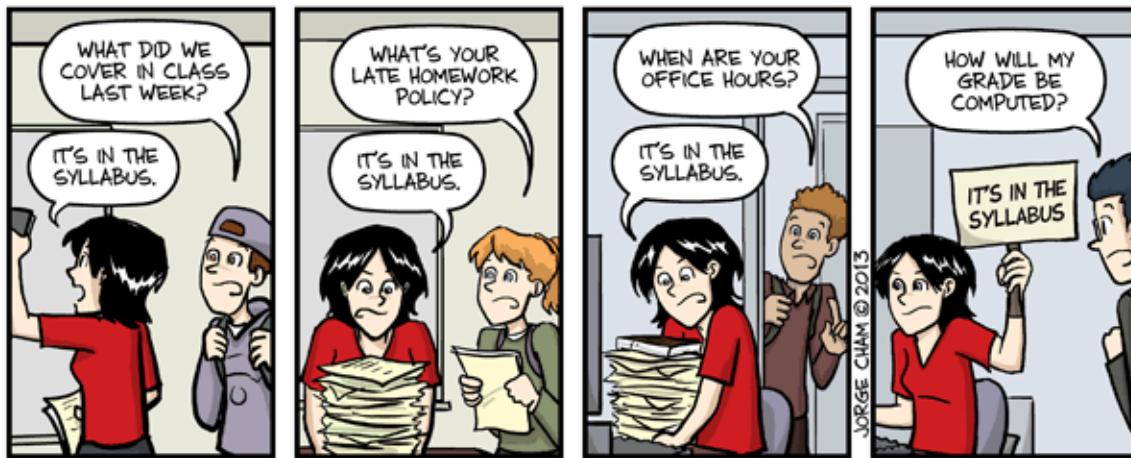


**POLI108: Politics of Multiculturalism**  
**Professor Claire L. Adida**  
**Winter 2017**

**Tues/Thurs 12.30-1.50pm**  
**CENTR119**



# IT'S IN THE SYLLABUS

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## 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 an in-class midterm (30%), a final (40%), survey participation (10%), and iClicker participation (20%).

- **Midterm (30%):** The midterm will be held in class on February 7. It will be closed-book, closed-note. You will not need a blue book. It will consist of

multiple-choice questions and identification questions. It will cover all material from lectures and readings.

- **Final (40%):** The final will be held on Tuesday, March 21, from 11.30am to 2.30pm. It will be closed-book, closed-note and cumulative.
- **Surveys (10%):** Throughout the quarter, you will be asked to take two surveys, the first due on January 26, the second due on March 7. 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 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 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 (20%):** 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. 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).
- 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

## **Contact**

**Instructor** Prof. Adida  
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**OH** Thursday 9-11am  
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## **TAs**

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SSB324	SSB348	SSB364
OH: Fri 1-2pm	OH: Tue 2-3 and by appt	OH: Tue 10am-12noon

## **Schedule**

**January 10    Introduction**

**January 12    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.

**January 17    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?

**January 19    The forced assimilation of Native Americans**

TBD

**January 24    U.S. policies toward Native Americans**

TBD

**January 26    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

Take survey 1 by midnight

**January 31    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*.

**February 2 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*.

**February 7 Midterm**

**February 9 Documentary: Rivers of Blood**

**February 14 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)

**February 16 DACA/CIR – Professor Wong Guest Lecture**

Readings TBD

**February 21 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).

**February 23 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).

**February 28 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

**March 2 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.

**March 7 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

Take survey 2 by midnight

**March 9 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*.

Excerpt from Kathy Cramer. 2016. The Politics of Resentment.

**March 14**      Survey results

**March 16**      Conclusion; Review

**FINAL EXAM: TUESDAY, MARCH 21: 11.30am-2.30pm**