

THE POLITICS AND ETHICS OF DIFFERENCE

Pol Sci 138CW
UC Irvine, Spring 2023
Mondays 6-8:50 in SSPA 1170
TAs: Prince Heto, Kristen Aanstoos

Kristen Renwick Monroe
Office: SSPA 4103
Phone: 824-6092. 949 701 1194 (cell)
Professor Monroe's Office hours:
after class & by appointment

Overview: What is the political significance of difference? Why are ethnic, racial, or religious differences frequently politically significant while differences in height, musical ability, or physical agility are not? Why are linguistic differences sometimes relevant politically and other times not salient? What about age? Gender, or sexual orientations? What causes prejudice and what fosters tolerance of differences judged ethically and politically salient? What encourages respect for these differences, leading some of us to reach out across divides that isolate others? These questions take on a poignant immediacy when we read news reports of continuing prejudice, discrimination, ongoing ethnic, religious, and sectarian violence -- even genocidal activities and war -- and increasing polarization over issues of race, religion, gender, and ethnicity at home and abroad. They are questions you will need to consider as you go out into a world where you will meet new people from diverse cultures, religions, and ethnicities.

Please recognize that even discussing prejudice involves us in difficult conversations. Indeed, one of our first tasks is to find our collective comfort zone, one that allows us to speak frankly about contentious and potentially incendiary issues with honesty, respect and integrity, free of the polarizing ideology that can cripple progress and create discord. Since the course tackles difficult issues concerning prejudice, discrimination, and tolerance, it is important that we all respect different opinions and conduct our class discussions with civility, integrity and respect for each other. In that vein, if you have any reservations about watching any of the films, reading any of the books, or the tone of class debate, please let me know and we can find something with which you are more comfortable.

Class projects. This course encourages students to think deeply about their own attitudes toward people judged *different*, whether these differences are associated with race, ethnicity, religion or with age, disability, sexual orientation, or something else. As a member of this class, you will be asked to participate in one of two pedagogical exercises designed to lessen prejudice and increase tolerance of differences.

- **Empathy interview.** The first project is designed to heighten empathic involvement with members of groups judged *different*, thus testing one of the oldest themes in moral psychology and ethics: the idea that empathic involvement with another will foster understanding and compassion for differences by allowing us to see the world through the other's eyes. This project involves doing an interview with someone *different*, preferably an older person you know well and respect. You will conduct an oral history, asking about their lives and the moral choices they faced, and what they can tell you that might help you as you compose your own life.
- **Programs to foster tolerance.** The second project involves working with others to survey programs that try to increase tolerance and, if you wish, design your own proposal for a program that might lessen prejudice in your community.

Ethics Center Annual Banquet. All students will prepare their project for presentation to the class during the last week of the term. You also are invited to present your work at a public event on June 6th at 6 pm at the Beckman Center, just off campus at Academy Way. The TAs will work with you to put

Syllabus, Politics and Ethics of Difference
Spring term 2023, UCI

together this presentation, which we hope to show at a dinner June 6th, to which you and a plus one (or two parents) are invited. (COVID permitting.) This dinner is NOT required and no one will be downgraded if you do not attend. But view it as a chance to celebrate the end of term with your family and your friends and to show off the excellent work we expect you all to produce this term. The dinner will be held just off campus at the Arnold and Mabel Beckman Center for the National Academy of Sciences and Engineering and is free. Reception at 6:30, dinner at 7. You should be there by 6 pm to set up the display of your work project if you choose to attend and present your work. Group projects are OK but need to be approved in advance by the professor.

Four key concepts. The course begins by suggesting that the key to understanding the politics of difference is not to think of cultural differences as intrinsic and immutable but rather as the result of how these differences are shaped and perceived – by oneself and by others -- through a cognitive classification of oneself and of oneself in relation to others. The premise underlying the course is that much of our treatment of others results not from rational calculus of interests that flow naturally from innately derived and immutable differences – such as race, gender, ethnicity, or religion—but from our perceptions of others as derived from the moral salience accorded these differences via a cognitive categorization and classification of others in relation to ourselves. To that end, we will focus on four key concepts throughout the course: **prejudice, moral salience, empathy, and the moral imagination.**

Teaching Assistants. Since this is an upper-division writing course, there are extensive writing requirements. Because of this, we have two Tas in the course: Prince Heto and Kristen Aanstoos. Each TA will be responsible for 20 individual students. TAs will be assigned randomly during the first week, according to last name. If your last name begins with a letter that falls in the first half of the class list, you will be assigned Kristen Aanstoos. If your name begins with a letter that falls in the second half of the class list, you are assigned to Prince Heto.

Syllabus appendix. I realize that students are naturally apprehensive about grades so I include an appendix that details course requirements and expectations. Since this is an upper-division writing course, I also include information on the campus resources of which you can avail yourself if you need extra help. I should note that I have never failed a student who attended all the classes and completed the assignments on time. But I learned – sadly – that students sometimes surface week 5 or even week 9 of the term and claim to have been in attendance all quarter; it is not fair to other students who do make the effort to attend class and complete assignments in a timely manner to relax requirements for those who do not. So do not put yourself or me and the TAs in that situation. Please read the appendix carefully, even though we will discuss it in class.

TIME SCHEDULE

Spring Term 2023

PART 1. INTRODUCTION

Week 1. April 3.

The Magic Bullet. In-class discussion. Expectations and ground rules: Drawing up our social contract. Discussing issues of prejudice and discrimination requires extra tact and additional compassion and civility. Some of our films, in particular, raise troubling issues concerning how we treat our fellow human beings. Others use language that is disrespectful and alarming in depicting historical events that reveal the ugly side of humanity. Let us begin the class by making it clear that we pledge to treat *the other* – whatever that means or who that entails– with the respect and dignity we wish to claim for ourselves. Our

initial task, therefore, must be to establish some shared ground rules on how to discuss these topics with integrity and respect and to make sure we all share the same understanding of the ground rules.

Assigned reading in class: As an example of great writing, we will read the introduction to *The Cellist of Sarajevo*.

Lecture: Learning from others' moral choices. Thinking in different ways about prejudice, moral salience, empathy, and the moral imagination.

In-class films: The 700 Club, Ruby Bridges shares the key to overcoming racism.
Youtube: Robert Coles Speaks on Ruby Bridges
Frontline: A Class Divided

Assignment in-class essay: How would you define ethics? How would you measure it? How do you feel about participating in a class in which consideration of your own ethical views plays a central part of your learning experience? How do you feel being asked to write about your own prejudice? This is an upper-division writing assignment. Are you comfortable having excerpts from your papers discussed in class? Would you be more comfortable if you use a pseudonym? If so, take a minute to pick your pseudonym and use it throughout the term. There are no right or wrong answers, so just be thoughtful and honest.

PART 1. THEORIES OF PREJUDICE: THE MORAL SALIENCE OF DIFFERENCE AND THE ELDERLY

Week 2. April 10.

Difference and prejudice, empathy, moral salience, and the moral imagination.

Lecture on moral salience as a concept.

Assignment 1 and/or 2. You may do both essays. Both are due at 12 noon the day of class 2. Type all essays in double-spaced, 12-point font and send them to the TA in a word document so they can easily edit them and return them to you before class. We will go over the most common writing errors in class. Remember, this is an upper-division writing course, so we do also pay attention to your writing.

Assignment 1. What does prejudice mean to you? What did you think of *A Class Divided*? What do you believe are the most serious types of prejudice in this country? Are any of them justified? What does it mean to justify a prejudice?

Assignment 2. Putting yourself in the place of the other. Find 2 or more friends and have a 20-minute conversation about *difference*. In what ways do you differ from each other? Are any of those differences ones that have led to your being discriminated against? Find 3 differences that might be more important to your friendship than the traditional differences we associate with prejudice and discrimination. Write up this conversation in some way, either via recording and transcribing it or summarizing it.

In-class film: Crash. On ethnic differences, tolerance, class, and how nobody is all good or all bad. The movie manages to insult most groups!

Week 3. April 17.

The Psychological Origins and Causes of Prejudice

CLASS PRESENTATIONS ON THE REQUIRED READING.

Required reading: these are some of the basic books on prejudice. Break into 8 groups of 5 to read one of these books and present a summary in class.

- Gordon W. Allport (Author), Kenneth Clark (Introduction), Thomas Pettigrew (Foreword). ***The Nature of Prejudice: 25th Anniversary Edition*** Paperback – Unabridged, January 22, 1979, Publisher : Basic Books; Unabridged edition (January 22, 1979) Paperback : 575 pages. ISBN-10 : 020100179 ISBN-13 : 978-0201001792. \$22.99
- Mahzarin R. R. Banaji (Author), Anthony G. Greenwald. 2016. **Blindspot: Hidden Biases of Good People** Paperback – August 16, 2016. Random House Publishing Group; Reprint edition (August 16, 2016). Paperback : 272 pages. ISBN-10 : 0345528433 ISBN-13 : 978-0345528438. Price of the paperback \$10.49
- Jennifer L. Eberhardt. 2020. ***Biased: Uncovering the Hidden Prejudice That Shapes What We See, Think, and Do.*** Paperback – Illustrated, March 3, 2020. Penguin Books; Reprint edition (March 3, 2020). Paperback : 368 pages. ISBN-10 : 0735224951 ISBN-13 : 978-0735224957. Price of the paperback \$11.99

IF TIME PERMITS. Class experiments on social identity and self-categorization.

Podcast (in class): “How They See Us.” [Hidden Brain link](#) (51 minutes). On *stereotype threat*.

There are so many different forms of prejudice that we cannot begin to cover all of them in one term. In choosing the films/documentaries to view, we will omit lots of important illustrations of these prejudices. In choosing the ones on which we focus, we are not implying other forms of discrimination are not just as important. So please, if you have a movie you find especially insightful and want to analyze in lieu of the ones we assign, please let me know and we can make appropriate arrangements. The movie must be approved in advance by me or one of the TAs.

PART 2. SOME OF THE MANY TYPES OF PREJUDICE

Week 4. April 24. We begin with an easy difference: age. None of us is born old. No one wants to be old, and yet all of us desperately want to be old. What does it mean to be old, and why is it a difference against which we prejudice, given that we all will eventually be old ourselves at some point, if we are lucky?

Prejudice and the Elderly. What does it mean to be “old?”

In-class Film: *The Most Exotic Marigold Hotel*.

Assignment 4 is in two parts:

Part 1. Bucket list.

Think about the quotes from *The Most Exotic Marigold Hotel*. Do one of the following:

Read Quote 1 (below). What is your “good stuff”? Compose your own “bucket list” of things you would like to do in your life before it ends. Would you feel bad if you did not do these? As you put together your bucket list, what factors did you consider? How did having to put together this list make you think about life and your own values?

Part 2. Describe a time when you were made to feel invisible. When you were discriminated against. What caused it? Who did it? How was your view of yourself affected by this? How did the experience make you feel, about yourself now, about the other person? What, if anything, resolved it? Did you think it was fair that you were discriminated against on the basis of the particular “difference” that someone else ridiculed or found offensive?

Then please describe a time you may have discriminated against someone. Who was this? Why did you do this? What legacy did it leave you? Do you think you are a prejudiced person? If so, toward

what groups do you feel prejudice? What kind of prejudice do you feel, and why? Do you think this can change? If so, what would lead you to alter your views in this regard? What are your attitudes toward the elderly? Toward other groups judged “different” in your society?

Week 5. May 1.

What understanding prejudice can teach us about being human. Religion and ethnicity.

In-class film: *Arranged.*

Assignment 5. Discusses religion, religious stereotypes and prejudice, the tension between *traditional* ways of life – often supported by religion -- and ways considered *modern*, and the ability to find friendship across these divides. Recall the Ruby Bridges YouTube and the role religion seemed to play for her. Do you have any thoughts on this?

Week 6. May 8

Skin color and racial prejudice in the United States.

Class discussion of **Nikole Hannah-Jones et al. 2021. *The 1619 Project: A New Origin Story*** and the controversy it has sparked. Please be aware that we are not trying to make a point here. Part of becoming educated is learning to observe the nuances in a subtle argument and to learn how to disagree without being disagreeable so please respect opinions even when they clash with your own.

In-class Film: There are many excellent movies that capture various parts of the experience of difference related to skin color and “race.” Some of these are: *The Long Walk Home*; *Hidden Figures*; *Selma*; *I Am Not Your Negro*; *Loving*. This year we are going to view episode 1 of *The African Americans: Many Rivers to Cross (Episode 1) - The Black Atlantic (1500-1800)*. Six episodes. Episode 1, *Priscilla, A Slave: The African Americans: Many rivers to cross. PBS documentary with Henry Louis Gates, 10 22 2013*, From the website: <https://www.bitchute.com/channel/ojma...> "The Black Atlantic" explores the global experiences that created the African-American people. Beginning a century before the first documented "20-and-odd" slaves who arrived at Jamestown, Virginia, the episode portrays the earliest Africans, slave and free, who arrived on these shores. The transatlantic slave trade soon became a vast empire connecting three continents. Through stories of individuals caught in its web, the episode traces the emergence of plantation slavery in the American South and examines what the late 18th-century era of revolutions - American, French and Haitian - would mean for African Americans and slavery in America."

Assigned reading: **Nikole Hannah-Jones et al. 2021. *The 1619 Project: A New Origin Story***

Assignment 6. Analyze *The 1619 Project: A New Origin Story* and its criticism, and draw your own conclusion.

Week 7. May 15. Ethnic prejudice. There are so many different types of ethnic prejudice that it is hard to choose just one. We could find equally-troubling prejudice against many ethnicities. I choose Asian and Hispanic Americans since the enrolled student population at UCI (at the latest data) is **33%** Asian, **23.3%** Hispanic or Latino, 16.2% White, 4.28% Two or More Races, 2.12% Black or African American, 0.214% Native Hawaiian or Other Pacific Islanders, and 0.0759% American Indian or Alaska Native.

In-class film clip from **John Oliver on YouTube *Asian Americans: Last Week Tonight with John Oliver* (HBO.)** June 7, 2021. Oliver discusses the large, diverse group of people who fall under the category of Asian-American and skewers about everyone in the process. If you are unfamiliar with John Oliver, he sprinkles his conversation with vulgarity but has some pretty serious thought underneath the sarcasm and irreverence. If you are offended by his style, please let me know so we can make alternative arrangements. 27 minutes.

Dolores. American Experience. Story of Dolores Huerta and the farmworker movement in the USA.
1 hour and 13 minutes.

Recommended reading: Ray Suarez. 2013. *Latino Americans: The 500-Year Legacy That Shaped a Nation*. Celebra; Media tie-in edition (September 3, 2013). Paperback:72 pages. ISBN-10 : 0451238141
ISBN-13 : 978-0451238146

Assignment 7. We all come from somewhere and most new groups to this country experienced some prejudice. In my own family, some of the English seeking religious freedom in 1640 left the Massachusetts Bay colony and moved to New Netherlands (now Sheepshead Bay in Brooklyn) to live with the Dutch because the Puritans were intolerant of their particular form of Protestantism. My grandfather told me that his mother, who came from Scotland, told of signs saying: “No dogs; no Irish.” And that his great-grandmother on his paternal side described seeing a slave auction in New Orleans when she came, alone, as a 15-year-old from Ireland, fleeing the potato famine and the oppressive British regime. Virtually every ethnic group has had to fight off some stereotype and has had to deal with some ugly terms for their ethnic group. Speak with a member of your family to ask if anyone in your family ever experienced ethnic prejudice. Choose a book about ethnic prejudice that struck you and tell me why it is important to you. Have you ever experienced ethnic prejudice? If so, what form did it take? How can we best combat this?

PART 3. IS THERE HOPE? BORDER CROSSERS. PEOPLE WHO ARE ABLE TO SEE ACROSS THE BARRIERS THAT DIVIDE US TO FIND THE COMMON HUMANITY. WHAT MAKES THEM DIFFERENT? WHAT PROGRAMS WORK TO LESSEN PREJUDICE AND BIGOTRY AGAINST PEOPLE WHO ARE “DIFFERENT.”

Week 8. May 22.

Prejudice and anti-Semitism. World War II and the Holocaust.

Readings: *The Hand of Compassion*. Kristen Monroe. Princeton U Press. 2004.

Assignment 8. Describe one of the people in *The Hand of Compassion* or one person in the movie, *Into the Arms of Strangers*. What made that person the way they were? Why did that person help strangers in need when so many others did not? Why is anti-Semitism so resilient? What is its connection to white nationalism today?

In-class Film: *Into the Arms of Strangers: Stories of the Kindertransports*. In the period preceding World War II, 10,000 Jewish children from the Third Reich left behind their families, their lives, and their childhoods to move into the arms of strangers willing to take them into their homes. Academy Award winner for best documentary, by Jonathan Mark Harris of USC.

Recommended Reading: *Bury the Chains: Prophets and Rebels in the Fight to Free an Empire's Slaves*. Adam Hochschild. Houghton Mifflin, 2005. A narrative history of the late 18th- and the early 19th-century anti-slavery movement in the British Empire, the first international movement to help another group.

Week 9. May 29. Memorial Day. No Class.

Assignment 9. One option for your final assignment is to develop an analogous program to combat prejudice in your local community, including the UCI campus, if you like.

Week 10. -June 5. FINAL PAPERS. Remember you have two options for a final paper.

- **Empathy interview.** The first project is designed to heighten empathic involvement with members of groups judged *different*, thus testing one of the oldest themes in moral psychology and ethics: the idea that empathic involvement with another will foster understanding and compassion for differences by allowing us to see the world through the other's eyes. This project involves doing an interview with someone different, preferably an elder. You will conduct an oral history, asking about their lives and the moral choices they faced, and what they can tell you that might help you as you compose your own life.
- **Programs to foster tolerance.** The second project involves working – alone or with other class members -- to survey programs that try to increase tolerance and, if you wish, to design your own proposal for a program that might lessen prejudice in your community.

Group and individual posters will be presented in class and at the Ethics Center Annual Banquet, Week 10, June 6th.

ASSIGNED BOOKS

Gordon W. Allport (Author), Kenneth Clark (Introduction), Thomas Pettigrew (Foreword). *The Nature of Prejudice: 25th Anniversary Edition* Paperback – Unabridged, January 22, 1979 Publisher : Basic Books; Unabridged edition (January 22, 1979) Paperback : 575 pages. ISBN-10 : 0201001799 ISBN-13 : 978-0201001792. \$22.99

.Mahzarin R. R. Banaji (Author), Anthony G. Greenwald. 2016. **Blindspot: Hidden Biases of Good People** Paperback – August 16, 2016. Random House Publishing Group; Reprint edition (August 16, 2016). Paperback : 272 pages. ISBN-10 : 0345528433 ISBN-13 : 978-0345528438. Price of the paperback \$10.49

Jennifer L. Eberhardt. 2020. *Biased: Uncovering the Hidden Prejudice That Shapes What We See, Think, and Do.* Paperback – Illustrated, March 3, 2020. Penguin Books; Reprint edition (March 3, 2020) Paperback : 368 pages. ISBN-10 : 0735224951 ISBN-13 : 978-0735224957. Price of the paperback \$11.99

Nikole Hannah-Jones *et al.* 2021. *The 1619 Project: A New Origin Story.* Hardcover – November 16, 2021. Publisher: One World (November 16, 2021) 624 pages. ISBN-10 : 0593230574 ISBN-13 : 978-0593230572. Hardcover \$22.79 (Paper is more expensive for some reason.)

Kristen Monroe. 2004. *The Hand of Compassion.* Princeton U Press. ISBN: 9780691127736 . The price of a hardcover \$17.65 Paper ranges from \$11.95 - \$39.95.

RECOMMENDED BOOKS

Edmund Ball. *Slaves in the Family.* Farrar, Straus and Giroux; Revised ed. edition (April 22, 2014). Paperback : 544 pages. ISBN-10 : 0374534454. ISBN-13 : 978-0374534455

Adam Hochschild. 2005. *Bury the Chains: Prophets and Rebels in the Fight to Free an Empire's Slaves.* Houghton Mifflin, 2005. Mariner Books; Reprint edition (February 10, 2006). **Paperback** : 496 pages. **ISBN-10** : 0618619070. **ISBN-13** : 978-0618619078. Paperback \$14.39.

Ray Suarez. 2013. *Latino Americans: The 500-Year Legacy That Shaped a Nation* . Celebra; Media tie-in edition (September 3, 2013). Paperback:72 pages. ISBN-10 : 0451238141 ISBN-13 : 978-0451238146

Amy Tan. 1996/2006. *The Joy Luck Club*. Penguin Books; 1st edition (September 21, 2006). Paperback : 352 pages. ISBN-10 : 0143038095 ISBN-13 : 978-0143038092

ASSIGNED FILMS

You may want to watch the trailers of these films and, if you find any of them too difficult to watch, you are welcome to suggest an alternative. Each of them addresses the question of prejudice and does so in ways that capture the ugliness of such prejudice, in order to reveal the need to change things.

Week 1. *A Class Divided: Frontline*

Week 2. *Crash*

Week 4. *The Most Exotic Marigold Hotel*.

Week 5. *Arranged*

Week 6. *Student choice:*

Week 7. *John Oliver on Asian-Americans, Dolores. The Story of Dolores Huerta and the fight for the Mexican Farmworkers.*

Week 8. *Into the Arms of Strangers: Stories of the Kindertransport*

Week 9. *Slavery by Another Name: Frontline*

DETAILS ON GRADING AND PAPER PROJECTS

Pedagogical Methodology. The pedagogical premise of the course is that students learn best not by listening to lectures but by being forced to examine their own preconceptions in the light of empirical evidence. Hence the course involves extensive interviews and writing about your thoughts on *difference*. You will be asked to examine your own attitudes toward members of groups often underrepresented or discriminated against in contemporary American society. This will be done via a series of written assignments in the form of essays/journal entries and culminating in a term paper.

Fieldwork. The final paper is linked to the theoretical/substantive concerns of the course by complementing theoretical readings with a firsthand experience that combines the kind of cognitive analytical skill with the emotional impact psychologists now tell us influences cognition (McGaugh 2003). This is your course so we leave the choice of this up to you but we offer two options.

Option 1. THE EMPATHY INTERVIEW. INTERVIEW AN ELDER, ASKING THEM TO TELL YOU ABOUT THEIR LIFE (AN ORAL HISTORY), WHAT MORAL CHOICES THEY FACED, HOW THEY DEALT WITH THOSE CHOICES, AND DISCUSS WHAT THIS TAUGHT YOU ABOUT YOUR OWN LIFE AND MORAL CHOICES.

In this option, we encourage you to examine a group often omitted in discussions of the politics of difference, a group into which none of us is born, that each of us frantically tries to avoid, that most of us – if we are very lucky -- eventually move into and out of, depending on chance, situation and the kindness of strangers, and a group that all of us – if we are fortunate – desperately hopes to join: the elderly.

Elders are treated differently by various cultures. Our study of these cultural differences, and our attempt to disentangle what is “intrinsic” and immutable about becoming old (e.g., the loss of physical vigor, and emotional dependence), will force you to think about other differences in a new light by focusing on a

simple question: While some differences exist independently of social construction, many of them are culturally-imposed and hence are neither intrinsic nor immutable. What part of this identity is related to the individual's calculus of self-interest, and what part is played by identity perceptions, including the perceptions of others? This is a key question to be answered in the course, one that will help you understand the importance of categorization and the according of moral salience to other groups in our society, and one that may provide a different understanding of interest group politics. If you wish, you may interview someone who is older (above 65) and who is a member of a group that has experienced its own prejudice in addition to being an elder. Please check with the professor for approval of your person to be interviewed.

Option 2. SURVEY AND EVALUATE ATTEMPTS TO LESSEN PREJUDICE AND/OR COUNTERACT STEREOTYPE THREAT. DEVELOP YOUR OWN PROPOSAL FOR SUCH AN INTERVENTION, GROUP OR PROGRAM IN YOUR COMMUNITY, INCLUDING UCI CAMPUS.

Consider the kind of work done by Jane Elliot in her blue-eyed/brown-eyed experiments or the work by Stelle on the prevention of stereotype threat (Steele 2010. Steele, Claude. *Whistling Vivaldi: and Other Clues to How Stereotypes Affect Us*. New York: W.W. Norton & Company, 2010.). Survey these attempts to make people aware of prejudice and then put into action efforts to change things for the better, evaluate them, and then propose one of your own if you can. For example, stereotype threat happens when people worry that their behavior will confirm negative stereotypes about their group. This has been studied in classrooms, business organizations, sports, and police departments. Interventions have been implemented in many of these areas to reduce the negative effects of stereotype threat.

Intellectual and Normative Outcomes. The importance of approaching differences this way, of course, is normative as well as intellectual since to the extent that such differences are a function of cognitive construction, their ethical and political impact can be muted and reshaped through the kind of contact and understanding we hope to foster in this course.

Writing: Writing and self-analysis are critical to the course. Students thus will do extensive writing as part of the course, which fulfills the upper-division writing requirement.

To satisfy the requirements of an upper-division requirement course, the writing component includes the following writing requirements (all word counts are approximate):

- ❖ Five writing assignments are required; these should range from 500 to 1000 words in response to the prompt. They are due by noon Wednesday the week for which they are assigned. Please send them via email to the professor and the TA using a word document so we may make corrections and suggestions on the document easily.
- ❖ Specific assignments are noted each week. There are 9 possible assignments and you need to do 5. If you wish to do 6, you may drop the one with the lowest grade and be graded only on the top 5. These will be graded both for content and for writing style.
- ❖ The final paper will be a paper about your "hands-on" experience following either Option 1 or Option 2, as described above. All these papers should be 2500-5000 words.

COURSE REQUIREMENTS: Grading is not precise but the following percentages reflect the *approximate* values of each assignment. The written assignments must be double-spaced and in 12-point font. Please submit all assignments via CANVAS. Requirements for the grade for the term include:

1. Class discussion of readings and films. 15%
2. Final project. 40%
3. 5 writing assignments in response to the prompts. 25% (5% each)
4. Two quizzes on grammar, to be completed independently any time during the term. 5%
5. Class attendance. 15%

Since this course satisfies the upper-division writing course we will be focused on your writing as well as on the subject matter for the course. For students who need further instruction or help, please feel free to check out some of the resources at UCI.

- **From their websites:**
- **The UCI Writing Center** provides writing support services to all enrolled UCI students and offers individual conferences with a writing specialist, walk-in writing clinics, online consultations, and writing workshops designed for students enrolled in writing courses. Students can set up an appointment with an experienced writing specialist if they want to get in-depth feedback for any kind of writing they are working on, or if they just want to toss around some ideas. This is best done well in advance of deadlines to maximize redrafting time and effectiveness. Online consultations are available for those students who may be unable to come to campus for an appointment or who simply prefer electronic correspondence over in-person assistance. Using our online consultation service the students can ask questions about assignments, or submit any writing from a thesis statement or paragraph to an entire draft of a paper. As the Center for Excellence in Writing and Communication, our focus is on the writer and the writing process; we want to make better writers, not just better papers. As a result, we will promote consistent, long-term writing improvement, give a model for revising and editing, and identify what parts of the student's writing need work. On the other hand, the Writing Center is not an editing service. Students cannot drop papers off for "fixing." Please call x48949 or visit the UCI Writing Center website at <http://www.writingcenter.uci.edu/>.
- **The Program in Writing and Library Research Undergraduate Students (WALRUS)** provides access to peer tutors for consultation at four locations: Langson and Science Libraries, Middle Earth, and Mesa Court. Students can drop in during the evening to see a peer tutor and get advice about overall writing strategies, general revision, and research strategies. The peer tutors are carefully selected and well-trained according to the general consensus of best practices in composition pedagogy. Please visit: http://www.writingcenter.uci.edu/?page_id=91.
- **The Scholarship Opportunities Program (SOP)** assists bright and dedicated undergraduates with applying for nationally prestigious scholarships such as the Rhodes, Fulbright, Truman, Goldwater, etc. For more information, visit the SOP website at <http://www.scholars.uci.edu/>. We welcome faculty to direct promising students to this office.
- **The Anteater's Guide to Writing and Rhetoric**, the student handbook for first-year composition courses, is available through the Composition Program. Call the Composition Office at x46717 or visit the Composition Program website at <http://www.humanities.uci.edu/comp/>.
- **Humanities Core Course Guide & Writer's Handbook** can be requested from the Humanities Core Course Program Office at x41964 or see their website at <https://eee.uci.edu/programs/humcore/Student/index.html>.
- **The Teaching, Learning, and Technology Center (Director, Dr. De Gallow)** offers a wide range of teaching and evaluation strategies as well as consultation services for faculty and teaching assistants, all free and confidential. Call x46060 or visit their website at <http://www.tlhc.uci.edu/>.

Readings and class discussion of the written work. Students will be required to complete all reading assignments by the date on which they are assigned. Since the course will be run as a seminar, students will be graded on their participation in class. **STUDENTS WHO DO NOT ATTEND CLASS REGULARLY WILL NOT RECEIVE A PASSING GRADE.**

Assignments. All assignments should be typed, twelve points, double-spaced. Each assignment must be typed, double-spaced, in 12-point font in Times New Roman or comparable type. Send one hard copy of your papers by 12 noon the Wednesday of the week it is due. Also send one copy to your TA. My email is

Syllabus, Politics and Ethics of Difference
Spring term 2023, UCI

KRMonroe@UCI.Edu. Prince Heto's email is pheto@uci.edu and Kristen Aanstoos's is kaanstoo@uci.edu. Please send a word document so we can edit it and give you feedback directly on your paper. Unless you ask that the paper be kept private, we would ask that we be allowed to discuss the papers during class. If you need to submit the paper late because of a medical event, please be sure to include a doctor's note to that effect. Otherwise, late papers will be downgraded by one point. I do not wish to be harsh but it is unfair to other students to give others extra time unless there is a medical emergency.

Since this is an upper-division writing course, we will implement two quizzes on grammar. These quizzes will cover common grammatical mistakes found in undergraduate writing. The quizzes will be given through Canvas and must be completed with 100% accuracy by the fifth week of class; however, there will be no time limit on the quizzes, and students will have unlimited attempts to pass them.

OFFICE HOURS: I hold regular office hours 30 minutes before and after every class as long as is necessary. Students for whom these times are not convenient should feel free to make an alternate appointment by contacting me via email: KRMonroe@UCI.Edu. I am usually quite prompt in returning emails so if you do not hear back from me within 24 hours, please re-email me or phone me since messages can get trapped in spam filters. Prince Heto's office hours are Mondays at 1 pm (via Zoom: Meeting ID 998 1203 1375) or by appointment. Kristen Aanastoos's office hours will be announced.