

**ANTH 23: Debating Multiculturalism**  
**Summer Session I, SOLIS 109**  
**MW 11:00a-1:50p**

**Instructor:**

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**Course Overview**

The term ‘multiculturalism’ encompasses a wide range of theoretical and political approaches to understanding historical forms of injustice related to identity, citizenship, and recognition. As a normative ideal, multiculturalism represents a liberal commitment to respect diversity and discrimination based on differences of race, ethnicity, gender, class age, disability, gender identity, sexual orientation, religion, and/or political beliefs. Yet how social difference is understood – and thus positioned in relation to notions of equality and justice for all – has historically been the subject of considerable debate. Some scholars even suggest that multicultural policies themselves can unintentionally produce new forms of exclusion, calling for a more careful consideration of how material and identity-based hierarchies are produced through different forms of recognition. Indeed, as the word ‘debating’ in the title of this course emphasizes, there is little consensus about how to adequately address the many issues that multiculturalism raises.

Focusing primarily on the Americas, in this course we will *critically* and *actively* engage the many facets of ‘debating multiculturalism’ to tackle some of the most pressing issues around social difference today. While some of the assigned texts offer complementary viewpoints, others contradict or contest such views. Thus, your task is not to decide who is right or wrong in a particular debate, but rather to be open-minded to a wide range of positions to consider what each might offer (or foreclose) as an approach to the relationship between social difference, (in)equality, and (in)justice. Each week, we will explore the contours of different debates, asking: 1) How is inequality defined in terms of difference?; 2) What types of historical conditions, underlying assumptions, and/or situated experiences might be shaping such definitions?; 3) How might this, in turn, shape particular responses to the problem?; and 4) Who or what gets left out of such a response? To help us respond to these questions, we will also *actively* engage different positions of a given debate to form our own understandings about what it implies to put a particular approach to practice in today’s world.

**Course Assessment and Format:**

**Attendance and Participation: “Debating Multiculturalism Portfolio” 20%**

- Evaluation at Mid-Term assessment (see below)
- **Hard copy** due in class August 1

### **Critical Reading Response: 20%**

- Due: Critical Reading Responses
  - You must **fully** respond to 5 out of 7 of the prompts available on Triton Ed, in labeled folders that correspond with each class meeting (worth 4 points each). Alternatively, you may choose to respond to all of the 7 critical reading prompts, and your lowest two scores will be dropped
  - Responses must be uploaded to TritonEd **before** the corresponding class meeting

### **Mid-Term Assessment: (see instructions below)**

- You must meet with instructor by the end of week 3 to assess how you are advancing in the course

### **Podcast Project: 30%**

- Due: Final podcasts must be **uploaded to shared google drive** by midnight on Tuesday July 31 (link and instructions will be available on TritonEd)

### **Final Exam: 30%**

- Friday, August 3, 11:30a-2:29p

### **Attendance and Participation:**

Your ability to fully engage with the various debates we will cover in class requires regular class attendance and active participation, and will therefore determine a significant amount of your grade. Due to the summer schedule and class size, our discussions will be integrated into our Monday/Wednesday class meetings. You will be expected to come to each class having read the required reading listed under each meeting, fully prepared to both *critically* and *actively* engage the texts in class. We will pass around an attendance sheet every class that you are responsible to sign.

While we will collectively engage in discussion together, you will also be required to individually document your participation through the creation of a “**Debating Multiculturalism Portfolio**” that will count toward your participation grade (20% of final grade). Your portfolio will correspond with specific topics we will discuss in class (all noted in the Course Schedule under the title “Portfolio”). Your portfolio will be turned in on our last day of class. Portfolio entries will largely entail detailed notes and/or reflections that you will be prompted to create as an entry point to our discussions. These can be either handwritten or typed, depending on your note-taking preference, but must be kept separate from your regular lecture notes, and include a specific date and title for each entry. All Portfolio exercises will take place in class and *there will be no make up assignments*.

### **Critical Reading Response:**

Each set of required readings will be accompanied by a prompt that asks you to critically engage course material. To receive full credit for this assignment, you must *fully* respond to 5 of the 7 prompts, uploading your answer to TritonEd *before* the class meeting in which the reading is due. As we will cover the answers to these questions in class, late submissions will not receive credit. Alternatively, you may choose to respond to all 7 of the prompts, and your lowest two scores will be dropped.

While some prompts may focus primarily on key concepts/arguments of the assigned reading, others may press you to go beyond the text by linking it to current events. Thus, responses will not be assessed in terms of ‘right’ or ‘wrong’ answers; rather, this assignment is designed to strengthen your critical reading and analytical skills, by prompting you to *actively* engage with the reading in different ways.

Critical reading prompts are also designed to help ‘guide’ you through each text and understand how they are related. Thus, it is recommended that you review each prompt *before* you read the text.

### **Mid-Term Assessment:**

Summer session courses offer you the opportunity to accelerate progress toward your degree, by taking classes that condense the material and class time of a ‘normal’ ten-week quarter schedule into five weeks. As such, the workload and pace of summer sessions are much more intensive, and assessment of your full comprehension of the material difficult at mid-term, only 4 or 5 meetings into the session.

- In place of a formal mid-term exam, you will be required to meet with the instructor by the end of week 3, to assess how you are advancing in the course.
- To ensure sufficient time, you will need to schedule the meeting in advance via a sign up sheet that will be made available in class.
- You must also prepare for the meeting by filling out a ‘self-assessment’ form (available in the ‘Additional Materials’ folder on TritonEd) and reviewing your critical reading responses.
- Please also bring your ‘portfolio’ to the meeting for the instructor as part of your participation assessment

### **Podcast Project:**

Throughout the session, we dedicate some time to listening/analyzing podcasts to further explore relevant debates to the class. Working with 2-3 other classmates, your task will produce a 5-8 minute podcast episode that delves into a specific topic relevant to the course, dedicated to an ‘in-depth’ exploration of the portrayal of difference in the news, popular culture, and public policy and linking concepts to course material.

Specific components of the podcast (topic and planning, ‘storyboard’, recordings, and rough edits) will be due throughout the course, and the final product must be uploaded to google drive by midnight on Tuesday, July 31 (link and uploading instructions will be available on TritonEd). We will have an in-class ‘peer review listening session’ of the podcasts at the beginning of our final meeting, Wednesday, August 1, when we will nominate three top episodes to be published on an online podcast host website.

### **Course Policies:**

#### **Course materials:**

All required reading will be available on TritonEd (<https://ted.ucsd.edu>) in folders that correspond with each course meeting. Required reading must be done *before* the class meeting in which it is assigned. Additional folders will also be available on TritonEd, containing files and links to ‘recommended’ readings, online articles, podcasts, and

legal or policy documents that are relevant to contemporary debates over difference. I encourage you to use these additional resources to pursue a topic that personally interests you in this course, particularly when you are developing your podcast projects.

### **Classroom environment:**

In any academic environment, it is difficult to maintain full and devoted attention to complicated topics for long periods of time. In our case, this challenge is heightened by the fact that we must meet for nearly three hours, twice a week, during the lovely San Diegan summer afternoons. 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 that we can all collectively benefit from. This implies coming to class having completed the assigned readings ahead of time, ‘tuning out’ of social media and texting, and ‘tuning in’ to our discussions in class. Your participation requires active *listening* and *talking*; please be attentive to how you balance these two activities as you engage yourself and others in class.

**Critiquing ideas is good; criticizing 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 our office hours or send us an email to meet in private.

### **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:**

The use of others' work (including paraphrasing) without attribution will not be tolerated. Students who violate the UCSD Academic Integrity Policy (<http://students.ucsd.edu/academics/academic-integrity/policy.html>) will be reported to the Academic Integrity Office and punished accordingly.

### **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.

## **Course Schedule**

### **Week 1: Course overview: “Debating multiculturalism”: Meanings and implications**

*Monday, July 2: Overview*

- Overview: Course format, requirements, and objectives
- Portfolio 1: “Conceptual toolkit for debating multiculturalism”

*Wednesday, July 4: Structural Racism*

*Holiday (no class meeting, assignment due on TritonED by Saturday, July 7, 11:59pm)*

- Required Readings:
  - Harris, Cheryl I. 1993. “Whiteness as Property.” *Harvard Law Review* 106 (8)
- Assignment: Affirmative Action Position Statement (see Week 1 folder in TritonEd for materials and instructions.
  - Assignment must be uploaded to TritonEd by Saturday, July 7, 11:59pm)

### **Week 2: Historical debates from the Americas: Constructions and Experiences of Difference**

*Monday, July 9: Experiences with Structural Racism*

- Required Readings:

- W.E.B du Bois *The Souls of Black Folk* (Chapter 1-2)
- Vaught, Sabina E. and Angelina E. Castagno. 2008. “‘I don’t think I’m a racist’: Critical Race Theory, Teacher Attitudes, and Structural Racism.” *Race, Ethnicity, and Education* 11(2): 95-113.
- Portfolio 2: “Debating Affirmative Action”
- Film screening: “*13th*.” *From Slave to Criminal with One Amendment*. 2016. Directed by Ava DuVernay

**NOTE:** Because of the holiday, we will cover Cheryl Harris’ “Whiteness as Property” during this class meeting. The deadline for the critical response will also be extended to Monday July 9, and only cover the Harris text.

*Wednesday, July 11: Discourse and Representations of the “Other”: A Historical View of the Construction of Social Difference*

- Required Readings:
  - Hall, Stewart. 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. Hoboken, NJ: Blackwell Publishing.
  - Barragán, Rossana. 2011. “The Census and the Making of a Social ‘Order’ in Nineteenth-Century Bolivia.” In *Histories of Race and Racism: The Andes and Mesoamerica from Colonial Times to the Present*, edited by Laura Gotkowitz. Durham, NC: Duke University Press, pp. 113-133.
- Portfolio 3: “Archives of Difference”
- In-class planning: Portfolio Assignment

### **Week 3: “Misrecognition:” Cultural Rights or Redistribution?**

*Monday, July 16: Theorizing the Demands of Multiculturalism: Diversity and Cultural Recognition*

- Required Readings:
  - Taylor, Charles. 1992. “The Politics of Recognition.” In *Multiculturalism and the Politics of Recognition*, edited by Amy Gutmann, 25-73. Princeton, NJ: Princeton University Press.
  - Kymlicka, Will. 1995. *Multicultural Citizenship: A Liberal Theory of Minority Rights*. Oxford: Clarendon Press.
    - Chapter 6: “Justice and Minority Rights,” pp. 107-130.
  - Fraser, Nancy. 1995. “From Redistribution to Recognition? Dilemmas of Justice in a ‘Post-Socialist’ Age” *New Left Review* I (212): 68-93.
- Portfolio 4: “Engaging the Dilemma”

*Wednesday, July 18: Cultural rights and development*

- Required Readings:
  - Hale, Charles. 2004. “Rethinking Indigenous Politics in the Era of the ‘Indio Permitido.’” *NACLA Report on the Americas* 38(2): 16-21

- Postero, Nancy. 2017. *The Indigenous State: Race, Politics, and Performance in Plurinational Bolivia*. California: University of California Press
  - Introduction: “The ‘Cultural Democratic Revolution’ of Evo Morales,” pp. 1-24
  - Chapter 4: “Living Well? The Battle for National Development,” pp. 91-115.

#### **Week 4: Beyond the limits of Multiculturalism**

*Monday, July 23: Empathy and the Politics of Tolerance*

- Required Readings:
  - Scheper-Hughes, Nancy. 1992. *Death Without Weeping: The Violence of Everyday Life in Brazil*. Berkeley: University of California Press.
    - Chapter 8: “(M)Other Love: Culture, Scarcity, and Maternal Thinking,” pp. 340-399
  - Jameson, Leslie. “Pain Tours” (Part 1, first and last essays, pp. 79-90)
    - “La plata perdida”
    - “Indigenous in the hood”
- Portfolio 5: “Blanket Exercise”

*Wednesday, July 25: Debating Multiculturalism a World of “Big Data”*

- Required Readings:
  - O’Neil, Cathy, 2016. *Weapons of Math Destruction: How Big Data Increases Inequality and Threatens Democracy*
    - “Introduction”
    - Chapters 3-5
- Portfolio 6: “Tracking My Algorithms”

#### **Week 5: Debating Multiculturalism in Today’s World**

*Monday, July 30: Beyond Difference?*

- Required Reading:
  - Ford, Richard T. 2002. “Beyond ‘Difference’: A Reluctant Critique of Legal Identity Politics.” In *Left Legalism/ Left Critique*, edited by Wendy Brown and Janet Halley. Durham, NC: Duke University Press, pp. 38-70
  - Lilla, Mark. 2016. “The End of Identity Liberalism.” *New York Times*, November 18
- Portfolio 7: Debate: “What Difference does Difference make?”

**DUE: Podcast Project must be uploaded to google drive by midnight on Tuesday, July 31** (link and uploading instructions will be available on TritonEd).

*Wednesday, August 1: “Diversity Matters”:* In class ‘peer review listening session’ and course review

- Due: “Debating Multiculturalism Portfolio” (hard copy must be turned in at the beginning of class)

**Final Exam: Friday, August 3, 11:30a-2:29p (format will be announced in class)**