

**PS 1240: The Politics of Diversity (in Dublin)**  
**Syllabus**

9-11:30 am  
Room 2

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Perhaps the biggest struggle in American politics today is about diversity. People who live different lives, think different things, occupy different genders, wear different clothes, and have different skin colors all live together. Diversity is fun and interesting and beneficial when trying to solve today's complex problems. But diversity is also difficult. What does it mean to be "tolerant"? What obligations do each of us have to others? How can we increase the benefits of diversity while at the same time decreasing its costs? The politics of diversity is everywhere – from elections and elite behavior to office politics to awareness of other groups and to one's own identity. The goal of this class is to think critically about these issues.

Furthermore, we are in a perfect spot to talk about diversity: Dublin is one of the more diverse cities in the world, and it is surprisingly peaceful given its long history of strife. So really, I have two hopes for this class: First, I hope that you find the material provocative and interesting, that it will spur you to come to class ready to discuss your thoughts about the readings. But second, I hope that we will learn together a bit about the lessons – both good and bad – that Dublin has to offer when it comes to the question of diversity. In order to put Dublin at the center of the stage, then, about half of your assignments will ask you to do some exploring (both physically and intellectually) around Dublin. This class is really the antithesis of "spoon-feeding" you information. There are no right answers here. I don't know exactly *what* we will learn.

*Preparing for class*

It is very difficult to "plan ahead" for each class session. We are hoping to have a series of guest speakers, but it is unclear exactly when they will be able to come in, and if we will need to go to them. For this reason, the syllabus does not comprise a detailed listing of how we are going to spend every class. Rather, it contains what you need to know so you know how to prepare for class, and then we will go from there. That said, in most cases, class will be divided into roughly two sessions, with a break in between. In one session, we will discuss the readings. We are a SMALL class, so please come prepared to TALK. It will be obvious if you are not participating. In the next session, we will do "something else," either a guest lecture or we will work on our larger group projects (more on that in the next session).

*Our "work product"*

Think tanks worldwide hire people (political scientists, a lot of the time) to study and report back on some set of issues the think tank cares about. In this class, we will pretend that we have been hired by a think tank that is interested in learning what we can find out about diversity in Dublin that may offer lessons for the US. At the end of the four-week session, we will have two parts to our "work product" that we will provide to our bosses:

- At least one short “public service announcement” video on some issue surrounding diversity in Dublin
- A roughly 40-page memo on several aspects of what we have learned about diversity in Dublin (you are responsible for only part of this)

*Students with disabilities:* If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both me and Disability Resources and Services, 216 William Pitt Union, (412)648- 7890/(412)383-7355(TTY), as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

*Cheating:* Don’t even try it. Seriously. If I catch you (and I will do everything in my power to catch cheaters), I will follow university procedures for reporting your offense. You will also receive a failing grade for the *course*. Read that last part again: You will fail the course, not just the assignment for which you went over to the Dark Side. You can familiarize yourself with the University of Pittsburgh’s Code of Academic Integrity here: <http://www.pitt.edu/~provost/ai1.html>. Know it.



### *Class assignments*

This course will include A LOT of writing. None of that writing will be similar to other academic writing you have done. Usually, your goal in academic writing is to prove that you did the reading, so you regurgitate whatever you read as precisely as you possibly can. And I am now going to tell you something you surely suspected, but no professor has actually told you: The only thing more boring than writing that kind of drivel is READING that kind of drivel, especially because you have to write only ONE of the things, but I have to read every dang one of them. You are supposed to be having a gee-dee life experience here, and so I don’t want you taking one second away from that to write drivel. Also, I have no interest in taking MY time away in this beautiful city reading drivel. So when you write, I want you to make it fun to read. I want it to be grammatically correct, I want it to be smart, and I want it to show that you’ve read and thought about the readings. But mostly, I want it to be interesting. I want to learn what you’ve learned from your experiences here. You know what I want your writing to have? I want it to have some CRAIC.

### *Grades*

OK, now you’ve gone and brought up grades and ruined the craic. But grades are an essential part of education, so I have to give you some, and I should probably base it on some things.

Your grade will be based on your performance on a series of assignments. ALL assignments will be submitted to courseweb, so nary a splinter will die making paper for you to write on and submit. The grade breakdown is detailed below, then explained in more detail below:

- 24 percent – Daily journal entries
- 5 percent – photo essay
- 5 percent – Kilmainham Gaol essay
- 24 percent – PSA
- 30 percent – Diversity in Dublin report
- 12 percent – Class participation

Daily Journal Entries: For every class for which there is reading, you should prepare a short “journal entry” (250-500 words) that includes your reaction to the readings. This is NOT a summary of the reading, but rather what the readings made you think about or what questions you had after you did the readings. Remember: Everything you submit to me must be interesting or else you will fail!!!! There are 12 of those classes, so at 2 points each, that’s 24 points. These entries are due at MIDNIGHT the night before the class in which we will discuss the readings. The link will go dead at midnight, so do not be late.

Photo essay: Take five photographs. Write a short (2-3 sentence) caption for each photo, explaining to me why it addresses the theme “Diversity in Dublin.” You know whether or not it should be boring. DUE JUNE 8.

Kilmainham Gaol: Visit Kilmainham Gaol. Write a short (50-750 words) essay about what you learned there. You should feel free to be a reporter and stick to “just the facts” or to tell a more personal story, whichever you prefer. You know that you should make it.<sup>1</sup> DUE JUNE 12.

Public Service announcement: You will be making a short (like 1-2 minutes) video about an issue surrounding diversity in Dublin. This will be a group project, where we will all work together, often in class. You will shoot the video, edit it, and present it at the last day of class. We will work through this together, so now is not the time to panic if you don’t really get what is going on. If you don’t have a sense of what is happening and how you are going to make the deadline by June 13, that’s when you should panic. Also, each of you will assess the other members of your group so that I can keep track of who did what.

Final paper: Your final paper for the class will be around five pages, but you can go up to *ten if you want to and if the extra five are not boring*. You are to take one issue having to do with diversity in Dublin, and write about it. Remember that this writing assignment is for our think tank, and so they want to know what you have learned from Dublin and how it can be implemented to make things better in the US. That is all the guidance you are going to get from me, EXCEPT that I am perfectly happy to have as many conversations as you would like, in class, over email, or in a meeting, to discuss your paper topic. This means you should get into thinking about it right away, so that I can give you lots of feedback about the idea. Note that I will not read a draft of your paper, but you can talk to me as much as you want. You will have lots of

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<sup>1</sup> Answer: Interesting.

feedback about your writing before then, and as much feedback in person from me, so you should have a good sense of what I am looking for. Also, please note that the final paper is due AFTER our last class. You may submit it early, however, and this is a good idea if you will be travelling after this program.

*Assignments and due dates:*

May 31: First day of class – no readings

June 1: System Justification – read Jost

June 5: NO CLASS – Do photo essay

June 6: NO CLASS – Go to Kilmainham Gaol

June 7: Stereotype threat – read Steele book, Chapters 1-6

June 8: Francis Kelly guest speaker (check out the newly-added O'Toole reading)  
PHOTO ESSAY DUE

June 11: Stereotype threat – read Steele book, Chapters 7-11

June 12: Implicit Bias – read Blindsport, take a look at some implicit association tests  
(<https://implicit.harvard.edu/>)  
KILMAINHAM GAOL ESSAY DUE

June 13: Benefits of Diversity – read Page Chs. 1-4  
NOW IS THE TIME TO PANIC IF YOU DON'T GET WHAT IS GOING ON WITH THE PSA

June 14: Benefits of Diversity – read Page Chs. 4-7 and Commentary

June 18: LGBTQIA Rights – read Harrison and Michelson reading

June 19: Intergroup contact -- Read Pettigree and Tropp reading AND Philips reading

June 20: African Americans in the US – Read Coates reading

June 21: Gender and institutions – Read Acker reading AND Kanthak and Woon reading

June 22: Citizenship – Read Molina reading AND Takei reading  
FINAL PSA DUE

JULY 6: FINAL PAPER DUE