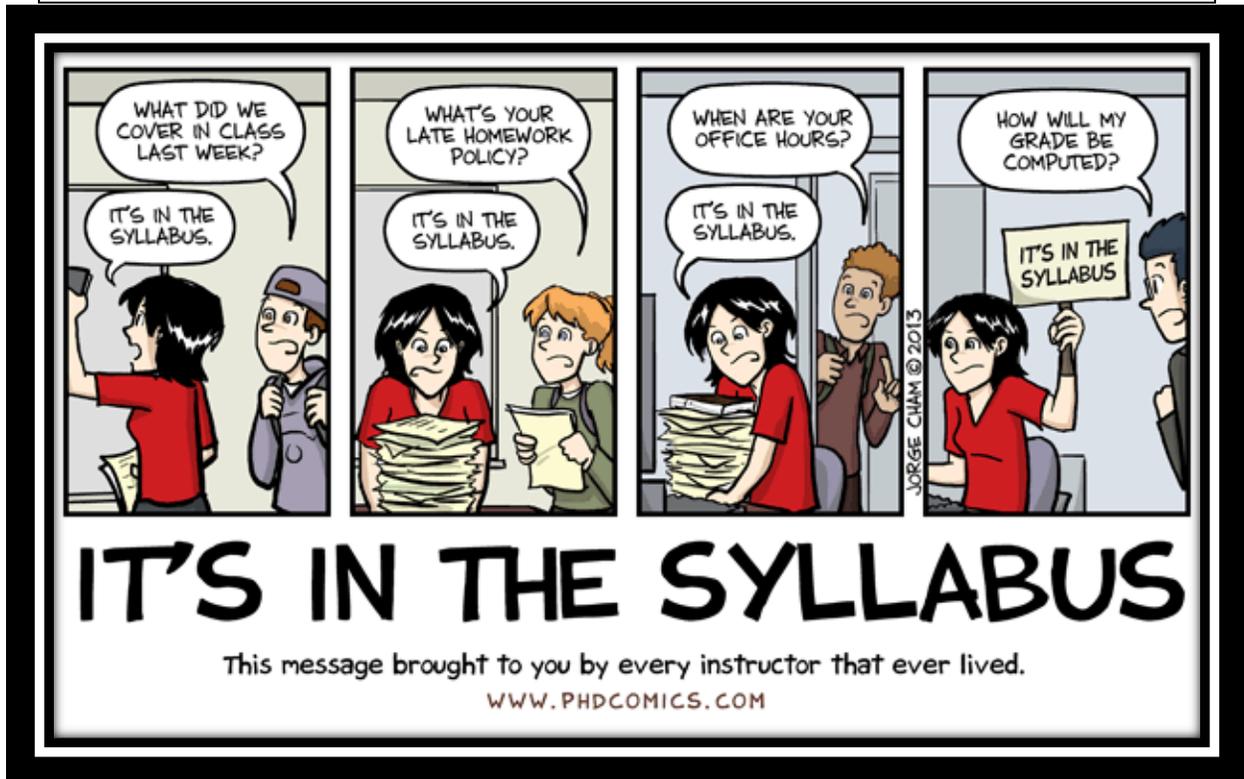


POLI108R: Politics of Multiculturalism
Professor Adida
Fall 2020

MWF 2-2.50pm
Remote



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 such responses have.

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.

You will hear from the experts themselves, researchers who have studied the impact of various policies and political actors on immigrant integration and minority wellbeing. You will also learn how the social sciences approach these questions in a way that allows (or doesn't allow) us to make causal claims, such as: "Policy X caused Y".

The lectures will be delivered synchronously via Zoom during our scheduled class time, Monday/Wednesday/Friday from 2 to 2.50pm. They will be recorded and uploaded to Canvas (it sometimes takes up to two days for lectures to post). I encourage you to attend the synchronous lectures if you can, where you will have opportunities to share your reactions to the class material and to ask questions. I will also stay for ten minutes after the end of lecture to answer any additional questions you may have.

However, I also understand that these are difficult times for many of us. There is of course no penalty for not attending classes synchronously, although everyone is expected to have completed the readings for the day before the beginning of class time, and everyone is expected to know the material covered in lecture and in the readings. Throughout the quarter, you can follow the class schedule and to-do's by clicking on the "Modules" tab on the left-hand side menu in Canvas.

Requirements

Class assignments are as follows:

- **Quizzes (30%)**: I will assign regular quizzes to test your understanding of the material we cover through lectures and readings. There are five quizzes throughout the quarter, each worth 6% of your total grade. These quizzes are to be taken on October 9 (Quiz 1), October 23 (Quiz 2), November 6 (Quiz 3), November 20 (Quiz 4), and December 4 (Quiz 5). They will be made available for you the entire day, for the full twelve hours. However, once you start the quiz, you will have only 15 minutes to complete it.
- **Surveys (20%)**: Throughout the quarter, you will be asked to take two surveys. These surveys will be online (you will receive the link via Canvas), relatively short (15-20 minutes in length) and your responses will be entirely anonymous. The first survey link will be emailed to you on October 7th at noon and due by October 9th at noon. The second survey link will be emailed to you on December 2nd at noon and due by December 4th by noon. 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 October 9 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 their deadline (or, if you opted for the response paper, as long as you complete the response paper assignment). If you complete both surveys by their deadline, you will get an A. If you complete only one of the surveys by its deadline, you will get a B. If you complete no survey by their deadline, you will

get a C. In Week 10, I will present to you some of the things we can learn from these surveys. Again, all answers will be anonymous.

- **Discussions (20%)**: I will post four discussion topics throughout the quarter, and you will have to contribute to **two** of your choice (10% of final grade each). For each topic to which you choose to contribute, you will receive half credit if you post a position (150-200 words) that is backed by either a cogent argument or social scientific evidence or both, and half credit for engaging constructively with your peers (50-100 words). Ad hominem attacks will not be tolerated. You must select your two discussion topics by signing up on Canvas under the People tab at the bottom of the left-side menu **by October 23rd**.
- **Final op-ed assignment (30%)**: Your final assignment is an op-ed (600 words max) that takes a position on a social, political, or cultural issue relating to multiculturalism. It should be backed not by your feelings or personal experience, but by social scientific evidence. We will discuss this assignment in greater detail in class. I have created a grading rubric in Canvas. Turn in your op-ed via Canvas by Wednesday, December 16 at 6pm.
- **Extra credit opportunity (10%)**: On October 21st, you will have an opportunity to hear from UCSD alumni on the role that EDI issues have played in their education and career. You will get extra credit for sending in a relevant question for the panelists by October 16 at 5pm PST, via Canvas.

Your final grade will be a letter grade following the below scale:

Letter Grades		
Name	Range	
A	100%	to 94%
A-	< 94%	to 90%
B+	< 90%	to 87%
B	< 87%	to 84%
B-	< 84%	to 80%
C+	< 80%	to 77%
C	< 77%	to 74%
C-	< 74%	to 70%
D+	< 70%	to 67%
D	< 67%	to 64%
D-	< 64%	to 61%
F	< 61%	to 0%

Format

The class meets synchronously as a zoom lecture three times a week for the ten weeks of the quarter. Your attendance is encouraged but not required. Whether or not you attend lectures synchronously, you are expected to complete the day's readings before lecture starts; you are also expected to know the material covered in lecture by the end of that week. All lectures will be recorded and posted to Canvas. All readings and lectures are available on Canvas.

Resources to Support Student Learning (URLs are embedded)

- **Library Help, eReserves and research tools.**
- **Writing Hub.**
- **Supplemental Instruction.**

- **Tutoring.**
- **Mental Health Services.**
- **Community Center.**

Student Accessibility

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](#). Students are required to discuss accommodation arrangements with instructors and OSD liaisons in the department **well in advance** of any exams or assignments. The OSD Liaison for the Department of Political Science is Joanna Peralta; please connect with her via the [Virtual Advising Center](#) as soon as possible.

Academic Advising

Students who have academic advising questions related to the Political Science major, should contact the department's Undergraduate Advisor, Natalie Ikker, via the [Virtual Advising Center](#). Academic advising questions often include (but are not limited to): add/drop deadlines, course enrollment policies, planning major and minor requirements, quarter-by-quarter plans, department petitions and paperwork, and referrals to campus and student support services.

Inclusive Classroom

Your TAs and I are fully committed to creating a learning environment that supports diversity of thought, perspectives, experiences, and identities. We urge each of you to contribute your unique perspectives to discussions of course questions, themes, and materials so that we can learn from them, and from each other. If you should ever feel excluded, or unable to fully participate in class for any reason, please let me know, or you may also submit feedback to our Undergraduate Student Affairs Advisor, Natalie Ikker (nbikker@ucsd.edu). Natalie will bring these comments to my attention.

Additional resources to support EDI in our classroom, and beyond

- **Office of Equity, Diversity, and Inclusion:** 858.822.3542 | diversity@ucsd.edu
- **Office for the Prevention of Harrassment and Discrimination:** 858.534.8298 | ophd@ucsd.edu
- **UCSD Office of the Ombuds:** 858.534.0777

UCSD Academic Regulations and Policies

Each student is expected to abide by UCSD's [policy on Integrity of Scholarship](#) and to excel with [integrity](#) in our course. Please also abide by UCSD's [Principles of Community](#) and the [Student Code of Conduct](#) to support equity, diversity, and inclusion in our classroom.

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-HELP. 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/>. To report an incident to the University, please contact OPHD at ophd@ucsd.edu

Important Links

Zoom lectures: M/W/F 2-2.50pm: <https://ucsd.zoom.us/j/93126944743>

Professor Adida's OH: M 10am-12noon: <https://ucsd.zoom.us/j/91258763648>. Sign-up required here: <https://calendly.com/cadida>

Yeilim Cheong's OH: W 12noon-2pm: <http://ucsd.zoom.us/my/yeilim201>. Sign-up required here: <https://calendly.com/yeilimcheong/>

Gabriel De Roche's OH: M 3-4.30pm: <https://ucsd.zoom.edu/j/94596095879>. Sign-up required here: <https://calendly.com/gabederoche>

Samuel Williams's OH: T 10am-12noon: <https://ucsd.zoom.us/my/sdwilliams>. Sign-up required here: <https://calendly.com/sdwillia>

October 2: Introduction

- Kymlicka, W. 1995. Multicultural Citizenship. Chapter 1

Week 1: What is multiculturalism?

We explore the theoretical concept of multiculturalism. We ask what it means, and examine the arguments for and against it. We discuss it in the context of gender equality.

October 5: Multiculturalism and its critics

- Kymlicka, W. 1995. Multicultural Citizenship. Chapters 2 and 5
- Barry, B. 2001. Culture and Equality: an Egalitarian Critique of Multiculturalism: Introduction

October 7: Gender equality and multiculturalism

- Okin, S. 1999. “Is multiculturalism bad for women?” in Is Multiculturalism Bad for Women?
- Parekh Bhikhu. 1999. “A varied moral world.” in Is Multiculturalism Bad for Women?
- [Survey 1 distributed by 12noon](#)

October 9: Q&A with Dr. Abdelgadir and Dr. Fouka

- Aala Abdelgadir and Vicky Fouka. 2020. “Secular policies and Muslim integration in the West: the effects of the French headscarf ban.” *The American Political Science Review* 114(3)
- [Take Quiz 1 by midnight. Once you start you will only have 15 minutes to complete it](#)
- [Complete Survey 1 by 12noon](#)

Week 2: Race in the United States

We discuss the concept of race as a social construct, and how it has been understood over the years.

October 12: What is race? (Part I)

- Achenbach, J. 2009. “Study finds Africans more genetically diverse than other populations.” *Washington Post*
- Kwame Anthony Appiah on race (2015):
<https://www.youtube.com/watch?v=EEOQcVLvnKo>
- Kendi, Ibram. 2019. How to be an antiracist. Chapter 4

October 14: What is race? (Part II)

- Kendi, Ibram. 2019. How to be an antiracist. Chapter 5
- Wilkerson, Isabel. 2020. Caste: The Origins of our Discontent. Excerpt

October 16: No lecture

- Watch PBS Documentary: “Race: the power of an illusion” Episodes 1 and 2

- **Send in your question for the October 21st panelists by 5pm today for extra credit**

Week 3: Post-racial America?

We synthesize the ways in which African Americans face systematic discrimination in the US at various stages of their lives. We emphasize social science research that identifies a causal effect of race on discrimination.

October 19: Post-racial America?

- Bouie, J. 2015. “A tax on blackness.” *Slate.com*
- Clozel, L. 2014. “US schools plagued by inequality along racial lines, study finds.” *LA Times*
- Oster, Emily: [Racial disparities in COVID-19’s impact](#) (click and read)
- Soss, J. and V. Weaver. 2017. “Police Are Our Government: Politics, Political Science, and the Policing of Race–Class Subjugated Communities” *Annual Review of Political Science*

October 21: EDI Panel with UCSD Alumni

- Panelists are:
 - Ngozi Okeh (Class of ’13, Political Science and Philosophy): Director of Diversity and Inclusion at American Pacific Mortgage
 - Monique Rodriguez (Class of ’02, MBA ’08, Economics and Rady): Head of Government Affairs at Qualcomm
 - Billy E. Vaughn (Class of ’78, MA ’84, PhD ’86, Cognitive and Cultural Psychology): Managing partner of diversity training university international
 - Alonzo White (Class of ’76, Biology): Chief Medical Officer at Blue Cross

October 23: Q&A with Dr. Mummolo

- Knox, Dean and Jonathan Mummolo. 2020. “Toward a general causal framework for the study of racial bias in policing.” *Journal of Political Institutions and Political Economy*
- **Take Quiz 2 by midnight. Once you start you will only have 15 minutes to complete it**
- **Last day to sign up for two of the four discussion topics. Sign up on Canvas, by clicking on the “People” link on the left-hand side menu. Sign-ups close at 9pm**

Week 4: Political solutions to systemic racial discrimination? Affirmative action

Having established the prevalence of systemic racial discrimination, we discuss possible solutions, including affirmative action and material reparations for slavery.

October 26: Color-conscious vs. color-blind policies

- Amy Gutmann: Must Public Policy be Color Blind? in Appiah and Gutmann, eds. Color Conscious
- Elizabeth Anderson. The Imperative of Integration. Chapter 7
- **Discussion Topic 1 opens at 12am**

October 28: Reparations and Affirmative action

- Coates, Ta-Nehisi. 2014. "The Case for Reparations." *The Atlantic*
- McWhorter, J. 2001. "Against Reparations." *New Republic*

October 30: Q&A with Dr. Khanna

- Affirmative action incentivizes high schoolers to perform better, [new research](#) (click and read) shows
- **Discussion Topic 1 closes at 11.59pm**

Week 5: Political solutions to systemic racial discrimination? Protest

Having established the prevalence of systemic racial discrimination, we discuss possible solutions, including protest.

November 2: Non-violent protest

- Chenoweth, E. and Stephan, M. 2016. "How the world is proving Martin Luther King right about nonviolence"
- Coates, T. 2015. "Nonviolence as compliance."
- **Discussion Topic 2 opens at 12am**

November 4: Violent protest

- Raven, R. 2013. "Black riot."
- Bassett, L. 2020. "Why violent protests work."

November 6: Q&As with Dr. Gause and Dr. Wasow

- Gause, L. 2020. "Black people have protested police killings for years. Here's why officials are finally responding."
- Wasow, O. 2020. "Agenda seeding: How 1960s Black protests moved elites, public opinion, and voting."
- **Take Quiz 3 by midnight. Once you start you will only have 15 minutes to complete it**
- **Discussion Topic 2 closes at 11.59pm**

Week 6: Introduction to Immigrant Integration

Through the lens of post-WWII immigrant integration policies in a couple European cases, we discover the key questions that shape the debates on immigration policy in industrialized democracies today.

November 9: No lecture

- Watch Rivers of Blood documentary

November 11: Veterans' Day (no class)

November 13: Immigrant Integration: what we learn from Europe

- Dancygier, R. Immigration and Conflict in Europe. Chapters 7 and 8

Week 7: Immigrant Integration in Europe

We learn about the assimilation vs. multiculturalism debate that has defined much of the academic scholarship and immigration policy regimes over the past few decades. We place this debate in the context of Muslim immigrant integration and its challenges.

November 16: Assimilation vs. Multiculturalism

- 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
- **Discussion Topic 3 opens at 12am**

November 18: Is there a Muslim disadvantage to immigrant integration?

- 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

November 20 Q&A with Dr. Maxwell

- Maxwell and Bleich. 2014. “What makes Muslims feel French?” *Social Forces* 93(1)
- **Take Quiz 4 by midnight. Once you start you will only have 15 minutes to complete it.**

Week 8: Immigrant Integration in the US

We bring the debates on immigrant integration to the US context, with an overview of US immigration policy in historical perspective and the issues that motivate partisan polarization over immigration today.

November 23: Immigrant integration in the US

- 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)

November 25: Q&A TBD

- Wong, Tom. 2017. The Politics of Immigration. Chapter 2
- Law, A.O. 2017. “This is how Trump’s deportations differ from Obama’s” *Washington Post*
- **Discussion Topic 3 closes at 11.59pm**

November 27: Thanksgiving break (no class)

Week 9: The nativist backlash

We explore the rise of populist politicians relying, successfully, on nativist messages in light of the immigration challenges discussed in previous weeks.

November 30: 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
- Mudde, Cas. 2012. "The relationship between immigration and nativism in Europe and North America." *Migration Policy Institute*

December 2: The rise of Donald Trump: economic anxiety or identity politics?

- Tesler and Sides. 2016. "How political science helps explain the rise of Trump: white identity and grievances." *Washington Post*
- Gelman and Azari. 2017. "19 Things we learned from the 2016 election." *Statistics and Public Policy*
- **Survey 2 distributed by 12noon**

December 4: Q&A with Dr. Mudde

- Mudde and Kaltwasser. 2017. Populism: a very short introduction. Chapters 1 and 2
- **Take Quiz 5 by midnight. Once you start you will only have 15 minutes to complete it**
- **Complete Survey 2 by 12noon**

Week 10: Diversity in the time of COVID19

We consider what a global health pandemic has done to people's attitudes toward migrants and minorities

December 7: Disease and migration: what we know from the Ebola crisis

- Adida, Dionne and Platas. 2020. "Ebola, elections, and immigration: how politicizing an epidemic can shape public attitudes." *Politics, Groups, and Identities* 8(3)
- Campante, Depetris-Chauvin, and Durente. 2020. "The virus of fear: the political impact of Ebola in the US." NBER Working Paper 26897
- **Discussion Topic 4 opens at 12am**

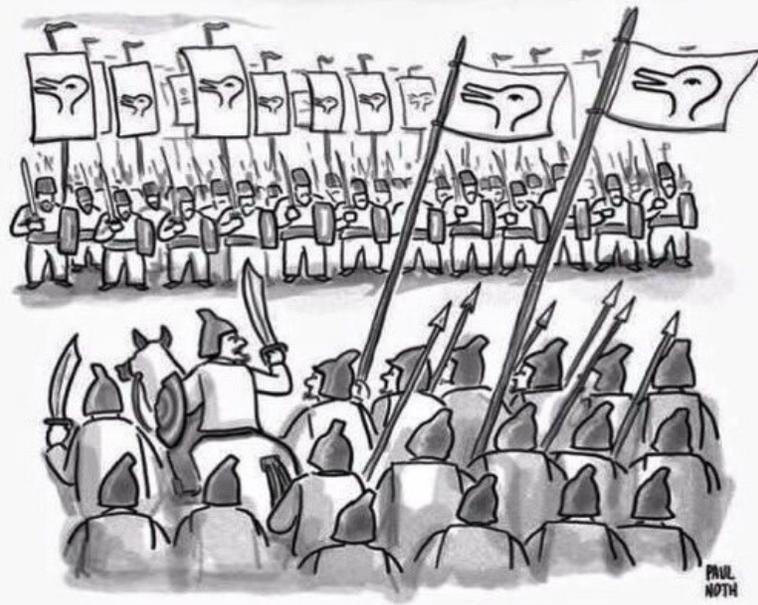
December 9: Q&A with Dr. Borja

- Darling-Hammond et al. 2020. "After the 'China Virus' went viral: racially charged coronavirus coverage and trends in bias against Asian Americans." *Health Education & Behavior*
- Borja, Melissa. 2020. "The wounds of racism and the pandemic of anti-Asian hatred." *Patheos*

December 11 Your survey results

- **Discussion Topic 4 closes at 11.59pm**

FINAL OP-EDs DUE: WEDNESDAY, DECEMBER 16, 6PM
VIA CANVAS



*“There can be no peace until they
renounce their Rabbit God and
accept our Duck God.”*