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PSC 340.01: Multicultural Politics in the United States

Christopher P. Muste

University of Montana - Missoula, christopher.muste@umontana.edu

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PSCI 340, Sec. 1 – MULTICULTURAL POLITICS IN THE UNITED STATES
Spring 2010
Monday & Wednesday 4:40 – 6:00, SS 254 (Social Sciences 254)

Professor Christopher Muste

Office: 416 Liberal Arts

Office Hours: Monday & Wednesday 6-7, and by appointment

Political Science Department - 350 Liberal Arts; phone 406-243-5202

e-mail: christopher.muste@umontana.edu

Phone: 406-243-4829

COURSE DESCRIPTION:

Many of the most controversial political issues during the past two decades in the United States have raised fundamental questions about how the U.S. deals with its diverse population. These issues have often been described as “multicultural” in nature because they involve differences among the many and diverse social groups in the U.S. The issues engage a wide range of basic questions about what the U.S. is and what it should be, such as what it means to be American, who should be included in the American “community,” what the relationship between the nation and its citizens should be, and the role of social groups in American political, economic, and social life. Each of these conflicts raises key 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 controversies over multicultural politics, some of the ideas that have been used to try to understand what the U.S. is and to think about what it should be, and the tradeoffs (costs and benefits) associated with the various policies and points of view.

Multicultural politics is a broad topic with far reaching implications, but because this course is limited in scope by the constraints of time, we will focus on the topics of national community, identity, immigration and assimilation, and race and ethnicity, in the U.S. While 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 are important, we will examine those topics only as they provide us with a better understanding of the main issues covered in this course. However, these issues can be explored more intensively in your research paper in this course.

The course is divided into two main sections. The first section deals with different interpretations of what multiculturalism is and how the term has been used, and basic issues relating to how America is defined – such as what it means to be a nation, how citizenship is defined, and the politics of immigration and assimilation. The second section focuses on the politics of race and ethnicity, examining civil rights, voting rights, affirmative action, segregation and property, and educational issues.

READINGS:

The main textbook I’ve used in the past for this course is out of print. As a result, we will use a variety of articles and book chapters to explore the course topics. All readings will be on Reserve, in both electronic (ERES) and paper versions, through the Mansfield Library. I may change the reading list as new material becomes available. 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 them at the Copy Center in the Library.

The ERES password for this course is

COURSE REQUIREMENTS:

This course will cover a wide range of topics from several different perspectives, so it is essential that you keep up with the reading for each day's class. Some of the readings are theoretical, 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.

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 lectures and readings, and 5% 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. Asking questions is one of the key elements of learning, so when the readings, lectures, or discussions seem baffling, unclear, or interesting, ask questions about them! Respect for others' viewpoints is a crucial part of engaging the ideas in this course, and listening and responding to others respectfully will contribute to interesting and thought-provoking discussions for all of us.

To encourage you to read and think about the course readings and to facilitate discussion, there will be five or more unscheduled written reflections on the readings. These written reflections are worth 5% of the total course grade, and cannot be made up if you are absent from or late to class that day.

There may also be some unscheduled in-class assignments or short papers, that will count as no more than 5% of the course grade. If there are none, the research paper will count for 30% of the course grade.

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, both of which are written exams with primarily short answer and essay questions.

There will be one research paper of approximately 8-10 pages in length. It will give you an opportunity to do original research, broadening your knowledge and developing your own analysis of a current political issue related to multiculturalism. The specific requirements of the paper will be provided later in class. You should begin thinking now about topics that interest you, and make notes as ideas occur to you.

GRADES will be assigned according to the following percentages:

A = 93-100	B+ = 87-89.9	C+ = 77-79.9	D+ = 67-69.9	below 60=F
A- = 90-92.9	B = 83-86.9	C = 73-76.9	D = 63-66.9	
	B- = 80-82.9	C- = 70-72.9	D- = 60-62.9	

Written Reading Reflections	5% of grade
Discussion Participation	5% of grade
In-class assignments	5% of grade
Midterm exam	25% of grade
Research paper (8-10 pages)	25% of grade (30% if no in-class assignments)
Final exam	35% of grade

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

PSC 400:

Undergraduate students taking the 1-credit PSC 400 Advanced Writing course will write a 4-page research proposal and complete a draft of the research paper, both of which I will provide comments on. Based on the draft comments students will revise the paper into final form. The final version of the paper will be 12-15 pages instead of 8-10, and graded on writing clarity and organization, as well as content. First drafts will be due one week before the paper due date for the rest of the class.

ACADEMIC HONESTY AND PLAGIARISM:

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University.

All students need to be familiar with the Student Conduct Code. The Code is available for review online at http://life.umt.edu/vpsa/student_conduct.php

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 the UM plagiarism warning at <http://www.umt.edu/catalog/academic/policy.htm#plagiarism> and the Student Conduct Code at http://life.umt.edu/vpsa/student_conduct.php. Please contact me if you have any questions or concerns about academic honesty.

GRADUATE STUDENTS:

Graduate students must complete additional graduate-level readings and write a short paper every other week as specified by the instructor, and must complete a 20-25 page research paper consisting of a research design and hypothesis, extensive literature review, data collection, and an analysis that synthesizes these three components.

CLASS COURTESY:

In order to have a pleasant and effective learning environment in this 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, etc. before class begins. Please don’t read a newspaper or other non-course material, eat during class, or use text messaging, web browsers, or similar communications. 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.

DROP POLICY AND INCOMPLETES:

You can drop on Cyberbear until February 12, and from then until April 5 using a drop slip signed by me. After April 5, you must go through the more formal and difficult “late drop” petition process. I will sign late drop petitions for only one week after the midterm exam grades are posted, and after that only under extraordinary circumstances, as stated at <http://www.umt.edu/catalog/academic/policy.htm#add>. Incompletes will only be permitted when all the conditions set forth in the official University policy are met – the policy is at <http://www.umt.edu/catalog/academic/policy.htm#incomplete>

DSS STUDENTS:

Qualified students with disabilities will receive appropriate accommodation in this course. Students with disabilities requesting accommodation 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:

In order to do some of the assignments for the course, for communication and course resources, and to access your grades and other course information, you will need to sign into the Blackboard website that has been created for this course. Information on how to access your account is at: <http://umt.edu/xls/blackboard/default.aspx>

Blackboard and Cyberbear both send my e-mails to your official UM e-mail account, so you should check it frequently. If you use another e-mail account, go into CyberBear to have your official UM e-mail forwarded to your preferred e-mail account, and check that account frequently.

COURSE TOPICS AND READINGS

January 25 & 27 Introduction: What is Multiculturalism and Why is it Controversial?

Schlesinger, Jr., Arthur. 1993/1998. "Foreword," pp. 11-25 in *The Disuniting of America*.

Levine, Lawrence W. 1996. "Prologue" pp. xi-xix in *The Opening of the American Mind*.

February 1 & 3 Definitions, History, and Philosophies

Fuchs, Lawrence H. 1990. "The Civic Culture and Voluntary Pluralism," pp. 1-23 in *American Kaleidoscope: Race, Ethnicity, and the Civic Culture*.

Hollinger, David. 1995. "Pluralism, Cosmopolitanism, and the Diversification of Diversity," pp. 79-105 in *Postethnic America*.

February 8 & 10 Unity and Diversity: Differing Concepts of the Nation and Nationalism

Schlesinger, *The Disuniting of America*, Chapter 1, pp. 29-49 and Chapter 5, pp. 125-147.

Levine, *The Opening of the American Mind*, Chapter 6, pp. 103-120.

Walzer, Michael. 1990 "What Does It Mean to Be an 'American'?" *Social Research* (57).

Hollinger, "The Ethno-Racial Pentagon"

February 15, Monday NO CLASS DUE TO WASHINGTON / LINCOLN DAY HOLIDAY

February 17 & 24 Individuals and Groups: Identification and Identity Politics

Cornell, Stephen and Douglas Hartmann. 1998. "Mapping the Terrain: Definitions," pp. 15-38 in *Ethnicity and Race*.

Schlesinger, *The Disuniting of America*, Chapter 4, pp. 105-124.

Gitlin, Todd. 1993. "The Rise of 'Identity Politics'" *Dissent* (40).

Kelley, Robin D.G. 1997. "Identity Politics and Class Struggle." In *New Politics*.

Citrin, Jack, et al. 2001. "Multiculturalism in American Public Opinion." *British Journal of Political Science* 31.

February 22, Monday NO CLASS DUE TO ACADEMIC CONFERENCE

February 24 - March 10 Immigration, Immigrants, and Immigration Policy

Levine, *The Opening of the American Mind*, Chapter 7, pp. 121-131.

Muller, Thomas. 1993. "The Immigrant Contribution to the Revitalization of Cities." In *Immigrants in the American City*.

Briggs, Jr., Vernon M. 1996. "Immigration Policy and the U.S. Economy: An Institutional Perspective" *Journal of Economic Issues* vol. 30.

Citrin, Jack, et al. 1997. "Public Opinion Toward Immigration Reform: The Role of Economic Motivations." *Journal of Politics*.

March 15 - 22 Assimilation

Alba, Richard D. 1995 "Assimilation's Quiet Tide." *The Public Interest* v. 119.

Perlmann, Joel, and Roger Waldinger. 1998. "Are the Children of Today's Immigrants Making It?" *The Public Interest* v. 132.

Huntington, Samuel P. 2004. "The Hispanic Challenge," *Foreign Policy*, March/April 2004, pp. 30-35.

Glazer, Nathan. 2004. "The Newest Americans: Integrating the Great Hispanic Migration" in *Education Next*, Fall 2004, pp. 80-82.

Citrin, Jack., et al. 2007. "Testing Huntington: Is Hispanic Immigration a Threat to American Identity?" *Perspectives on Politics*

MIDTERM EXAM: WEDNESDAY, MARCH 24 (TENTATIVE DATE)

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MARCH 29 - APRIL 2 NO CLASSES DUE TO SPRING BREAK

April 5 -12 Racial and Ethnic Politics: Policy Formation and Policy Change

Boger, John Charles. "The Kerner Commission Report in Retrospect."

Steinberg, Stephen. "The Liberal Retreat from Race."

McClain, Paula D., and Joseph Stewart Jr., "Resources and Status of America's Racial Minorities" in *Can We All Get Along?*, 3rd edition, pp. 25-56.

Wilkins, David E. "A History of Federal Indian Policy." In *American Indian Politics*, pp. 109-124.

Thornton, Russell. "Trends Among American Indians in the United States" in *Race, Ethnicity, and Gender*, pp. 195-210.

April 14 & 19 Representation and Redistricting Policy

Guinier, Lani. "Groups, Representation, and Race Conscious Redistricting."

Swain, Carol M. "The Future of Black Representation."

Hewes, Brooke. "A Place at the Table," *Missoulian* Special Section, May 2005, pp. 32-35.

April 21 & 26 Affirmative Action Policy

Skrentny, John David. "Conclusion: Culture, Politics, and Affirmative Action" in *The Ironies of Affirmative Action*, pp. 222-242.

Steinberg, Stephen. "Occupational Apartheid and the Origins of Affirmative Action."

Collins, Sharon M. "Bursting the Bubble: The Failure of Black Progress."

Kahlenberg, Richard D. "The Case for Class-Based Affirmative Action."

Gutmann, Amy. "Should Public Policy Be Class Conscious Rather than Color Conscious?"

April 28 - May 3 School and Residential Desegregation

Orfield, Gary. "Turning Back to Segregation."

Wilkinson, Doris Y. "Integration Dilemmas in a Racist Culture."

Massey Douglas S., and Nancy A. Denton. "Should the Ghetto Be 'Dismantled'?"

Smith, Burton M. "The Politics of Allotment on the Flathead Indian Reservation."

May 3 Multiculturalism in Education Policy (if time permits)

Schlesinger. *The Disuniting of America*, Chapter 2, pp. 51-77.

Levine. *The Opening of the American Mind*, Chapter 3, pp. 54-74.

Ravitch, Diane. "Multiculturalism: E Pluribus Plures."

Nash, Gary B. "The Great Multicultural Debate."

McLandress, Kelley. "Making the Grade," *Missoulian* Special Section, May 2005, pp. 18-23.

May 5 E Pluribus Unum? Unity, Diversity, and Multiculturalism

Schlesinger. *The Disuniting of America*, Epilogue, pp. 147-165.

Levine. *The Opening of the American Mind*, Chapter 10, pp 158-169; Epilogue, pp. 170-174.

Glazer, Nathan. "We Are All Multiculturalists Now," pp. 147-162.

FINAL EXAM: TUESDAY, MAY 11TH, 3:20-5:20