

**ANTH 23: Debating Multiculturalism:  
Race, Ethnicity, and Class in American Societies  
Winter 2019  
MWF 12-12:50, Center Hall 101**

**Instructor:**

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Office Hours: M/W/F 1-1:50 and Mon. 11:00-11:50 in and by appointment

Pronouns: he, him, his (feel free to share yours and correct me if I get them wrong!)

**Teaching Assistants:**

Mathew Howland (A01: M 4pm & A04: W 1pm)

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**Course Overview**

How should we deal with difference in modern American society? Should laws treat everyone as equal or attempt to compensate for historical oppression and modern discrimination? What if certain cultural practices conflict with predominant American values and even notions of universal human rights? How can people from cultures with conflicting values and practices best coexist in one society?

Since the 19th century, people increasingly have seen themselves as part of a nation, a group of people sharing a common language, practices, beliefs and values, sense of shared history, notion of shared ancestry like 'race' or ethnicity, or other aspects of culture. As more and more nations laid claim to their own states, they conferred certain rights on their citizens, but also excluded others who did not fit their definition of the nation, and sought to expand the borders of their nations. These nation-states were never homogenous and are increasingly diverse and dynamic in all aspects of culture, so how can they best make the transition from domination to inclusion? "Multiculturalism" encompasses various legal and theoretical strategies of conceptualizing, managing, and living in a society that includes citizens of multiple racial and ethnic backgrounds, cultural practices, religious faiths, and histories of lingering conflicts and

oppression. Multiculturalism is a fact in that modern American society contains members of numerous cultures, but how they should best interact within American society is where the subject of longstanding and dynamic debates. Is it possible for such diverse people to assimilate to a common (multi)cultural identity or shared social practices, or should we seek a framework for preserving and protecting traditional cultures instead?

Some argue that injustices of history, structural biases, and cultural particularities entitle certain groups to special consideration, or what Kymlicka (1995) calls “group-differentiated rights.” Others fear that such recognition only perpetuates inequality and threatens cherished American notions like individuality and universal human rights. Has American society reached a point where we can coexist as one nation in complete disregard of our differences? Do such “colorblind” or “post-racial” attempts to ignore differences disadvantage minority cultures and perpetuate historical inequality? This course will discuss these issues through examining theoretical standpoints and specific challenges faced by some of the communities that help to make up a multicultural America. Just as these diverse viewpoints help to compose American society, this class depends on each of you to contribute your own unique perspectives and experiences to help move forward these debates about multiculturalism in the United States.

### **Course Requirements:**

#### **Section Participation 10%**

The first word in the title of this class is “debating,” and I take this to mean that each one of you should be an active participant in presenting a variety of viewpoints on the material we discuss each week. Therefore, regular attendance and active participation in discussions is mandatory. To that end, you must come to each class having read the required materials assigned for that day as well as the questions your peers have posted online, so that you are prepared to critically discuss them.

#### **Lecture Attendance/Clicker Scores 10%**

We will be using clickers to survey your classmates opinions on various issues and make sure that everyone is attending lecture and keeping up with the readings. You will receive one point for each day you answer at least 75% of clicker questions. **I realize sometimes you may forget your clicker or it may malfunction, so you can still get an A for this grade if you miss a couple days worth of points, but clicker points cannot be made up for any reason.** Clicker scores will begin to count toward your grade in week 2, so please make sure to **register your clicker on TritonEd by the beginning of week 2** to ensure you get credit for your clicker responses.

#### **Online Discussion 10%**

Once each week, you must post a paragraph to a discussion forum on the TritonED (TED) course page. Your paragraph can EITHER introduce a discussion question about one or more of the readings and/or films assigned for that day OR respond to a question posted by one of your classmates. Questions must be posted by 11:59 p.m. on the night before the day the

readings or film you are writing about are due. Responses must be posted before lecture begins on the day the readings under discussion are due. You should ask debatable (not factual) questions that could have a variety of plausible answers. The goal of these questions is to help you think critically about the readings and to help inspire discussion in class. Each student should review the online discussion before each class in addition to doing the assigned readings.

### **Midterm: 15%**

Making and explaining connections between key terms and using class material to make an argument in response to an essay prompt will assess your ability to apply the material presented in the first half of the course.

### **Paper Proposal 10%**

One of the goals of this class is to achieve a heightened degree of cross-cultural understanding. Thus, the final project for this class requires you to interview someone from a culture that is not your own and write about his or her relationship to, experience of or opinion about an issue in multiculturalism such as those discussed in this class. In week four, you must submit a 2-3 page paper proposal in which you identify (1) a debatable research question, (2) a specific person you plan to interview or have interviewed, and (3) at least three sources (including articles and/or films) assigned or recommended for this course or from other relevant scholarly publications that will help to answer your question. You must explain how you will use sources and interview material to answer your question, and how this will enrich scholarly understanding of a specific issue relevant to this course and American multiculturalism in general. This will probably require some reading ahead, and your grade will reflect the apparent viability of your project and how prepared you are to write the final paper.

### **Final Paper 25%**

You will write a 6-9 page paper that answers a question of your choosing by integrating data from at least one interviewee and at least three assigned course materials or outside sources. The question and interview subject must be approved in advance by your teaching assistant, either in comments on your proposal or in later consultation. You should also **discuss this project with your TA and/or professor in office hours** (this is why we have office hours). This paper should support a debatable argument related to the issues addressed in the course that has important implications for multiculturalism in the United States. Please see the “supplementary readings” folder on TritonED for some useful sources on relevant topics.

**All information that is not your own original work must be cited**, and we will be using [turnitin.com](https://www.turnitin.com) to check for originality. **Your paper is considered late until submitted to [turnitin.com](https://www.turnitin.com)** through TritonEd. Chicago style citations are preferred in anthropology and most social sciences (Author’s last name, year: page #) (Stewart 2015:1), but MLA, APA or any other recognizable style will work as long as you **include an in-text citation that points**

**to a reference on a works cited or bibliography page that identifies the year and publication information of the source** of your information.

### **Final Exam: 20%**

The final will be identical in format to the midterm, but focused on the second half of the course, except it will also include an additional comprehensive essay question that will prompt you to use material from the entire quarter to make recommendations on how to construct a better multicultural society.

**Students must complete all components of the class listed above in order to pass the course.**

### **Policies**

#### **Absences**

Discussion section attendance is mandatory, and absences will affect your discussion grade.

**Missing a day or two of clicker points during lectures will not affect your grade**, but you are responsible for all material presented in lecture. PowerPoint slides will sometimes be posted online, but they are only a rough outline of the material and not a substitute for attending class.

#### **Late Work**

Electronic submissions are due at the start of lecture. Please submit in advance because extensions will not be granted in case of technical difficulties, incomplete submissions, or submissions to the wrong section. Assignments submitted after the due date will be docked 1/3 letter grade for each day (24 hrs) they are late (including weekends). Late discussion questions and in-class assignments will not be accepted unless a student gives prior notice and has a verified excuse.

#### **Communication**

You can contact us via email for basic questions about the course, and we will do our best to respond within 48 hours. You also can post questions on TritonEd for an even faster response.

**Please check TritonEd and your UCSD email regularly for class updates.** However, for complex questions about course material or paper topics and a more in depth response, please **come talk with us in person during office hours.**

#### **Classroom Environment**

Please silence your cellphone and put it away during class. **Your TA and I can see you texting/gaming/instatwitterfacing/etc.**, and it is rude and distracting. You may use a laptop to refer to class readings, take notes, etc., but please do not use it for other activities during class time. Also, **please wait until class is dismissed to pack up your things.** It is difficult to hear my closing remarks over the noise of 300 students rustling through their things.

We will discuss some sensitive issues in this class, and you are expected to approach them with an open mind. **You are encouraged to contribute critical and alternative viewpoints, but you**

**must always be respectful** and refrain from using any language that could be construed as a personal attack.

### **Academic Integrity**

Plagiarism and cheating are very serious offenses; all quotations and paraphrasing must be properly cited and everything not cited must be your own, original work. We will be using [turnitin.com](http://turnitin.com) to confirm the originality of your final paper. Those suspected of misconduct will be referred to the authorities, and will be subject to failing the course in addition to appropriate disciplinary sanctions. See <http://students.ucsd.edu/academics/academic-integrity/policy.html>.

### **Academic Support Services**

If you require accommodations due to a disability, you must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD). Please present AFAs as soon as possible to allow time for appropriate planning for the provision of reasonable accommodations.

### **Grade Disputes**

If you have questions about why you received a grade, please talk to your teaching assistant in office hours right away about how you can do better in the future. Grade changes will only be made for errors in calculation or in extreme circumstances. Please do not wait until after your final grade has been calculated to ask questions about how assignments are graded.

### **Required Texts and Films**

All texts are available for free electronically on TritonEd. Required and recommended films are available at the links below or viewable on campus or through a vpn on the Library's E-reserves: <http://libraries.ucsd.edu/borrow-and-request/course-reserves/index.html>.

### **Course Schedule\***

**all readings available on TritonED**

**All readings are due by lecture or section (whichever comes first) on the day they are listed.**

**\*Like all things, subject to change**

### **Week 1: Foundations**

#### **1/7: Introduction to the Course**

(No assigned readings)

#### **1/9: How did we get here?**

Hall, Stuart. 1996. "The West and the Rest: Discourse and Power." In *Modernity: An Introduction to Modern Societies*, edited by Stuart Hall, David Held, Don Hubert, and Kenneth Thompson. Hoboken, NJ: Wiley-Blackwell. 185–227.

Assigned Film: *Ethnic Notions* (E Reserves)

Recommended Film: *Dear White People* (E Reserves)

(I also recommend the eponymous series it inspired, available on Netflix)

### **1/11: What is Multiculturalism?**

- Dumochel, Paul. 2009. Comparative Multiculturalism. *Multiculturalism & Social Justice Working Papers Series*. Research Project on Multiculturalism and Social Justice. 1-11.
- Kymlicka, Will. 1996. "Introduction." and "Conclusion." In *Multicultural Citizenship: A Liberal Theory of Minority Rights*. Oxford: Oxford University Press. 1-10

### **Week 2: Race and Racisms**

#### **1/14: Defining Race and Racism**

AAA Statement on Race

Hirschfield, Lawrence A. 2012 Seven Myths of Race and the Young Child. *Du Bois Review* 9.1:17-39

**Assigned Film:** *Race: The Power of an Illusion*; Ep. 3 "The House We Live In" (E-reserves)  
Recommended Film: *Hoop Dreams* <https://www.youtube.com/watch?v=7O7ljXIY4Ss>

#### **1/16: Institutional Racism**

Massey, Douglas S. and Nancy A. Denton. *American Apartheid* Cambridge: Harvard UP. 1-16.

#### **1/18: Racist Movements and Racism as Anomie**

Blazak, Randy. 2001. "White Boys to Terrorist Men: Target Recruitment of Nazi Skinheads." *American Behavioral Scientist* 44.6:982-1000.

**Assigned Film:** *Accidental Courtesy* (E-Reserves)

Recommended Film: *Skinheads USA: Soldiers in the Race War*  
(WARNING: disturbing language and content)

### **Week 3: Race and Representations**

#### **1/21: NO CLASS: Martin Luther King, Jr. Day**

#### **1/23: Post-racial Racism**

Ansell, Amy E., 2000. "The New Face of Race: The Metamorphosis of Racism in the Post-Civil Rights Era United States." *Multiculturalism in the United States, Current Issues, Contemporary Voices*, edited by Peter Kivisto and Georgeanne Rundblad. Thousand Oaks, CA: Pine Forge Press. 29- 42.

Maskovsky, Jeff. 2017. "Toward the Anthropology of White Nationalist Postracialism: Comments inspired by Hall, Goldstein, and Ingram's 'The Hands of Donald Trump.'" *HAU: Journal of Ethnographic Theory* 7.1: 433-440.

#### **1/25: Racial Representation and Appropriation in American Sports**

Springwood, Charles Fruehling. and C. Richard King. 2000 "Race Power and Representation in Contemporary American Sport." *Multiculturalism in the United States, Current Issues*,

*Contemporary Voices*, edited by Peter Kivisto and Georgeanne Rundblad. Thousand Oaks, CA: Pine Forge Press. 161-174

**Assigned Film:** *Reel Injun: Native American Portrayal in Hollywood* (E-Reserves)

## **Week 4: Immigration, Assimilation, and Integration**

### **1/28: Asian American Immigration and Identity**

Tuan, Mia. 1999. "Neither Real Americans nor Real Asians? Multigeneration Asian Ethnics Navigating the Terrain of Authenticity." *Qualitative Sociology* 22.2: 105-125.

**Assigned Film:** Yellow Face: <https://www.youtube.com/watch?v=Krlv9cyn9Hc> (part one)  
AND <https://www.youtube.com/watch?v=at8wAKlZEeg> (part two)

### **1/30: Arab Americans and Political Racism**

Naber, Nadine. 2012. "From Model Minority to Problem Minority." *Arab America* New York, NY: NYU Press. 25-61.

**Assigned Film:** *Reel Bad Arabs* (E-Reserves)

### **2/1: Should Immigrants Assimilate?**

Portes, Alejandro and Min Zhou. 2000. "Should Immigrants Assimilate." *Multiculturalism in the United States, Current Issues, Contemporary Voices*, edited by Peter Kivisto and Georgeanne Rundblad. Thousand Oaks, CA: Pine Forge Press. 317 -328.

Recommended Film: *Mountains, Mist & Mexico* <http://www.pbs.org/video/2365240354/>

## **Week 5: Costs of Inequality**

### **2/4: Language and Inequality**

**\*\*\*Paper Proposal Due at Start of Lecture\*\*\***

Hill, Jane H. 1998. "Language, Race, and White Public Space." *American Anthropologist*. 680-689.

### **2/6: Racial Health Disparities and the Latinx Paradox**

Cagney, Kathleen A., Christopher Browning, and Danielle M. Wallace. 2007. "The Latino Paradox in a Neighborhood Context: The Case of Asthma and Other Respiratory Conditions." *American Journal of Public Health*. 97.5:919-925.

Kuzawa, Christopher and Clarence Gravlee. 2016 "Beyond Genetic Race: Biocultural Insights into the Causes of Racial Health Disparities. In *New Directions in Biocultural Anthropology*. Molly K. Zuckerman, ed. 89-105

**Assigned Film:** *Unnatural Causes: In Sickness and in Wealth* (E-Reserves)

Recommended Film: *Unnatural Causes: Becoming American* (E-Reserves)

### **2/8: Inter-Ethnic Conflict**

Min, Pyong Gap. 2000. "Caught in the Middle: Korean African American Conflicts." *Multiculturalism in the United States, Current Issues, Contemporary Voices*. Peter

Kivisto and Georgeanne Rundblad, eds. Thousand Oaks, CA: Pine Forge Press.  
71-79.

Sears, David O. 2000. "Urban Rioting in Los Angeles: A Comparison of 1965 with 1992." *Multiculturalism in the United States, Current Issues, Contemporary Voices*, edited by Peter Kivisto and Georgeanne Rundblad, eds. Thousand Oaks, CA: Pine Forge Press. 100.3: 81-92.

**Assigned Film:** *Sa I Gu* [https://www.youtube.com/watch?v=G\\_UyYj-pR8U](https://www.youtube.com/watch?v=G_UyYj-pR8U)

**Recommended Film:** *Do the Right Thing* (E-Reserves)

## **Week 6: Multicultural Citizenship**

### **2/11: MIDTERM**

#### **2/13: The Challenge of Diversity**

Putnam, Robert D. 2007. "E Pluribus Unum: Diversity and Community in the Twenty-first Century The 2006 Johan Skytte Prize Lecture." *Scandinavian Political Studies* 30.2:137-74.

#### **2/15: American Indian Ethnic Revival**

Nagel, Joane. 2000. "The Politics of Ethnic Authenticity: Building Native American Identities and Communities." *Multiculturalism in the United States, Current Issues, Contemporary Voices*, edited by Peter Kivisto and Georgeanne Rundblad. Thousand Oaks, CA: Pine Forge Press

## **Week 7: Structural Solutions**

### **2/18: NO CLASS: Presidents' Day**

#### **2/20: American Indian Sovereignty**

Cattelino, Jessica. 2010. "The Double Bind of American Indian Need-Based Sovereignty." *Cultural Anthropology* 25(2):235-262.

**Assigned Film:** *California's "Lost" Tribes* (E-Reserves)

#### **2/22: The Origins of Affirmative Action**

Skrentny, John David. 2000. "The Origins and Politics of Affirmative Action." *Multiculturalism in the United States, Current Issues, Contemporary Voices*, edited by Peter Kivisto and Georgeanne Rundblad. Thousand Oaks, CA: Pine Forge Press 269-286.

## **Week 8: Gender and Multiculturalism**

### **2/25: Affirmative Action in Decline**

Steinberg, Stephen. 2000. "Affirmative Action and Liberal Capitulation." *Multiculturalism in the United States, Current Issues, Contemporary Voices*, edited by Peter Kivisto and Georgeanne Rundblad. Thousand Oaks, CA: Pine Forge Press. 287-294 .

### **2/27: Gender and Religion**

Abu-Lughod, Lila. 2002. "Do Muslim Women Really Need Saving?" *American Anthropologist*. 104.3: 783-790.

Hoodfar, Homa. 1992. "The Veil in Their Minds and on Our Heads: The Persistence of Colonial Images of Muslim Women." *Resources for Feminist Research*. 22.3/4: 5-18.

**Recommended Films:** *The Muslims are Coming* (E Reserves) and *Jihad: A Story of the Others* (available for streaming on Netflix)

### **3/1: Is Multiculturalism Bad for Women?**

Okin, Susan Moller. 1999. "Is Multiculturalism Bad for Women?" In *Is Multiculturalism Bad for Women*. Edited by Joshua Cohen, Matthew Howard, and Martha C. Nussbaum. Princeton: Princeton University Press. 9-24

Kymlicka. Liberal Complacencies. 1999. "Is Multiculturalism Bad for Women?" In *Is Multiculturalism Bad for Women*. Edited by Joshua Cohen, Matthew Howard, and Martha C. Nussbaum. Princeton: Princeton University Press. 31-34

Honig Bonnie. 1999 "My Culture Made Me Do It." In *Is Multiculturalism Bad for Women*. Edited by Joshua Cohen, Matthew Howard, and Martha C. Nussbaum. Princeton: Princeton University Press. 35-40.

**Assigned Film:** *The Virgin Daughters*  
[https://www.youtube.com/watch?v=zofpxsiA\\_R0](https://www.youtube.com/watch?v=zofpxsiA_R0)

## **Week 9: Redefining Ethnic and Racial Identities**

### **3/4: Gender and Immigration**

Espiritu, Yen Le. 2001. "'We Don't Sleep around like White Girls Do:': Family, Culture, and Gender in Filipina American Lives." *Signs* 26.2:415-440

### **3/6: Multiracial Identity Formation**

Miville, Marie L., Madonna G. Constantine, Matthew F. Baysden, Gloria So-Lloyd. 2005 "Chameleon Changes: An Exploration of Racial Identity Themes of Multiracial People." *Journal of Counseling Psychology*. 52.4:507-516.

### **3/8: Multicultural Identity Formation**

Jensen, Lene Arnett. 2010. "Coming of Age in a Multicultural World: Globalization and Adolescent Cultural Identity Formation." *Applied Developmental Science*. 7.3: 189-196.

### **Week 10: Conclusions**

#### **3/11 Reconfiguring Majority Identity**

**\*\*\*Final Paper Due at Start of Lecture\*\***

Alcoff, Linda Martin. 1998. "What Should White People Do?" *Hypatia* 13.3:6-26

#### **3/13 Post-Multiculturalism: A Conservative Alternative**

Kymlicka, Will. 2010. "The rise and fall of multiculturalism? New debates on inclusion and accommodation in diverse societies." *International Social Science Journal*. 61.199:97-112.

Vertovec, Steven. 2010. "Towards post-multiculturalism? Changing communities, conditions and contexts of diversity." *International Social Science Journal*. 61.199:83-95.

#### **3/15 Multiculturalism in Education**

Takaki, George 2000. "Multiculturalism: Battleground or Meeting Ground." *Multiculturalism in the United States, Current Issues, Contemporary Voices*, edited by Peter Kivisto and Georgeanne Rundblad. Thousand Oaks, CA: Pine Forge Press 481-490.

**Final Exam:** Wed. 3/20 11:30-2:30