

## **Politics of Multiculturalism - POL 108 - UCSD**

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Office Hours - Tuesdays from 7-9am or by appointment (<https://ucsd.zoom.us/j/9956037280>)

Graders:

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### **Course Description**

This course provides an overview of promises and challenges associated with multicultural societies. It uses empirical social science to describe and explain when and how members of diverse groups cooperate, or fail to cooperate, to better the political and social community in which they live. We have two major objectives.

First, the course aims to provide a series of powerful examples of social scientific methods and reasoning at work. In each issue space, we consider a problem of important variation — immigrants assimilate well in some societies and not others, ethnic groups fight in some states and not others — and ask what causes or contexts determine variation in these outcomes.

Second, the course surveys a few crucial topics related to multicultural political or social cooperation. We consider the effects that immigrants have on economic, social, and political life in host societies, and ask where and why they integrate into those societies well or poorly. We consider claims of systemic racism in the West, and ask how we might test and prove the extent and effect of such racism. We consider whether and when diverse communities can cooperate to achieve social trust and high standards of living. Finally, we take a sweeping view of ethnic conflict, considering both civil war and politicized nationalism or ethnic supremacy.

This class focuses most closely on these issues in American society, but considers examples from France, Nepal, Kenya, and other places to demonstrate the boundaries of a generalizable human tendency to create and weaponize identity, and the limits and promise of social technologies that facilitate cooperation.

### **Assessment and Grades**

This course is graded on the basis of quizzes, discussion boards, and exams that include short essays. The course is divided into lesson modules, with a quiz and discussion board assigned within each module.

### *Quizzes* (20% Total)

Each topic module will end with a 3-4 question multiple choice quiz. Your average quiz score across the semester will count for 20% of your overall grade. As with the rest of the course, my intention with these quizzes is not to trip you up on details from readings or lectures, but to allow you to assess how well you are learning the core concepts of the class.

### *Discussion Questions* (20% Total)

Each topic module will end with a discussion question. You are expected to respond to twice; once with an original reply of your own, and once as a quote-reply response to another student. Your effort each week is worth 1 point. Slacker answers will get a 0; really exemplary answers will get a 2, counting for extra credit. Responses are graded on the extent to which they make an argument that explains or applies the concept at the center of the question.

### *Exams* (60% Total)

The two exams will last 55 minutes, and include a few multiple choice questions and an essay section that allows you choose 2 of 4 available questions. Each essay question will prompt you with a major theme from class. Rather than quizzing trivia, I'll expect that your description of the terms will include the details from the course that you think are relevant to demonstrating A-level knowledge. You will pick details to support your analysis of a general topic. The exams are cumulative (the final will test from the entire semester).

## **Course Policies**

### *Academic Dishonesty.*

Don't cheat. Especially: don't plagiarize. Following UCSD's Academic Honesty guidelines, plagiarism will result in a failing grade in the course. Plagiarism is completely unnecessary, by the way. It is very possible to demonstrate an A-level understanding of course material while citing every single sentence on all your essays.

### *Harassment*

Harassment is absolutely not tolerated. Anyone who makes another student in class feel intimidated or unwelcome will be prosecuted to the fullest extend allowed by ACC's code of conduct.

### *Early and Late Work*

We are just coming out of a pandemic and classes over Zoom suck. In general, I am very forgiving of late work, especially under these circumstances. This class is short, which puts pressure on students who fall behind and the teachers who grade them. Please stay in touch

about late work, and, if things get out of control, be prepared to talk about a non-judgmental incomplete.

#### *Office Hours*

I hold office hours by Zoom every Tuesday from 7 to 9am and by appointment. You may find my Zoom Room for office hours and class at <https://ucsd.zoom.us/j/9956037280>. My Zoom Room requires me to admit students; if you are “on hold” for a long time, it means I am with other students and I will admit you in the order you arrived. I understand students walk away from the computer sometimes; if you are not there when I pick up I will cycle you back into the waiting room.

#### *Disability Accommodations*

Reasonable accommodations will be made for students with disabilities in the course.

### **Required Texts**

All readings listed below are posted to the course Canvas page. Any supplemental readings will be emailed or distributed in class.

### **Schedule of the Class and Reading Assignments**

MODULE 1: Course Intro and the Science of Political Science (September 27, 29, October 1 and 4)

#### Readings

None.

MODULE 2: The Effects of Immigration on Host Communities (October 6, 8, and 11)

#### Readings

Card, D. (2005). “Is the New Immigration Really so Bad?.” NBER. Working Paper 11547.

Masterson, D. and Yasenov, V. (2018). “Does Halting Refugee Resettlement Reduce Crime?” *Immigration Policy Lab* Working Paper 18-03.

MODULE 3: Immigrant Integration (October 13, 15, and 18)

#### Readings

Abrajano and Hajnal (2015). *White Backlash: Immigration, Race, and American Politics*. Princeton University Press. Chapters 1 and 2.

Adida, C.; Laitin, D., and Valfort, M. A. (2016). *Why Muslim Integration Fails in Christian Heritage Societies*. Harvard University Press. Chapters 1, 2, 6, and 7.

**MODULE 4: Federal and International Immigration Policy** (October 20, 22, and 25)

**Readings**

Massey, et al., (2016). "Why Border Enforcement Backfired." *The American Journal of Sociology* 121(5): 1557-1600.

Hawthorne, J (2005). *The Rights of Refugees Under International Law*. Cambridge University Press.  
§§ 2.4 and 2.4.1

Betts, A. (2013). *Survival Migration*. Cornell University Press.  
pp. 10-19.

UNHCR (n.d.) "The principle of *non-refoulement* under international human rights law" Internal Publication.

UNHCR (2021). "Eritrean refugees in Tigray caught up in conflict". Press Release, 27 July 2021.

**MIDTERM EXAM: FRIDAY OCTOBER 29 (open 12pm Thurs-midnight Friday)**

The exam tests through Module 4, even though we have started module 5

**MODULE 5: Systemic Racism in the United States** (October 27, November 1, 3)

**Readings**

Balko, R. (2020). "There's Racial Bias in Our Policing System." *The Washington Post*. 10 June, 2020.

Troustine, J. (2018). *Segregation by Design*. Chapter 4.

**MODULE 6: Governance and Service Provision** (Nov 5, 8, 10 and 12)

**Readings**

Miguel, Edward, and Mary Kay Gugerty. (2005). "Ethnic Diversity, Social Sanctions, and Public Goods in Kenya." *Journal of Public Economics* 89(11-12): 2325–68.

[2325-2347 and 2361-2362 ONLY]

Acemoglu, Daron, and James A. Robinson. (2013). *Why nations fail: The origins of power, prosperity, and poverty*. Crown Business Press. Chapter 1.

Putnam, R. (1994). *Making Democracy Work*. Princeton University Press. pp 1-16, 83-120.

**MODULE 7: Ethnic Conflict in Theory** (November 15, 17 19, and 22)  
**Readings**

Popkin, S. (1979). *The Rational Peasant*. University of California Press. Chapter 1.

Petersen, R. (2001). *Resistance and Rebellion*. Cambridge University Press. Chapter 1.

Fearon, J. and Laitin, D. (2003). “Ethnicity, insurgency, and civil war.” *The American Political Science Review*. 97(1).

**MODULE 8: “Ethnic” Conflict in Syria, Nepal, and the United States** (Nov. 29, Dec. 1, 3, 6, and 8)

**Readings**

Adhikari, A. (2014). *The Bullet and the Ballot Box: the Story of Nepal’s Maoist Revolution*. Verso Books. Chapter 2.

Jha, P. (2014). *Battles of the New Republic: a Contemporary History of Nepal*. Aleph Books. pp. 51-63; 129-32.

van Dam, N. (2017). *Destroying a Nation: the Civil War in Syria*. I.B. Taurus & Co. Introduction (20-37), Chapter 1.

Droz-Vincent, P. (2014). ““State of Barbary” (Take Two): From the Arab Spring to the return of violence in Syria.” *The Middle East Journal*, 68(1), 33-58.

Perliger, A. (2020). *American Zealots: Inside Domestic Right-Wing Terrorism*. Columbia University Press. Chapters 1 & 5.

Feuer, A. & Rosenberg M (2021). “Six Men Tied to 3%er Movement Are Charged in Capitol Riot”. *The New York Times* June 10, 2021.

**December 10: FINAL EXAM**