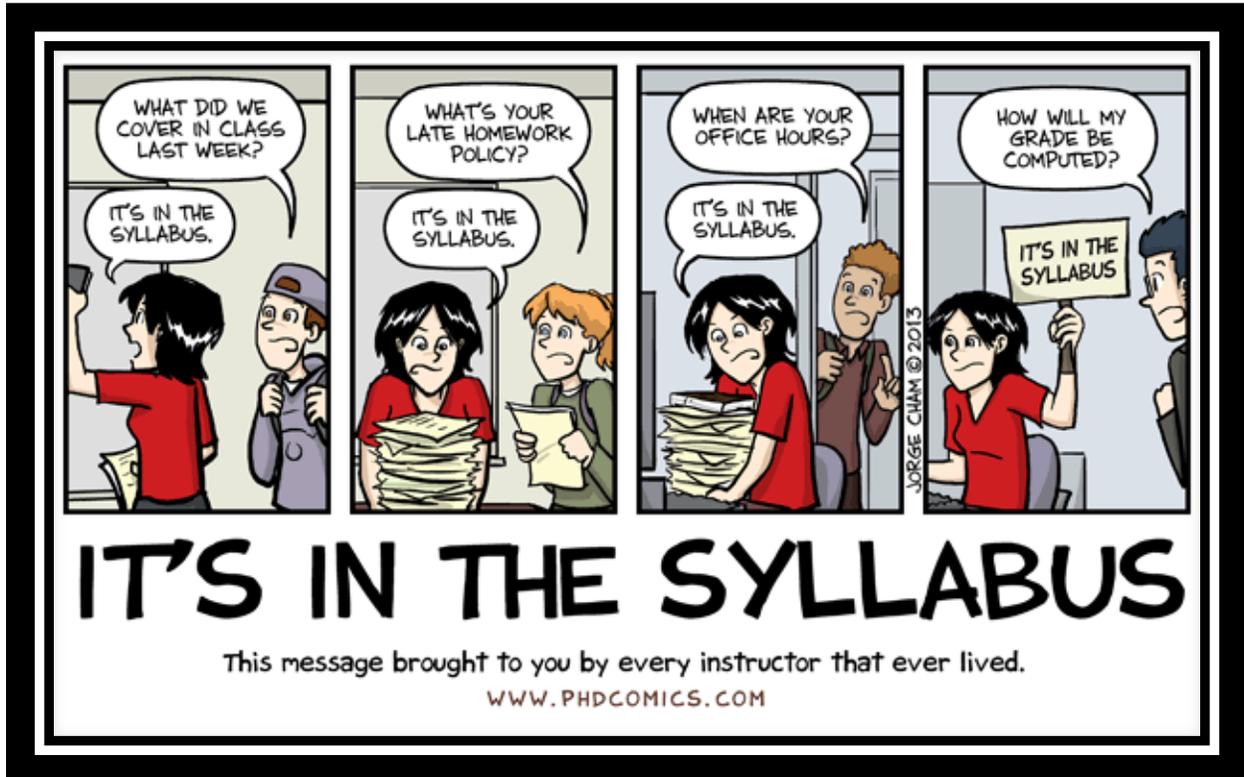


POLI108: Politics of Multiculturalism
Professor Adida
Fall 2018

Tue/Thurs 12.30-1.50pm
CENTR 101



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.

Requirements

Your grade will be based on iClicker participation (10%), 5 in-class quizzes (10% each, or 50% total), survey participation (20%), and a take-home final (20%).

- **Surveys (20%):** Throughout the quarter, you will be asked to take two surveys for credit and one for extra credit. The extra-credit survey will take place in lieu of the first lecture. It will be sent to you via an email link at 12.30pm on Thursday, September 27; you will receive extra credit as long as you complete it by Monday, October 1st, at midnight. The next two surveys will each count for 10% of your grade. The first is due on October 16 by 12noon, the second is due on December 4 by 12noon. These surveys will be online (you will receive the link in your email), relatively short (15-20 minutes in length) and your responses will be entirely anonymous. Still, if you do not wish to take the survey, you can opt to write a 5pp. response paper instead. Email me by October 12 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). In Week 10, I will present to you some of the things we can learn from these surveys. Again, all answers will be anonymous.
- **iClicker (10)%:** A large lecture class need not be boring; iClicker and peer-learning have proven effective in keeping students engaged and helping them learn. I will be asking regular iClicker questions, beginning Week 2. You will get full credit merely by participating. I will allow you to miss up to 5 iClicker questions with no penalty. However, I do expect you to attend lecture and be active. You will get significantly more out of the class if you do.
- **Quizzes (5 X 10%):** You will be tested on your knowledge of the reading and lecture material on five occasions throughout the quarter. These quizzes should not last the full class time. They will occur in Weeks 3, 5, 7, 9, and 10. They will consist of multiple choice and short answer questions. There will be no study guide and no make-up quizzes.
- **Take-home op-ed assignment (20%):** Your final assignment is to write an op-ed taking a position on a social, political, or cultural issue relating to multiculturalism. This op-ed should be approximately 600 words long, and should **not** be a pure opinion piece: you should **take a position** that you back up with **social science**. In other words, back up your argument with at least one political science study (it need not be one we covered in class, but it can be). Think of a topic based on your interests, and hook your piece to

something that has happened in the world recently (not a personal experience, but a local, national, or global news item). Refer to <http://www.theopedproject.org/> for tips and examples. Feel free to reach out to the instructors for feedback on your topic choice. Submit the final assignment via email to all instructors by **Wednesday, December 12, at 5pm.**

Format

The class meets as a lecture twice a week for the ten weeks of the quarter. Your attendance is strongly encouraged. You are expected to complete the readings for the day before coming to class. All readings are available at:

https://drive.google.com/open?id=0B6a2h1IKt_PWbHNFNXNsaUZIUTA

Course Policies

- If you have a disability that requires special accommodations, please come see me **as soon as possible** and present your certification to me and to Natalie Ikker (nbikker@ucsd.edu).
- There are no make-up exams. The class requirements are distributed to ensure that no single exam carries too much weight.
- Please consult <http://senate.ucsd.edu/Operating-Procedures/Senate-Manual/Appendices/2> for UCSD's Academic Integrity Policy. Students in this course are expected to comply with this policy. Any student in violation of UCSD's policy will automatically fail this class.
- If you seek a **re-grade**, you must email the professor **within 72 hours** of the assignment being returned to the class, and explain – in that email and in detail – why you believe you deserve reconsideration. I will then have the ability to review the entire exam, and the authority to increase your grade, decrease your grade, or keep the grade unchanged.
- 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

Contact

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- October 2 Introduction**
Kymlicka, W. 1996. Multicultural Citizenship. Chap 1.
- October 4 Multiculturalism and its critics: an overview**
Kymlicka, W. 1996. Multicultural Citizenship. Chaps 3 and 5.

Avishai Margalit and Moshe Halbertal. 2004. "Liberalism and the Right to Culture." *Social Research*

Barry, B. 2001. Culture and Equality: an Egalitarian Critique of Multiculturalism: Introduction.
- October 9 Multiculturalism and women: the liberal critique**
Okin, S. 1999. "Is multiculturalism bad for women?" in Is Multiculturalism Bad for Women?

Kymlicka, W. 1996. Multicultural Citizenship. Chap 8.

Parekh Bhikhu. 1999. "A varied moral world." in Is Multiculturalism Bad for Women?
- October 11 Diversity day: the essentialist critique**
Waldron, J. "Multiculturalism and M lange." In Public Education in a Multicultural Society.
- October 16 Multiculturalism and Native Americans: Guest lecture (Professor Heather Daly, UCLA)**
Glen Coulthard. 2010. "Place against empire: understanding indigenous anti-colonialism."

Jason Edward Black. 2002. "The 'Mascotting' of Native America: Construction, Commodity, and Assimilation."
- October 18 Documentary: "More than a word"**
- October 23 Documentary: "Race – The Power of an Illusion: Episode 1"**
Achenbach, J. 2009. "Study finds Africans more genetically diverse than other populations." *Washington Post*.
- October 25 What is race?**
Take a Race Implicit Association Test:
Go to: <https://implicit.harvard.edu/implicit/takeatest.html>
Select "I wish to proceed"
Select "Race IAT"

K. Anthony Appiah: Race, Culture, Identity: Misunderstood Connections in Appiah and Gutmann, eds. Color Conscious

October 30 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*.

November 1 Color blindness or color consciousness?

Coates, Ta-Nehisi. 2014. "The Case for Reparations." *The Atlantic*.

Amy Gutmann: Must Public Policy be Color Blind? in Appiah and Gutmann, eds. Color Conscious

McWhorter, J. 2001. "Against Reparations." *New Republic*.

November 6 Documentary: Rivers of Blood

November 8 Immigrant Integration: what we learn from Europe

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

November 13 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.

November 15 The Muslim challenge to immigrant integration

Adida et al. 2010. "Identifying barriers to Muslim integration in France." *PNAS*

Maxwell and Bleich. 2014. "What makes Muslims feel French?" *Social Forces* 93(1).

Klausen, J. 2010. "See no evil." *Eurozine Interview*.

Malek, A. 2007. "Beyond the cartoon controversy: Q&A with Flemming Rose." *Columbia Journalism Review*.

Lægaard, S. (2007), "The Cartoon Controversy: Offence, Identity, Oppression?" *Political Studies*, Vol. 55, No. 3, pp. 481-498

November 20 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 22 Refugees: an overview

UNHCR. 2016. "Global Trends: Forced Displacement in 2016." <http://www.unhcr.org/5943e8a34.pdf>

November 27 Refugee politics, refugee exclusion

Adida, Lo, and Platas. 2018. "Perspective-taking can promote short-term inclusionary behavior toward Syrian refugees." *PNAS*

Bansak, Hainmueller and Hangartner. 2016. "How economic, humanitarian, and religious concerns shape European attitudes toward asylum seekers." *Science*.

November 29 Populism and Nativism in Europe

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 4 The Rise of Donald Trump

Tesler and Sides. 2016. "How political science helps explain the rise of Trump: white identity and grievances." *Washington Post*.

Appiah. https://www.washingtonpost.com/outlook/people-dont-vote-for-want-they-want-they-vote-for-who-they-are/2018/08/30/fb5b7e44-abd7-11e8-8a0c-70b618c98d3c_story.html?utm_term=.57def1556da2

December 6 Survey results and Conclusion

FINAL ASSIGNMENT DUE: WEDNESDAY, DECEMBER 12, 5PM



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