ANTH 23: Debating Multiculturalism  
Fall 2017, University of California, San Diego

Course: TU/TR 12:00-13:20

Professor: Esin Düzel  esinanthsucsd@gmail.com  
Office hours: Tuesday 13:30-15:30 – Perks Cafe

Teaching Assistants: TBD

Course Description

How do we define difference? What do we do with it? Who gets to be recognized as a member, and what are the differentials in membership? In this course, we will focus on multiculturalism as a powerful way of understanding and managing difference. UCSD has a course on it in its general education curriculum. California police officers receive mandatory training on diversity. Canada has a ministry devoted to “multiculturalism and citizenship”. Even though multiculturalism has become a mainstream way of understanding and managing difference, it is still debated, often times with tension. Some find it enforcing particularistic identities and preventing social cohesion, some see it as a way of putting a happy face to deep-seated problems.

We will study the nuts and bolts of multiculturalism and identify the high stakes involved. Is it a response to racism? Or a way of flattening differences? What different approaches are there to multiculturalism? Is it related to human rights? We will explore and debate these issues with particular attention to current topics, including undocumented immigration, the rise of white nationalism, cultural appropriation, and the immigration policies of the Trump administration.

How we respond to diversity – be it cultural, racial, ethnic, religious, or linguistic diversity – can define the boundaries and limits of belonging in a country. We will explore how these issues shape our societies, our cultures, our families, and our lives. You are encouraged to think about these questions every week of this course: How are you, your experiences and opportunities affected by the presence or absence of multicultural policies? What is its relevance to your life and work?

Learning Objectives:

1. Clearly describe and recognize historical and contextual processes that have made up the background to multiculturalism in Western societies (North America and Europe);
2. Explain effectively different perspectives, positions and contentions related to multiculturalism;
3. Demonstrate a holistic understanding of “culture” as a dynamic, power-laden, and complex aspect of human lives;
4. Constantly relate the abstract concepts and theoretical models with the existing policy and practical situations; be prepared to contribute solutions and develop innovative ideas to problems related to social and cultural differences;
5. Distinguish structural, cultural and historical factors, such as racism, colonialism, imperialism, sexism, ableism, heterosexism, and how they influence the need to and forms of multiculturalism;
6. Design critical and creative approaches to multiculturalism for institutions, cultural settings, and your own lives;
7. Generate informed perspectives about public debates with an eye not only to the surface discourses, but also to the assumptions, concerns, and anxieties at their core;
8. Value difference in human societies and judge how societies treat these differences
OUR CLASSROOM

This course touches upon hot-button topics. So it will be crucial to hold our conversations in a respectful manner. While we will build a respectful classroom environment, it will also be the one where everyone feels safe to speak up. If you feel you are silenced for any reason, please talk to me privately.

LEARNING PROCESS

Attendance and Participation (5% of grade)
Attendance to lectures is optional.
Lectures do not summarize the readings but will help you engage with them. Exam questions will be drawn extensively from the lectures AND the readings, including the parts not covered in the lectures. Your participation in the class discussions and during regular class time may count (positively) for your final grade, especially when you are at the threshold.
CAPS – If at least 80% of the class complete end of the quarter CAPS evaluations by December 11, all of the class will guarantee 20 points of their attendance and participation grade.

Short Reading Responses (20% of grade)
You will submit four short reading responses (each 1 page, typed, double-spaced) on the dates mentioned in the syllabus. I will provide a prompt for the response on TritonEd based on that week’s readings. If your answer does not reflect any knowledge of the readings, you will receive 0 points. Otherwise, the exercises will be graded as follows: √+ = 50; √ = 45; √- = 40.

Discussion Section Participation (15% of grade)
Attendance to discussion sections is mandatory. Your TA will take attendance and also evaluate your participation in the discussions.

Midterm Exam November 2 (25% of grade)
This will be an in-class, short answer midterm exam that tests your understanding of fundamental concepts covered in the first portion of the course. I will post a list of study questions in advance, and the exam questions will be taken from that list. There is no final exam!

Research Project (35% of grade)
In this course, you will improve your research skills and put your course readings into practice by conducting your own research. I will provide a list for research topics. Each project consists of 1) proposal, 2) progress report, 3) final paper.
2nd week - Pick your Research Topic: The list of research topics will be on TritonEd. You can pick any research topic and use any of the questions in the introduction, or the weekly questions to build your own research question. If you want to do some other project, please talk to me or your TA to confirm that your research idea fits to our course objectives. I encourage you think creatively and have fun with your selection, choose something you are interested in exploring.
October 12 – Research Proposal: Turn in 1 page proposal (typed, double-spaced) that includes 1) the description of your research topic, 2) why you are interested in studying it, 3) what kinds of questions and themes we discuss in the class you are interested in exploring, 4) what you want to learn from this project. See the template on Tritoned.
November 16 – Progress Report: The report will include all your observations from your research. The template will be posted on Tritoned. The report will be the basis for your final paper.
December 11 – Final Paper: Your final paper will be 6-7 pages (typed, double-spaced). It should reflect what you learned about multiculturalism while conducting research. It must also
integrate FIVE key concepts from our course, and reference at least THREE articles/documentaries in the syllabus. See the guidelines for final paper on Tritoned.

**Bonus**

We will have guest lectures throughout the course TBD. You can earn bonus points (10) by attending to guest lecture and writing 1 page (typed, double-spaced) reflection paper responding a question I will post on Tritoned.

**Key Dates**

- October 12 – Research proposal due
- October 19 – First reading response due
- October 26 – Second reading response due
- November 2 – Midterm Exam
- November 9 – Third reading response due
- November 16 – Progress Report Due
- November 30 – Fourth reading response due
- December 11 – Final Paper Due

**Grading**

- Short Response Papers (20%) (50 points each x4)
- Discussion Section Participation (15%) (150 points)
- Midterm Exam (25%) (250 points)
- Research Project – Field Proposal (5%) (50 points)
- Research Project – Progress Report (10%) (100 points)
- Research Project – Final Paper (20%) (200 points)
- Total: 1000 points
+Bonus

Grading scale:

- A+ = 98.5%-100% (i.e., 985-1000 pts) A = 91.5%-98.4% (i.e., 915-984) A- = 90%-91.4%
- B+ = 88.5%-89.9% (885-899) B = 81.5%-88.4% B- = 80%-81.4%
- C+ = 78.5%-79.9% C = 71.5%-78.4% C- = 70%-71.4%
- D+ = 68.5%-69.9% D = 61.5%-68.4%

**Academic Honesty and Integrity**

As a principle, do collaborate with your classmates. Talk to them about the class, readings, consult them about your fieldwork project, and run your ideas with them for your final paper. However, all of your writing should be your own original piece. You will learn only if you use your own words and ideas. When you use the words and ideas of others in any written work you must identify direct quotations with quotation marks and indicate the source of ideas that are not your own, whether quoted directly or otherwise. As per UCSD policy, plagiarism and cheating will not be tolerated: [http://senate.ucsd.edu/manual/appendices/app2.htm](http://senate.ucsd.edu/manual/appendices/app2.htm)

**Special Needs**

Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD) which is located in University Center 202 behind Center Hall. Students are required to present their AFA letters to Faculty (please make arrangements to contact me privately) and to the OSD Liaison in the department in advance so that accommodations may be arranged. Contact the OSD for further information: 858.534.4382 // osd@ucsd.edu // [http://disabilities.ucsd.edu](http://disabilities.ucsd.edu)
Title IX Compliance

The University recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the Counseling Center.

The Office for the Prevention of Harassment & Discrimination (OPHD) provides assistance to students, faculty, and staff regarding reports of bias, harassment, and discrimination. OPHD is the UC San Diego Title IX office. Title IX of the Education Amendments of 1972 is the federal law that prohibits sex discrimination in educational institutions that are recipients of federal funds. Students have the right to an educational environment that is free from harassment and discrimination.

Students have options for reporting incidents of sexual violence and sexual harassment. Sexual violence includes sexual assault, dating violence, domestic violence, and stalking. Information about reporting options may be obtained at OPHD at (858) 534-8298, ophd@ucsd.edu or http://ophd.ucsd.edu. Students may receive confidential assistance at CARE at the Sexual Assault Resource Center at (858) 534-5793, sarc@ucsd.edu or http://care.ucsd.edu or Counseling and Psychological Services (CAPS) at (858) 534-3755 or http://caps.ucsd.edu.

Extension Policy

You may request 1 (and only 1) extension for the Response Papers. You must make a request for an extension a MINIMUM of 24 hours before the paper deadline, and your request must be for a good reason and must include a proposed new deadline. Late papers which have not been granted an extension will be penalized 2.5% per calendar day they are late. Any extension requests other than health conditions for the Research Project components will not be accepted.

Religious Holidays

Students who miss work for the purpose of religious observance are permitted to make up this work. Students should submit in writing to me by the end of the second full week of classes their documented religious holiday schedule for the semester.

Communication

When you miss the class, the first person you should turn to is your classmate, so please either in the first week or Debate Thursday activities, write down their contact information. Do not email the professor or your TA asking what was missed.

If you want to discuss course materials, the best way to do that is in person, do not email me or your TA for questions on readings. Come to see us during office hours, go to your sections, or talk to us after class. Email us with questions about special needs, urgent matters, extension (only once!), and other logistical matters.

Please mention ANTH23 in the subject of your email, and allow for 48 hours for reply (except weekends).

Final note: This syllabus is provisional and the schedule, topics, and readings may be subject to change. In the event that a change is made, adjustments will be noted in class and on the course website.

SCHEDULE
Readings: All of the readings will be available at Tritoned and some of them on Library course e-reserves and physical reserves. If you are connecting off-campus, please make sure you have the necessary settings to reach reserve materials. The best idea is to download all the documents in the first week of the classes. There is no course reader or required book to be purchased.

Week 1: What is multiculturalism? What are major challenges to multiculturalism in the US and beyond?
- Alan Goodman, “Two Questions about Race” http://raceandgenomics.ssrc.org/Goodman/

Week 2: What is identity? Why is there identity politics? Taking a step back
- Margaret Wetherell, “The Field of Identity Studies” in Sage Handbook of Identities. P.3-26
- Documentary: Black Is, Black Ain’t
- October 12 - Research proposal due!

Week 3: Are cultures similar or different? What is inside the culture? What do we do with it?
- October 19 – First reading response due (before class)!

Week 4: What is money got to do with it? Political economy of culture and identities
- Start reading next week’s article.
- October 26 – Second reading response due (before class)!

Week 5: Critical engagements with Multiculturalism
- November 2 – Mid-term exam

Week 6: Immigration Debates and Histories in the US
- November 9 – Third Reading Response due (before class)!

Week 7: Colonialism in the US: Past and Present
- Ronald Takaki. “Chapter 4: Toward the Stony Mountains” and “Chapter 9: The Indian Question: From Reservation to Reorganization” in A Different Mirror: A History of Multicultural America
• **November 16 – Progress Report due**

**Week 8: Multiculturalism and the space for racism and sexism**
• The sneaky language today’s politicians use to get away with racism and sexism [https://www.vox.com/2016/2/1/10889138/coded-language-thug-bossy](https://www.vox.com/2016/2/1/10889138/coded-language-thug-bossy)
• Thanksgiving holiday!

**Week 9: Whiteness, privilege, and critical multiculturalism**
• Film – White Like Me
• Annie Hikido and Susan B. Murray, “Whitened rainbows: how white college students protect whiteness through diversity discourses” in Race, Ethnicity and Education. p.389-411.
• **November 30 – Fourth reading response due (before class)!**

**Week 10: Multicultural Possibilities**
• Charlottesville: [https://www.youtube.com/watch?v=P54sP0Nlmg](https://www.youtube.com/watch?v=P54sP0Nlmg)
• Course wrap up and insights for the final exam and the research paper.