, intervention and emancipatory politics, in Andrew Richard Ryder, Marius Taba, eds, “Roma in a Time of Paradigm Shift and Chaos,” <i>Journal of Poverty and Social Justice</i>, Volume 26, Number 1, February 2018.</p> <p>Margareta Matache and Simona Barbu, Chapter: “Assessing Racialized Poverty. The case of Romani people in the EU,” in Martha Davis, Morten Kjaerum, Amanda Lyons, eds, <i>Research Handbook on Poverty and Human Rights</i>, 2021</p> <p>Huub van Baar, <i>Contained mobility and the racialization of poverty in Europe: the Roma at the development–security nexus</i>, <i>Social Identities, Journal for the Study of Race, Nation and Culture</i>, Vol. 24, 2018</p> <p>Nanak Kakwani and Jacques Silber, <i>The Many Dimensions of Poverty</i>, Basingstoke [England]; New York: Palgrave Macmillan, 2007 , chapter tbc,</p> <p>Recommended:</p> <p>Andrew Richard Ryder, Marius Taba, eds, “Roma in a Time of Paradigm Shift and Chaos,” <i>Journal of Poverty and Social Justice</i>, Volume 26, Number 1, February 2018.</p> <p>Video, Robin D.G. Kelly, <i>What is Racial Capitalism and Why Does it Matter?</i> 2017(available at https://www.youtube.com/watch?v=--gim7W_jQQ)</p> <p>Alicia Ely Yamin, <i>Power, Suffering, and the Struggle for Dignity: Human Rights Frameworks for Health and Why They Matter</i>, University of Pennsylvania Press, 2016, https://doi.org/10.9783/9780812292190. p. 68</p> <p>William Julius Wilson, “Toward a Framework for Understanding Forces that Contribute to or Reinforce Racial Inequality,” <i>Race and Social Problems</i> 1, No. 1 (March 2009): 3–11, https://doi.org/10.1007/s12552-009-9004-4.</p>	<p>Homework:</p> <p>Review the required readings for the upcoming session. (Due Session 18)</p> <p>Submit one of the three required reflective written responses. (Due no later than...).</p>
Session 18			
<p>Session 18: Solutions: Societal Responses</p> <ul style="list-style-type: none"> – Summary of Session 17 – Learn ways that individuals, families, and societies can engage with and become anti-racists. 	<p>Upon successful completion of this session, you should be able to:</p> <ol style="list-style-type: none"> 1. Suggest ways in which individuals, families, and societies can become anti-racists. 	<p>Required:</p> <p>Ibram X. Kendi, <i>How to be an Anti-Racist</i>, Penguin, 2019, Chapter 7: “Culture” and Chapter 8: “Behaviour”</p> <p>Roxana Cazan, <i>How to be a Better Ally for Roma People</i>, ARCHER, 2021 (https://archercoalition.org/how-to-be-a-better-ally-for-roma-people/)</p> <p>Nicolás Jiménez González, Chapter 10. “Roma Resistance in Spain”, in Anna Mirga-Kruszelnicka and Jekatyerina Dunajeva, eds., <i>Re-thinking Roma Resistance throughout History: Recounting Stories of Strength and Bravery</i>, 2020</p>	<p>Homework:</p> <p>Review the required readings for the upcoming session. (Due Session 19)</p> <p>Submit one of the three required reflective written responses. (Due no later than...).</p>

		<p>Adrian-Nicolae Furtună, Chapter 9: “From Roma Slavery to WWII – Roma Resistance in Romania” in Anna Mirga-Kruszelnicka and Jekatyerina Dunajeva, eds., <i>Re-thinking Roma Resistance throughout History: Recounting Stories of Strength and Bravery</i>, 2020</p> <p>Recommended: Anna Mirga-Kruszelnicka and Jekatyerina Dunajeva, eds., <i>Re-thinking Roma Resistance throughout History: Recounting Stories of Strength and Bravery</i>, 2020</p> <p>Ellen Wu, “Chinatown Offers Us a Lesson,” in <i>The Color of Success: Asian Americans and the Origins of the Model Minority</i>, Princeton, 2015 (https://www-fulcrum-org.ezp-prod1.hul.harvard.edu/epubs/cn69m587j?locale=en#/6/34[p17ch6]/4/2/3:0)</p>	
Session 19			
<p>Session 19: Solutions: ARTivism</p> <ul style="list-style-type: none"> – Summary of Session 18 – Discuss tactics and messages used by Roma and ally artists to shed light on antigypsyism and anti-Roma discrimination. 	<p>Upon successful completion of this session, you should be able to:</p> <ol style="list-style-type: none"> 1. Understand the relevance of and provide examples of ARTivism 	<p>Required: Timea Junghaus, <i>Towards a New Art History. The Image of Roma in the Western Art</i>, Romarchive (available at https://www.romarchive.eu/en/visual-arts/roma-in-art-history/towards-a-new-art-history/)</p> <p>Vera Lacková, Chapter 7. “How I became a partisan. Filmmaking as a Resistance Strategy against Oblivion” in Anna Mirga-Kruszelnicka and Jekatyerina Dunajeva, eds., <i>Re-thinking Roma Resistance throughout History: Recounting Stories of Strength and Bravery</i>, 202</p> <p>Video <i>Transformative Politics Through Arts and Culture</i>, European Roma Institute for Arts and Culture, 2021 (available at https://www.youtube.com/watch?v=k5Vy8pGEtGU)</p> <p>Romarchive, Contemporary Roma Art, (available at https://www.romarchive.eu/en/visual-arts/contemporary-roma-art/)</p> <p>Katarzyna Pabijanek, <i>From Gypsyland With Love: Review of the Theater Play Roma Arme</i>, Critical Romani Studies, 2018, Vol.1 (2), p. 168-175</p> <p>Rosie Collyer, <i>The One Woman Play Tackling anti-Roma racism</i>, Modern Ghana, 2019 (available at https://www.modernghana.com/news/927951/the-one-woman-play-tackling-anti-roma-racism.html)</p> <p>Mihaela Dragan, <i>From Cultural Appropriation to Self-Representation. A History of Roma Theatre in Romania</i>, 2019 (available at https://howlround.com/cultural-appropriation-self-representation)</p> <p>Recommended: European Roma Institute for Arts and Culture, <i>The Roma Spring: Art as Resistance</i> (available at https://eriac.org/roma-spring-art-as-resistance/)</p> <p>Watch <i>Letter of Forgiveness</i> by Alina Serban, 2020</p> <p>Watch Theatre Play <i>Roma Arme</i></p>	<p>Homework: Review the required readings for the upcoming session. (Due Session 20)</p> <p>Submit one of the three required reflective written responses. (Due no later than...).</p>

Session 20			
<p>Session 20: Solutions: Reclaiming History and Culture</p> <ul style="list-style-type: none"> – Summary of Session 19 – How to reclaim Roma history and culture? 	<p>Upon successful completion of this session, you should be able to:</p> <ol style="list-style-type: none"> 1. Imagine and exemplify tactics to reclaim Roma culture and history. 	<p>Required: <i>Recommendation CM/Rec(2020)2 of the Committee of Ministers to member States on the inclusion of the history of Roma and/or Travellers in school curricula and teaching materials</i>, Council of Europe, 2020 (available at https://rm.coe.int/cm-rec-roma-history-teaching-questions-and-answers-30-06-2020/16809ee602)</p> <p>Huub van Baar, <i>The Way Out of Amnesia? Europeanisation and the Recognition of the Roma's Past and Present</i>, Third Text, Vol. 22, Issue 3, May 2008, 373–385</p> <p>Riem Spielhaus, Simona Szakács-Behling, Aurora Ailincăi, Victoria Hopson, Marko Pecak, <i>The Representation of Roma in European Curricula and Textbooks</i>, 2020 (available at https://repository.gei.de/bitstream/handle/11428/306/COE%20-%20The%20Representation%20of%20Roma%20-%20web%20version.pdf?sequence=10&isAllowed=y)</p> <p>Video <i>The Restitution of Romani Artworks and Artefacts</i>, European Roma Institute for Arts and Culture, 2021 (available at https://www.youtube.com/watch?v=p5TZpWumbcw)</p> <p>Video <i>Framenco Gitano and Antigypsyism. A Journey to the Birth of Flamenco</i> by Gonzalo Montano Pena, European Roma Institute for Arts and Culture, 2021 (available at https://www.youtube.com/watch?v=089fLzTJc3U)</p>	<p>Homework: Review the required readings for the upcoming session. (Due Session 21) Submit one of the three required reflective written responses. (Due no later than...).</p>
Session 21			
<p>Session 21: Solutions: Social Movements.</p> <ul style="list-style-type: none"> – Summary of Session 20 – Discuss the role of civil society in dismantling antigypsyism, anti-Roma discrimination and gender inequality. 	<p>Upon successful completion of this session, you should be able to:</p> <p>Examine and compare strategies and interventions (both successful and ineffective) that social movements and activists use to address antigypsyism, anti-Roma discrimination, intersectional discrimination, gender inequality and/or racialized poverty.</p>	<p>Required: Romarchive, Sections: Transnational Movements of Roma to Achieve Civil Rights after the Holocaust; Roma Youth Activism 'We are the Present!'; Sinti and Roma in the Federal Republic of Germany; and The Roma Movement in Poland, in Roma Civil Rights Movement, (available at https://www.romarchive.eu/en/roma-civil-rights-movement/)</p> <p>Nicolae Gheorghe, Chapter: "Choices to be Made and Prices to be Paid: Potential Roles and Consequences in Roma Activism and Policy-making," in Will Guy, ed., <i>From Victimhood to Citizenship: The Path of Roma Integration</i></p> <p>Roma Rights Quarterly, <i>The Decade of Roma Rights. Interview with Nicolae Gheorghe</i>, European Roma Rights Centre, Issue 2-3, 2006</p> <p>Video Angela Kocze, <i>Romani Feminism, Intersectionality, and LGBT Roma Movement</i>, ERIAC, 2020 (available at https://www.youtube.com/watch?v=DJYZp8aph1g)</p> <p>Video, <i>Decolonizing Feminism: Transnational Solidarity for Gender and Racial Equality</i> (available at https://www.youtube.com/watch?v=AexvjlrAiaaw)</p>	<p>Homework: Review the required readings for the upcoming session. (Due Session 22) Students to submit one of the three required reflective written responses. (Due no later than...).</p>

		<p>Video Andrzej Mirga, <i>History of the Roma Political Movement</i> (available at https://www.youtube.com/watch?v=kVoUQimURsl)</p> <p>Emilia Aiello, Jelen Amador-Lopez, Ariadna Munte-Pascual, Teresa Sorde-Marti, <i>Grassroots Roma Women Organizing for Social Change: A Study of the Impact of 'Roma Women Student Gatherings' Sustainability</i>, 2019, Vol.11 (15), p. 4054</p> <p><i>Roma Health Rights in Macedonia, Romania, and Serbia</i>, Pages 21-33, Open Society Foundations, 2013</p> <p>Recommended</p> <p>Olena Nikolayenko, "Origins of the Movement's Strategy: The Case of Serbia's Otpor (pp. 1 -19), <i>International Political Science Review</i>, October 31, 2012 (https://journals-sagepub-com.ezp-prod1.hul.harvard.edu/doi/full/10.1177/0192512112458129)</p> <p>Naomi Klein, "Dancing the World into Being: An Interview with Idle No More's Leanne Simpson," <i>Yes! Magazine</i>, 2013 (https://www.yesmagazine.org/social-justice/2013/03/06/dancing-the-world-into-being-a-conversation-with-idle-no-more-leanne-simpson)</p> <p>Movement for Black Lives Policy Platform (available at https://m4bl.org/policy-platforms/)</p>	
Session 22			
<p>Session 22: Solutions: Policy Responses</p> <ul style="list-style-type: none"> – Summary of Session 21 – Explore state policy measures aiming to address antigypsyism, anti-Roma discrimination and gender inequalities with particular view to identifying their strengths and weaknesses. 	<p>Upon successful completion of this session, you should be able to:</p> <p>2. Evaluate and suggest strategies and interventions (both successful and ineffective) that policy makers use/ should use to address antigypsyism, anti-Roma discrimination and gender inequalities.</p>	<p>Required:</p> <p>Council of Europe Strategic Action Plan for Roma and Traveller Inclusion (2020-2025) (available at: https://rm.coe.int/coe-strategic-action-plan-for-roma-and-traveller-inclusion-en/16809fe0d0)</p> <p>Italy National Strategy for Roma Inclusion (available at https://ec.europa.eu/info/files/italy-national-strategy-roma-inclusion_en)</p> <p>The European Commission's assessment of Italy's National Strategy for Roma Inclusion, 2014, (available at https://ec.europa.eu/info/files/assessment-italy-national-strategy-2014_en)</p> <p>Christos Iliadis, Chapter: "Do the Roma Want to Integrate?": European Framework, Greek Policies and New Instruments in Despina Syrri, ed., <i>Symbiosis, social Inclusion, Integration and Solidarity in Europe: Current Challenges and Future Prospects</i>, 2020</p> <p>Andrzej Mirga and Nicolae Gheorghe, <i>The Roma in the twenty-first century: a policy paper</i>, Princeton, Project on Ethnic Relations, 1997</p> <p>European Union Agency for Fundamental Rights, Roma integration at local level in the EU - Playlist for 21 localities and overall clip, 2017 (available at https://fra.europa.eu/en/video/2017/roma-integration-local-level-eu-playlist-21-localities-and-overall-clip)</p>	<p>Homework:</p> <p>Review the required readings for the upcoming session. (Due Session 23)</p> <p>Submit one of the three required reflective written responses. (Due no later than...).</p>

		<p>Iulius Rostas, Chapter 3: "Policies towards Roma in the Czech Republic, Hungary, and Romania," in <i>A Task for Sisyphus: Why Europe's Roma Policies Fail</i>, CEU Press, 2019</p> <p>Roma Education Fund, "Executive Summary," in <i>From Segregation to Inclusion</i>, 2011 (https://www.romaeducationfund.org/wp-content/uploads/2019/05/ref_uk_report_nov2011_screen_singlepages.pdf)</p> <p>Andrew Richard Ryder, Iulius Rostas, Marius Taba 'Nothing about us without us': <i>the role of inclusive community development in school desegregation for Roma communities</i>, <i>Race, Ethnicity, and Education</i>, Vol. 17, issue 4, 2014</p> <p>European Commission, <i>EU Roma Strategic Framework for Equality, Inclusion, and Participation</i>, 2020 (available at https://ec.europa.eu/info/publications/new-eu-roma-strategic-framework-equality-inclusion-and-participation-full-package_en)</p> <p>European Commission, <i>EU Anti-racism Action Plan 2020-2025</i> (available at https://ec.europa.eu/info/policies/justice-and-fundamental-rights/combating-discrimination/racism-and-xenophobia/eu-anti-racism-action-plan-2020-2025_en)</p> <p>Recommended:</p> <p>Christos Iliadis, Chapter: Empowering Roma People in Europe: Council of Europe's Programs on Health Mediation, in <i>Yearbook of the Institute of East-Central Europe</i>, Vol. 15, No. 3, 2017, pp 73-89.</p> <p>UN Human Rights, <i>New Homes for Roma Families in Serbia</i>, 2013 (available at https://www.youtube.com/watch?v=Fl_3sisppvY)</p> <p>Rep. Ayanna Pressley (D-Mass.), Bill Proposal: the Anti-Racism in Public Health Act (available at https://pressley.house.gov/sites/pressley.house.gov/files/Anti-Racism%20in%20Public%20Health%20Act%20bill%20text.pdf)</p> <p>Centers for Disease Control and Prevention, <i>Racism and Health</i> (available at https://www.cdc.gov/healthequity/racism-disparities/index.html)</p>	
Session 23			
<p>Session 23: Solutions: Reparations for State-Sponsored Injustices. Conclusions. Course evaluation.</p> <ul style="list-style-type: none"> - Summary of Session 22 	<p>Upon successful completion of this session, you should be able to:</p> <ol style="list-style-type: none"> 1. Imagine reparatory measures for state sponsored injustices. 	<p>Required:</p> <p>Ian Hancock, Chapter: "The Romani Genocide During the Holocaust: Resistance and Restitution", in Jacqueline Bhabha, Margareta Matache, Caroline Elkins, eds, <i>Time for Reparations</i>, University of Pennsylvania Press, 2021</p> <p>Margareta Matache and Jacqueline Bhabha, Chapter: "The Roma Case for Reparations", in Jacqueline Bhabha, Margareta Matache, Caroline Elkins, eds, <i>Time for Reparations</i>, University of Pennsylvania Press, 2021</p> <p><i>The Lancet Report on Reparations</i>, forthcoming 2021</p>	<p>Homework:</p> <p>Submit the final course evaluations</p>

<ul style="list-style-type: none"> - Discuss reparations and the measures required in policymaking to repair past and present collective injustices. - Course conclusions. 		<p>Alyssa McMurtry, <i>Spain Apologies to Roma for 'Institutional Racism'</i>, 2020 (available at https://www.aa.com.tr/en/europe/spain-apologizes-to-roma-for-institutional-racism/1927707)</p> <p>Rachel Bunyan, <i>The Persecution of the Roma is Often Left out of the Holocaust Story. Victims' families are Fighting to Change that</i>, Time, 2019 (available at https://time.com/5719540/roma-holocaust-remembrance/)</p> <p>Video, <i>UN: Compensate Lead Poisoning Victims</i>, Human Rights Watch, 2017 (available at https://www.youtube.com/watch?v=7K87IGByGbU)</p> <p>Recommended: Video, <i>State Sponsored Collective Injustices Conference Panel 1</i>, Harvard University, 2016 (available at https://www.youtube.com/watch?v=4g7-XY4GGIs)</p> <p>Martha Minow, Chapter 6 "Facing History," <i>Between Vengeance and Forgiveness: Facing History After Genocide and Mass Violence</i>, Beacon Press, 1998 (https://catalog.hathitrust.org/Search/Home?lookfor=39307332&type=oclc&urlappend=%3B)</p> <p>Angelo Corlett, Chapters: "Surviving Evil in the United States: African and Native Americans," & "Affirmative Action for Latinos?" in <i>Race, Racism and Reparations</i>, Cornell University Press, 2003 (https://muse-jhu-edu.ezp-prod1.hul.harvard.edu/book/59746)</p>	
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Final Paper – Solutions and responses – due on (insert date)

Please note that, based on student mid-term evaluations and other circumstances, session topics and activities may be subject to change during the course.

ANNOTATED BIBLIOGRAPHY BY SECTION

Required books

Donald Kenrick and Grattan Puxon, *The Destiny of Europe's Gypsies*, Basic Books, 1972.

The Destiny of Europe's Gypsies offers a wide-ranging review of the Roma history in Europe. The book documents and probes the systemic and continuous nature of anti-Roma discrimination and oppression, including an account of enslavement in the territories of nowadays Romania and of the Holocaust. The book makes a fundamental contribution to the literature by showing that since they arrived in Europe, Roma have been stamped and treated as "second-class people" by societies, institutions, and scholarship. The book will support students in understanding the concepts of antigypsyism and anti-Roma discrimination through historical accounts and examples.

Angéla Kóczé, Violetta Zentai, Jelena Jovanović, Enikő Vincze, *The Romani Women's Movement: Struggles and Debates in Central and Eastern Europe*, Routledge, 2019

Several Romani feminists and allies contributed to this volume to contextualise varied inequities Romani women and girls face. The book discusses several dimensions of intersectional discrimination – racism and sexism, class, age, etc. The authors explore intersectionality as a field of study, an analytical framework, and critical praxis, spanning from conceptualising gender oppression to personal experiences, feminist movements, and analysis of policies and laws from a Romani feminist perspective. The volume will help students understand concepts such as gendered and racialised discrimination, intersectional discrimination and gender inequality, and the impact of the combined forces of racism, classism, sexism, and ageism.

Recommended books

Ian Hancock, *The Pariah Syndrome: An Account of Gypsy Slavery and Persecution*, Ann Arbor: Karoma Publishers, Inc., 1987.

Ian Hancock's *The Pariah Syndrome* brings an essential contribution to Romani Studies. Similar to *The Destiny of Europe's Gypsies*, the book offers an account of anti-Roma discrimination since the early medieval times. The book also introduces the concept of Roma portrayed as pariah, which he describes as "not belonging," a "multiplicity of factors," or "a syndrome that underly "this status as outcast." The book will help students identify and understand the nexuses between past and present-day antigypsyism and discrimination faced by the Roma people.

Aiden McGarry, *Romaphobia. The Last Acceptable Form of Racism*, Zed Books, 2017

The book introduces the concept of Romaphobia and thus, analyses various forms of anti-Roma discrimination and exclusions, their root causes, and the narratives that justify them. As the title suggests, the book discusses why and how anti-Roma discrimination has persisted unchallenged for hundreds of years. The added value of the book is that it also includes several chapters on Roma resistance, pride, and other recent developments in the Roma movement. This book will support the student in defining and describing the concepts and the practices of anti-Roma discrimination.

History, terminology, and working definitions

Ken Lee, *Orientalism and Gypsyism*, SOCIAL ANALYSIS, Issue 44(2), November 2000

Ken Lee uses Edward Said's definition of Orientalism ("as a Western style for dominating, restructuring and having authority over") to unpack academic and political power and discourses over Roma, which he coins as Gypsyism. In Lee's view, Roma are *the Oriental within*, as their exoticism is constructed within Europe. Lee defines Gypsyism as "a discursive formation that emerges from asymmetrical exchanges of power of different sorts (political, economic, cultural, intellectual and moral) that in turn help to re-constitute and perpetuate the unequal exchanges that underlay the initial discursive formation." Thus, the journal article will help the students to place the Roma plight in the global conversations about othering and "the Other;" it will also help determine the epistemic claims and dimensions of discrimination in the history of Roma people.

Manifestations of anti-Roma discrimination and gender inequality

***Nothing About Us Without Us*, Roma Rights Journal, European Roma Rights Centre, 2015**

This special issue in the Roma Rights Journal provides a critical analysis of three recent main developments and sources of power related to Roma: activism, scholarly work, and opportunities for solidarity, particularly within feminist and LGBT movements. This journal issue will help students recognise barriers encountered by Roma in entering spaces of power and spaces of solidarity; critique biased narratives and scholarship about Roma.

Fundamental Rights Agency, Pages 36-40, *Second European Union Minorities and Discrimination Survey. Roma – Selected Findings*, 2016

The EU Agency for Fundamental Rights regularly collects and publishes data on discrimination in the EU. The 2016 report gathered data from 34 000 Roma people from nine EU countries. The report documents Roma's perceptions of and experiences with discrimination; it also emphasises inequities and barriers that Roma face in accessing fundamental rights, including education, health services, employment, and housing. The study concludes that: "the European Union's largest ethnic minority [Roma] continues to face intolerable discrimination and unequal access to vital services." This study will help students to discuss and evaluate the impact of societal manifestations of antigypsyism and anti-Roma discrimination.

Council of Europe Commissioner for Human Rights, "Public leaders and anti-Gypsy rhetoric" pp. 40-44 in *Human Rights of Roma and Travellers in Europe*, Council of Europe, 2012

The 2012 report of the Human Rights Commissioner reviewed the human rights situation of Roma and Travellers. In Chapter 1: Anti-Gypsyism, the report includes a section that provides an account of racist and stigmatising anti-Roma and anti-Traveller rhetoric of public leaders (e.g. politicians, church representatives, court officials). The report argues that "anti-Gypsy speech in many cases precedes acts by vigilantes such as mob violence and pogroms. The chapter will help students evaluate the peril and the impact of hate speech against the Roma people.

Gwendolyn Albert, *Hate Crimes and Antigypsyism in the Czech Republic*, in Ismael Cortés and Markus End – *Dimensions of Antigypsyism in Europe*, ENAR, 2019

Albert discusses examples of hate crimes against Roma people and the challenges encountered in addressing such criminal actions in courts by using the experiences of Roma in the Czech Republic as a case study. For example, Albert provides information about hate crime cases documented by In IUSTITIA, a Czech NGO. The article re-counts In IUSTITIA's cases of hate crimes over several years. It shows that, for instance, in 2013, "of 58 victims whom In IUSTITIA established contact within that year, 22 of the incidents targeted Romani people. Fifteen of the incidents involved physical assault." The article will support students in outlining factors, narratives, histories that are used to justify hate crimes against Roma, and challenges to address such criminal acts.

Center for Reproductive Rights, *Executive Summary and Testimonies in Body and Soul. Forced Sterilization and other Assaults on Roma Reproductive Freedom in Slovakia*, 2003

The report summarises and analyses the experiences of 230 women from 40 Romani settlements throughout eastern Slovakia who experienced coercive sterilisation, abuse by health personnel, and discrimination in access to health services and care. The report shows that "approximately 110 of these women have been sterilised or have strong indications that they have been sterilised since the fall of communism" and catalogues patterns of discrimination and abuse. The report will help students outline the impact that policies and practices rooted in discrimination have on the lives, well-being, and health of Romani people.

Margareta Matache, Tanja Jovanovic, Simona Barbu, and Jacqueline Bhabha, "Roma in Higher Education: Access Denied," in Jacqueline Bhabha, Wenona Giles and Faraaz Mahomed, eds., *A Better Future: The Role of Higher Education for Displaced and Marginalized People*, Cambridge University Press, 2020

This book chapter explores the public education system as historically designed for non-Roma children and youth. The authors argue that "a collective belief in Romani laziness, criminality, illiteracy, and inferiority has been used as a 'moral reinforcement' for justifying racialised poverty, racialised neighbourhoods, racialised education and, more generally, racialised access to rights in Europe." Using Serbia as a case study, the authors catalogue patterns of exclusion, fear, and discrimination and conclude that racist and biased narratives and ideologies need to be dismantled to ensure the substantive inclusion of Roma children and youths in education. The chapter will support the students to examine discrimination in education.

Barbora Černušáková, *Stigma and segregation: containing the Roma of Údol, Czech Republic, Race and Class, Institute of Race Relations, 2020, Vol. 62(1) 46–59*

This journal article summarises the findings of an ethnographic study conducted in a Roma neighbourhood in Ostrava, Czech Republic. The opinion piece analyses spatial aspects of anti-Roma discrimination, particularly in the case of working-class neighbourhoods. This reading will help students recognise discriminatory laws, policies, and practices regarding Roma's access to housing.

Patricia Heidegger and Katy Wiese, *Pushed to the wastelands: Environmental racism against Roma communities in Central and Eastern Europe, European Environmental Bureau, 2020*

The report documents cases of environmental racism against Roma in Europe and its structural dimensions. The report looks at the realities of Roma in 32 cases of water and waste management conflicts around industrial sites, disputes over land, development projects linked to tourism, or environmental protection that impact around 154,000 people. The study proposed three categories of environmental racism: cut off, put in danger, and pushed aside. This report will help students recognise and exemplify manifestations of environmental injustice/racism.

Fair Trails, *Uncovering anti-Roma discrimination in criminal justice systems in Europe, pp 13-34, 2020*

The report documents discrimination against Roma in the criminal justice systems, primarily in Romania, Bulgaria, Hungary, and Spain. The study provides evidence of anti-Roma discrimination, conscious and unconscious bias by the police, judges, prosecutors, and defence lawyers. The authors conclude that “discriminatory attitudes are undoubtedly present in the criminal justice system, and they can, and often do, impact criminal justice outcomes for Roma and most probably other racialised groups as well.” This reading will support students in recognizing and addressing anti-Roma bias and abuse in criminal justice systems.

Lucie Fremlova, “LGBTIQ Roma and queer intersectionalities: The lived experiences of LGBTIQ Roma,” *European Journal of Politics and Gender, Bristol University Press, 2020*

This article is based on a research project that included participant observation, focus groups, and interviews with LGBTIQ Roma individuals. It is one of the fundamental readings on the experiences of LGBTIQ Roma. Fremlova argues that “reading intersectionality in conjunction with queer assemblages – ‘queer intersectionalities’ – benefits queer (non-normative) intersectional understandings of Romani identities as not anchored in the notion of fixed ‘groupness’ or essentialist difference while allowing us to identify and interrogate the inequitable mechanisms of asymmetrical hegemonic power relations constitutive of binary social norm(activity)ies.” This article will help students understand intersectional discrimination and gender inequality and the impact of the combined forces of racism, classism, sexism, and gender binarism.

Margareta Matache and Simona Barbu, Chapter: “Assessing Racialized Poverty. The case of Romani people in the EU,” in Martha Davis, Morten Kjaerum, Amanda Lyons, eds, *Research Handbook on Poverty and Human Rights, 2021*

This book chapter discusses Roma poverty through the lens of justice, focusing on structural discrimination, wealth gap, and racialised neighbourhoods. The authors discuss why in the EU, the second largest GDP in the world, 80% of Romani people live below their country's at-risk-of-poverty threshold. In addition, the authors emphasise that income poverty captures only one dimension of Roma poverty, and to capture the full dimensions of poverty, it is not enough to measure income poverty or multidimensional poverty. Instead, measuring racialized poverty “requires an exploration of past and current structural racial injustices.” The chapter will support students to explain and measure racialised poverty.

Institutional and societal solutions to address antigypsyism, anti-Roma discrimination and gender inequality

Re-thinking Roma Resistance throughout History: Recounting Stories of Strength and Bravery, 2020

The volume includes chapters that focus on significant Roma-related historical episodes and identifies typologies of responses, resistance, and survival strategies. The book provides “personal stories of collective and individual resistance, signs of defiance, as well as acts of love and humanity in the face of persecution — stories that have never been told before.” This volume will help students identify and suggest ways in which individuals, families, and societies can fight antigypsyism and anti-Roma discrimination.

Riem Spielhaus, Simona Szakács-Behling, Aurora Ailincăi, Victoria Hopson, Marko Pecak, *The Representation of Roma in European Curricula and Textbooks, 2020*

This study analyses the representation of Roma in curricula and textbooks of upper levels of primary and secondary schools from 22 countries. The study focused on three subjects, namely history, civics, and geography. Among other conclusions, the study reports that only eight of the 22 states included in the study refer to Roma in history, social sciences, or geography curricula. Yet, according to the study, “the representation of Roma mostly falls within a limited number of thematic contexts and can still be seen as largely insufficient, often stereotypical and in some cases inaccurate.” This study will help students understand the representation of Roma in school materials and imagine and exemplify tactics to reclaim Roma representation in curricula and textbooks.

Romarchive, Sections: *Transnational Movements of Roma to Achieve Civil Rights after the Holocaust; Roma Youth Activism ‘We are the Present!’; Sinti and Roma in the Federal Republic of Germany; and The Roma Movement in Poland, in Roma Civil Rights Movement.*

This section of the Romarchive includes several articles that focus on the recent history of the Roma movement. The reading of this section will help students examine and compare strategies and interventions (both successful and ineffective) that social movements and activists have used to address antigypsyism, anti-Roma discrimination, intersectional discrimination, and/or racialised poverty.

Ian Hancock, Chapter “*The Romani Genocide During the Holocaust: Resistance and Restitution*”, in Jacqueline Bhabha, Margareta Matache, Caroline Elkins, eds, *Time for Reparations*, University of Pennsylvania Press, 2021

In this chapter, Hancock probes how Roma victims of the Holocaust were excluded from compensatory programmes and denied reparations after the Holocaust. The author provides plenty of examples of unsuccessful Roma demands for the repair of harm, including the early efforts started in 1946 by the “Committee of German Gypsies,” which was formed to ensure Roma and Sinti representation in the Nuremberg trials, to demand recognition of the Roma victims and compensation. Hancock talks about compensation, memorialisation, and acknowledgment. His chapter ends powerfully: “We are still waiting for the schoolbooks.” This reading will help students propose reparatory measures for collective state-sponsored injustices targeting Roma.

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