

**ANTH 23: Debating Multiculturalism
Summer Session I 2022**

TuTh 2pm-4:50pm SEQUO 147
Hybrid in-person / remote options available

TuTh 11-11:50am
Virtual “Study Hall” [attendance optional]

Instructor:

Dr. Amy Kennemore, Department of
Anthropology

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Office hours: MW 2pm (or by scheduling an
appointment via email)

Zoom Meeting ID (for office hours only): 977
2551 5531



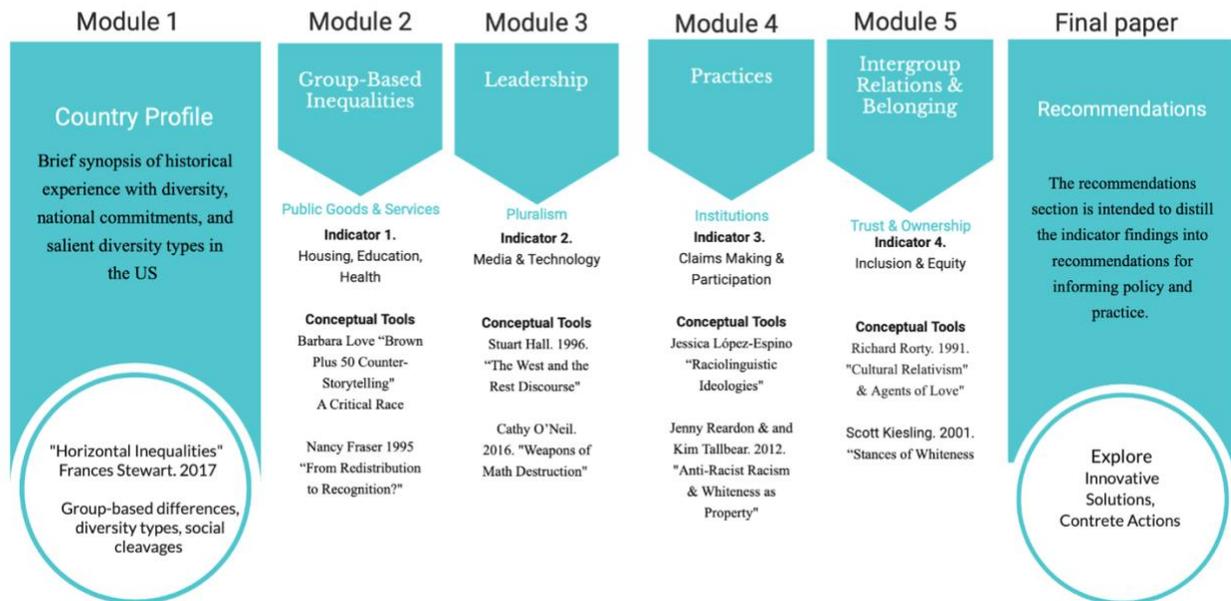
COURSE DESCRIPTION

As a normative ideal, multiculturalism represents a liberal commitment to respect diversity and end discrimination based on differences of race, ethnicity, gender, class age, disability, gender identity, sexual orientation, religion, and/or political beliefs. In practice, as levels of inequality, marginalization and division rise worldwide, the task of building plural, equitable, and inclusive societies have become ever more urgent to combat social division and strengthen democracy. In this class, we will survey pluralism in the United States from a holistic perspective to identify the different ways that political, economic, and social exclusions overlap to exacerbate inequalities facing different groups and assess efforts to build a more equitable and just society. How is government and society living up to its commitment to pluralism? What tools are needed to foster a more just, peaceful, and inclusive society?

In this class, you will take on the role of a member of an international assessment team to review country-wide efforts to strengthen diversity, equity, and inclusion in all aspects of government and society. Over the course of the session, we will incrementally build a “Pluralism Assessment Report,” which draws inspiration from a real-world initiative developed by the Global Center for Pluralism (based in Canada) to measure pluralism around the world and to offer concrete recommendations for policymakers and human rights practitioners. The first week of class will be dedicated to building a country profile and establishing the most salient “diversity types” for understanding the historical experience of cleavages and group inequalities in the country. We will then spend the rest of the term collecting and analyzing data according to indicators for assessing pluralism in four interrelated areas: (1) Basic Services (Housing, Education, Health); (2) Media & Technology; (3) Institutions; and (4) Intergroup relations & Belonging. The data collected for each indicator will be analyzed through the lens of relevant anthropological

approaches that allow us to explore different “conceptual tools” to ask what insights they bring to bear on efforts to measure and monitor commitments to pluralism across the globe.

PLURALISM ASSESSMENT FRAMEWORK



LEARNING OUTCOMES

By the end of the term, you will be able to:

- **IDENTIFY** different examples to provide a historical and holistic view of the complex ways that political, economic, and social exclusions overlap to exacerbate inequalities and contribute to social divisions. This goal will be achieved by actively engaging in the course materials, researching outside examples to share, and participating in class activities.
- **ASSESS** different aspects around the challenges of realizing pluralism in practice from an anthropological perspective. This goal will be achieved by completing the reading assignments, actively engaging with other course material, participating in class activities, and through completion of weekly course assignments.
- **APPLY** different social theories as “conceptual tools” to examine complex interactions between historical processes, institutional arrangements, and cultural habits, public mindsets, and lived experiences. This goal will be accomplished through the incorporation of current events and use of multimedia platforms as “raw material” for us to actively practice applying course concepts to analyze different facets of practical everyday problems.
- **GENERATE** recommendations for promoting pluralism in a more holistic. This goal will be achieved through actively putting in time, effort, courage, and generosity to

imagine radically different futures guided by the principles and practices of robust pluralism in all aspects of live.

COURSE REQUIREMENTS

Assigned Reading: You will have one reading assigned for each class meeting. The main objective of our class meetings will be to recall key concepts and exchange ideas of what they help us understand when applied to relevant outside examples. To get the most out of the course, readings should be completed *before* the session meeting to which it is assigned and *before* watching and lecture videos (see more on class format below). *There will be no quizzes or final exams in this class; completing the assigned reading and actively engaging with key concepts in class is essential to achieving all of the learning outcomes of this course and thus a key requirement.*

Attendance and participation:* “Debating Multiculturalism Portfolio”

Your ability to contribute to our learning community requires regular class attendance and active participation and is therefore a critical component of the class. We all participate in different ways. To offer a system of accountability that can better accommodate for different learning styles attendance and participation grade will be based on the following:

- **Data Collection:** To contribute to our class discussions, you will be responsible for posting a summary of at least one relevant source (available data, news stories, documentaries, podcasts, music, art, etc.) to a shared padlet “corkboard” no later than 2pm every Thursday. You can choose to watch/listen/review sources provided on the padlet or search for a source related to a specific group or topic that interests you most. All padlet links will be provided at the top of the “session materials” tab for each weekly Canvas Module. Instructions will be included in the padlet. *Your weekly padlet post will form part of your participation grade for the class and should be documented at the bottom of your weekly portfolio submission.*
- **Portfolio Entries:** Portfolios are not an assignment but rather an in-class activity in the form of an open-ended prompt that ask you to recall ideas from the reading and connect them to outside examples as they relate to relevant themes in the class. A portfolio prompt will be displayed during each Thursday meeting, which you will combine with your documentation of your comment to the weekly Padlet “Data Collection” board part of your weekly Attendance and Participation Portfolio. *Think of portfolios as (extremely) low stakes quizzes, with the class discussion that follows serving as an immediate and extensive answer key.*

*All meetings will be recorded. If, due to extraneous circumstances, you are unable to attend the synchronous meetings, you may complete the portfolio entry in the allotted class time (typically 4-5 mins.) as you watch the meeting recording. See “Course Assessment” below for more information on documenting

Weekly Discussion Board: Weekly discussion boards will serve as a platform for generating content for different elements of our Pluralism Assessment Country Report (Country

Profile and assessments for Indicators 1-4) and for summarizing and applying assigned reading for each module. Your initial post will focus on examples that illustrate specific experiences of one group / diversity type within the framework of the prompt and analyzed in relation to the assigned reading(s). You will then reply to at least one of your peer's posts to consider how, taken together, they expand our understanding of barriers to constructing a more plural society in the United States.

Final Paper: At the end of the term, you will write a short paper that will complete the final section of the Plural Assessment Report. It will be entirely up to you to determine what recommendations you would like to make, with the requirement that you: 1) identify a specific audience to address your recommendations; 1) discuss a relevant issue or challenge (putting your assessment in dialogue with at least one of your peers); 2) summarize and apply at least one assigned reading from the course to offer an in-depth analysis of the problem as it relates to any area of pluralism from the assessment report; 3) discuss possible recommendations for addressing the issue by describing relevant proposals or initiatives that might serve as a model for future actions to take. (we will explore several possible approaches during our final class meeting).

COURSE ASSESSMENT

Attendance and Participation (30% of grade)

Each week you will be responsible for submitting an "Attendance and Participation Portfolio" that documents two main components for your grade:

- Comments posted to our weekly class padlet board (due by 2pm every Thursday)
- Portfolio entry from Thursday in-person / synchronous meeting

Additional Guidelines

Hybrid Learning Attendance and Participation

- Sharing your work: All of your portfolio entries will remain confidential. While you are encouraged to share your portfolio reflections with the class, it is not a requirement to earn participation points. Similarly, all of your posts to the padlet board will be anonymous unless you prefer to leave an identifier. It is highly recommended that you keep a record of your padlet post as you go, to avoid having to go back and search for it each week (in other words, that you immediately make a copy of your padlet post and copy it to your weekly portfolio log).
- Assessment: Your portfolio entries will not be graded on the basis of a "right" or "wrong" answer but rather the extent that your entry demonstrates active and thoughtful reflection in response to the portfolio prompt and in efforts to appropriately engage with relevant sources on the shared padlet board.
- Asynchronous participation: If, due to extraneous circumstances, you are unable to attend class during our scheduled meeting time, you may complete the portfolio entries during the allotted class time as you watch the recordings. Links and videos to all session meetings will be embedded in the "Session Materials" tab at the end of each weekly module.

- **Due dates:** for weekly portfolios are set to the 4:59pm on the Friday of each week to allow additional time to watch videos or make-up assignments, as needed. However, you are encouraged to upload your combined entries at the end of our Thursday meetings. You do not need to revise your answer if in your entry did not fully capture an idea from the readings or our class discussion but may wish to return to your entry and/or watch the recording after class if you had difficulty focusing.

Discussion Board Assignments (50% of grade)

The assignment and point distribution will be divided into two steps:

- **Step 1. 40 points.** Post: Individual assessment
- **Step 2. 10 points.** Reply: Dialogue with peer assessments

Specific formatting guidelines, criteria, and grading rubrics will be provided in each of the weekly discussion board assignments posted on canvas. Make sure to carefully read all instructions and review the grading criteria to ensure you receive full points. ***5 Discussion Boards total, worth 50 points each (towards 10% of grade, for total of 50% of final grade)***

Final Essay (20% of grade)

The final paper will be approximately 500 words and be intended to distill the main findings of the indicators into recommendations that could shape new policies or innovative steps to realize a more pluralistic society in practice. You can choose to focus on possible recommendations in response to specific indicators or touch on overlapping issues that throughout the framework.

Formatting guidelines and a worksheet for completing the assignment will be provided by the beginning of Week 5 and covered during our final meeting.

COURSE POLICIES

Canvas: All class materials, including assigned readings, lecture videos, padlet links, discussion board prompts, zoom recordings, and additional session materials will be available on canvas via weekly modules that closely follow the course schedule. *It is highly recommended that you navigate the course following the modules tab to access all course materials and complete assignments as we progress through the quarter.*

Classroom environment: In any academic environment, it is difficult to maintain full and devoted attention to complicated topics for long periods of time. The format of the course is designed with this in mind but can only be successful with your active effort to construct a positive and productive learning environment. This entails doing the readings before watching lecture videos and actively watching or listening to assigned media to make connections on your own. During synchronous/in-person meetings your participation will require active listening and engagement with others' ideas. *Please be attentive to how you balance these two activities as you engage yourself and others in class.*

Critiquing ideas is good; criticizing individual people is not. The topics we will cover in class represent a wide range of personal and political positions about difference that are highly debated, and thus may touch upon particularly sensitive issues. Even if you disagree with a particular viewpoint, you are expected to approach it with an open mind and be respectful of others at all times. If you ever find a particular issue personally uncomfortable or difficult to discuss in class, I encourage you to visit me during office hours and/or contact me via email to discuss any questions in private.

Learning community: Black feminist thinker bell hooks talks about using the classroom to create a learning community. This is a community dedicated to transforming everyone in it – teachers and students alike. It is a community that comes together to share new knowledge but also to transform behaviors, to challenge each other, to take risks, to express and address conflict, and to support each other. It is a community that takes trust and work. I want you to think of your participation in this class in terms of responsibility not simply to yourself but to a learning community. This will take time, effort, courage, and generosity – the ability to listen, the ability to talk and share, the ability to critically engage with yourself, the texts, and each other generously. Empower yourself to question. Learn to ask better questions. Challenge yourself as much as you challenge others and me.

A few principles for making a learning community:

- Time and Effort – Participation includes lots of things. First, it includes attendance. Come to class. Make use of these resources. Second, participation includes preparation. Do the readings ahead of time, come with questions. Do the assignments, let them challenge you, enjoy them.
- Courage and Generosity – Take responsibility for the learning community with courage and generosity. This means being aware of how many people have talked and allowing space for everyone to participate. Talk less if you talk a lot, try to talk more if you are shy. Listen to what others say, try to understand where they are coming from. Take risks and be willing to change. Race and racism are contentious issues that affect our lives differently. If we encounter conflict, don't shy away. Trust we can work through it honestly, even if we disagree. Again, be willing to change.

UCSD Community Policy: The Diversity, Equality, and Inclusion Requirement (why you are here!) is governed by UCSD's Principles of Community, which establish the guidelines for this course:

- We value each member of the UC San Diego community for his or her individual and unique talents and applaud all efforts to enhance the quality of campus life. We recognize that each individual's effort is vital to achieving the goals of the University.
- We affirm each individual's right to dignity and strive to maintain a climate of justice marked by mutual respect for each other.
- We value the cultural diversity of UC San Diego because it enriches our lives and the University. We celebrate this diversity and support respect for all cultures, by both individuals and the University as a whole.

- We are a university that adapts responsibly to cultural differences among the faculty, staff, students, and community.
- We acknowledge that our society carries historical and divisive biases based on race, ethnicity, sex, gender identity, age, disability, sexual orientation, religion, and political beliefs. Therefore, we seek to foster understanding and tolerance among individuals and groups, and we promote awareness through education and constructive strategies for resolving conflict.
- We reject acts of discrimination based on race, ethnicity, sex, gender identity, age, disability, sexual orientation, religion, and political beliefs, and, we will confront and appropriately respond to such acts.
- We affirm the right to freedom of expression at UC San Diego. We promote open expression of our individuality and our diversity within the bounds of courtesy, sensitivity, confidentiality, and respect.
- We are committed to the highest standards of civility and decency toward all. We are committed to promoting and supporting a community where all people can work and learn together in an atmosphere free of abusive or demeaning treatment.

We are committed to the enforcement of policies that promote the fulfillment of these principles.

Academic integrity: A central objective of the course is to provide you with the essential conceptual tools to *critically* and *actively* engage a range of historical and contemporary issues related to the course. This skill will not only be crucial for your academic and professional lives, but also help you to productively engage with a range of views and complicated issues around social justice in a rapidly changing and uncertain world. Class assignments are an opportunity to practice these skills out *on your own* as you advance in your individual careers and lives. So, while you can draw from any/all of the class material and discussions for research prospectus project, you must work individually to develop each specific part of the assignment. Following university policy, I must report any instances of copying, plagiarism or cheating to the Academic Integrity Office. **Maintain Your Integrity:** Even good students can be tempted to cheat. Here are some tips to help prevent this: <https://academicintegrity.ucsd.edu/take-action/covid-19-students.html>

Late Policy: In general, our role is to help you get the most out of the class. To do so, you must maintain an open line of communication with us to be able to best support you according to your individual circumstances. If for extraneous circumstances you miss class meetings or are unable to meet the deadline for class assignments, please fill out the “late submission petition form” (available under the “Grading” tab on the Canvas course homepage). After submitting the form, you must notify your TA via email of your request to arrange for any accommodations and set a new due date. *To maintain a system of accountability to both yourself and to the class, we will implement a policy of automatically deducting 1/2 off of points for every day late unless you submit an extension request or notify us of extraneous circumstances preventing you from completing the assignment on time.*

Student Accommodations: Students requesting accommodations for this course due to disability should contact me privately to make arrangements and will need to provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with

Disabilities (OSD). The OSD is located in University Center, room 202, behind Center Hall. AFA letters should be presented to both the professor, and the OSD Liaison in the department, in advance, so that accommodations may be arranged. Please see Canvas course site for additional resources for remote learning, tutoring, and support of your overall well-being.

COURSE SCHEDULE

MODULE 1: COUNTRY PROFILE HISTORICAL BACKGROUND & DIVERSITY TYPES

Tues. 6/28. Introductions and overview

- Assigned reading: Global Center for Pluralism. (n.d.) “Global Measuring Inclusion and Exclusion in Diverse Societies” *Global Center for Pluralism*

Thurs. 6/30. Diversity Types

- Assigned reading: Stewart, Frances. 2017. “Horizontal Inequalities: Barriers to Pluralism.” *Global Center for Pluralism*

DUE Sat. 7/2, by 5pm. Discussion Board 1. Country Profile

MODULE 2: GROUP-BASED INEQUALITIES PUBLIC GOODS & SOCIAL SERVICES

Tues. 7/5. Invisibility

- Assigned reading: Love, Barbara J. 2004. “Brown Plus 50 Counter-Storytelling: A Critical Race Theory Analysis of the ‘Majoritarian Achievement Gap’ Story,” *Equity & Excellence in Education* 37: 227-246.

Thurs. 7/7. Structural Barriers

- Fraser, Nancy. 1995. “From Redistribution to Recognition? Dilemmas of Justice in a ‘Post-Socialist’ Age.” *New Left Review*.

DUE Sat. 7/9 by 5pm. Discussion Board 2. Indicator 1

MODULE 3: LEADERSHIP MEDIA & TECHNOLOGY

Tues. 7/12. Cultural Studies

- Assigned reading: Hall, Stuart. 1996. “The West and the Rest: Discourse and Power.” In *Modernity: An Introduction to Modern Societies*, edited by Hall, Held, Hubert, and Thompson, 185-225. Blackwell. (skim pp. 189-197)

Thurs. 7/14. Big Data

- Assigned reading: O’Neil, Cathy, 2016. *Weapons of Math Destruction: How Big Data Increases Inequality and Threatens Democracy*
 - “Introduction”
 - Chapters 3-5

DUE Sat. 7/16, by 5pm. Discussion Board 3. Indicator 2

**MODULE 4: PRACTICES
CLAIMS MAKING & PARTICIPATION**

Tues. 7/19. US Court System

- López-Espino, Jessica (chapter from forthcoming book). “Raciolinguistic Ideologies of Spanish Speakers in a California Child Welfare Court”

Thurs. 7/21. Genetic Research

- Reardon, Jenny, and Kim Tallbear. 2012. “‘Your DNA is Our History’: Genomics, Anthropology, and the Construction of Whiteness as Property.” *Current Anthropology* 53(5): S233-S245.

DUE Sat. 7/23, by 5pm. Discussion Board 4. Indicator 3

**MODULE 5: INTERGROUP RELATIONS & BELONGING
DIVERSITY, INCLUSION & EQUITY**

Tues. 7/26. Debating Ethnocentrism

- Assigned reading: Rorty, Richard. 1991. *Objectivity, Relativism, and Truth*. Cambridge University Press.

Thurs. 7/28. Language & Power

- Kiesling, Scott F. 2001. “Stances of Whiteness and Hegemony in Fraternity Men’s Discourse.” *Journal of Linguistic Anthropology* 11: 101-115.

DUE Sat. 7/30, by 5pm. Discussion Board 5. Indicator 4

DUE Sat.7/30, by 11:59 FINAL RECOMMENDATIONS DUE