

**ANTH 23: Debating Multiculturalism:
Race, Ethnicity, and Class in American Societies
Fall 2017
MWF 2-2:50, WLH 2001**

Instructor:

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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 have increasingly begun to see 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. 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 these 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. Is it possible for such diverse people to assimilate to a common form of identity, or is such a goal even desirable?

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 difference 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” 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 the ongoing debate 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.** 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 on the TritonED (TED) course page that introduces one or two discussion questions about one or more of the readings and/or films

assigned or recommended for that week OR post a paragraph in response to the questions one of your classmates has posted. Questions must be posted by 11:59 p.m. on the night before the day for which the readings are assigned. They must be based on the readings for that day, but it is even better if they integrate previous readings, films, or broad themes of the course. 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 five, 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) from this course or other relevant scholarly sources 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.

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

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.

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 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 to confirm the originality of your final paper. Those suspected of misconduct will be

referred to the authorities, disciplined and failed. 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**

***subject to change, like all things**

Week 0-1: Foundations

F 9/29: Introduction to the Course

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

M 10/2: 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)

W 10/4: What is Multiculturalism?

Kymlicka, Will. 1996. "Introduction." and "Conclusion." In *Multicultural Citizenship: A Liberal Theory of Minority Rights*. Oxford: Oxford University Press. 1–10

F 10/6: Defining Race and Racism

AAA Statement on Race

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.

Week 2: Race and Racisms

10/9: Institutional Racism

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

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>

10/11: 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.

10/13: 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 3: Representations

10/16: Asian American 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=at8wAKIZEeg> (part two)

10/18: Arab Americans

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

Assigned Film: *Reel Bad Arabs* <https://www.youtube.com/watch?v=aKD3CnPJNOE>

10/20: Muslims and Islamophobia

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 *Taqwacore* (about Muslim punk rock in the U.S., E Reserves)

Week 4: Immigration, Assimilation, and Integration

10/23: 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.

10/25: Immigration and Transnationalism

Pedraza, Silvia 2005. "Assimilation or Transnationalism? Conceptual Models of the Immigrant Experience in America." *ASCE*.

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

10/27: 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*. 97.5:191-225.

Assigned Film: *Unnatural Causes: Becoming American* (E reserves)

Week 5: Costs of Inequality

*****Paper Proposal Due in Section*****

10/24: Racial Health Disparities

Dressler, William W. "Health in the African American Community: Accounting for Health Inequalities." *Medical Anthropology Quarterly*. 7.4: 325-345.

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

10/26: 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

Recommended Film: *Do the Right Thing*

[http://putlocker.is/watch-do-the-right-](http://putlocker.is/watch-do-the-right-thing-)

[thing- online-free-putlocker.html](http://putlocker.is/watch-do-the-right-thing-online-free-putlocker.html)

10/28 MIDTERM

Week 6: Multicultural Citizenship

10/30: 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.

11/1: 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.

11/3 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)

Week 7: Affirmative Action

11/6 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.

11/8 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 .

11/10 VETERAN'S DAY

NO CLASS

Week 8: Redefining Ethnic and Racial Identities

11/13 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.

11/15 Racial Hybridity and American Society

Lee, Jennifer and Frank D. Bean. 2004. America's Changing Color Lines: Immigration,
Race/Ethnicity, and Multiracial Identification. *Annual Review of Sociology*. 30:221-242.

11/17 Reconfiguring Majority Identity

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

Week 9: Gender and Multiculturalism

11/20 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

11/22 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

11/24: THANKSGIVING HOLIDAY NO CLASS

Week 10: Conclusions

11/27 Post-Multiculturalism

*****Final Paper Due in Section****

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.

11/29 Multiculturalism and American Culture

Wolfe, Alan. 2000. "Benign Multiculturalism." *Multiculturalism in the United States, Current Issues, Contemporary Voices*, edited by Peter Kivisto and Georgeanne Rundblad. Thousand Oaks, CA: Pine Forge Press. 455-480.

12/1 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: Tuesday, 12/13/2017 3:00a-5:59p