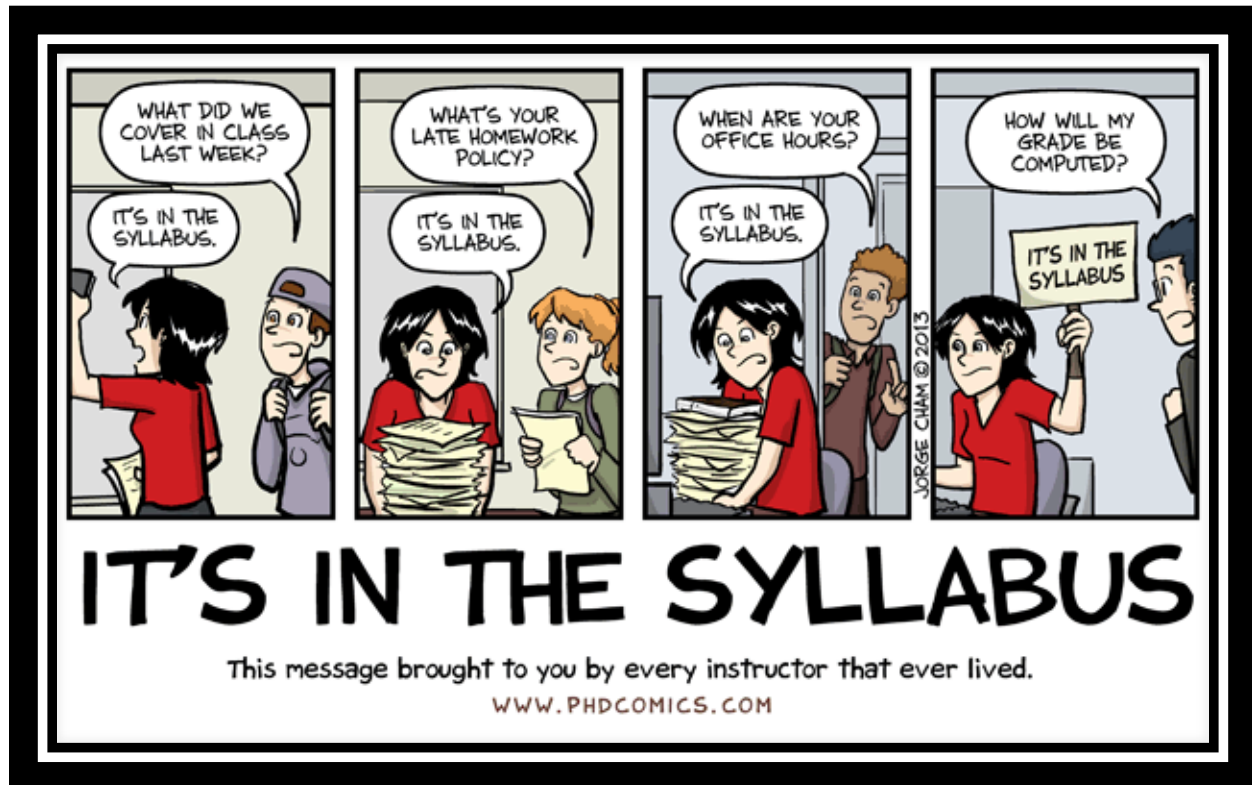


POLI108: Politics of Multiculturalism
Professor Adida
Winter 2018

MWF 2-2.50pm
Mande B-210



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 such responses have. 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 an in-class midterm (30%), a final paper (40%), survey participation (10%), iClicker participation (10%), and participation in the March 9 Syrian refugee workshop (10%).

- **Midterm (30%):** The midterm will be held in class on February 5. It will be closed-book, closed-note. You will not need a blue book. It will consist of multiple-choice questions and identification (short-answer) questions. It will cover all material from lectures and readings.
- **Final (40%):** The final paper will be due by email to the instructor and TAs by Monday, March 19 at 5pm. The prompt and instructions for the final will be provided to students on Monday, January 22nd.
- **Surveys (10%):** Throughout the quarter, you will be asked to take two surveys, the first due on January 26 by midnight (Week 3), the second due on March 12 by noon (Week 10). These surveys will be online (you will receive the link in your email 2 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 January 19 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 (due to Human Subjects Protection purposes). You will get the full credit for this assignment as long as you take the two surveys by their deadline (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.
- **Syrian refugee workshop (10%):** On March 9, we will conduct an in-class workshop exploring attitudes toward the US Syrian refugee crisis and policy response. All students are expected to be in class that day and to participate. Attendance will be taken. There is no make-up option for this portion of your grade.

Format

The class meets as a lecture three times a week for the ten weeks of the quarter. Your attendance is strongly encouraged. 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

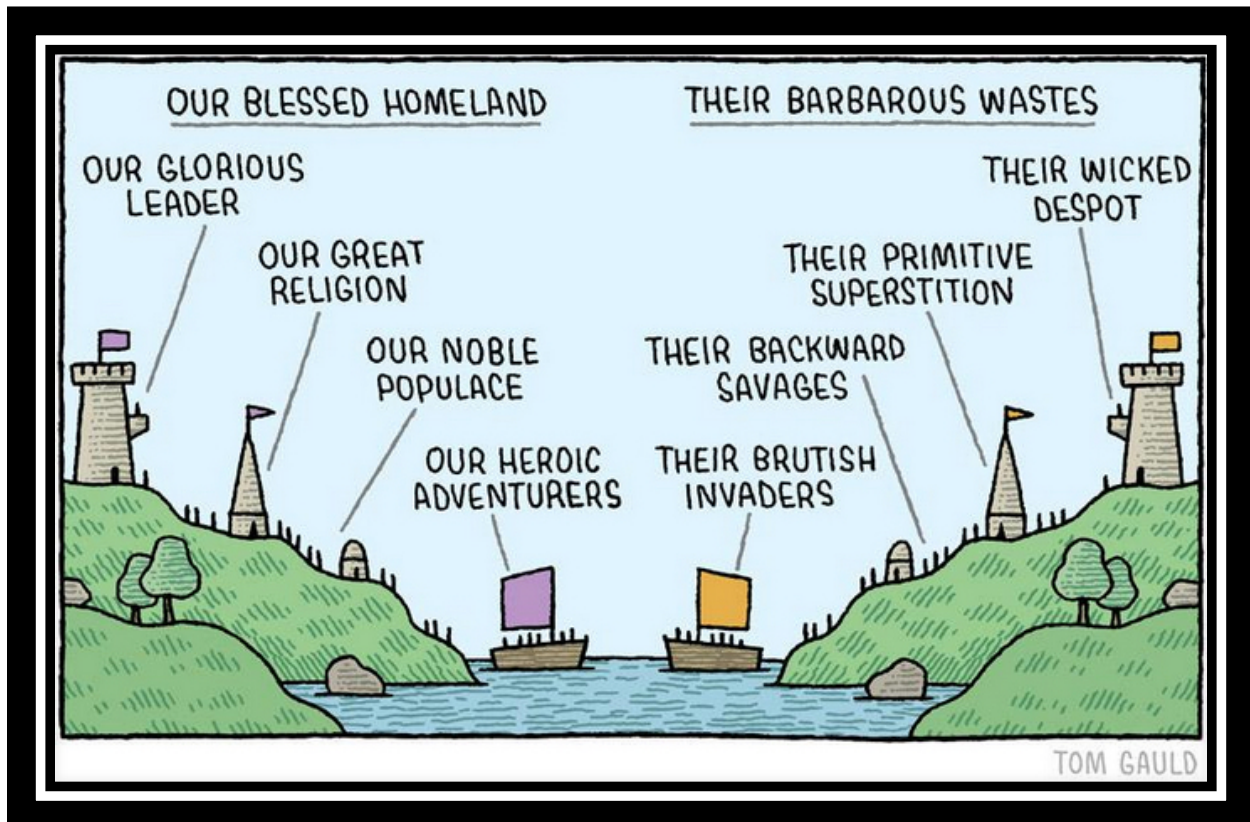
- The use of laptops, cell phones, tablets, or any other type of electronic device is prohibited during class time. Research shows that you learn more and distract others (including me) less if you stick to good old pen and paper: <https://www.brookings.edu/research/for-better-learning-in-college-lectures-lay-down-the-laptop-and-pick-up-a-pen/>
- 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 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-HELP. 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/>. To report an incident to the University, please contact OPHD at ophd@ucsd.edu

Contact

Instructor Prof. Adida
Office SSB389
OH Friday 12noon-2pm
Email cadida@ucsd.edu

TAs

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jgottiucsd@gmail.com	tslevins@ucsd.edu	a4rosenb@ucsd.edu
OH: Wed & Fri, 1-2pm	OH: Mondays 10am-12pm	OH: Tuesdays 2-4pm
SSB349	SSB320	Peet's by RIMAC



Week 1: What is multiculturalism?

We explore the theoretical concept of multiculturalism. We ask what it means, and examine the arguments for and against it. We discuss it in the context of gender equality.

January 8 Introduction**January 10 Multiculturalism and its critics**

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.

January 12 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?

Week 2: What did multiculturalism do for Native Americans?

The concept of multiculturalism was largely developed in the context of how North America should incorporate Native Americans. We ask what the concept means for Native American incorporation, how it was used or misused in this context.

January 15 MLK Jr. Day, no class**January 17 Documentary: "More than a word"****January 19 Guest lecture (Professor Ross Frank)**

Glen Coulthard. 2010. "Place against empire: understanding indigenous anti-colonialism"

J. Kehaulani Kauanui. 2014. "Indigenous."

Week 3: Race in the United States

We discuss the concept of race as a social construct, and how it has been understood over the years.

January 22 Prompt for final paper revealed and explained

January 24 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

January 26 Documentary: "Race – The Power of an Illusion: Episode 1"

Take survey 1 by midnight

Week 4: Post-racial America?

We synthesize the ways in which African Americans face systematic discrimination in the US at various stages of their lives. Having established the prevalence of systemic racial discrimination, we discuss possible solutions, including affirmative action and material reparations for slavery.

January 29 Post-racial America (Part I)

Take a Race Implicit Association Test:

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

Select "I wish to proceed"

Select "Race IAT"

January 31 Post-racial America (Part II)

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

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

February 2 Solutions to systemic racial discrimination

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*.

Week 5: Introduction to Immigrant Integration

Through the lens of post-WWII immigrant integration policies in a couple European cases, we discover the key questions that shape the debates on immigration policy in industrialized democracies today.

February 5 Midterm

February 7 Documentary: Rivers of Blood

February 9 Immigrant Integration: what we learn from Europe

Dancygier, R. Immigration and Conflict in Europe. Chapters 7 and 8.

Week 6: Immigrant Integration in Europe

We learn about the assimilation vs. multiculturalism debate that has defined much of the academic scholarship and immigration policy regimes over the past few decades. We place this debate in the context of Muslim immigrant integration and its challenges.

February 12 Assimilation vs. Multiculturalism

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.

February 14 The Muslim challenge to immigrant integration

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).

February 16 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

Week 7: Immigrant Integration in the US

We bring the debates on immigrant integration to the US context, with an overview of US immigration policy in historical perspective and the issues that motivate partisan polarization over immigration today.

February 19 Presidents' Day – no class

February 21 Immigrant integration in the US – Todd Levinson Guest Lecture

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)

February 23 DACA/CIR – Professor Wong Guest Lecture

Wong, Tom K. 2016. "The Politics of Immigration". Chapters 1 and 2.

Week 8: The nativist backlash

We explore the rise of populist politicians relying, successfully, on nativist messages in light of the immigration challenges discussed in previous weeks.

February 26 **Documentary: “Al-Jazeera Upfront – The Rise of Populism” and Class Discussion**

February 28 **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

Mudde, Cas. 2012. “The relationship between immigration and nativism in Europe and North America.” *Migration Policy Institute*

March 2 **The rise of Donald Trump: economic anxiety or identity politics?**

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

Gelman and Azari. 2017. “19 Things we learned from the 2016 election.” *Statistics and Public Policy*. + Responses

Week 9: Forced migration

We explore the extent of the global refugee crisis, the refugee admissions process in the United States, and the policy issues raised by the refugee crisis.

March 5 **Refugees: an overview**
UNHCR. 2016. “Global Trends: Forced Displacement in 2016.” <http://www.unhcr.org/5943e8a34.pdf>

March 7 **Refugee politics, refugee exclusion**
Bansak, Hainmueller and Hangartner. 2016. “How economic, humanitarian, and religious concerns shape European attitudes toward asylum seekers.” *Science*.

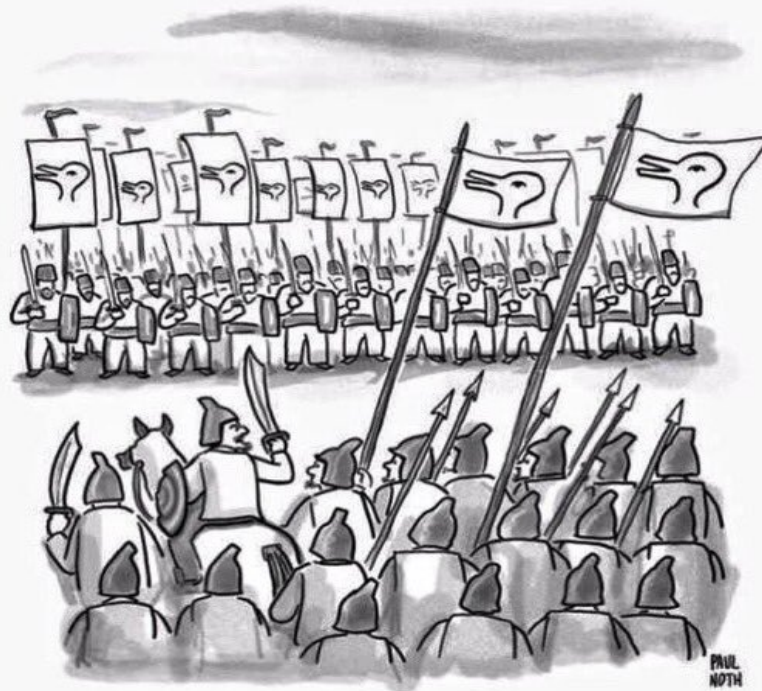
March 9 **Workshop: Syrian refugees**
Attendance mandatory

Week 10 (March 12-16): Conclusion

We conclude with an overview of the class's political preferences and attitudes (anonymized) regarding the issues discussed this quarter.

- March 12** **Workshop debrief**
Take survey 2 by 12noon today
- March 14** **Survey results**
- March 16** **No class: work on your final papers**

FINAL PAPERS DUE: MONDAY, MARCH 19, 5PM
EMAIL TO INSTRUCTION AND ALL TAs



*“There can be no peace until they
renounce their Rabbit God and
accept our Duck God.”*