Diversity, Equity, and Inclusion in the United States and Europe: Multiple Multiculturalisms

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Office hours: Mondays and Wednesdays, 5:00-6:00 pm, in my office in H&SS 4086-A, and by appointment

Aims of the course:

(1) to explain, through a historical perspective, how government policy in the United States has variously fostered or hindered the inclusion of members of diverse groups in American society and determined the outcome of efforts to define and promote social equity;

(2) to set the US case in a larger comparative context by exploring the differences between American policy and the multiculturalist policies pursued by various European states and by the Canadian government; and

(3) to familiarize students with the main lines of contemporary debates in the United States and abroad about key policies oriented toward concerns of diversity, equity, and inclusion.

Readings

The following text is required for the course:


Other readings will be available as pdf files on the course Ted site (ted.ucsd.edu) or as otherwise noted in the syllabus.

Course Requirements:

In-class quizzes (9 quizzes, lowest two scores dropped) 70%
Final exam (or: final paper for ERC or INTL credit*) 30%

* Paper option: Students who wish to take the course to satisfy the INTL 190 requirement or to satisfy ERC’s upper-division writing requirement may submit a research paper in place of the final exam. Please see me immediately to get started with a paper project. Your paper should analyze important issues raised in the course through focused research concerning a topic agreed upon with me in advance. You will have great freedom with regard to the choice of topics. The International Studies Program requires that the paper written for a course for which INTL 190 credit is granted be at least 20 pages long, though longer papers will certainly be acceptable, and welcome. The paper should be submitted in 12-point Times New Roman with no more than one-inch margins on all sides. The paper will be due at the end of time of the scheduled final exam for the course (see TritonLink). I may require that all students submit an electronic version of their final papers to turnitin.com.

**NOTE: To pass this class you must reasonably satisfy all the course requirements with a reasonable and good-faith effort. This means you have to show up, do the work, and be engaged. Failure to satisfy any one of the course requirements, including but not limited to failure to take a majority of the in-class quizzes, will result in a grade of F for the course. Regular attendance is required to pass the course.
Exams and Quizzes:

**In-class quizzes:** There will be a number of brief (approximately 10-12 minutes) in-class quizzes on a daily basis. These quizzes will be designed to gauge your comprehension of the readings and/or viewings or other assignments (e.g., web assignments) assigned for the current class session, so that everyone will always be prepared for class. If you have attended class and done all the assignments in advance of the class meeting, you are likely to do very well on the exams, which represent a significant fraction of your grade. There will be a total of nine in-class exams administered; the lowest grade on two of the exams will be dropped.

**Final exam:** The exam will be in the form of a substantial, wide-ranging essay that will ask you to analyze the assigned course material in light of the major themes of the course, the varying methodological perspectives from which we will approach those issues, and the critical interpretative problems that we will study. About a week to ten days before the exam, I will distribute a list of four possible questions that could appear on the exam. From this set of four possible questions, two will appear on the exam form, and you will answer just ONE of the two. (This means that if you have an outline in your head for three of them, you are entirely safe and will definitely be able to answer at least one of the two that appear!) I will discuss the exams in more detail in class. Unless otherwise stated, no aids of any kind will be permitted during the administration of these exams.

**Make up exams:** Make-up exams will be given only in the case of a valid, documented excuse based on circumstances beyond the student's control (e.g., medical problems). Any make-up exam may be given in a different form and include different content. For example, the make-up test may be in the form of an oral exam!

**We cannot make arrangements for alternate exam times due to multiple exams scheduled closely together, plans to leave campus early, etc. Check your exam schedule now -- they're available to you through TritonLink -- and make sure you've chosen a course schedule that you can live with throughout the course and at finals time!!

Academic Integrity and Plagiarism:

It is your responsibility to know and observe all university rules concerning academic integrity and plagiarism. Any student found to have committed a substantial violation of the university rules concerning academic integrity will fail the entire course. I view it as one of my chief responsibilities to help each of you produce first-rate academic work that reflects your own original thinking about the course themes and material. If you have any questions whatsoever about what constitutes plagiarism, how to properly credit the work and ideas of others, how to evaluate sources for quality and reliability, and so forth, please feel free to talk to your TA and to come see me. I reserve the right to require students to submit any assignment to turnitin.com for investigation of possible plagiarism or other academic misconduct.
**SCHEDULE OF CLASS MEETINGS**

**WHERE:**
**WHY TRANSNATIONAL AND COMPARATIVE APPROACHES MATTER**

**MONDAY, 1 AUGUST**

**Topic 1:**

**Europe ≠ America: Difference, Indifference, and What Governments Can Do**

Assignments:

Recommended/optional:
Ali Rattansi, *Multiculturalism: A Very Short Introduction*. Read ch. 4, "Integration,' Class Inequality, and Community Cohesion"

**Topic 2:**

**Differences: Melting Pots, Mosaics, Salad Bowls, Ethnic Enclaves, Parallel Societies**

Assignments:
David A. Hollinger, *Postethnic America: Beyond Multiculturalism*. Read ch. 1, "Introduction" and ch. 6, "The Ethnos, the Nation, the World," pp. 1-17 and 131-163

Recommended/optional:
WEDNESDAY, 3 AUGUST

NOTE: IN-CLASS QUIZZES BEGIN WITH TODAY’S CLASS, COVERING THE READINGS BELOW

**Topic 3:**

**Already Here: U.S. Multicultural Policy and Native Americans**

Assignments:

**Recommended/optional:**

**Topic 4:**

**Brought Here: U.S. Multicultural Policy and African Americans, Part I**

Assignments:

**Recommended/optional:**
Nathan Glazer, *We Are All Multiculturalists Now*. Read ch. 7 "Can We Be Brought Together?" pp. 122-146.
MONDAY, 8 AUGUST

Topic 5:

Brought Here: U.S. Multicultural Policy and African Americans, Part II

Assignments:


**Note:** be sure to use all the interactive features such as the photograph galleries and the interactive maps.

Recommended/optional:


Topic 6:

Moved Here: U.S. Multicultural Policy and Latino and Asian Immigrants, Part I

Assignments:

Bill Ong Hing, Defining America through Immigration Policy. Read ch. 7, "Politicizing the Southwest Border," pp. 115-133.


Recommended/optional:

WEDNESDAY, 10 AUGUST

**Topic 7:**

**Moved Here: U.S. Multicultural Policy and Latino and Asian Immigrants, Part II**

Assignments:


*Recommended/optional:*


**Topic 8:**

**Happening Here: The Present State of U.S. Multicultural Policy toward Historically Underrepresented Minority Groups**

Assignments:
Banting and Kymlicka project, Multiculturalism Policy Index, country-specific data reports (2011) on:
- a. Indigenous Peoples Policies (Veldon Coburn)
- b. National Minority Policies (Caroline Duvieusart-Déry); and
- c. Immigrant Minority Policies (Erin Tolley)
>> From each of these documents, read (1) the "Decision Rules" section and (2) the section on the United States

*Recommended/optional:*


Topic 9:

**Believing in This Place: U.S. Multicultural Policy and Religious Differences**

Assignments:

**Recommended/optional:**
http://site.ebrary.com/lib/ucsd/docDetail.action?docID=10695854

**THERE: MULTICULTURAL POLICY AND PRACTICE BEYOND THE US — LESSONS FROM EUROPE AND CANADA**

Topic 10:

**Not Really Here: Canada ≠ America**

Assignments:
Banting and Kymlicka project, Multiculturalism Policy Index, country-specific data reports (2011) on:
- a. Indigenous Peoples Policies (Veldon Coburn)
- b. National Minority Policies (Caroline Duvieusart-Déry); and
- c. Immigrant Minority Policies (Erin Tolley)
>> From each of these documents, read the section on Canada

**Recommended/optional:**
**WEDNESDAY, 17 AUGUST**

**Topic 11:**

**Already There: The Problem of Indigenous Minorities in Europe's "National" States**


**Topic 12:**

**Moved There: Post-Colonial Immigrants/Descendants in Multiculturalist Britain**

Assignments: Banting and Kymlicka project, Multiculturalism Policy Index, country-specific data reports (2011) on:
- Indigenous Peoples Policies (Veldon Coburn)
- National Minority Policies (Caroline Duvieusart-Déry); and
- Immigrant Minority Policies (Erin Tolley)

>> From each of these documents, read the section on the United Kingdom (Britain)


**MONDAY, 22 AUGUST**

**Topic 13:**

**Moved There: Black and Arab Immigrants and the Ideal of the Citizen in France**

Assignments:
Banting and Kymlicka project, Multiculturalism Policy Index, country-specific data reports (2011) on:
   a. Indigenous Peoples Policies (Veldon-Coburn)
   b. National Minority Policies (Caroline Duvieusart-Déry); and
   c. Immigrant Minority Policies (Erin Tolley)
>> From each of these documents, read the section on France [note: no report for Indigenous Peoples]


**Recommended/optional:**

**Topic 14:**

**Moved There: Turkish "Guest Workers" in Germany**

Assignments:
Banting and Kymlicka project, Multiculturalism Policy Index, country-specific data reports (2011) on:
   a. Indigenous Peoples Policies (Veldon-Coburn)
   b. National Minority Policies (Caroline Duvieusart-Déry); and
   c. Immigrant Minority Policies (Erin Tolley)
>> From each of these documents, read the section on Germany [note: no report for Indigenous Peoples or National Minorities]


**Recommended/optional:**
**WEDNESDAY, 24 AUGUST**

**Topic 15:**

**Moved There: The Tolerant Dutch and "the Limits of Tolerance"**

Assignments:
Banting and Kymlicka project, Multiculturalism Policy Index, country-specific data reports (2011) on:

a. Indigenous Peoples Policies (Velden-Caburn)
b. National Minority Policies (Caroline Duvieusart-Dény); and
c. Immigrant Minority Policies (Erin Tolley)

>> From each of these documents, read the section on the Netherlands [note: no report for Indigenous Peoples or National Minorities]


**Recommended/optional:**


**Topic 16:**

**Believing in Europe: European Multicultural Policy and Religious Differences**

Assignments:


**Recommended/optional:**


MONDAY, 29 AUGUST

**Topic 17:**

**Everywhere, Gypsies: The Special Case of Europe's Roma Populations**

Assignments:

Recommended/optional:

**Topic 18:**

**Where Is Europe Now? The State of European Multicultural Policy and Debate**

Assignments:

Recommended/optional:

WEDNESDAY, 31 AUGUST

**WHERE?**

**THE PRESENT AND FUTURE DIRECTIONS OF MULTICULTURALISM**

**Topic 19:**


Assignments:
Nathan Glazer, *We Are All Multiculturalists Now*, ch. 6, "Where Assimilation Failed," pp. 96-121.

Recommended/optional:

**Topic 20:**

**Where Are We Now? Where Will We Be Going? Comparing and Competing Multiculturalisms in the US, Europe and Canada**

Assignments:


Recommended/optional: