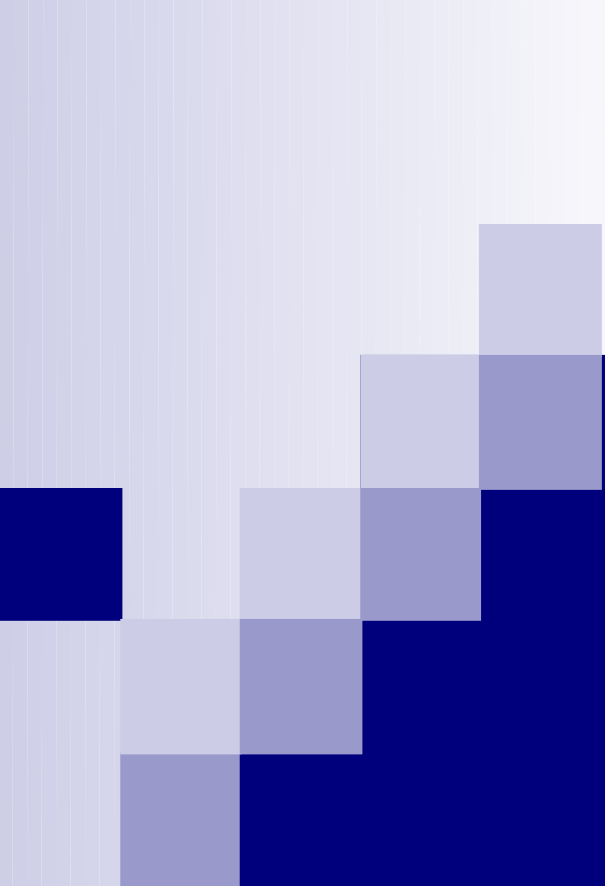




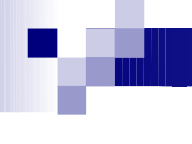
MM202

Concepts of Multiculturalism

Multiculturalism In Western Europe And North America

Institute Of Western European Studies, FSV UK
Spring 2010

Lecturer: Antonin Mikeš
abtmikes@gmail.com



MM 202

Why take this course?

Why take this course?

- It may be more interesting than TV.
 - The lecturer may say something funny.
 - You may learn something interesting.
 - You can participate....
-
- Everyone can get an A (maybe)

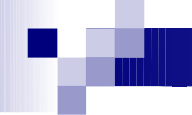


Why not?

- You have to read!
- You have to participate!
- You have to think!
 - oh.. and you have to do a few assignments....

What this course is.

- Demanding (readings)
- Informative (perhaps)
- INTERACTIVE
 - Better than the other class i taught?



What this course is NOT.

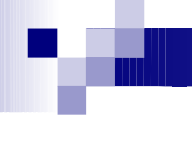
- No easy pass — (but easy A if u work a bit)
- Not boring (I hope)
- Not like others at this institution.



MM202

Rational – What we will do

- Theoretical and practical framework of multiculturalism in Europe / NA.
- Using comparative studies covering other parts of the world.
- Analyze major political and legal instruments for protection of minorities and for elimination of racism.



Objectives

- Understand issues of:
 - Inequality,
 - Race,
 - and gender
- Their impact on policy making and policy implementation



Requirements

- Weekly readings
- 2 ACQI's
- Policy Essay – *submit by 21 April*
- Policy presentation-



ACQI

Argument, Question, Connections, and Implications

- Students must compare 2 readings from course reader.
- Students must also submit one ACQI on a reading that they find.
 - Approval is required.

What Is An ACQI?

- One page **maximum** – 6 points
 - ☐ 1. CENTRAL QUOTATION
 - ☐ 2. ARGUMENT
 - ☐ 3. QUESTION
 - ☐ 4. EXPERIENTIAL CONNECTION
 - ☐ 5. TEXTUAL CONNECTION
 - ☐ 6. IMPLICATIONS
- + One page self assessment form

What Is An ACQI? (Cont)

- **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).
- **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.

What Is An ACQI? (Cont)

- **4. EXPERIENTIAL CONNECTION.** Say, in a few lines only, how the argument confirms or contradicts your own experience or common sense. (story from your life).
- **5. TEXTUAL CONNECTION.** Connect the argument of this text to an argument or point you find in another reading. 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).

Example

European Policy and Practice Towards Ethnic Minorities
S36623

Valerie K. Nolan
AQCI 3 November 15, 2006

Patrick Thornberry (2001): "An Unfinished Story of Minority Rights"

Central Quote "In minority affairs, education issues are often delicately balanced between integration and separation." (pp. 66)

Argument Thornberry reviews several international and European documents relating to minority rights, examining the principles outlined in each and offering his personal viewpoints. Regarding the position on education, outlined in the Framework Convention for the Protection of National Minorities, he illustrates the complexities that create the fragile stability. With respect to funding of education, Thornberry believes that the "provisions look tentative and ambiguous" (pp. 65) because, if a government finances one group's program, equal treatment would require it to fund all groups' programs; this verbage allows an escape from responsibility in representing minorities, in essence. Yet, he highlights the Convention's Article 15 provision to incorporate minorities into examples; Article 12 identifies more direct objectives, as well. Thornberry regards education as "a powerful instrument for the achievement of social engineering" (pp. 65), suggesting that it is perhaps the key for minorities to increase their standards of living.

Questions Thornberry points out that the term 'framework' is part of the document's title and is used by some to lessen the authority of the treaty. However, as the document utilizes several qualifying characteristics to identify when the provisions should be invoked and specifically calls for nations to "implement the principles set out in this framework Convention through national legislation and appropriate governmental policies", it does obligate states to comply. Many provisions, however, are framed with vague verbage or leave much of the implementation details to the state's discretion, as with the use of "where appropriate". While a certain level of abstraction is needed to facilitate customization based on the state's needs, how likely is it that states do, in fact, use the inherent ambiguity as a means for further discrimination? To what extent are the monitoring mechanisms truly effective?

Experiential Connection My personal experience with minorities' education is actually quite positive. Growing up during the 1980's in the Midwest region of the U.S., segregation was long forgotten - from a child's perspective, at least. Throughout my education, from primary school through graduate studies, I was educated alongside African-Americans (although, at that time, it was still politically correct to use the term 'blacks') and many other minorities. There seemed to be no discrepancies in the teacher's expectations or treatment of us, nor in the resources to which we had access. While learning American history, I remember lessons about the various ethnicities that fought for the country or immigrated to America, their cultures and the important roles they played in the country's history. I have not, as an adult, learned of information that would indicate these childhood lessons were biased. Was, and is, there unequal treatment of minorities in the American educational system? Are some groups of Americans indirectly segregated within the classroom, denied the same quality of teaching or amount of attention, graded more strictly than others? I expect there are, in some parts of the country. Generally, however, educational policies in the United States seem to protect and promote minorities' interests.

Textual Connection In "The Concept of a Multicultural Society", John Rex supports Thornberry's assessment of a delicately balanced educational system. While Thornberry focuses on the degree to which ethnicities are integrated with the majority, Rex concentrates on the coordination required between the public educational system and the private cultural influences. Rex presents a different perspective than Thornberry, but the two are directly related. Rex cautions that the "clash of values" (pp. 214) between the public and private spheres, mainly concerning morality, will cause tension within the system. Incorporating these viewpoints, the public sector facilitates integration, as the 'mainstream' skills are provided, and the private sector reflects the distinct cultural needs of the minority groups. Any society that strives to provide all citizens with "both equality of opportunity and the toleration of cultural diversity" (original emphasis) (pp. 214) must coordinate these influences. Furthermore, if that tension is not addressed and the educational programs not developed to encompass these pressures accordingly, the system will result in greater segregation.

Implications Given that Thornberry's evaluation of the Framework Convention focuses on a specific equilibrium required within a society's educational system, the policy implications seem to be two-fold and are surely quite complex. First, effective policies must be developed that not only provide children with adequate skills and knowledge to be productive members of society, but that do so through unbiased teaching. This, in itself, is complicated, as it involves resources, money and individuals who may bring prejudiced viewpoints. Secondly, these policies must be governed, monitored and evaluated. The impediment to this is, again, potentially biased individuals. By incorporating and encouraging cooperation among a cross-section of the society's population in the development and management of an educational system, a more balanced integration may likely be achieved.

Source: Thornberry, Patrick: "An Unfinished Story of Minority Rights", text in Wiro, A.M. and Kovacs, F. (eds) (2001): *Diversity in Action*, Budapest, Hungary: L.G.I.O.SI, pp. 67-72

¹ Framework Convention for the Protection of National Minorities in Wiro, A.M. and Kovacs, F. (eds) (1995): *Diversity in Action*, Budapest, Hungary: L.G.I.O.SI, pp. 67-72.

² Rex, John: "The concept of a multicultural society", text in Gough, A., Montserrat and Rex, John (eds) (2001): *The Diversity Reader, Nationalism, Multiculturalism and Migration*, Cambridge, UK: Polity Press, pp. 205-220

Sample Self assessment form

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

AQCI ASSESSMENT FORM

Student's name:	Name of assessor:	Date:
Essay title:		

	Excellent	Good	Average	Poor	Not acceptable	Comments
1) Is the chosen quotation central to the author's argument?						
2) Has the main argument been fully understood (including its 'for' and 'against' sides, if applicable)?						
3a) Is the question raised important/relevant/interesting?						
3b) Has this question not been fully answered in the text?						
4) Is the experiential connection relevant/interesting?						
5a) Is the textual connection relevant/interesting?						
5b) Has it been cited properly?						
5c) Has it been adequately explained how the present text's argument contrasts with, contradicts, confirms, clarifies, or elaborates the other text's argument or point?						
6) Have the Implications been well understood, can they have a practical impact for policy making?						
7) Expression/Presentation						
a) Are the style, grammar and general use of English adequate?						
b) Is the AQCI professionally presented?						

Essay grade:

Essay

- The essay is to *enhance* students knowledge of a particular area related to minorities
- The essay should include a suggestion for a ***policy*** that could be applied or has been applied in one country that you think should be applied in other countries
 - Approx 3000 words – or less
 - Self assessment
 - 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

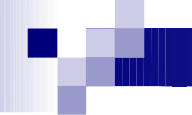


Presentation

- May be based on your paper-
 - (policy suggestion)
- May be on any topic related to minorities in your country
 - (policies, practice)
- Max 10 minutes long-
 - Should be in the format of PowerPoint presentation and should be uploaded to the Moodle platform

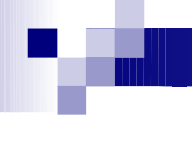
Course Website

- All relevant course materials, including this syllabus, can be found on the course website: dl.cuni.cz (moodle platform) which will be updated weekly.
- *All submissions will be electronic via Moodle*, instructions can be found of the Moodle web platform.
 - Lectures in the form of PowerPoint slides will also be placed on the website for your convenience.



Standardized Marking Procedure

- All written work will be graded using ***standard marking sheets*** to ensure consistency and fairness.
- 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.



Review of requirements

- 2 short assignment (ACQI) 30%
- 1 Paper 30%
- 1 Presentation 20%
- Defence of policy presentation 20%

What is MOODLE?

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English (en)



Kategorie kurzů

- Fakulta humanitních studií
- Filozofická fakulta
- Lékařské fakulty
- Matematicko-fyzikální fakulta
- Pedagogická fakulta
- Právnická fakulta
- Přírodovědecká fakulta
- Teologické fakulty
- Fakulta sociálních věd
- Ústav jazykové a odborné přípravy
- Ústav výpočetní techniky - podpora Moodle
- Rozpracované
- Inovační podnikání Univerzity Karlovy

Pokud jste zadali při posledním přihlašování do formuláře své osobní číslo, od dalšího přihlašování používejte svoje osobní číslo a heslo pro CAS (tj. stejné údaje jako pro přístup do IS).
Správný postup přechodu na CAS [zde](#)
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Vítejte na Moodle UK

Na těchto stránkách je možno provozovat zdarma pouze nekomerční kurzy, určené pro podporu výuky na Univerzitě Karlově v Praze. Další informace o provozu systému včetně elektronické žádosti o založení kurzu viz. [Elektronická podpora vzdělávání na UK](#).

Pro přihlašování na tento server se využívá [Centrální autentizace UK \(LDAP\)](#). Pozorně si prosím přečtěte informace na stránce, která

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English (en) ▼

Returning to this web site?

Login here using your username and password
(Cookies must be enabled in your browser) ?

Username

Password

Login

Some courses may allow guest access

Login as a guest

Forgotten your username or password?

Yes, help me log in

Is this your first time here?

Tento server je dostupný pro studenty a učitele Univerzity Karlovy.
Pokud ještě nejste zaregistrováni, přihlašte se pomocí svého
osobního čísla a hesla pro CAS
(více info zde <https://ldap.cuni.cz/index.php>), účet vám bude
vytvořen automaticky.
Pokud máte nějaký dotaz, kontaktujte správce moodle@cuni.cz

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-  [Národní knihovna ČR](#)
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Vedoucí projektu Moodle UK:
[Jan Polášek](#)
[Zástupce](#)
[Jitka Feberová](#)

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Search results: 2

INTER Platforma pro vzdělávací a sociální inkluzi Romů

Teacher: Chris Jasko
Teacher: Laura Laubeova
Teacher: Antonin Mikes

Available places: Unlimited

Platforma je určena studentům i pedagogům, kteří se chtějí podílet na zlepšení současné situace Romů v ČR i dalších evropských zemích. Navazuje na kurzy SM628, SM629 a MM202

Category: Fakulta sociálních věd

Multiculturalism in W. Europe and N. American

Teacher: Laura Laubeova
Teacher: Antonin Mikes

Available places: Unlimited

This space serves to students registered at MM202 and focuses on issues related to multiculturalism, minorities, and -isms in a comparative perspective.

Category: Fakulta sociálních věd

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Filozofická fakulta

Lékařské fakulty

Matematicko-fyzikální fakulta

Pedagogická fakulta

Topic outline

Welcome to MM 202

Multiculturalism in W. Europe and N. America

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

NOTE: New Email for the lecturer [abtmikes\(at\)gmail.com](mailto:abtmikes(at)gmail.com)

Notice board

Social forum

How to register/sign on

Help forum- if you get stuck

1

Course Info.

Syllabus 2009

syllabus PDF 2009

Readings

Additional Information

What should happen before you start submitting your work?

Latest News

(No news has been posted yet)

Recent Activity

Activity since Saturday, 20 February 2010, 02:15 PM

[Full report of recent activity...](#)

Nothing new since your last login

Upcoming Events

There are no upcoming events

[Go to calendar...](#)

Course Summary

This space serves to students registered at MM202 and focuses on issues related to multiculturalism, minorities, and -isms in a comparative perspective.

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Questions?