Diversity has become a central consideration in debates about democracy in contemporary political theory. What such a polysemic notion entails politically and philosophically, however, is the subject of intense debate. This course will focus on recent normative orientations to diversity, like multiculturalism, impartiality, intersectionality, recognition, redistribution, feminism, care, and sustainability. Through these lenses, this course will examine issues related to language, gender, religious belief, Indigeneity, citizenship, vulnerability, disability, ecology, and animality.

In considering these themes, the students will be introduced to important texts and authors in current thinking about diversity, and to the underlying methodological concerns that inform such debates. As we proceed, the students will be encouraged to pursue reflective and critical enquiry concerning some the central issues of democracy and diversity.

At the end of the course the students are expected (a) to become acquainted with basic ideas, concepts, and problems related to democracy and diversity; (b) to construct persuasive interpretations and applications of those ideas and concepts; (c) to evaluate normative and explanatory arguments from theoretical texts; and (d) to give articulate expression to their own thinking in a rigorous and coherent way.

**Required reading**

All readings listed in the syllabus are available via the UVic library (or will be distributed in class). The main readings will be posted on Coursespaces.
Evaluation

1. Participation and attendance .................................................. 15%
2. Critical analysis (1000-1250 words) ................................. May 29th 30%
3. Essay proposal (250-350 words + bibliography) ................. June 12th 15%
4. Essay (2500-3000 words) .................................................... June 28th 40%

Please note:

All written assignment must be submitted electronically via Coursespaces before 4pm on the dates shown in the schedule.

No assignment will be accepted without penalty after the stated due dates for each assignment. The only exceptions will be for documented medical reasons or family emergencies. Late assignments will be penalized at the rate of 5% per day.

Failure to complete all assignments will result in a grade of “N” for the course.

1. Participation and attendance
Students are required to complete the assigned readings before each class and come prepared to discuss them. The students’ participation grade will take into account their attendance record as well as their participation in class discussion. The students’ contributions will be evaluated by their insightfulness and critical attention to the course material. Contributions are expected to help advance other students’ understandings of the material, and must be congenial and committed to a spirit of open, friendly, and respectful inquiry.
Please note that students with more than two unexcused absences will have their attendance grade diminished.

2. Critical analysis
Students are required to write a critical analysis (1000-1250 words, not counting footnotes or bibliography). A handout outlining this assignment will be available on Coursespaces early in the term. The critical analysis is worth 30% of the final grade and is due on May 29th.

3. Essay proposal
Students must submit a 250-350 word proposal (not counting the bibliography) with a short bibliography. The proposal must include an explanation of the proposed paper that identifies a research question or problem and explains the direction the paper will take. Students may also include an outline of the argument. The short bibliography’s quality will be judged by its relevance to the topic. The proposal is worth 15% of the final grade and is due on June 12th.
Note: please read the research essay assignment on Coursespaces before writing the proposal.

4. Essay
Students are also required to write an essay that is 2500-3000 words (not counting footnotes or bibliography). Papers will be due on June 28th. The essay is worth 40% of the final grade.
Early in the term, students will be provided the information they will need to complete this assignment via Coursespaces. The assignment will invite students to explore in more detail a particular theme that has been covered in the lectures. Papers must follow scholarly conventions regarding citation and bibliographical references.

On plagiarism, consult UVic’s Policy on Academic Integrity, at http://web.uvic.ca/calendar2017-09/undergrad/info/regulations/academic-integrity.html

Good advice about how to avoid plagiarism: http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize

Course Schedule

(subject to adjustment)

Please note that all listed dates are tentative. So that we can maintain flexibility throughout the term with respect to setting the dates on which specific topics are treated, it is essential that students maintain regular attendance, so that they are aware of our schedule, as it unfolds.

Week One

1 – Introduction and liberal egalitarianism (May 15)
General introduction to the course. Paper copies of the syllabus will be provided in class.


Recommended:

2 – Liberal multiculturalism (May 17)


Recommended:

Week Two
3 – Recognition, and the “communitarian” critique of liberalism (May 22)

Recommended:


4 – Redistribution, culture, and identity politics (May 24)


Recommended:

**Week Three**

**Critical analysis due May 29th**

5 – Secularism and religious diversity (May 29)


Recommended:

6 – Gender, oppression and culture (May 31)

Recommended:


**Week Four**

7 – **Diversity and intersectionality (June 5)**


Recommended:

8 – **Indigenous Peoples and colonialism (June 7)**


Please note: copies of this text will be distributed in class on June 5 (or earlier) due to copyright restrictions.

Recommended:

**Week Five**

**Essay Proposal due June 12th**

9 – Socioecological diversity, sustainability and reconciliation: the political thought of James Tully. Part 1 (June 12)


Recommended:


10 – Socioecological diversity, sustainability and reconciliation: the political thought of James Tully. Part 2 (June 14)


Please note: copies of this text will be distributed in class on June 12 (or earlier) due to copyright restrictions.

**Guest speaker**: Professor James Tully.

**Week Six**

11 – Vulnerability, disability, and care. Part 1 (June 19)


Recommended:

12 – Class cancelled (June 21)

Week Seven

13 – Vulnerability, disability, and care. Part 2 (June 26)


Recommended:


**Essay due June 28**

14 – Citizenship and non-human animals + Conclusion (June 28)


Recommended:

Mobile Computing or Communications Devices

To facilitate the realization of course objectives, this course is organized as a manual note-taking lecture course.

Please note:
Phone use in class for any purpose is strictly forbidden.
Students who wish to use laptops for the purpose of taking notes are required to sit in the back rows of the classroom, so as to minimize distraction to other students.

Note also the significant benefits associated with taking your lecture notes by hand:
http://www.thestar.com/life/2014/06/09/laptops_vs_written_notes_writing_it_out_helps_students_more_study_says.html.

Exceptions: Explicit permission for the use of a computer may be granted by the instructor in the case of a disability that justifies its use to facilitate in-class note-taking or learning. You must receive explicit permission from the instructor in such a case, and permission will require proper documentation from the Centre for Accessible Learning.

Some Useful Resources

The Centre for Academic Communication. The writing centre is used by everyone – undergraduate students, graduate students and professors. You can visit them up to a couple of times a week to get assistance with current or past assignments. They can make a huge difference in your confidence and skill with writing. I have seen students receive their first ‘A’s’ as a result of visiting the Centre for Academic Communication.
https://www.uvic.ca/learningandteaching/cac/index.php

Time Management. Time management is a key skill that makes a huge difference in how well you do at university. It is also a skill that is very valuable in any job you might have after university. If you know you have trouble organizing your time to finish, for example, 3 papers due the same day, then contact study solutions through the library. They offer excellent courses and provide one-on-one assistance.
http://www.uvic.ca/library/locations/home/learning/study.php

Personal Challenges. You may also want to contact a counsellor if delays in your coursework completion are due to personal challenges you face over the semester.
http://www.uvic.ca/services/counselling/

Accommodations. Students who require additional assistance (personal, technological, exam taking, attendance, assignment requirements and more) are encouraged to book an appointment with the Centre for Accessible Learning to consider registration. Additionally, students who require accommodations are advised to speak to the course director early in the term. For general inquiries: infocal@uvic.ca. For information regarding registration, documentation, learning disability assessments, contact information and more, see:
http://www.uvic.ca/services/cal/
Course Experience Survey (CES)

I value your feedback on this course. Towards the end of the term you will have the opportunity to complete a confidential course experience survey (CES) regarding your learning experience. The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the survey, you will receive an email inviting you to do so. If you do not receive an email invitation, you can go directly to http://ces.uvic.ca. You will need to use your UVic NetLink ID to access the survey, which can be done on your laptop, tablet or mobile device. I will remind you nearer the time but please be thinking about this important activity, especially the following three questions, during the course:

1. What strengths did your instructor demonstrate that helped you learn in this course?
2. Please provide specific suggestions as to how the instructor could have helped you learn more effectively.
3. Please provide specific suggestions as to how this course could be improved.