

MM202 Multiculturalism in W. Europe and N. America

<i>Guarantor</i>	Antonín Mikeš
<i>Lecturer:</i>	Antonín Mikeš (abtmikes(at)gmail.com)
<i>Semester:</i>	Spring / Summer
<i>Duration:</i>	1/1 lecture/seminar hours per week
<i>ECTS Credits:</i>	6
<i>Time & place:</i>	Wed 12:30 – 13:50,
<i>Office hours:</i>	TBA

COURSE TIMETABLE

Topic order subject to change

I. Theoretical Framework	Topic
Week 1	Introduction to the course and terminology (Ethnicity, Race, Culture, Identity)
Week 2	Introduction - Concept of Multiculturalism <i>Racisms & Discrimination</i>
Week 3	Definitions and forms of discrimination / racism
Week 4	Activity Readings – direct/indirect/institutional AQCI 1 Due
II. Policy Implications	
Week 5	Policy Options. (Canada, UK, Netherlands, etc) Case examples.
Week 6	(video/discussion) Student submitted readings due AQCI 2 Due
Week 7	Legislative framework: International Instruments (EU, UN) Examples - Policy choices available.
Week 8	The Roma (video / discussion) Essays Due
III. Minority Case Study	
Week 9	Case Study: The Roma/ 'Gypsies'/ Travellers
Week 10	UK, Czech Republic. <i>Presentations - policy presentations</i>
IV. Country Case Studies	
Week 11	<i>Policy presentations</i>
Week 12	<i>Policy presentations</i>
Week 13	<i>Last class- Conclusion - Final debate and grades</i>

Guest Lecture's may occur during any given class.- One class in March may be rescheduled***

Aims of the Course and Teaching Objectives

The aim of the course is to present a theoretical and practical framework of multiculturalism in Europe while using comparative studies covering other parts of the world, mainly Canada and USA. The course will also analyze major political and legal instruments for the protection of minorities and for the elimination of racism.

The objective is to enable participants to understand issues of inequality, race, and gender and their impact on policy making and policy implementation. Through learning about “the Other” participants will also have the opportunity to learn about issues concerning their own cultures and societies.

Through active participation and the formulation of policy suggestions (or analysis) students will gain greater understanding of the complexities surrounding the issue of minority rights and policies specific to inequality, race and gender.

Course Outline and Reading Guide

The reader contains all required readings listed below and can be found on the course website. A copy of the reader will be placed in the University Library upon request. Additional materials may be obtained from the lecturer or are to be found in the library or from online searches. Students are expected to read the materials for the week ahead of class.

I. General background

Week 1 **No required readings**

Week 2

Readings: Ethnicity, race, culture, identity, racism

- ~ Eriksen, T. H.: "Ethnicity, Race, Class and Nation", text 4, in Hutchinson, John, Smith Anthony, eds. (1996) *Ethnicity*, Oxford- New York: Oxford University Press, pp. 28-31
- ~ Van den Berghe, Pierre: "Does race matter?", text 9, in Hutchinson (above), pp. 57-63
- ~ Cornell, Stephen, Hartmann, Douglas (1998) *Ethnicity and Race. Making Identities in a Changing World*, Pine Forge Press/A Sage Publication Company, text on *The definition of race*, pp 21- 43, 68-69
- ~ Kovats, Martin (2001) "The Emergence of European Roma Policy." In Guy., ed/ *Between Past and Future: the Roma of Central and Eastern Europe*. Hartfield; Uni of Hertfordshire Press. 93-116.

Optional:

- ~ Richmond, Anthony (1994) *Global Apartheid*, Toronto: Oxford University Press (pp.1-45) on power, conflict, identity (good description of race and ethnicity)

Week 3

Readings: Integration, multiculturalism, nationalism

- ~ Birch, Anthony (1989) *Nationalism and National Integration*, London: Unwin Hyman Ltd, chapter 4: National integration, pp. 36-51 – *classical text on integration!*
- ~ Brubacker, Rogers, "Civic and ethnic nations in France and Germany", text 28. in Hutchinson, John, Smith Anthony, ed. (1996) *Ethnicity*, Oxford - New York: Oxford University Press, pp. 168-173
- ~ Kymlicka, Will (2001) "Western Political Theory and Ethnic Relations in Eastern Europe", in Kymlicka, Will, Opalski, Magda (eds.) *Can Liberal Pluralism be Exported?*, Oxford: Oxford University Press, pp.13 – 103

Optional:

- ~ Hancock, Ian (2000) "The Consequences of Anti-Gypsy Racism in Europe" in *Other Voices. The (e)Journal of Cultural Criticism*, v. 2, n.1 (February 2000), [http:// www.othervoices.org/2.1/hancock/roma.html](http://www.othervoices.org/2.1/hancock/roma.html)
- ~ UNDP (2003) *The Roma in Central and Eastern Europe*, UNDP. <http://roma.undp.sk>*

II. Policy implications

Week 4

Readings: Definitions and forms of discrimination

- ~ Rex, John (2001) "The concept of a multicultural society" in Guibernau, Montserrat and Rex, John (eds): *The Ethnicity reader, Nationalism, Multiculturalism and Migration*, Cambridge, UK: Polity Press, pp. 205-220
- ~ Kuper, Leo (2001) "Plural Societies" in Guibernau (above)
- ~ Thornberry, Patrick (2001) "An Unfinished Story of Minority Rights" in Bíró, A.M. and Kovács, P (eds) *Diversity in Action*, Budapest. LGI/OSI, pp.47-73

Week 5

Readings: Policy options

- ~ EU race equality directive "Implementing the Principle of Equal Treatment Between Persons Irrespective of Racial or Ethnic Origin" Directive 2000/43/EC (adopted on 29 June 2000)*
- ~ Parekh, Bhikhu (2000) *Rethinking Multiculturalism: Chapter 7: The Political Structure of Multicultural Society* Equal opportunity policy and positive action

Week 6

Readings: Multiculturalism, identity and politics- cont.

- ~ Benhabib, Seyla (2002) *The Claims of Culture. Equality and Diversity in the Global Era*. Princeton, USA-Woodstock, UK: Princeton University Press, preface plus pp. 1-48

Optional:

- ~ Kymlicka, Will, "Multiculturalism and Minority Rights: West and East" *Journal Of Ethnopolitical and Minority Issues in Europe*. Issue 4/2002

Week 7

Readings: Legislative framework: international instruments

- ~ Framework convention for the protection of national minorities in in Bíró, A.M. and Kovács, P (eds) *Diversity in Action*, Budapest. LGI/OSI, pp.75-81
- ~ The ERRC letter to Dr. Petra Buzková of 26 March 2003

III. Minority Case study**Week 8***Student submitted readings,***Readings: Case Study: The Roma/ Gypsies/ Travellers****Optional-**

- ~ Okely, Judith (1997) "Some political consequences of theories of Gypsy ethnicity. The place of the intellectual" in James, Alison et al. (eds) *After Writing Culture. Epistemology and Praxis in Contemporary Anthropology*, London: Routledge
- ~ Bosswick, Wolfgang. "Minorities, policies and strategies in Europe: Germany" in *Cultural Identities and Ethnic Minorities in Europe*. David Turton and Julia Ferreras ed. Universidad de Deusto. Bilbao. 1999 pg 51-56
- ~ Liegeois, Jean-Pierre. "Roma, Gypsies, Travellers." Strasbourg: Council of Europe, pp 29-42 (Ch. 2: *Populations*); (1994) pg 29-42

Week 9*Student submitted readings,***Readings: Case Study: The Roma/ Gypsies/ Travellers Cont.**

- ~ World Bank (2003) *The Roma Page*, www.worldbank.org/eca/roma Decade of Roma Inclusion www.romadecade.org

Lee, Ronald "Post-Communism Romani migration to Canada." *Cambridge Review of International Affairs*. Vol XIII No. 2 pg 51-69 (Year?)

IV. Country Case Study**Week 10 –12***Student submitted readings,***Readings:**

- ~ see Moodle.

Students Assignments and Exam Requirements

Students will be expected to write a total of two (2) AQCI's, one based on the reading package and one on a reading chosen by the student (must be approved through Moodle and posted for others to read). Additionally, students are required to deliver one essay (or case study) up to **three thousand** words in length. This essay (or case study) should be an analysis or discussion related to a **policy** that has been applied in one country and that you think should or could be applied in other countries. Additionally, students will make one oral presentation on a selected topic related to the course content and recommended reading (ie. A policy suggestion that they have developed or would like to see applied).

Active participation and minimum of seventy percent attendance is required. The final grade will be based on the following criteria:

Assessment:

30% -	2 AQCI's (1 from reader 1 student submitted reading)	Due week 4,6
40% -	Policy paper- based on a topic of choice agreed upon by instructor-	Due week 8
20% -	Student presentation and <i>policy suggestion</i> (10-15 min)	Due week 10
10% -	Final policy presentation: Defended(oral exam) (grade based on students ability to convey why their policy suggestion is adequate)	Due week 10-12

Course Website

- ~ All relevant course materials, including this syllabus, can be found on the course website: dl.cuni.cz (moodle platform) which will be updated weekly. (To access the materials go to dl.cuni.cz, search for MM202, add yourself as a student, you may need the password provided during class)
- ~ All submissions will be electronic via Moodle, instructions can be found of the Moodle web platform. The password will be provided during class with a more detailed explanation of the Moodle system.
- ~ The majority of lectures will be delivered in the form of PowerPoint slide presentations which will also be placed on the website for your convenience.
- ~ The reader is available online with the rest of the course materials.

AQCI: Argument, Question, Connections, and Implications

Students will be required to prepare a single sheet of A4 relating to ONE article from the reading list in the format of AQCI (which compares two articles) and ONE *additional* reading of your choice (which compares two articles). Students must submit their chosen article for confirmation (before writing their AQCI) on the Moodle platform. Although only two AQCI's per person will be marked, students may wish to prepare one AQCI every week in order to structure their thinking about the topic.

The structure of a written AQCI should be as follows (i.e. you should keep the numbered paragraph structure):

- 1. CENTRAL QUOTATION.** Quote a sentence (or excerpts from linked sentences) from the text that you think is central to the author's (or authors') implicit or explicit argument(s). Always cite the page.
- 2. ARGUMENT.** In a few sentences, state the author's explicit or implicit argument. Be sure to include both: what the author is arguing for, and what s/he is arguing against (if applicable).
- 3. QUESTION.** Raise a question which you think is not fully, or satisfactorily, answered by the text. The question should be a question of interpretation or of inquiry, not simply a question of fact.
- 4. EXPERIENTIAL CONNECTION.** Say, in a few lines only, how the argument confirms or contradicts your own experience or common sense.
- 5. TEXTUAL CONNECTION.** Connect the argument of this text to an argument or point you find in another reading assignment covered in this course or one you have picked up from earlier study at the university or elsewhere. Present a quote from the other text (citing it properly), and explain how the present text's argument contrasts with, contradicts, confirms, clarifies, or elaborates the other text's argument or point.
- 6. IMPLICATIONS.** Lay out what this argument (#2 above) implies for understanding or improving society, relations between individuals, or groups (e.g. ethnic, national, etc.) or any facet of social or cultural reality and relate this to practical policy-making (a few sentences only)

AQCI's should *not exceed one typed page*. They should be word-processed and *proofread* with the same degree of care as essays. Work that is substandard will not be acceptable.

Written Report

Students are expected to deliver an essay of up to 3,000 words on an agreed topic. The purpose of the essay is to enhance students knowledge of a particular area related to minorities: this may be a governmental policy, NGO action, chronic issue, or may be a more general topic students are interested in, all topics must be approved by the course leader via Moodle (for details please see the Moodle Platform).

Reports or essays should be uploaded onto the Moodle platform on or before the deadline

Standardized Marking Procedure

All written work will be graded using standard marking sheets to ensure consistency and fairness. The sample sheets can be found on the Moodle platform. All assignments must be submitted with an attached self-evaluation form using the provided format- copy and paste this at the end of all assignments.

No self evaluation = no grade.

Rewrites policy: As a part of our aim is to help students develop critical thinking and written communication skills, students will have the opportunity to rewrite their AQCI's and essays if they are not happy with their grade but only if they submit them at the latest one week in advance of the official deadline.

Attendance and seminar participation

All students are expected to be fully familiar with every week's required readings and bring to class their own considered questions and reactions to the material. The seminar discussion is intended to enable you to develop your understanding of the readings and to exchange ideas with others and your attendance and participation in the seminar will be reflected in your grade.

Other optional literature and documents

Not all of these are available- some will be on the Moodle platform, others can be found in the Libraries or through online searches.

Suggested reading.

- About the Canadian Multiculturalism Act (2 pages)
- Alibhai-Brown, Yasmin (1999) True Colours – Public Attitudes to Multiculturalism and the Role of Government, London: Institute for Public Policy Research
- Bauböck, Rainer, Rundell, John (Eds.) (1998) Blurred Boundaries: Migration, Ethnicity, Citizenship, European Center Vienna and Ashgate, Ashgate
- Breton, Raymond: From “Ethnic to Civic Nationalism – Canada”, text 58, in Hutchinson, John, Smith Anthony, eds. (1996) Ethnicity, Oxford- New York: Oxford University Press, pp. 348-358
- CoE Framework Convention on protection of national minorities
- Commission for Racial Equality, UK: Article 13. Proposal from the EC for Combating Discrimination. May 2000
- EU race equality directive "Implementing the Principle of Equal Treatment Between Persons Irrespective of Racial or Ethnic Origin" Directive 2000/43/EC (adopted on 29 June 2000).
- Joppke, Christian (1995) Multiculturalism and Immigration: A comparison of the United States, Germany, and Britain, EUI Working Paper SPS No. 95/1
- Open Society Institute (November 2000), Racism in Central and Eastern Europe and Beyond: Origins, responses, Strategies, Report. Budapest, 19 July 2000
- Thompson, Neil (1993) Anti-discrimination Practice, MacMillan, Chapter 1: The Theory Base, pp. 17-39
- UN Factsheet No 18 on national minorities; UN Factsheet No 12 on CERD (Committee on elimination of racial discrimination)
- UN ICERD (Intl convention on elimination of racial discrimination);

Other Readings of Interest.

- CERD General Recommendations on Roma (full text) <http://www.egroups.com/group/balkanhr/972.html>
- European Commission against racism and intolerance (ECRI): Country by country Approach, Report on the Czech Republic, CRI (97) 50, 1997, <http://www.ecri.coe.int/en/sommaire.htm>
- Barany, Zoltan (2002) The East European Gypsies. Regime Change, Marginality, and Ethnopolitics.
- Baumgartl, Bernd and Favell, Adrian, eds. (1995) New Xenophobia in Europe. Comparative study of 27 countries, with an introduction by Ernest Gellner. Kluwers Academic Publishers, Dordrecht/London/Boston..
- European Commission against racism and intolerance (ECRI): Second report on the Czech
- Glavanis, Pandeli (1999) “‘Race’, racism and the politics of identity” in Beynon, Huw and Glavanis, Pandeli (eds) Patterns of Social Inequality, London and New York: Longman pp. 55-73
- Guibernau, Montserrat, ed. (2001) Governing European diversity, London : Sage Publications, Chapter 1, pp.1-34
- Guy, Will (1998) Ways of looking at Roma: The Case of Czechoslovakia (1975) in Tong, Diane, ed. Gypsies: An Interdisciplinary Reader, New-York and London: Garland Publishing, Inc.
- Migration Watch UK: Migration; its present and future scale, Bulletin No 7, at http://www.migrationwatchuk.org/pdfs/Bulletin_no7.pdf - read with a critical mind please!
- Modood, T., Werbner, P. (1989) The Politics of Multiculturalism in the New Europe
- MRG Reports: Roma/Gypsies, Refugees in Europe, Educational Rights, Protection of minorities, etc
- Parekh, Bhikhu (2000) Rethinking Multiculturalism. Cultural Diversity and Political Theory, London: Macmillan Press
- Ringold, Dena et al. (2003) Roma in an Expanding Europe. Breaking the poverty cycle. , Executive Summary. A World Bank Study, June 2003, 24 p., www.worldbank.org/eca/roma
- Taylor, Charles (1994) The Politics of recognition, in Gutmann, Amy (ed.) Multiculturalism. Examining the politics of Recognition, Princeton, New Jersey: Princeton University Press, pp. 25-73 (a key text on political philosophy of multiculturalism!)
- Thompson, N: (2000) Promoting Equality, London: Palgrave

Marking Guidelines

Our course uses the following grading scale:

A+ 100-90% - 1

Work of exceptional quality showing evidence of independent judgment and the ability to think critically about the issues under discussion. Work in this category will be based on wide reading, and will present a critical evaluation of the sources used. It will contain a clear and penetrating analysis and interpretation of the concepts and arguments found in the literature including a reasoned rejection of some of these arguments. Work in this category will be well structured and well written. It will display a degree of flair and originality.

A, A- 80-89% - 2

Work of excellent quality showing the ability to engage with the key concepts and arguments in the relevant literature. It will demonstrate evidence of wide reading, and a clear grasp of the subject matter and main issues under discussion. The arguments will be clearly developed and evidence will be shown of a reasoned rejection of some of the arguments in the literature. The work will be suitably referenced. The work will be well written with limited grammatical errors.

B 70-79% - 3

Work of good quality showing evidence of a reasonable grasp of the key issues and concepts. The analysis will raise the main points but the argument is likely to lack a tight framework. The work will show awareness of disagreement among various sources. Most often work in this category will be more descriptive than analytical. There is likely to be some errors in grammar and spelling and in the use of sources.

C 60-69% - 4

Work of satisfactory quality showing an attempt to engage with the main issues but often lacking in breadth and depth. Work in this category will display a limited understanding of the key debates and will most often simply reproduce the arguments from a limited range of sources. The reference technique is likely to be poor with a failure to substantiate key points. The writing will be marked by poor grammar, spelling and syntax.

FAIL <60%

Work which shows a failure to understand the main issues. This will be work which has limited relevance to the topic under discussion, and contains many errors of fact and interpretation. Often work of this quality will also fail to meet the word norm. It will also be characterized by poor grammar syntax and spelling.

Sample Self-assessment form

Department of Western European Studies, Faculty of Social Sciences, Charles University

AQCI ASSESSMENT FORM- condensed

Article title:	
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	Excel lent	Good	Average	Poor	Not acceptable	Comments
3a) Is the question raised important/relevant/interesting?						
5a) Is the textual connection relevant/interesting?						
5b) Has it been cited properly?						
7) Expression/ Presentation						
a) Are the style, grammar and general use of English adequate?						
b) Is the AQCI professionally presented?						

Essay grade:

Further comments: