

Diversity, Equity, and Inclusion in the United States and Europe: Multiple Multiculturalisms

Prof. Patrick H. Patterson

Department of History

UC San Diego

Office: Humanities and Social Science Building, Room 4086-A Mail Code 0104

Phone: (858) 534-1999

E-mail: patrickpatterson@ucsd.edu

Course web site: ted.ucsd.edu

use your UCSD ID and password to log in

Office hours: Mondays and Wednesdays, 5:00-6:00 pm, in my office in H&SS 4086-A, and by appointment

Aims of the course:

(1) to explain, through a historical perspective, how government policy in the United States has variously fostered or hindered the inclusion of members of diverse groups in American society and determined the outcome of efforts to define and promote social equity;

(2) to set the US case in a larger comparative context by exploring the differences between American policy and the multiculturalist policies pursued by various European states and by the Canadian government; and

(3) to familiarize students with the main lines of contemporary debates in the United States and abroad about key policies oriented toward concerns of diversity, equity, and inclusion.

Readings

The following text is required for the course:

Ali Rattansi, *Multiculturalism: A Very Short Introduction*.

Other readings will be available as pdf files on the course Ted site (ted.ucsd.edu) or as otherwise noted in the syllabus.

Course Requirements:

In-class quizzes (9 quizzes, lowest two scores dropped) 70%

Final exam (or: final paper for ERC or INTL credit*) 30%

* Paper option: Students who wish to take the course to satisfy the INTL 190 requirement or to satisfy ERC's upper-division writing requirement may submit a research paper in place of the final exam. Please see me immediately to get started with a paper project. Your paper should analyze important issues raised in the course through focused research concerning a topic agreed upon with me in advance. You will have great freedom with regard to the choice of topics. The International Studies Program requires that the paper written for a course for which INTL 190 credit is granted be at least 20 pages long, though longer papers will certainly be acceptable, and welcome. The paper should be submitted in 12-point Times New Roman with no more than one-inch margins on all sides. The paper will be due at the end of time of the scheduled final exam for the course (see TritonLink). I may require that all students submit an electronic version of their final papers to turnitin.com.

**NOTE: To pass this class you must reasonably satisfy *all* the course requirements with a reasonable and good-faith effort. This means you have to show up, do the work, and be engaged. Failure to satisfy *any* one of the course requirements, including but not limited to failure to take a majority of the in-class quizzes, will result in a grade of F for the course. Regular attendance is required to pass the course.

Exams and Quizzes:

In-class quizzes: There will be a number of brief (approximately 10-12 minutes) in-class quizzes on a daily basis. These quizzes will be designed to gauge your comprehension of the readings and/or viewings or other assignments (e.g., web assignments) assigned for the *current* class session, so that everyone will always be prepared for class. If you have attended class and done all the assignments in advance of the class meeting, you are likely to do very well on the exams, which represent a significant fraction of your grade. There will be a total of nine in-class exams administered; the lowest grade on two of the exams will be dropped.

Final exam: The exam will be in the form of a substantial, wide-ranging essay that will ask you to analyze the assigned course material in light of the major themes of the course, the varying methodological perspectives from which we will approach those issues, and the critical interpretative problems that we will study. About a week to ten days before the exam, I will distribute a list of four possible questions that could appear on the exam. From this set of four possible questions, two will appear on the exam form, and you will answer just ONE of the two. (This means that if you have an outline in your head for *three* of them, you are entirely safe and will definitely be able to answer at least one of the two that appear!) I will discuss the exams in more detail in class. Unless otherwise stated, no aids of any kind will be permitted during the administration of these exams.

****Make up exams:** Make-up exams will be given only in the case of a valid, documented excuse based on circumstances beyond the student's control (e.g., medical problems). Any make-up exam may be given in a different form and include different content. For example, the make-up test may be in the form of an oral exam!

****We cannot make arrangements for alternate exam times** due to multiple exams scheduled closely together, plans to leave campus early, etc. Check your exam schedule now -- they're available to you through TritonLink -- and make sure you've chosen a course schedule that you can live with throughout the course and at finals time!!

Academic Integrity and Plagiarism:

It is your responsibility to know and observe all university rules concerning academic integrity and plagiarism. Any student found to have committed a substantial violation of the university rules concerning academic integrity will fail the entire course. I view it as one of my chief responsibilities to help each of you produce first-rate academic work that reflects your own original thinking about the course themes and material. If you have any questions whatsoever about what constitutes plagiarism, how to properly credit the work and ideas of others, how to evaluate sources for quality and reliability, and so forth, please feel free to talk to your TA and to come see me. I reserve the right to require students to submit any assignment to turnitin.com for investigation of possible plagiarism or other academic misconduct.