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

Prof. Patrick H. Patterson  Department of History  University of California, San Diego

Office: Humanities and Social Science Building, Room 4086-A  Mail Code 0104  Phone: (858) 534-1999
E-mail: patrickpatterson@ucsd.edu  Course site: TritonEd.ucsd.edu (use UCSD ID and password)
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 required to pass)
- Academic integrity certification (on course site) 0% (not in grade, but required 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 required to pass)
- Academic integrity certification (on course site) 0% (not in grade, but required 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:


ISBN: 978-0-87220-376-1


William Shakespeare, *A Midsummer Night's Dream*


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:
All other required readings and viewings will be on the course web site at tritoned.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)


^^ 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:

**Recommended/optional:**

#### 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:**
  
**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.

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**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 website 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**

Nicolò 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:
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:

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:

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

Assignments:

Recommended/optional:
Deborah J. Schildkon, Press "ONE" for English: Language Policy, Public Opinion, and American Identity. Read ch. 1, "Introduction"


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

Recommended/optional:

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 Duviensart-Déry); and
   c. Immigrant Minority Policies (Erin Tolley)
   >> From each of these documents, read the section on Canada

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

Topic 11: Already There: The Problem of Indigenous Minorities in Europe's "National" States

Assignments:

Recommended/optional:
Patrick Thorburn, Maria 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"

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:
   a. Indigenous Peoples Policies (Veldon Coburn)
   b. National Minority Policies (Caroline Duviensart-Déry); and
   c. Immigrant Minority Policies (Erin Tolley)
   >> From each of these documents, read the section on the United Kingdom (Britain) [note: no report for Indigenous Peoples] 


Recommended/optional:
In-class quiz

Wisdom and Happiness


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]
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 Duiviesart-Déry); and
  - 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:
  - Indigenous Peoples Policies (Veldon Coburn)
  - National Minority Policies (Caroline Duiviesart-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]


Recommended/optional:

**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 Duiviesart-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]


Recommended/optional:
- 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:

Recommended/optional:
Tuesday 27 August 2019       HUM 3 3:00 pm – 7:00 pm

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)

Thursday 29 August 2019       HITO 156 9:00 am – 1:00 pm

In-class quiz

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:


Assignments:

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:

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**

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<thead>
<tr>
<th>Thursday 6 September:</th>
<th>HUM 3</th>
<th>Take-home exam (Paper #2) due</th>
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<tbody>
<tr>
<td><strong>The take-home final exam (= Paper #2) is due by 5:00 pm — submit via TritonEd</strong></td>
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<th>Friday 6 September:</th>
<th>HUM 3</th>
<th>3:00 pm – 7:00 pm</th>
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<tr>
<td><strong>In-class quiz</strong></td>
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<tr>
<td><strong>Humanity and the Humanities: Virtù &amp; Violence, Goodness &amp; Sin, Knowledge &amp; Truth, Order &amp; Authority, Wisdom &amp; Happiness</strong></td>
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<td>Genesis 2:15-3:24, King James Version(pdf on course site)</td>
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<td>John Milton, <em>Paradise Lost</em> [1667; 1674]</td>
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<td>Book 1: all</td>
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<td>Book 2: Argument and lines 1-648 only</td>
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<td>Book 3: Argument and lines 1-343 only</td>
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<td>Book 4: all</td>
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<td>Book 5: Argument and lines 1-245 only</td>
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<td>Book 6: Argument and lines 386-506 only</td>
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<td>Book 7: Argument only</td>
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<td>Book 8: Argument only</td>
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<td>Book 9: all</td>
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<td>Book 10: Argument and lines 1-648, 706-1104</td>
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<td>Book 11: Argument only</td>
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<td>Book 12: Argument and lines 24-96, 466-649</td>
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<tr>
<td>Feel free to use the plot summary for <em>Paradise Lost</em> at <a href="http://darknessvisible.christs.cam.ac.uk/plot/plot01.html">http://darknessvisible.christs.cam.ac.uk/plot/plot01.html</a></td>
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<td>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 <em>messages</em> to his readers. It will be essential to read and think about the text!</td>
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<tr>
<th>Saturday 7 September 2019:</th>
<th>HITO 156</th>
<th>Take-home exam due — submit online via TritonEd</th>
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<tbody>
<tr>
<td><strong>Take-home final exam is due by 11:59 pm <strong>London time</strong> on Saturday -- that is, 7:59 am on Sunday, California time</strong></td>
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