140104
Citizenship
Panuwat Panduprasert
Citizenship and Learning, and Existence in Multicultural Society and Social Diversity
Meanings of multiculturalism
Justice and non-discrimination
Cultural diversity
Religious diversity
Ethnic diversity
Gender diversity — LGBT
Why is it important to learn about multiculturalism?

- Students should not just focus on themselves. They should also learn to empathize with other people and consider other people’s points of view.
- Viewing other people as they are.
- Reducing our ‘subjectivity’.
Before the coronavirus pandemic, there were a large number of tourists in Chiang Mai. Many of them were from China.

How did you adapt to this?
Meanings of Multiculturalism

- ‘Multi-’ + ‘Culture’
- Multi = a great number
- Culture = Things that bring progress or prosperity to the group; Ways of life of the group e.g. folk culture, Hill tribe culture

[Source: Royal Institute Dictionary]
Therefore, it can be assumed that multiculturalism means what makes the group flourish in a diverse or multicultural manner.

But in English, the word ‘culture’ does not always connote a positive meaning.

E.g. “Rape culture” = a culture that believes that the use of violence committed by men against women is viewed as a reality in one’s life. This violence is linked to sexuality.
In this sense, ‘culture’ should not mean “things that bring progress or prosperity to the group” but it should mean “how people behave” and “beliefs that are present in a group”.

Multiculturalism --- Recognizing the diversity of cultures
Due to technological, communications and transportation developments, people today are more exposed to different cultures around the world. They can explore lifestyles of people from other regions who live far away.

- Diversity --- social, cultural, lifestyles
- People observe these diverse cultures through the internet and social media. But they also have direct experiences with diversity.
- Learning about multiculturalism can enable us to understand and accept the differences without prejudice.
Justice and Non-Discrimination

- What is justice?
Michael Sandel – Justice: What’s the Right Thing to Do?
Case 1: Suppose the students were in a situation of a tram driver. Unfortunately, it appears that the brake cannot function. Yet, the steering wheel can be managed/controlled. If the students choose to do nothing, the tram will have to crash into all 5 workers in front and all those workers will die. Nevertheless, if the students turn the steering wheel to the right, all 5 people will survive. There is still a complication; even though the steering wheel is turned to the right, there is one worker stationed on the track. He will have to die for the sake of all 5 people. The question is, will you turn the steering wheel to the right and to sacrifice 1 person so that all 5 people can survive?
Case 2: Suppose you were a doctor who were responsible for 5 patients, all of whom are in dire need for important organs. Without transplant surgery, these patients will not survive. No one has donated the vital organs: the heart, lungs, kidneys, liver and pancreas. While all 5 patients are waiting to die, there is a man who has excellent health and comes to have his health check in the adjacent room. While the man falls asleep as he waits for the health examination, the question is: will anyone choose to kill this man in order to save the lives of the 5 remaining patients?
- Students in Sandel’s classrooms responded to Case 1 and Case 2 differently.
- The numbers of people involved in Case 1 and Case 2 are the same. So why did the students react differently?
- We have different ways of using moral reasoning.
- **Consequentialist moral reasoning**: Morality is linked to the consequences of an action.
- **Categorical moral reasoning**: Morality is linked to duties and rights without considering the outcome of an action.
- Case 1 --- consequentialist moral reasoning (consequences of changing the tram’s direction)
- Case 2 --- categorical moral reasoning (duties of a doctor)
- Justice = "correct reasons, righteousness, or justness" [Royal Institute Dictionary]
- Justice is the result of individual decisions based on moral reasons.
- Each person uses moral reasoning differently.
- Groups, organizations and states also apply moral reasoning in different ways.
‘Right to be forgotten’ [European Union]

Individuals can request to delete their personal information directly from sources such as websites that publish data or submit requests to ‘search engines’ like Google to delete their data. **Criminals who have completed their penalties can request to have their criminal records removed.**
‘Freedom of expression’ [US]

The US constitution guarantees several fundamental rights and freedoms, including freedom of expression. Access to information is deemed part of this freedom. Information such as criminal records can be stored.
• **Non-Discrimination**: Equal treatment or equal action regardless of ethnicity, gender, age, etc.

• Article 27 of Constitution of the Kingdom of Thailand B.E. 2560 (A.D.2017):

"People are equal by law. They shall have rights and freedoms and are equally protected by law. Men and women have equal rights. Discrimination to people regardless of the reason for differences in origin, ethnicity, language, gender, age, disability, physical condition or health, status of person, economic or social status, religious beliefs, education, or political opinions that are not in conflict with the provisions of the Constitution or any other reason, cannot be done."
- Notable case: ‘Affirmative Action’ in the US

- ‘Affirmative Action’ refers to a collection of policies and measures designed to help underprivileged people (such as low-income people or people from minority groups).
- For example, a university may reserve quotas for black students.
- Affirmative Action has been criticized because it is seen to be a violation of the non-discrimination principle.
How can Affirmative Action be justified?

Affirmative Action can be regarded as a case of ‘positive discrimination’. Policies that favour underprivileged groups are meant to reduce inequality in society.

People from low-income or marginalized groups lack many opportunities available to middle-class or upper-class people. Affirmative Action is designed to address this problem.

Is this a good way to provide more justice in society?
Ivy League (the cluster of eight of the oldest and most prestigious universities in the United States, namely, Brown University, Columbia University, Cornell University, Dartmouth College, Harvard University, University of Pennsylvania, Princeton University, and Yale University)

It was found that most Ivy League affiliates choose to lower their admission standards if parents are willing to donate to the universities.

Reducing the admission standards in exchange for donations is not considered an Affirmative Action. On the contrary, such practice reserves special spaces for a group of people with high financial status to study.
In Thailand, textbooks encourage students to be aware of differences between regional cultures (northern, northeastern, etc.)

Chinese culture in Thailand. Chinese people used to be regarded as foreigners. Now they are called ‘Chinese Thai’.
• Cultural diversity is expressed through food, languages, costumes, etc.
• Work culture, youth culture, etc. --- All of these can be regarded as examples of cultural diversity.
• Cultural changes can occur due to internal or external factors e.g. the American culture was initially strongly influenced by the British. Later, the American culture developed its distinctive characteristics and began to influence other cultures.
Accepting cultural diversity

- Is it always desirable to accept cultural diversity?
- Broadly, the currently dominant idea is we should accept cultural diversity as long as the culture in question does not violate human rights.
- In case of primitive cultures, is it desirable to let people live in primitive conditions? Should the government step in to provide help?
The case of Korowai People (Indonesia)

- They previously lived in primitive conditions, unconnected to outsiders.
- Later, foreign journalists became aware of their existence and entered their villages to make documentaries.
- Their culture was changed, but they ended up in poverty because they did not have skills required for modern jobs.
The Constitution of Thailand B.E. 2560 (A.D. 2017), Article 31, states that "a person shall have complete freedom of observance of one’s religion and shall have the liberty to perform a ritual according to one’s religion, on the condition that that practice does not oppose the duties of the Thai people, is not considered a threat to the state’s security, is not conflicting with public order or good morals of the people".
- Thailand does not have an official national religion.
- The constitution requires the king to be Buddhist.
- In practice, the Thai educational system emphasizes the teaching of Buddhism in schools.
- Prominent Buddhists are regarded as ‘religious role models.’
In the US, the right to observe a religion is clearly protected and guaranteed in the constitution.

In the US education system, there is no religious teaching in public schools except for contents covering history, culture and facts.

How much should the state be involved in religious matters? How much and in what way should religious education be promoted in schools?
Certain events, such as the 9/11 terrorist attacks, can affect people’s acceptance of religious diversity and worsen relations between religious groups.

In France, the wearing of hijabs in public schools is banned. Other European countries have banned the wearing of burqas in public places.

Does this affect religious diversity?
Diversity in Nationalities

- **Nationality** = "people of the same ethnic or racial group, with the same culture, who may live in the same country or can be separately located in many countries"

- International recognition can make nations officially regarded as states e.g. South Sudan
The Israel-Palestine conflict shows how the issues of the diversity in nationalities can be very complicated.
Managing ethnic conflicts: Six different ways

- Genocide --- the most violent method. The overall meaning of Genocide is a violent crime committed to eliminating a group of people (race and ethnicity). Examples of genocide cases include the Holocaust, the genocide carried out by the Hutu people against the Tutsi people in Rwanda, etc.
Managing ethnic conflicts: Six different ways

- Ethnic cleansing --- also a violent method. Ethnic Cleansing involves the murder of a group of people, but not the total annihilation of members of that group. E.g. the ongoing campaign against the Rohingyas.
Managing ethnic conflicts: Six different ways

- Cultural assimilation --- When a government exercises a certain policy to make minorities and ethnic groups to adapt to the main culture of the nation and become part of the main culture. The cultures of the minorities may eventually disappear.
Managing ethnic conflicts: Six different ways

- Cultural integration is to acknowledge that the minority cultures actually exist. The state is not trying to coerce the minorities or ethnic groups to adapt themselves so they can be integrated into the larger group. In this process, the minority groups are still confronting with certain disadvantages. For example, the official language is still the language that most people use, and the teaching and learning in schools will be communicated in the official language.
Managing ethnic conflicts: Six different ways

- Accommodation is the state's acceptance of the culture of the minority. The state will support the preservation of such culture and also gives certain privileges to the minorities. ‘Accommodation’ can be observed in the U.S., where certain privileges are given to the minority groups, such as non-Caucasian people, in the form of special consideration to be accepted for works in order to support the diversity in the society.
Managing ethnic conflicts: Six different ways

- Ethno–federalism is the condition in which the state recognizes/acknowledges the existence of the cultural minorities and the state has determined that ethnic minorities have their own territory and administrative areas but remain still under the sovereignty of the central government. Examples of ethno–federalism states that allow ethnic minorities to have their own territories are Canada and Russia.
People who identify themselves as neither male nor female, according to the gender of birth, often call themselves Gay or LGBT, which stands for Lesbian, Gay, Bisexual, and Transgender.

Even in the Bible, there are texts about people with same-sex attraction. In ancient Greece, there were many people who loved people of the same sex.
The level of acceptance of the existence of the third gender at the state level can be divided into 4 levels, which are:

1. Accept the legal marriage of same-sex spouses. In most cases, countries that accept such marriages are in Europe and North America.

2. Accept the principle of Civil Union

3. No legal punishment for the Third Gender
The level of acceptance of the existence of the third gender at the state level can be divided into 4 levels, which are:

4. Being a person of the Third Gender is considered illegal. Mostly, this type of law will be found in the Middle East and Africa.

*The difference between marriage and Civil Union in England is that marriage of same-sex couples cannot be performed at places where religious ceremonies are performed*
today is a happy day