

London Global Seminars Combined syllabus for both courses

THIS IS A VERY EARLY DRAFT FOR 2019/SUBJECT TO CHANGE -- see notes!

Humanities 3: Renaissance, Reformation, and Early Modern Europe

HITO 156: Diversity, Equity, and Inclusion in the US and Europe: Multiple Multiculturalisms

Summer 2019

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Office hours immediately after most class sessions, and by appointment **Prof. Patterson's phone in UK: +44 -----**

HUM 3 Course Requirements:

In-class quizzes (lowest score dropped)	50%
Paper #1, 4-6 pages	20%
Final exam (in the form of Paper #2, 5-7 pages):	30%
Attendance:	0% (not in grade, but regular attendance <i>required</i> to pass)
Academic integrity certification (on course site)	0% (not in grade, but <i>required</i> to pass)

HITO 156 Course Requirements:

In-class quizzes (lowest score dropped)	70%
Final take-home exam	30%
Regular class attendance	0% (not in grade, but regular attendance <i>required</i> to pass)
Academic integrity certification (on course site)	0% (not in grade, but <i>required</i> to pass)

All Course Requirements Must Be Fulfilled: ****NOTE:** To pass this class you must satisfy *all* the course requirements with a reasonable and good-faith effort. Failure to satisfy *any* one of the course requirements with a reasonable, good-faith effort will result in a grade of F for the course.

Exams: ****Make up exams:** Make-up exams will be given only in the case of a valid, documented excuse (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 final times due to multiple exams scheduled closely together. Check your exam schedule for your courses now and make sure you've chosen a course schedule that you can live with at finals time!!~~

OSD Accommodations:

Students requesting accommodations and services for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD) prior to eligibility for requests. Receipt of AFAs in advance is necessary for appropriate planning for the provision of reasonable accommodations. OSD Academic Liaisons also need to receive current AFA letters if there are any changes to accommodations. For additional information, contact the Office for Students with Disabilities: 858-534-4382 (V); 959-534-9709 (TTY – reserved for people who are deaf or hard of hearing); or email: osd@ucsd.edu. OSD Website: <http://disabilities.ucsd.edu>.

Academic Integrity and Plagiarism:

It is your responsibility to know and observe all UCSD rules concerning academic integrity and plagiarism. You should know your rights and responsibilities under the UCSD Policy on Academic Integrity <http://senate.ucsd.edu/manual/Appendices/Appendix2.pdf>. Any student found to have committed a substantial violation of the university rules concerning academic integrity will fail the entire course and the professor will initiate a charge of academic misconduct that may be noted on your academic record; other violations may result in failing one or more assignments and/or a charge of academic misconduct. A second offense will generally result in suspension or permanent expulsion from the university. If you have any questions or concerns, please talk to me. 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.

Required readings:

Note: You should have read and thought about the course readings by the dates indicated. You will get much more out of the lectures and discussion sections if you have completed all the readings in advance. Books are available for purchase at the UCSD Bookstore and on reserve at Geisel Library.

For HUM 3:

Required books include:

Niccolò Machiavelli, *The Prince*, trans. George Bull, intro. Anthony Grafton (Penguin Classics, 2003)
ISBN-13: 978-0140449150 ISBN-10: 0140449159

Thomas More, *Utopia*, with Erasmus's *The Sileni of Alcibiades*, edited and translated by David Wootton (Hackett, 1999)
ISBN: 978-0-87220-376-1

~~William Shakespeare, *Hamlet*, ed. Burton Raffel (Yale University Press, 5th edition, 2003)
ISBN-10: 0300101058 ISBN-13: 978-0300101058~~

William Shakespeare, *A Midsummer Night's Dream*
Modern Library, reprint edition, ed. Jonathan Bate and Eric Rasmussen, 2008
ISBN-10: 081296912X ISBN-13: 978-0812969122

Thomas Hobbes, *Leviathan with Selected Variants from the Latin Edition of 1688*, ed. Edwin Curley (Hackett, 1994)
ISBN-10: 0872201775 ISBN-13: 978-0872201774

John Milton, *Paradise Lost*, eds. Stephen Orgel and Jonathan Goldberg (Oxford World Classics, 2008)
ISBN-13: 978-0199535743 ISBN-10: 0199535744

Michel de Montaigne, *The Essays: A Selection*, trans. M.A. Screech (Penguin Classics)
ISBN-10: 0140446028 ISBN-13: 978-0140446029

~~**I-Clicker requirement:** All students will be required to purchase and immediately register for the course an I-Clicker device, available at the UCSD Bookstore. These will be necessary for in-class testing and for participation grades.~~

For HITO 156:

The only book required for purchase is:

Rattansi, Ali. *Multiculturalism: A Very Short Introduction* ISBN: B01F9FYFUG

All other required readings and viewings will be on the course web site at triton.ed.ucsd.edu.

Electronic devices in the classroom for course purposes only: Laptops, tablets, phones, etc. may only be used for class purposes. Your attention to the classroom presentation and discussions throughout lectures and sections is required. If you are observed violating this rule, you will be asked to put away your device. Repeated violations of this policy will result in the reduction of your course grade!

About e-mail correspondence:

1. E-mails to you: From time to time, we may send important course announcements to the class via e-mail. To do that, we will need to use your official UCSD e-mail address. Please be sure that your account is always in working order, and check it regularly. We cannot send these course e-mails to gmail and similar accounts.

2. E-mails to me: Try to come talk with me instead! Please use e-mail only for scheduling and other very brief communications. E-mail is a great tool for that sort of message, but I just don't feel that I can respond properly to substantive questions about the course using it. I want you to know, however, that I will very much enjoy *talking* with you about the course material and any questions or concerns you may have, and our discussions will be much more efficient, spontaneous, and helpful for you if you come to speak with me in person. I encourage all of you to visit during my office hours or, if that time does not work, to schedule a meeting with me for a good, long conversation.

Week 1

NOTE: MOST DATES SHOWN IN THIS DRAFT SYLLABUS WILL NEED TO BE CHANGED FROM 2018 DATES, WHICH I'M USING TO BUILD THIS NEW VERSION. ALSO, OUR SCHEDULE IS LIKELY TO CHANGE: DATES OF PARTICULAR ASSIGNMENTS WILL DIFFER BASED ON 2019 EXCURSION OPTIONS AND OTHER FACTORS. THIS DRAFT SYLLABUS IS MEANT TO GIVE STUDENTS A SENSE OF THE OVERALL FLOW, WORKLOAD EXPECTATIONS, AND COURSE REQUIREMENTS. EXPECT CHANGES TO THE SCHEDULE (BOTH DATES AND TIMES) AND PERHAPS SOME CHANGES TO ASSIGNMENTS, ESPECIALLY FOR HITO 156. (HUM 3 ASSIGNMENTS NOT LIKELY TO CHANGE MUCH, BUT SOME CHANGES MAY BE NEEDED.)

Monday 5 August 2019 **HITO 156** **10:00 am - 12:00 pm**

Topic: **Introduction to the course**

Assignments:

Patrick Patterson, Reading for Argument: An Example (using the Kurien article, below)

Prema A. Kurien, "Multiculturalism and 'American' Religion: The Case of Hindu Indian Americans," *Social Forces* 85, no. 2 (2006): 723-741.

^^ *These readings will show you a method of reading and note-taking that should help you perform well on the quizzes.*

Tuesday 6 August 2019 **HITO 156** **3:00 pm – 7:00 pm**

NOTE: IN-CLASS QUIZZES BEGIN WITH TODAY'S CLASS The quizzes will cover the readings listed below, assigned for the day.

For the History course, I will pick *one* of the readings assigned for the day, and you will typically be asked to spend about eight minutes explaining the main *arguments* (i.e., main analytical *findings* or analytical *conclusions*) of that particular piece. You will write the quiz without access to notes, but before you start writing and *after* you know which assignment I have chosen, I will give you five minutes to look over your notes (meaning notes that you wrote yourself, **not** study guides, web sources, or any other material from people or sources other than you). So if you have an outline in your notes of the main arguments (findings, conclusions) of each piece, you should do very well.

NOTE: Assignments listed as recommended/optional will *not* be subjects of that day's quiz.

Topic 1: **Europe ≠ America: Difference, Indifference, and What Governments Can Do**

Assignments:

Ali Rattansi, *Multiculturalism: A Very Short Introduction*. Read Introduction and ch. 1, "What Is Multiculturalism?"; ch. 3 "Has Multiculturalism Created Ghettos and 'Parallel Lives'?"

Recommended/optional:

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

Michael Murphy, *Multiculturalism: A Critical Introduction*. Read ch. 3, "A Typology of Multicultural Policies"

Will Kymlicka, *Multicultural Citizenship: A Liberal Theory of Minority Rights* (1995). Read ch. 6, "Justice and Minority Rights"

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

Will Kymlicka, "American Multiculturalism in the International Arena," *Dissent*, Fall 1998, 73-79.

Recommended/optional:

Charles Taylor, "The Politics of Recognition," in Taylor et al., *Multiculturalism: Examining the Politics of Recognition*, ed. Amy Gutmann. **PDF TO BE ADDED TO TED SITE**

Christian Joppke, "Multicultural Citizenship: A Critique," *European Journal of Sociology* 42, no. 2 (November 2001): 431-447.

Tariq Modood, *Multiculturalism*, 2d ed. Read: ch. 1, "Is Multiculturalism Appropriate for the 21st Century?" and ch. 7, "The Strange Non-Death of Multiculturalism"
<http://site.ebrary.com/lib/ucsd/docDetail.action?docID=10695854>

Topic 3:

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

Assignments:

Franke Wilmer, "First Nations in the USA," in *The Ethnicity Reader: Nationalism, Multiculturalism and Migration*. eds. Maria Montserrat Guibernau and John Rex, 184-197.

The Harvard Project On American Indian Economic Development, *The State of the Native Nations: Conditions under U.S. Policies of Self-Determination*. Read: "Education" and "Culture" chapters, pp. 199-218 and 277-298.

Recommended/optional:

Vine Deloria, Jr. and Clifford M. Lytle, *The Nations Within: The Past and Future of American Indian Sovereignty*. Read: ch. 3, "The Organization of the Reservations"; ch. 15, "The Cry for Self-Determination"; ch. 17, "The Future of Indian Nations," pp. 28-36, 215-231, and 244-264.

K. Tsianina Lomawaima and Teresa L. McCarty, "When Tribal Sovereignty Challenges Democracy: American Indian Education and the Democratic Ideal," *American Educational Research Journal*, 39, no. 2 (Summer, 2002): 279-305.

The Harvard Project On American Indian Economic Development, *The State of the Native Nations: Conditions under U.S. Policies of Self-Determination*. Read: ch.7, "Economic Development"

Topic 4:

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

Assignments:

J. Edward Kellough, *Understanding Affirmative Action: Politics, Discrimination, and the Search for Justice* (2006). Read: ch. 1, "Affirmative Action: The Concept and the Controversy"; ch. 7, "Evidence on the Effectiveness of Affirmative Action," pp. 3-19 and 131-143.

Recommended/optional:

Ronald Takaki, *A Different Mirror: A History of Multicultural America*. Read ch. 15, "Out of the War: Clamor for Change"

Christopher M. Span, Rashid V. Robinson, and Trinidad Molina Villegas, "Education, American Style: Race-Based School Policies and Practices in the United States," in *Multicultural Education Policies in Canada and the United States*, eds. Reva Joshee and Lauri Johnson, 146-158.

Nathan Glazer, *We Are All Multiculturalists Now*. Read ch. 7 "Can We Be Brought Together?" pp. 122-146.

Thursday 9 August:

HUM 3

3:00 pm – 7:00 pm

IN-CLASS QUIZ The quiz will cover the readings below, which are assigned for today.

For the Humanities course, I will ask you to relate a selected passage from one text to the rest of the assigned material. A guide is posted on the course web site for HUM 3. Again, you will write the quiz without notes, but before you start writing and *after* you know which assignment I have chosen), I will give you five minutes to look over your notes (notes that you wrote yourself, not study guides, web sources, or other material from third parties).

Virtù and Violence

Niccolò Machiavelli, *The Prince* [1532/1513]

Read all, including the letter to Lorenzo de Medici, pp. 3-85 (note: he is *not* "Lorenzo the Magnificent")

Recommended/optional: Introduction by Anthony Grafton, pp. xv-xxxiv

Thomas More, *Utopia* [1516] Read:

Book One: p. 56 to p. 60 at note 15 (near top), and then p. 81 from "They also agree" (top) to end on p. 89

Book Two: all, i.e., pp. 90-160

Week 2

Monday 13 August: HITO 156 3:00 pm – 7:00 pm

In-class quiz

Topic 5: Brought Here: U.S. Multicultural Policy and African Americans, Part II

Assignments:

Orlando Patterson, *The Ordeal of Integration: Progress and Resentment in America's "Racial" Crisis*. Read ch. 5, "Why We Still Need Affirmative Action," pp. 147-169.

Ta-Nehisi Coates, "The Case for Reparations," *The Atlantic*, 21 May 2014. Read online at: <http://www.theatlantic.com/features/archive/2014/05/the-case-for-reparations/361631/> **Note: be sure to use all the interactive features such as the photograph galleries and the interactive maps.

Recommended/optional:

Kevin Fox Gotham, "Residential Segregation and Federal Housing Policy: A Comparative Analysis of Section 235 and Section 8," in Peter Kivisto and Georganne Rundbland, eds., *Multiculturalism in the United States: Current Issues, Contemporary Voices* (2000), pp. 295-308.

Edward G. Goetz, *New Deal Ruins: Race, Economic Justice, and Public Housing Policy*. Read ch. 4, "Negro Removal Revisited" <http://site.ebrary.com/lib/ucsd/docDetail.action?docID=10666307>

David M.P. Freund, *Colored Property: State Policy and White Racial Politics in Suburban America*. Read ch. 5, "A Free Market for Housing: Policy, Growth, and Exclusion in Suburbia, 1940-1970," 176-240.

<http://quod.lib.umich.edu/cgi/t/text/text-idx?c=acls;idno=heb07802>

Leland Saito, *The Politics of Exclusion: The Failure of Race-Neutral Policies in Urban America* (2009), ch. 1, "Introduction: The Racialized Outcomes of Race-Neutral Policies"

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.

Kee Warner, "Placing Barrios in Housing Policy," in David R. Diaz and Rodolfo D. Torres, eds., *Latino Urbanism: The Politics of Planning, Policy and Redevelopment* (2012), pp. 65-85

<http://site.ebrary.com/lib/ucsd/docDetail.action?docID=10621317>

Recommended/optional:

Ronald Takaki, *Strangers from a Different Shore: A History of Asian Americans*, ch. 11 and ch. 13.

Topic 7: Moved Here: U.S. Multicultural Policy and Latino and Asian Immigrants, Part II

Assignments:

Christian Joppke, "Multiculturalism and Immigration: A Comparison of the United States, Germany, and Great Britain," in David Jacobson, ed., *The Immigration Reader: America in a Multidisciplinary Perspective* (1998), pp. 285-319. *** Skim the introductory part; focus on the comparative discussion that begins at the bottom of p. 290 with "This chapter examines . . ."

Michael R. Olneck, "Terms of Inclusion: Has Multiculturalism Redefined Equality in American Education?," *American Journal of Education* 101, no. 3 (May 1993): 234-260.

Recommended/optional:

Irene Bloemraad, "The Limits of de Tocqueville: How Government Facilitates Organisational Capacity in Newcomer Communities," *Journal of Ethnic and Migration Studies* 31, no. 5 (2005): 865-887.

Deborah J. Schildkraut, *Press "ONE" for English: Language Policy, Public Opinion, and American Identity*. Read ch. 1, "Introduction"

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 US

Recommended/optional:

Alan Wolfe, "Benign Multiculturalism," in Peter Kivisto and Georganne Rundbland, eds., *Multiculturalism in the United States: Current Issues, Contemporary Voices* (2000), pp. 455-464.

Jamin B. Raskin, "From Colorblind White Supremacy to American Multiculturalism," 19 *Harvard Journal of Law and Public Policy* 19 (1995-1996): 743.

Ramon A. Gutierrez, "Ethnic Studies: Its Evolution in American Colleges and Universities," in David Theo Goldberg, ed., *Multiculturalism: A Critical Reader*.

Tuesday 14 August: HUM 3 -- Paper #1 due WILL CONSIDER MOVING TO THURSDAY BEFORE LONG WEEKEND

Paper #1 due by 11:59 pm Tuesday night -- submit via TritonEd

Thursday 16th August: HUM 3 9:00 am – 1:00 pm

Goodness and Sin, Knowledge and Truth

In-class quiz

Martin Luther, selected works -- read:

Address to the Christian Nobility of the German Nation [1520] (pdf on course site)
The Smalcald Articles [1537]: focus on how Luther says Roman Catholicism is in error (pdf on course site)

Francis Bacon, *The New Organon (Novum Organum)* [1620] (pdf on course site) Read the following:

Preface
Book 1, Aphorisms 1-77, 82, 92, 95, 100, 104-105, 108-110, 117-119, 122, 124-127, 129-130
Book 2, Aphorism 19

Galileo Galilei, read:

Letter to the Grand Duchess Christina [1615] (Internet Sourcebook) (pdf on course site)

TENTATIVE FOR 2019: 4 1/2 DAY LONG WEEKEND PLANNED FOR AUGUST 16-20 -- SUBJECT TO CHANGE

Week 3:

TENTATIVE FOR 2019: 4 1/2 DAY LONG WEEKEND PLANNED FOR AUGUST 16-20 -- SUBJECT TO CHANGE

Tuesday 21 August:

HITO 156

3:00 pm – 7:00 pm

In-class quiz

Topic 9:

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

Assignments:

Patrick Hyder Patterson, "A Kinder, Gentler Europe? Islam, Christianity, and the Divergent Multiculturalisms of the New West," *American Multiculturalism after 9/11: Transatlantic Perspectives*, eds. Derek Rubin and Jaap Verheul, 147-164.

Prema A. Kurien, "Multiculturalism and 'American' Religion: The Case of Hindu Indian Americans," *Social Forces* 85, no. 2 (2006): 723-741

Recommended/optional:

Tariq Modood, *Multiculturalism: A Civic Idea*, 2d ed. Read ch. 8, "Multiculturalism and 'The Crisis of Secularism'" <http://site.ebrary.com/lib/ucsd/docDetail.action?docID=10695854>

Topic 10:

Not Really Here: Canada ≠ America

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 Canada*

Recommended/optional:

Will Kymlicka, "American Multiculturalism in the International Arena," *Dissent*, Fall 1998, 73-79.

John Biles, "Integration Policies in English-Speaking Canada," in *Immigration and Integration in Canada in the Twenty-first Century*, John Biles, Meyer Burstein and James Frideres, eds. (2008), 140-186.

Keith Banting and Will Kymlicka, "Canadian Multiculturalism: Global Anxieties and Local Debates," *British Journal of Canadian Studies* 23, no. 1 (2010): 43-72.

Elke Winter, "Neither 'America' nor 'Québec': Constructing the Canadian Multicultural Nation," *Nations and Nationalism* 13, no. 3 (July 2007): 481-503.

Darren E. Lund, "Waking Up the Neighbors: Surveying Multicultural and Antiracist Education in Canada, the United Kingdom, and the United States," *Multicultural Perspectives* 8, no. 1 (2006)

David Ley, "Multiculturalism: A Canadian Defence," in Steven Vertovec and Susanne Vessendorf, eds., *The Multiculturalism Backlash: European Discourses, Policies and Practices* (2010), pp. 190-206.

Topic 11:

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

Assignments:

Banting and Kymlicka project, Multiculturalism Policy Index (2011), report on Indigenous Peoples Policies (Veldon Coburn). Read: country-specific data reports (2011) on treatment of indigenous populations in Finland, Norway, and Sweden.

Recommended/optional:

Patrick Thornberry, María Amor Martín Estébanez, *Minority Rights in Europe: A Review of the Work and Standards of the Council of Europe*, read "Introduction: Perspectives on Minorities and Minority Rights" and ch. 2, "The Framework Convention"

Mikael Luciak, "Minority schooling and intercultural education: a comparison of recent developments in the old and new EU member states," *Intercultural Education* 17, no. 1 (2006): 73-80.

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) [note: no report for Indigenous Peoples]*

Erik Bleich, "From International Ideas to Domestic Policies: Educational Multiculturalism in England and France," *Comparative Politics* 31, no. 10 (1998): 81-100.

Peter Taylor-Gooby and Edmund Waite, "Toward a More Pragmatic Multiculturalism? How the U.K. Policy Community Sees the Future of Ethnic Diversity Policies," *Governance* 27, no. 2 (April 2014): 267-289.

Recommended/optional:

Daniele Joly, "Race, Ethnicity and Religion: Emerging Policies in Britain," *Patterns of Prejudice* 46, no. 5 (2012): 467-485.

In-class quiz

Wisdom and Happiness

Michel de Montaigne, *The Essays: A Selection*, trans. M.A. Screech (Penguin Classics) [written 1570-1592]

Read:

"To the Reader," p. 3

"On idleness" (I.8), pp. 9-10

"On repenting" (III.2), pp. 232-246

"On the Cannibals" (I.31), pp. 79-92

"On cruelty" (II.11), read the following four paragraphs:

"It seems to me . . ." and "A man who . . ." p. 169

"Metellus alone . . ." p. 170-171

"These words of Metellus . . ." p. 171

"That to philosophize is to learn how to die" (I.20), pp. 17-36

William Shakespeare, *A Midsummer Night's Dream* [1595 or 1596]

DRAFT

Week 4:

Monday 26 August 2019

HITO 156

3:00 pm – 7:00 pm

In-class quiz

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:

- 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 France [note: no report for Indigenous Peoples]

Patrick Simon and Valeria Sala Pala, "We're Not All Multiculturalists Yet: France Swings between Hard Integration and Soft Anti-Discrimination," in Steven Vertovec and Susanne Vessendorf, eds., *The Multiculturalism Backlash: European Discourses, Policies and Practices* (2010), pp. 92-110.

Recommended/optional:

Martin Schain, "Managing Difference: Immigrant Integration Policy in France, Britain, and the United States," *Social Research* 77, no. 1 (Spring 2010): 205-236.
Nancy L. Green, "Le Melting-Pot: Made in America, Produced in France," *Journal of American History* 86, no. 3, (December 1999): 1188-1208 [The Nation and Beyond: Transnational Perspectives on United States History: A Special Issue]

Topic 14: Moved There: Turkish "Guest Workers" in Germany

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 Germany [note: no report for Indigenous Peoples or National Minorities]

Karen Schönwälder, "Germany: Integration Policy and Pluralism in a Self-Conscious Country of Immigration," in Steven Vertovec and Susanne Vessendorf, eds., *The Multiculturalism Backlash: European Discourses, Policies and Practices* (2010), pp. 152-16

Recommended/optional:

Frank Eckardt, "Multiculturalism in Germany: From Ideology to Pragmatism—and Back?" *National Identities* 9, no. 3 (2007): 235-245.
Hans-Jürgen Pühle, "Multiculturalism, Nationalism, and the Political Consensus in the United States and in Germany," in Klaus J. Milich and Jeffrey M. Peck, eds., *Multiculturalism in Transit: A German-American Exchange*.

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:

- 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 Netherlands** [note: no report for Indigenous Peoples or National Minorities]

Baukje Prins and Sawitri Saharso, "From Toleration to Repression: The Dutch Backlash against Multiculturalism," in Steven Vertovec and Susanne Vessendorf, eds., *The Multiculturalism Backlash: European Discourses, Policies and Practices* (2010), pp. 72-91.

Recommended/optional:

Ian Buruma, *Murder in Amsterdam: The Death of Theo van Gogh and the Limits of Tolerance*, read ch. 2, "Thank you, Pim," pp. 37-70.
Ellie Vasta, "From Ethnic minorities to Ethnic Majority Policy: Multiculturalism and the Shift to Assimilationism in the Netherlands," *Ethnic and Racial Studies* 30, no. 5 (2007): 713-740.
Elke Winter, "Trajectories of Multiculturalism in Germany, the Netherlands and Canada: In Search of Common Patterns," *Government and Opposition* 45, no. 2 (April 2010): 166-186.

Topic 16: Believing in Europe: European Multicultural Policy and Religious Differences

Assignments:

Ali Rattansi, *Multiculturalism: A Very Short Introduction*. Read ch. 2, "Is Multiculturalism Bad for Women?"; ch. 5, "National Identity, Belonging, and the 'Muslim Question'"

Ralph Grillo, "British and Others: From 'Race' to 'Faith'," in Steven Vertovec and Susanne Vessendorf, eds., *The Multiculturalism Backlash: European Discourses, Policies and Practices* (2010), pp. 50-71.

Recommended/optional:

Tariq Modood, "Multiculturalism, Liberal Citizenship, and National Identity: On British Muslims," in *The Ethnicity Reader: Nationalism, Multiculturalism and Migration*. eds. Maria Montserrat Guibernau and John Rex, 243-250.

Paul Snidermann and Louk Hagendoorn, *When Ways of Life Collide: Multiculturalism and Its Discontents in the Netherlands*. Read ch. 2, "Muslims"

In-class quiz**Order and Authority**

Thomas Hobbes, *Leviathan* [1651] (page numbers are for the Hackett edition):

The Introduction (pp. 3-5)

Chapter 5: Of Reason and Science, ¶¶ 1-2, 4-6, 17-20 (pp. 22-24, 25-26)

Chapter 6: Of the Interior Beginnings of Voluntary Motions, Commonly Called the Passions; and the Speeches by Which They Are Expressed, ¶¶ 7, 36, 49-57 (pp. 28-29, 31, 33-34)

Chapter 12: Of Religion (pp. 63-74)

Chapter 13: Of the Natural Condition of Mankind, As Concerning Their Felicity, and Misery (pp. 74-78)

Chapter 14: Of the First and Second Natural Laws and of Contracts, ¶¶ 1-9, 11, 27, 29-30 (pp. 79-82, 86-87)

Chapter 15: Of Other Laws of Nature, ¶¶ 1-3, 7, 40-41

Chapter 17: Of the Causes, Generation, and Definition of a Commonwealth (pp. 106-110)

Chapter 18: Of the Rights of Sovereigns by Institution (pp. 110-118)

Chapter 20: Of Dominion Paternal and Despotical, ¶¶ 1, 2 (read only to "obliged to obedience"), 3-11 (pp. 127-131)

Chapter 21: Of the Liberty of Subjects (pp. 136-145)

Chapter 29: Of Those Things That Weaken ... a Commonwealth, read ¶¶ 1-3 (up to "weaken the estate of their neighbours"), 6-23 (pp. 210-219)

Chapter 42: Of Power Ecclesiastical, ¶¶ 36-37, 43-44 (pp. 352-352, 354-355)

In-class quiz**Topic 17:****Everywhere, Gypsies: The Special Case of Europe's Roma Populations**

Assignments:

Amnesty International report, *Europe: Human Rights Here, Roma Rights Now: A Wake-up Call to the European Union*, 2013

Recommended/optional:

Dena Ringold, Mitchell Alexander Orenstein, Erika Wilkens, *Roma in an Expanding Europe: Breaking the Poverty Cycle*. Read ch. 1, "Introduction," ch. 5, "Project Experience in Hungary,"; and ch. 7, "The Road Ahead" [pdf of entire book is on Ted site]

Topic 18:**Where Is Europe Now? The State of European Multicultural Policy and Debate**

Assignments:

Christian Joppke, "The Retreat of Multiculturalism in the Liberal State: Theory and Policy," *British Journal of Sociology* 55, no. 2 (June 2004): 237–257.

Keith Banting and Will Kymlicka, "Is there really a retreat from multiculturalism policies? New evidence from the multiculturalism policy index," *Comparative European Politics* 11 (2013): 577–598.

Recommended/optional:

Irene Bloemraad, "We the People" in an Age of Migration: Multiculturalism and Immigrants' Political Integration in Comparative Perspective." Pp. 250-272 in *Citizenship, Borders and Human Needs*, edited by Rogers Smith (2011), pp. 250-272.

Topic 19:**Where Is America Now? Where Is America Going? The State of U.S. Multicultural Policy and Debate**

Assignments:

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

Recommended/optional:

David A. Hollinger, *Postethnic America: Beyond Multiculturalism*. Read ch. 4, "Pluralism, Cosmopolitanism, and the Diversification of Diversity"

Topic 20:**Where Are We Now? Where Will We Be Going? Comparing and Competing Multiculturalisms in the US, Europe and Canada**

Assignments:

Irene Bloemraad, "We the People" in an Age of Migration: Multiculturalism and Immigrants' Political Integration in Comparative Perspective," in *Citizenship, Borders and Human Needs*, edited by Rogers Smith (2011), pp. 250-272.

Ali Rattansi, *Multiculturalism: A Very Short Introduction*. Read: "Conclusion: Moving On: Multiculturalism, Interculturalism, and Transnationalism in a Global Era"

Recommended/optional:

Phil Parvin, "Integration and Identity in an International Context: Problems and Ambiguities in the New Politics of Multiculturalism," *Political Studies Review* 7, no. 3 (September 2009): 351–363.

TENTATIVE FOR 2019: 5-DAY LONG WEEKEND PLANNED FOR AUGUST 30-SEPTEMBER 3 -- SUBJECT TO CHANGE

Week 5:

TENTATIVE FOR 2019: 5-DAY LONG WEEKEND PLANNED FOR AUGUST 30-SEPTEMBER 3 -- SUBJECT TO CHANGE

Thursday 6 September: HUM 3 Take-home exam (Paper #2) due

The take-home final exam (= Paper #2) is due by 5:00 pm -- submit via TritonEd

Friday 6 September: HUM 3 3:00 pm – 7:00 pm

In-class quiz

Humanity and the Humanities: *Virtù* & Violence, Goodness & Sin, Knowledge & Truth, Order & Authority, Wisdom & Happiness

Genesis 2:15-3:24, King James Version (pdf on course site)

John Milton, *Paradise Lost* [1667; 1674]

- Book 1: all
- Book 2: Argument and lines 1-648 only
- Book 3: Argument and lines 1-343 only
- Book 4: all
- Book 5: Argument and lines 1-245 only
- Book 6: Argument and lines 386-506 only
- Book 7: Argument only
- Book 8: Argument only
- Book 9: all
- Book 10: Argument and lines 1-648, 706-1104
- Book 11: Argument only
- Book 12: Argument and lines 24-96, 466-649

Feel free to use the plot summary for *Paradise Lost* at <http://darknessvisible.christs.cam.ac.uk/plot/plot01.html>

But be aware that testing (the in-class test and the final exam) will not focus on plot elements but will ask you to understand and reflect on Milton's various *messages* to his readers. It will be essential to read and think about the text!

Saturday 7 September 2019: HITO 156 Take-home exam due -- submit online via TritonEd

Take-home final exam is due by 11:59 pm **London time on Saturday -- that is, 7:59 am on Sunday, California time**