

**POLI108: Politics of Multiculturalism**  
**Professor Claire L. Adida**  
**Spring 2016**

**Tues/Thurs 11am-12.20pm**  
**PCYNH 106**

**Introduction**

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 of such responses are. We will go back and forth between theoretical approaches to multiculturalism, empirical analyses of what works and what doesn't work, and discussions of contemporary cases and debates.

**Requirements**

Your grade will be based on a syllabus quiz (10%), an in-class midterm (30%), a cumulative in-class final (40%), survey participation (10%), and iClicker participation (10%).

- **Syllabus quiz (10%):** You will be quizzed on this very syllabus on April 12. The quiz will take no longer than 15 minutes. It will take place in class and will test your knowledge of this syllabus. You will not need a blue book. It will consist of short-answer questions and multiple-choice questions.
- **Midterm (30%):** The midterm will be held in class on April 26. It will be closed-book, closed-note. You will not need a blue book. It will consist of multiple-choice questions, identification questions, and an essay question.
- **Final (40%):** The final will be held on Tuesday, June 7, from 11.30am to 2.30pm. It will be closed-book, closed-note and cumulative. You will not need a blue book. It will consist of short answer questions and an essay question.
- **Surveys (10%):** Throughout the quarter, you will be asked to take three surveys, the first on April 12, the second on April 28, and the third on May 12. These surveys will be online (you will receive the link in your email two days before it is due), relatively short (15-20 minutes in length) and your responses will be entirely anonymous. You are not required to take the surveys. If you prefer not to, you can opt to write a 5pp. response paper instead. Email me by April 8 at 5pm if you opt for the response paper option, and I will email you the assignment details. If I do not hear from you by then,

I will assume you will be taking the surveys. If you are less than 18 years of age, you must write the response paper and cannot take the survey for Human Subjects Protection purposes. You will get the full credit for this assignment as long as you take the three surveys by midnight on the day that they are due (or, if you opted for the response paper, as long as you complete the response paper assignment). In Week 10, I will present to you some of the things we can learn from these surveys. Again, all answers will be anonymous.

- **iClicker (10)%:** A large lecture class need not be boring; iClicker and peer-learning have proven effective in keeping students engaged and helping them learn. I will be asking regular iClicker questions, beginning Week 2. You will get full credit merely by participating. I will not count the lowest 20% of your iClicker grades to allow you to miss lecture when you have an inevitable scheduling conflict. However, I do expect you to attend lecture and be active. You will get significantly more out of the class if you do.

### **Format**

The class meets as a lecture twice a week for the ten weeks of the quarter. Your attendance is strongly encouraged. Lectures will be podcast (details TBA). You are expected to complete the readings for the day before coming to class. All readings are available at: <http://pscourses.ucsd.edu/ps108/>

### **Course Policies**

- The use of laptops, cell phones, tablets, or any other type of electronic device is prohibited during class time. Research shows that you learn more and distract others (including me) less if you stick to good old pen and paper: <http://www.washingtonpost.com/blogs/answer-sheet/wp/2014/09/25/why-a-leading-professor-of-new-media-just-banned-technology-use-in-class/>.
- 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 Ariane Parkes ([aparkes@ucsd.edu](mailto:aparkes@ucsd.edu)).
- Make-up exams will be given only under extraordinary circumstances, and not without **proper written documentation** justifying your absence (i.e., a doctor's note) and **submitted to the instructor at least one week in advance**.
- 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.

- If you seek a **re-grade**, you must email the professor **within 72 hours** of the assignment being returned to the class, and explain – in that email and in detail – why you believe you deserve reconsideration. I will then have the ability to review the entire exam, and the authority to increase your grade, decrease your grade, or keep the grade unchanged.
- Sexual Misconduct/Title IX Statement: 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) 534-5793. Students should be aware that faculty members are considered responsible employees and are not a confidential resource; as such, if you disclose an incident of sexual misconduct to a faculty member, 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/index.html>. To report an incident to the University, please contact OPHD at [ophd@ucsd.edu](mailto:ophd@ucsd.edu)

### **Contact**

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## Schedule

**March 29**      **Introduction**

**March 31**      **Multiculturalism and its critics**

Emba, Christinae. 2015. "Can you be free and safe at the same time?" *Washington Post*.

Kymlicka, W. 1989. Liberalism, Community and Culture. Chaps 7 and 9.

Avishai Margalit and Moshe Halbertal. 2004. "Liberalism and the Right to Culture." *Social Research*

Barry, B. 2001. Culture and Equality: an Egalitarian Critique of Multiculturalism: Introduction.

**April 5**              **Case study: gender equality and multiculturalism**

Okin, S. 1999. "Is multiculturalism bad for women?" in Is Multiculturalism Bad for Women?

An-Na'im A. 1999. "Promises we should all keep in common cause." in Is Multiculturalism Bad for Women?

Parekh Bhikhu. 1999. "A varied moral world." in Is Multiculturalism Bad for Women?

**April 7**              **No class**

**April 12**             **Syllabus Quiz; What is race?**

Achenbach, J. 2009. "Study finds Africans more genetically diverse than other populations." *Washington Post*.

K. Anthony Appiah: Race, Culture, Identity: Misunderstood Connections in Appiah and Gutmann, eds. Color Conscious

Chandra, K. 2006. "What is ethnic identity and does it matter?" *Annual Review of Political Science* 9.

Take survey 1

**April 14**             **Case study: Rachel Dolezal**

Samuels, Allison. 2015. "Rachel Dolezal's True Lies." *Vanity Fair*

Flaherty, Colleen. 2015. "Passing in the Classroom." *Inside Higher Ed*.

**April 19**

**Post-racial America?**

Take a Race Implicit Association Test:

Go to: <https://implicit.harvard.edu/implicit/takeatest.html>

Select "I wish to proceed"

Select "Race IAT"

Bouie, J. 2015. "A tax on blackness." *Slate.com*

Clozel, L. 2014. "US schools plagued by inequality along racial lines, study finds." *LA Times*.

**April 21**

**Case study: Reparations**

Coates, Ta-Nehisi. 2014. "The Case for Reparations." *The Atlantic*.

Amy Gutmann: Must Public Policy be Color Blind? in Appiah and Gutmann, eds. Color Conscious

McWhorter, J. 2001. "Against Reparations." *New Republic*.

**April 26**

**Midterm**

**April 28**

**Documentary: Rivers of Blood**

Take survey 2

**May 3**

**Immigrant integration in the U.S.**

Samuel P. Huntington. 2004. "The Hispanic Challenge." *Foreign Policy* 141 (2): 30-45.

Massey, Doug S. 2015. "The Real Hispanic Challenge." *Stanford University Pathways*.

Junn, Jane. 2007. "From Coolie to Model Minority." *Du Bois Review* 4(2)

Waters, Mary. 1999. Black Identities; West Indian Immigrant Dreams and American Realities: Chapters 1 and 4.

**May 5**

**Case study: How the Irish became White**

Ignatiev, Noel. 1995. How the Irish became White: Chapters 2 and 4

- May 10**      **Immigrant integration in comparative perspective**  
 Koopmans, R. 2010. Trade-Offs between Equality and Difference: Immigrant Integration, Multiculturalism and the Welfare State in Cross-National Perspective. *Journal of Ethnic and Migration Studies* 36(1): 1-26.
- Sides and Citrin. 2007. "European opinion about immigration: the role of identities, interests, and information." *British Journal of Political Science* 37(3).
- May 12**      **Muslim immigrant integration in Christian-heritage societies**  
 Adida et al. 2010. "Identifying barriers to Muslim integration in France." *PNAS*
- Carens, Joseph H. 2000. "Muslim Minorities in Contemporary Democracies: The Limits of Liberal Toleration." In Culture, Citizenship, and Community. New York: Oxford University Press, pp. 140-160.
- Maxwell and Bleich. 2014. "What makes Muslims feel French?" *Social Forces* 93(1).
- Take survey 3
- May 17**      **Case study: the cartoon controversy**  
 Klausen, J. 2010. "See no evil." *Eurozine Interview*.
- Malek, A. 2007. "Beyond the cartoon controversy: Q&A with Flemming Rose." *Columbia Journalism Review*.
- Lægaard, S. (2007), "The Cartoon Controversy: Offence, Identity, Oppression?" *Political Studies*, Vol. 55, No. 3, pp. 481-498
- May 19**      **Did multiculturalism fail?**  
 Bloemraad, I., Wright, M. 2014. "Utter Failure" or Unity out of Diversity? Debating and evaluating policies of multiculturalism." *International Migration Review* 48(S1)
- Brubaker, Rogers. 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.

**May 24            The nativist backlash**

Kai Arzheimer. 2009. "Contextual Factors and the Extreme Right Vote in Western Europe, 1980–2002." *American Journal of Political Science* 53(2): 259-275.

Messina, A. 2007. The Logics and Politics of Post-WWII Migration to Western Europe: Chapter 3

**May 26            Case study: the rise of Donald Trump**

Taub, Amanda. 2016. "The rise of American authoritarianism." *Vox.com*

Tesler and Sides. 2016. "How political science helps explain the rise of Trump: white identity and grievances." *Washington Post*.

**May 31            Survey results**

**June 2            Conclusion; Review**

**FINAL EXAM: TUESDAY, JUNE 7: 11.30am-2.30pm**