

# ANTH 23

## Debating Multiculturalism

Fall 2021



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### course description

It is almost impossible to go a day in the United States without hearing something about diversity, multiculturalism, and conflict. For some people, “diversity” is something to be celebrated. Others fear difference or see it as a threat. But who counts as “diversity” or “difference”? Why? How do different ways of framing difference affect the ways people treat each other? These are all pressing questions on UCSD’s campus, in the United States, and in the world more broadly. In this class, we will discuss these questions and talk about how various social and cultural processes turn differences between people into inequalities.

Throughout the course, we will discuss sensitive, important topics such as race, ethnicity, exploitation, human migration, gender, and religion. Course readings provide material for discussion involved rather than prescriptions or policies for solving controversial public problems. All discussion in sections and on discussion boards should be grounded in course material. It should also be thoughtful, measured, and considerate, always conducted with awareness that members of the class may be sensitive to or directly affected by the issues we address. THERE WILL BE NO TOLERANCE WHATSOEVER FOR HATEFUL, BIGOTED, OR OTHERWISE VIOLENT SPEECH. **Be kind.** Together, we can create a safe, productive space to deal with difficult topics.

## class format

This class will be conducted in person. For cases where you cannot attend, the lectures will be podcasted. Office hours with me will be on Zoom by appointment. Your TA will also hold office hours. Additionally, there are MANDATORY discussion section meetings with your TA. You must attend the section that you have registered for. If you cannot attend the section due to COVID or visa issues, please let us know ASAP.

## COVID-19

We are deeply aware that some students have had a very difficult time over the last year and a half. We care about you as people and want you to succeed. If you need emotional support, we highly encourage you to use UCSD's counseling and psychological services (CAPS), which are available to all students free of charge: <https://wellness.ucsd.edu/CAPS/Pages/default.aspx>

## canvas

This course has a Canvas website. You will need to use it to access all course materials. You can log in following the link on the Canvas main page: <http://canvas.ucsd.edu>.

## academic integrity

The use of others' work (including paraphrasing) without attribution will not be tolerated. Students who violate the UCSD Academic Integrity Policy (<http://students.ucsd.edu/academics/academic-integrity/policy.html>) will be reported to the Academic Integrity Office and punished accordingly.

## lateness

**We do not accept late assignments** except in cases of demonstrable emergency, verified by a doctor's note or something of the like. Requests for extensions must be raised with us no later than 48 hours in advance of the deadline.

## **accessibility and accommodations**

Students requesting accommodations for this course due to disability should contact me privately to make arrangements and will need to provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD). The OSD is located in University Center, room 202, behind Center Hall. AFA letters should be presented to both the professor, and the OSD Liaison in the department, in advance, so that accommodations may be arranged.

## **course materials**

All required texts are available either on Canvas or are on e-reserve at the library. Everything will be available digitally.

## **course learning objectives**

By the end of this class, you will be better equipped to discuss and work to combat social injustices, bigotry, and racism. You will have a much more profound understanding UCSD's Principles of Community, which are as follows:

- We value each member of the UC San Diego community for his or her individual and unique talents, and applaud all efforts to enhance the quality of campus life. We recognize that each individual's effort is vital to achieving the goals of the University.
- We affirm each individual's right to dignity and strive to maintain a climate of justice marked by mutual respect for each other.
- We value the cultural diversity of UC San Diego because it enriches our lives and the University. We celebrate this diversity and support respect for all cultures, by both individuals and the University as a whole.
- We are a university that adapts responsibly to cultural differences among the faculty, staff, students, and community.
- We acknowledge that our society carries historical and divisive biases based on race, ethnicity, sex, gender identity, age, disability, sexual orientation, religion, and political beliefs. Therefore, we seek to foster understanding and tolerance among individuals and groups, and we promote awareness through education and constructive strategies for resolving conflict.
- We reject acts of discrimination based on race, ethnicity, sex, gender identity, age, disability, sexual orientation, religion, and political beliefs, and, we will confront and appropriately respond to such acts.
- We affirm the right to freedom of expression at UC San Diego. We promote open expression of our individuality and our diversity within the bounds of courtesy, sensitivity, confidentiality, and respect.
- We are committed to the highest standards of civility and decency toward all. We are committed to promoting and supporting a community where all people can work and learn together in an atmosphere free of abusive or demeaning treatment.

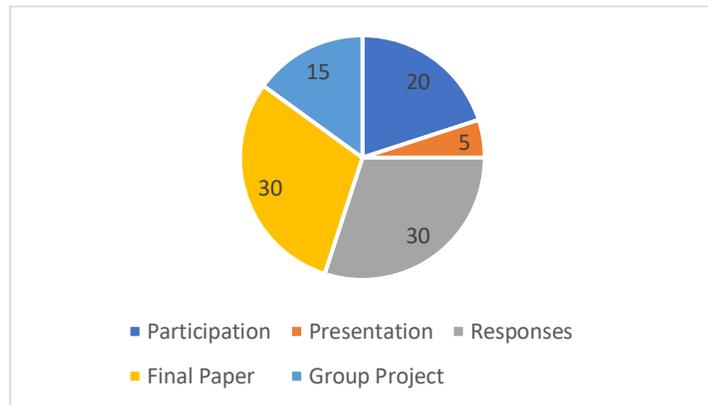
- We are committed to the enforcement of policies that promote the fulfillment of these principles.

## requirements

- Attendance and class participation: You are expected to attend or listen to all lectures. In addition, your active participation in discussion sections is vital and required.
- Reading: You will be expected to complete all assigned readings. KEEP Up! Failure to do the reading will prevent you from completing the other assignments.
- Assignments: The details for these assignments will be posted on Canvas.
  - Course participation, in discussion sections and on discussion boards
  - Short presentation on your life experience with multiculturalism thus far:
  - Three short reading responses (**Due October 30<sup>th</sup>, November 20<sup>th</sup>, December 3<sup>rd</sup>**)
  - Group project (**Due November 29<sup>th</sup>**)
  - Final paper (**Due December 6<sup>th</sup>**)

## evaluation

Participation: 20%
Presentation: 5%
Responses: 30%
Final Paper: 30%
Group Project: 15%



## Course Schedule (SUBJECT TO CHANGE)

	Required Readings
<b>Week 1 (Week of 9/27):</b>  <b>What is Multiculturalism?</b>	<ul style="list-style-type: none"> <li>• Kymlicka, Will. 1996. "Introduction." and "Conclusion." In <i>Multicultural Citizenship: A Liberal Theory of Minority Rights</i>. Oxford: Oxford University Press.</li> <li>• Taylor, Charles. 1992. "The Politics of Recognition." In <i>Multiculturalism and the Politics of Recognition</i>, edited by Amy</li> </ul>

	Gutmann, 25-73. Princeton, NJ: Princeton University Press.
<b>Week 2 (10/4):</b>  <b>The concept of “culture,” “diversity,” and selecting differences</b>	<ul style="list-style-type: none"> <li>• Baker, Lee D. 2010. Introduction in <i>Anthropology and the Racial Politics of Culture</i>. Durham: Duke University Press (AVAILABLE ONLINE THROUGH THE LIBRARY)</li> <li>• Hicks, Rachel. 2020. “Performing Difference: Claiming ethnic identities to build national unity among urban Solomon Islands youth.” Draft</li> <li>• Ahmed, Sara. Introduction in <i>On being included: Racism and diversity in institutional life</i>. Duke University Press: Durham</li> </ul>
<b>Week 3 (10/11):</b>  <b>Whiteness</b>	<ul style="list-style-type: none"> <li>• Hartigan, John Jr. 1997. “Establishing the Fact of Whiteness.” <i>American Anthropologist</i> 99 (3): 495–505.</li> <li>• Reardon, Jenny, and Kim Tallbear. 2012. “‘Your DNA is Our History’: Genomics, Anthropology, and the Construction of Whiteness as Property.” <i>Current Anthropology</i> 53(5): S233-S245.</li> <li>• Shankar, Shalini. 2019. Nothing Sells like Whiteness: Race, Ontology, and American Advertising. <i>American Anthropologist</i>.</li> </ul>
<b>Week 4 (10/18):</b>  <b>Creating an “other”</b>	<ul style="list-style-type: none"> <li>• Hall, Stuart. 1996. “The West and the Rest: Discourse and Power.” In <i>Modernity: An Introduction to Modern Societies</i>, edited by Stuart Hall, David Held, Don Hubert, and Kenneth Thompson. Hoboken, NJ: Wiley-Blackwell. 185–227.</li> <li>• Trouillot, Michel-Rolph. 1991. “The Savage Slot.” In <i>Recapturing Anthropology</i>, edited by Richard Fox, 17–44. Santa Fe: School of</li> </ul>

	American Research.
<b>Week 5 (10/25):</b>  <b>Racism</b>	<ul style="list-style-type: none"> <li>• Clarence C. Gravlee. 2009. How race becomes biology: Embodiment of social inequality. <i>American Journal of Physical Anthropology</i>, 2009, 139 (1):47–57.</li> <li>• Bonilla-Silva, Eduardo. 2006. Chapter 1 of <i>Racism without Racists: Color-blind racism and the persistence of racial inequality in the United States</i>. Rowman and Littlefield: NY.</li> </ul>
<b>Week 6 (11/1):</b>  <b>Indigeneity</b>	<ul style="list-style-type: none"> <li>• Kehaulani Kauanui. 2005. Precarious Positions: Native Hawaiians and US Federal Recognition. <i>Contemporary Pacific</i> 17 (1): 1-27.</li> <li>• Simpson, Audra. 2007. "On Ethnographic Refusal: Indigeneity, 'Voice' and Colonial Citizenship." <i>Junctures</i> 9: 67-80.</li> </ul>
<b>Week 7 (11/8):</b>  <b>Nationalism, racism, and human migration</b>	<ul style="list-style-type: none"> <li>• De León, Jason. 2015. Introduction and Chapter 1 of <i>The Land of Open Graves: Living and Dying on the Migrant Trail</i>. Berkeley, CA: University of California Press.</li> <li>• Tuan, Mia. 1999. "Neither Real Americans nor Real Asians? Multigeneration Asian Ethnics Navigating the Terrain of Authenticity." <i>Qualitative Sociology</i> 22.2: 105-125.</li> </ul>
<b>Week 8 (11/15):</b>  <b>Gender</b>	<ul style="list-style-type: none"> <li>• Davis, Angela. 1983. <i>Women, Race, and Class</i>. Ch. 12 ("Racism, Birth Control and Reproductive Rights"). Vintage Books. Pp. 202–221.</li> <li>• Pardo, Mary. 1990. Mexican American Women Grassroots Community Activists: "Mothers of East Los Angeles." <i>Frontiers: A Journal of Women Studies</i>, Vol. 11, No. 1, Las</li> </ul>

	Chicanas, pp. 1-7
<p><b>Week 9 (11/22):</b></p> <p><b>Religion and the creation of difference and sameness</b></p>	<ul style="list-style-type: none"> <li>• Abu-Lughod, L. 2002. "Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and its Others," <i>American Anthropologist</i> 104 (3), pp. 783- 790.</li> <li>• Brodtkin, Karen. 1998. "How did Jews become white folks?" Pp. 25–52 in <i>How Jews Became White Folks and what that Says about Race in America</i>. NJ: Rutgers University Press.</li> </ul>
<p><b>Week 10 (11/29):</b></p> <p><b>Alternatives?</b></p>	<p>Group projects will be presented over Zoom this week. They <b>MUST</b> be uploaded by <b>November 29th</b></p>