

Poli 108: Politics of Multiculturalism

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Summer session I, 2019

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Office Hours: M 12-1:45pm

Office location: SSB 330

Class time: MW 2-4:50pm

Class location: Peter 103

TA: Shane Xuan

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Office hours: w 12-2pm

Office location: SSB 332

Course Description

This class seeks to answer a fundamental question for liberal democracies in an age of globalization: how do societies manage, and respond to, old and new forms of diversity? Multiculturalism is a body of thought about how States respond to diversity. This class will introduce students to this body of thought, its main critiques, and its applications in the real world. It offers a theoretical and empirical overview, asking not just how States should respond, but how and why they do respond and what implications such responses have. We will go back and forth between theoretical approaches to multiculturalism, empirical analyses of what works and does not work – and, at a more fundamental level, what the goal should be.

In so doing, we will draw upon different social sciences, from economics to sociology. This course is as much about providing you with the knowledge of what science knows about

diversity as it is about asking questions to which we will not have answers to. Therefore, class attendance is fundamental. In a course about diversity, it is instrumental that we learn from what everyone taking this course brings to the table.

This is a reading-intensive course. The best way to approach all of the readings is to make sure you understand the reading's main point. If it is a theoretical piece, is the argument the author or authors make sound? If an empirical one, what is the nature of the evidence provided? If you are able to answer those questions, then you have done the readings properly.

Format

This course meets twice a week, from 2pm to 4:50pm, in Peterson Hall 103. Although formally a lecture class, I will do my best to conduct it as a seminar, in which students are encouraged to actively participate in. Class attendance is expected.

Requirements

You are expected to do all of the readings and attend lectures. Readings will be available on the TritonEd page for this course. Your grade will be based on participation in one in-class debate (20%), a midterm (40%), a take home final assignment (30%), and in-class participation and writing a debate question (10%).

Debate Participation

20%

You will be required to form groups of three students. Each group will participate in one in-class debate. One member of the group should email me at labreumaia@gmail.com by July 3 with (1) the list of students in the group and (2) a list of three topics – in order of preference – for the debate the group would like to participate in. While I will try to

accommodate every group's preferences, there is no guarantee I will be able to do so – in which case you may end up having to participate in a different topic.

After the groups for each topic are decided, I will randomly assign one group to defend each side of the debate. You will purposefully not be able to choose on which side you would like to debate, as it is important for our critical thinking abilities to defend options and take perspectives we may disagree with.

During the debates, which will take place at the first 20 minutes of class in the dates listed in the class schedule below, each group will have two minutes to present their initial arguments. Then, each group will have the opportunity to ask the other group a question. The group answering the question will have two minutes to respond and the group asking the question will have one minute to comment on the other group's answer. I will then choose two of the questions written by the other students to ask both groups. Each group will have two minutes to answer. Then, each group will have one minute for their closing remarks.

Groups will be expected to (1) do the suggested readings for their debate topic; (2) research two additional articles (academic or from the news media) on the topic; and (3) write their opening and closing remarks, as well as the question they will ask the opposite group, in advance. Groups are strongly encouraged not to coordinate with the group they are arguing against.

Although debate participation is a group activity, each student will be evaluated individually. Do not worry if you are uncomfortable speaking in public. You will be able to contribute to your group even if you do not speak during the debate per se, by doing research or writing the group's remarks.

A group member should email me a memo by 10am on the day of the debate including: (1) the additional readings the group have used to prepare for the debate; (2) the text of the question to be asked to the other group, as well as the opening and closing remarks; and (3) how each group member has contributed to preparing for the debate.

You will be evaluated on the depth of your debate participation, your critical thinking

and your ability to consider and respond to opposite points of view.

Midterm

40%

The midterm will be on July 22, in class. It will include 12 multiple choice and five short answer questions. It will cover all readings and lecture materials up to that point.

Make up examinations will only be proctored if the student can present proper documentation showing that one could not attend the in-class midterm.

Final Assignment

30%

The final assignment is due on Friday, August 2, no later than 6pm, through TritonED. We will not accept hard copies or email attachments. You will have to write an op-ed taking a position on a social, political, or cultural issue relating to multiculturalism. This op-ed should be approximately 600 words long, and should not be a pure opinion piece. You should take a position that you back up with social science. In other words, back up your argument with at least one political science study (it need not be one we covered in class, but it can be). Think of a topic based on your interests, and hook your piece to something that has happened in the world recently (not a personal experience, but a local, national, or global news item). Refer to <http://www.theopedproject.org/> for tips and examples. Feel free to reach out to me or your TA for feedback on your assignment.

Your essay should be uploaded to TritonEd no later than Friday, August 2, 2019. No late submissions will be accepted, unless in the case of a documented emergency. We will not accept hard or emailed copies.

In-class participation and Debate Question

10%

You are required to attend lectures, with all of the readings done, and participate with questions and comments.

In addition, you are required to ask one question during one of the in-class debates. You should email me at labreumaia@gmail.com by July 3 with three options – in order of preference – for the debate in which you would like to ask a question. While I will try to accommodate everybody's preferences, there's no guarantee I will be able to do so – in which case you may end up having to write a question for a different topic. The question will be posed to both groups debating. You will be evaluated on the question's creativity, depth and relevance to the topic. You should email me the question by 10am on debate day. You will not be required to read the question aloud during the debate.

Course Policies

Use of Laptops

I do not care whether you take your notes by hand or on the computer, as long as you are engaged in class. If a student uses the computer for any activity unrelated to the current topic being covered in class, however, they will be penalized in their participation grade. Additionally, I will no longer allow that student to use their computer during class. The same is true of any other electronic device, including cellphones, tablets or e-readers.

Disability Accommodations

If you have a disability that requires special accommodations, please come see me as soon as possible and present your certification to me and to Natalie Ikker (nbikker@ucsd.edu).

Make-up Examinations

There will be no make up examinations, unless in the case of a documented emergency.

Academic Integrity

All students are expected to abide by UCSD's academic integrity guidelines. Please consult <http://senate.ucsd.edu/Operating-Procedures/Senate-Manual/Appendices/2> for UCSD's Academic Integrity Policy. Students in this course are expected to comply with this policy. Any student in violation of UCSD's policy will automatically fail this class.

Regrade Policy

If you seek a re-grade, you must email me within 48 hours of the assignment being returned to the class, and explain – in that email and in detail – why you believe you deserve re-consideration. I will then have the ability to review the entire exam, and the authority to increase, decrease, or keep your grade.

Sexual Misconduct

UC San Diego prohibits sexual violence and sexual harassment and will respond promptly to reports of misconduct. If you wish to speak confidentially about an incident of sexual misconduct, please contact CARE at the Sexual Assault Resources Center at (858) 534-HELP. Students should be aware that instructors are considered responsible employees and are not a confidential resource; as such, if you disclose an incident of sexual misconduct to an instructor, they have an obligation to report it to UC San Diego's Title IX office, the Office for the Prevention of Harassment & Discrimination (OPHD). To learn more about sexual misconduct, visit: <https://students.ucsd.edu/sponsor/sarc/>. To report an incident to the University, please contact OPHD at ophd@ucsd.edu

Course Schedule

Monday, July 1, 2019: Multiculturalism and its critics

Class Readings

- Kymlicka, W. (1995a). *Multicultural citizenship: A liberal theory of minority rights*, Chapter 1, 3, and 5. Clarendon Press
- Margalit, A. and M. Halbertal (2004). Liberalism and the right to culture. *Social Research: An International Quarterly* 71 (3), 529–548
- Barry, B. (2002). *Culture and equality: An egalitarian critique of multiculturalism*, Chapter Introduction. Harvard University Press
- Waldron, J. (1996). Multiculturalism and mélange. *Public education in a multicultural society* 102, 90–118

Wednesday, July 3, 2019: Colonialism – Native Americans, Slavery and the Concept of Race

Class Readings

- Handler, R. and D. A. Segal (1993). Introduction: Nations, colonies and metropolises. *Social Analysis: The International Journal of Social and Cultural Practice* (33), 3–8
- Coulthard, G. (2010). Place against empire: Understanding indigenous anti-colonialism. *Affinities: A Journal of Radical Theory, Culture, and Action*
- Black, J. E. (2002). The "mascotting" of native america: Construction, commodity, and assimilation. *American Indian Quarterly*, 605–622
- Achenbach, J. (2009, May). Study finds africans more genetically diverse than other populations. *Washington Post*

- Appiah, A. (1994). Race, culture, identity: Misunderstood connections. In K. A. Appiah and A. Gutmann (Eds.), *Color conscious: The political morality of race*. Princeton University Press

Monday, July 8, 2019: Race in America

Take a Race Implicit Association Test

Go to: <https://implicit.harvard.edu/implicit/takeatest.html>. Select “I wish to proceed.” Select “Race IAT.”

Class Readings

- Gates, H. L. (2019, Apr). How reconstruction still shapes american racism. *Time*
- NAVARRO, M. (2012, Jan). For many latinos, racial identity is more culture than color. *The New York Times*, A14
- Kim, C. J. (1999). The racial triangulation of asian americans. *Politics & Society* 27(1), 105–138
- Cohen, P. (2019, May). What reparations for slavery might look like in 2019. *The new York Times*

First Debate: Should Democracies Embrace Multiculturalism?

Required reading for those debating

- Lerman, A. (2010, Mar). In defence of multiculturalism. *The Guardian*
- Malik, K. (2010, Mar). Multiculturalism undermines diversity. *The Guardian*

Wednesday, July 10, 2019: Immigration and its Challenges

Class Readings

- Dancygier, R. M. (2010). *Immigration and conflict in Europe*, Chapter 7 and 8. Cambridge University Press
- Hajnal, Z. and M. U. Rivera (2014). Immigration, latinos, and white partisan politics: The new democratic defection. *American Journal of Political Science* 58(4), 773–789
- Bansak, K., J. Hainmueller, and D. Hangartner (2016). How economic, humanitarian, and religious concerns shape european attitudes toward asylum seekers. *Science* 354(6309), 217–222
- Adida, C. L., A. Lo, and M. R. Platas (2018). Perspective taking can promote short-term inclusionary behavior toward syrian refugees. *Proceedings of the National Academy of Sciences* 115(38), 9521–9526

Second debate: Should America Offer Reparations for African-Americans

Required reading for those debating

- Coates, T.-N. (2014, Jun). The case for reparations. *The Atlantic*
- (2019, Jun). The idea of reparations for slavery is morally appealing but flawed. *The Economist*

Monday, July 15, 2019: Religious Minorities

Class Readings

- Adida, C. L., D. D. Laitin, and M.-A. Valfort (2010). Identifying barriers to muslim integration in france. *Proceedings of the National Academy of Sciences* 107(52), 22384–22390

- Bhandar, B. (2009). The ties that bind: Multiculturalism and secularism reconsidered. *Journal of Law and Society* 36(3), 301–326
- Scott, E. (2018, Jul). More than half of white evangelicals say america’s declining white population is a negative thing. *The Washington Post*
- Lægaard, S. (2007). The cartoon controversy: Offence, identity, oppression? *Political Studies* 55(3), 481–498

Third Debate: Does Immigration Offer a Challenge to the American Way of Life?

- Huntington, S. P. (2004, Oct). The hispanic challenge. *Foreign Policy*
- MASsey, D. S. (2015). The real hispanic challenge. *Pathways*, 3–7

Wednesday, July 17, 2019: Multiculturalism and Women’s Rights

Class Readings

- Okin, S. M. (1999). Is multiculturalism bad for women? In S. M. Okin (Ed.), *Is multiculturalism bad for women?* Princeton: Princeton University Press
- Kymlicka, W. (1995b). *Multicultural citizenship: A liberal theory of minority rights*, Chapter 8. Clarendon Press
- Parekh, B. (1999). A varied moral world. In S. M. Okin (Ed.), *Is multiculturalism bad for women*, Volume 69, pp. 38–39. Princeton: Princeton University Press

Fourth Debate: Does Islam Offer a Challenge to Liberalism?

Required reading for those debating

- Klausen, J. (2010, Jan). See no evil. *Eurozine*

- Malek, A. (2007, Apr). Beyond the cartoon controversy: Q & a with Flemming Rose. *Columbia Journalism Review*

Monday, July 22, 2019: Midterm Examination

Twelve multiple-choice and five short-answer questions. Bring a bluebook and a black or blue pen.

Wednesday, July 24, 2019: Sexual Minorities

Class Readings

- Gamson, J. (1995). Must identity movements self-destruct? a queer dilemma. *Social problems* 42(3), 390–407
- Pope, M. (1995). The "salad bowl" is big enough for us all: An argument for the inclusion of lesbians and gay men in any definition of multiculturalism. *Journal of Counseling and Development: JCD* 73(3), 301
- Reidel, L. (2009). Religious opposition to same-sex marriage in Canada: Limits to multiculturalism. *Human Rights Review* 10(2), 261–281

Fifth Debate: Is Multiculturalism Bad for Women?

Required reading for those debating

- Berkowitz, P. (1999, Nov). Feminism vs. multiculturalism? *The Weekly Standard*
- Chesler, P. (2018, Sep). How multiculturalism hijacked feminism. *Real Clear Politics*

Monday, July 29, 2019: Assimilation vs. Multiculturalism

Class Readings

- Bloemraad, I. and M. Wright (2014). "utter failure" or unity out of diversity? debating

and evaluating policies of multiculturalism. *International Migration Review* 48, S292–S334

- Brubaker, R. (2001). The return of assimilation? changing perspectives on immigration and its sequels in france, germany, and the united states. *Ethnic and racial studies* 24(4), 531–548
- Kymlicka, W. (2010). The rise and fall of multiculturalism? new debates on inclusion and accommodation in diverse societies. *International social science journal* 61(199), 97–112

Sixth Debate: Does Multiculturalism Threatens LGBT Rights?

Required reading for those debating

- Younge, G. (2010, Jun). Gay equality can't yet be claimed a western value, but it is a human right. *The Guardian*
- Khan, K. (2019, Feb). Multiculturalism cannot include respect for homophobia. *Areo*

Wednesday, July 31, 2019: The Reemergence of Nationalism

Class Readings

- Arzheimer, K. (2009). Contextual factors and the extreme right vote in western europe, 1980–2002. *American Journal of Political Science* 53(2), 259–275
- Tesler, M. and J. Sides (2016). How political science helps explain the rise of trump: The role of white identity and grievances. *The Washington Post*
- Mutz, D. C. (2018). Status threat, not economic hardship, explains the 2016 presidential vote. *Proceedings of the National Academy of Sciences* 115(19), E4330–E4339

- Lajevardi, N. and M. Abrajano (2019). How negative sentiment toward muslim americans predicts support for trump in the 2016 presidential election. *The Journal of Politics* 81(1), 296–302

Seventh Debate: Should Assimilation Be the Goal?

Required reading for those debating

- Gjelten, T. (2015, Oct). Should immigration require assimilation. *The Atlantic*
- Davis Hanson, V. (2019, Jan). On assimilation

Friday, August 2, 2019 at 6pm: Finals Due Through TritonEd