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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 2005

Monday – Friday, 2:10 – 3:40, 337 Liberal Arts

Professor Christopher Muste

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### **COURSE DESCRIPTION:**

Some 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.” In one way or another, each of these conflicts raises questions about the nature of American society, what direction American society should take in the 21<sup>st</sup> 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 points of view and policies.

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 way 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. Readings during the first week of class will be posted on the course Blackboard website, which you can access at: <http://umonline.umt.edu/> under the course title “Special Topics (Sect: 01, Summer 2005).” If you prefer a paper copy of the readings, you can either print out the electronic versions on the course Blackboard website or the Mansfield Library’s electronic reserve page (password is “PSC395”), 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 and reward you for doing the readings carefully and thinking about them, there will be approximately five unscheduled quizzes on the readings. These pop quizzes, which will be worth 10% of the total course grade, 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 have many opportunities for discussion, and another 10% of your 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	10% of grade
Midterm exam	25% of grade
Research paper (6-8 pages)	20% of grade
Final exam (Friday, June 24 <sup>th</sup> )	35% of grade

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

## 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?*, 3<sup>rd</sup> edition, pp. 25-56.
- 4) Brooke Hewes, "A Place at the Table," *Missoulian* Special Section, May 2005, pp. 32-35.

### **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."

### **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.