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PSC 395.01: Multicultural Politics and Policy in the United States

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PSC 395 – MULTICULTURAL POLITICS AND POLICY IN THE UNITED STATES

Summer 2006

Monday – Thursday, 1:30 – 3:20, 337 Liberal Arts

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Office Hours: Monday & Wednesday 11:20 – 12 noon and 3:20 – 4:00, and by appointment

Political Science Department - 350 Liberal Arts; phone 243-5202 (as a last resort)

COURSE DESCRIPTION:

Many of the most controversial political issues during the past two decades in the United States have raised fundamental questions about what type of a society the U.S. should be. These issues have often been described as “multicultural” in nature. They include a wide range of conflicts, such as disputes among various social groups, and debates about what it means to be American, what the relationship between the nation and its citizens should be, and the role of social groups in the American “community.” Each of these conflicts raises questions about the nature of American society, what direction American society should take in the 21st century, and how government policy should be shaped to achieve the ideal society. In this course we will explore some of the main conflicts in the controversy over multicultural politics, some of the different ideas concerning what the U.S. is and what it should be, and the tradeoffs (costs and benefits) associated with the various policies and points of view.

This course is limited in scope by the constraints of time; as a result, we will focus on the topics of national community, immigration, race, ethnicity and language in the U.S. Other aspects of multicultural politics, such as gender politics, the politics of sexual preference, the politics of disability, the politics of religion, and multicultural politics in other countries will only be discussed to the extent that they provide a means to better understand the issues of national community, immigration, race, ethnicity and language in the U.S.

READINGS:

There is no single textbook for the course. Instead, we will use a variety of articles and book chapters on the various course topics. All readings will be on Reserve, in both electronic and paper versions, through the Mansfield Library. Electronic reserves can be accessed from any University of Montana networked computer by typing “eres” as the URL of either Netscape or Internet Explorer (the password for the electronic reserve is “Mult Cult”). To get a paper copy of the readings, you can either print out the electronic versions from the Mansfield Library’s electronic reserve page, or you can get the paper versions from the Mansfield Library Reserve Desk and copy it at the Copy Center in the Library.

COURSE REQUIREMENTS:

This course will cover a number of topics and it is essential that you keep up with the reading for each day’s class. Some of the readings are either theoretical or dense and complex, and assume that you have a good understanding of the history and functioning of the U.S. political system and of current political controversies. There are no formal prerequisites for the course beyond

junior standing, but students who have not taken an introductory course in American Government or American History will have to work hard to keep up with the class.

To encourage you to read and think about the course readings and to facilitate discussion, there will be three to five unscheduled quizzes on the readings. These pop quizzes are worth 10% of the total course grade, and cannot be made up if you are absent from or late to class that day.

Daily attendance and participation are essential. The class lectures will include material not in the course readings, material that is essential in order to place the readings in context and understand their interconnections. We will discuss the material as well, and another 5% of the course grade will be based on class discussion. In order for discussion to be fruitful for us as a class, you will have to be up to date on the lectures and readings. One of the most important forms of class participation is asking questions. If there are things you don't understand, you should ask - it is one of the key elements of learning. Respect for others' viewpoints is a crucial part of engaging the ideas in this course, and will contribute to interesting and thought-provoking discussions for all of us.

There will be two exams: a midterm and a final. The final will be comprehensive but weighted toward the material in the second half of the course. You are responsible for both the lectures and assigned readings on the exams, which will consist of short answers and essay questions.

The research paper will be 6-8 pages in length and will involve original research to develop your own analysis of a current political issue related to multiculturalism. The specific requirements of the paper will be provided later in class.

GRADES will be based on the following:

Reading quizzes and in-class assignments	10% of grade
Discussion Participation	5% of grade
Midterm exam	30% of grade
Research paper (6-8 pages)	20% of grade
Final exam (Friday, June 24 th)	35% of grade

Both of the exams and the research paper must be completed to pass this course.

ACADEMIC HONESTY:

The University of Montana Student Conduct Code prohibits plagiarism, which is "representing another person's words, ideas, data, or materials as one's own." This is a serious academic violation that can result in penalties up to suspension or expulsion from the University. I take academic honesty very seriously, and will do my utmost to prevent, uncover, and penalize any form of cheating in this course. See p. 22 in the *2005-2006 Catalog*, and the Student Conduct Code on the UM website at <http://www.umt.edu/sa/VPSA/index.cfm/page/1321> . Please contact me if you have any questions or concerns about academic honesty.

DROP POLICY AND INCOMPLETES:

The last day to drop or add classes, or change to audit status is Friday, May 26. Incompletes will only be permitted when all the conditions set forth in the official University policy are met – the policy is on page 21 of the *University of Montana 2005-2006 Catalog*.

CLASS COURTESY:

In order to have a pleasant and effective learning environment in the class, we need to observe a few basic courtesies. This is a small campus, so it is possible to get to the classroom on time from all other campus buildings; arriving late or leaving early disrupts the class and disturbs other students and the instructor. Please turn off all cell phones before class begins. Please don't read a newspaper or other non-course material, or eat during class. If you have a question or comment about the material, please raise your hand instead of discussing it with your neighbor. We'll all benefit if we just keep in mind the reason we're in the room together.

DSS STUDENTS:

Qualified students with disabilities will receive appropriate accommodations in this course. Students with disabilities requesting accommodations on exams, papers, or other course requirements should contact me as soon as possible, and must contact DSS in order to arrange for and provide me with a letter of approval for accommodations. DSS is in Lommasson Center 154.

E-MAIL AND BLACKBOARD:

Every registered UM student has an official UM e-mail account, and students registered for this course have a Blackboard course account. I may use your official UM e-mail to send you important announcements, and exam grades will be posted on Blackboard.

COURSE TOPICS AND READINGS

I. Introduction: What is Multiculturalism and Why is it Controversial?

- 1) Arthur Schlesinger, Jr., *The Disuniting of America*, "Foreword" pp. 11-25.
- 2) Lawrence W. Levine, *The Opening of the American Mind*, "Prologue" pp. xi-xix.

II. Some Definitions, History, and Philosophies

- 1) Fuchs, *American Kaleidoscope*, "The Civic Culture and Voluntary Pluralism," pp. 1-23.
- 2) Hollinger, *Postethnic America*, "Pluralism, Cosmopolitanism, and the Diversification of Diversity," pp. 79-105.

III. Unity and Diversity: Differing Concepts of the Nation and Nationalism

- 1) Schlesinger, *The Disuniting of America*, Chapter 1, pp. 29-49 and Chapter 5, pp. 125-147.
- 2) Levine, *The Opening of the American Mind*, Chapter 6, pp. 103-120.
- 3) Michael Walzer, "What Does It Mean to Be an 'American'?"
- 4) David Hollinger, "The Ethno-Racial Pentagon."

IV. Individuals and Groups: Identification and Identity Politics

- 1) Stephen Cornell and Douglas Hartmann, "Mapping the Terrain: Definitions," *Ethnicity and Race*, pp. 15-38.
- 2) Schlesinger, *The Disuniting of America*, Chapter 4, pp. 105-124.
- 3) Todd Gitlin, "The Rise of 'Identity Politics'"
- 4) Robin D.G. Kelley, "Identity Politics and Class Struggle."

V. Immigration, Immigrants, and Immigration Policy

- 1) Levine, *The Opening of the American Mind*, Chapter 7, pp. 121-131.
- 2) Thomas Muller, "The Immigrant Contribution to the Revitalization of Cities."
- 3) Vernon M. Briggs, Jr., "Immigration Policy and the U.S. Economy: An Institutional Perspective."
- 4) Jack Citrin, et al., "Public Opinion Toward Immigration Reform: The Role of Economic Motivations."

VI. Assimilation

- 1) Richard D. Alba, "Assimilation's Quiet Tide."
- 2) Joel Perlmann and Roger Waldinger, "Are the Children of Today's Immigrants Making It?"
- 3) Samuel P. Huntington, "The Hispanic Challenge," *Foreign Policy*, March/April 2004, pp. 30-35
- 4) Nathan Glazer, "The Newest Americans: Integrating the Great Hispanic Migration" in *Education Next*, Fall 2004, pp. 80-82.

VIII. Racial and Ethnic Politics: Policy Formation and Policy Change

- 1) John Charles Boger, "The Kerner Commission Report in Retrospect."
- 2) Stephen Steinberg, "The Liberal Retreat from Race."
- 3) Paula D. McClain and Joseph Stewart Jr., "Resources and Status of America's Racial Minorities" in *Can We All Get Along?*, 3rd edition, pp. 25-56.
- 4) C. Matthew Snipp, "The First Americans: American Indians" in *Race, Class, and Gender*, pp. 354-360.
- 5) Russell Thornton, "Trends Among American Indians in the United States" in *Race, Ethnicity, and Gender*, pp. 195-210.

IX. Racial Issues I: Representation and Redistricting Policy

- 1) Lani Guinier, "Groups, Representation, and Race Conscious Redistricting."
- 2) Carol M. Swain, "The Future of Black Representation."
- 3) Brooke Hewes, "A Place at the Table," *Missoulian* Special Section, May 2005, pp. 32-35.

X. Racial Issues II: Affirmative Action Policy

- 1) John David Skrentny, "Conclusion: Culture, Politics, and Affirmative Action" in *The Ironies of Affirmative Action*, pp. 222-242.
- 2) Stephen Steinberg, "Occupational Apartheid and the Origins of Affirmative Action."
- 3) Sharon M. Collins, "Bursting the Bubble: The Failure of Black Progress."
- 4) Richard D. Kahlenberg, "The Case for Class-Based Affirmative Action."
- 5) Amy Gutmann, "Should Public Policy Be Class Conscious Rather than Color Conscious?"

XI. Racial Issues III: School and Residential Desegregation

- 1) Gary Orfield, "Turning Back to Segregation."
- 2) Doris Y. Wilkinson, "Integration Dilemmas in a Racist Culture."
- 3) Douglas S. Massey and Nancy A. Denton, "Should the Ghetto Be 'Dismantled'?"

XII. Multiculturalism in Education Policy

- 1) Schlesinger, *The Disuniting of America*, Chapter 2, pp. 51-77.
- 2) Levine, *The Opening of the American Mind*, Chapter 3, pp. 54-74.
- 3) Diane Ravitch, "Multiculturalism: E Pluribus Plures."
- 4) Gary B. Nash, "The Great Multicultural Debate."
- 5) Kelley McLandress, "Making the Grade," *Missoulian* Special Section, May 2005, pp. 18-23.

XIII. E Pluribus Unum? Unity, Diversity, and Multiculturalism

- 1) Schlesinger, *The Disuniting of America*, Epilogue, pp. 147-165.
- 2) Levine, *The Opening of the American Mind*, Chapter 10, pp 158-169; Epilogue, pp. 170-174.
- 3) Nathan Glazer, "We Are All Multiculturalists Now," pp. 147-162.

