

PSCI 348 – MULTICULTURAL POLITICS IN THE UNITED STATES
Spring 2019
T-TH 2:00 – 3:20, LA 337
Draft Syllabus – To Be Revised

Professor Christopher Muste
Office: LA 416

e-mail: christopher.muste@umontana.edu
Office phone: 406-243-4829

Office Hours: Tuesday & Thursday 3:30-5, and by appointment
Political Science Department – Stacia Graham, LA 301; phone 406-243-5202

COURSE DESCRIPTION:

Many of the most controversial political issues during the past three decades in the United States have engaged basic issues regarding 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. and the groups’ different values, beliefs, and experiences. Multicultural 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 potential conflicts raises key questions about the nature of American society, what direction society should take in the 21st century, and how government policy should be shaped to achieve the ideal society – and most fundamentally what the ideal society is. In this course we will explore some of the main controversies over multicultural politics, the basic ideas and concepts that have been used to try to understand and think about what the U.S. is and 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 (like all courses) 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 many aspects of multicultural politics, such as gender politics, the politics of sexual preference, the politics of disability, the politics of religion, multicultural politics in other countries, and others are important, we will examine those topics primarily when 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 for this course, so if you start thinking and making notes about topics you’re interested in researching and writing about.

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 social groups, specifically race and ethnicity, examining civil rights, voting rights, affirmative action, segregation and property, and educational issues. The experiences of other social groups are incorporated to provide points of comparison.

READINGS:

There is no single textbook for this course. We will use a variety of articles and book chapters to explore the course topics. All readings will be on Moodle. I will modify the reading list as new material becomes available, and in response to student interests.

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 in-class written reflections on the readings. These written reflections are worth a total of 5% of the course grade, and cannot be made up if you are absent from or late to class that day.

There may also be at least one short paper, 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 assignment	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.

PSCI 400: Undergraduate students taking the 1-credit PSCI 400 Advanced Writing course will write a 2-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 8-10 pages instead of 6-8, and graded on writing clarity, organization, and revisions of the first draft, 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 academic penalties by the course instructor and/or a disciplinary sanction by the University. You must be familiar with the Student Conduct Code, online at <http://www.umt.edu/student-affairs/Dean%20of%20Students/default.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” and other forms of academic misconduct. These are serious academic violations that can result in penalties up to suspension or expulsion from the University.

I take academic honesty very seriously, and do my utmost to prevent, uncover, and penalize any form of dishonesty. Read Section V, “Academic Conduct” on pp. 5-6 of the Student Conduct Code above.

Please contact me with any questions or concerns about academic honesty.

CLASS COURTESY:

In order to have a pleasant and effective learning environment in a class this size, we need to observe a few basic courtesies. This is a small campus, so please arrive in class on time; arriving late or leaving early disrupts the class. **Please turn off all cell phones and all other electronic devices before class begins.** Please do not read a newspaper or other non-course material, eat during class, or use text messaging, web browsers, or similar communications. You may take class notes using a computer but do not use it for other purposes. If you have a question or comment about the material, please raise your hand instead of discussing it with your neighbor. **We all benefit when we remember we’re in the room together to learn.**

DROP POLICY AND INCOMPLETES:

You can drop on Cyberbear through January 31, and from February 1 to March 15 using a drop form signed by me. From March 16 – April 26 (5 pm), you must go through the more difficult “late drop” petition process. I will sign late drop petitions until one week after the midterm exam is graded, and after that only if necessitated by accident, illness, or family/personal emergency as stated on the Drop form here:

<http://www.umt.edu/registrar/PDF/Course-Drop-Form.pdf> Incompletes will only be permitted when all the conditions set forth in the official University policy are met – this policy and other official UM academic policies are at <http://catalog.umt.edu/academics/policies-procedures/>

DSS STUDENTS:

Qualified students with disabilities will receive appropriate accommodations in this course. Students with disabilities requesting accommodations on exams, papers, or other course requirements should contact me as soon as possible, and must contact the DSS office in order to arrange for and provide to me a letter of approval for accommodations from DSS. The DSS office is in Lommasson Center 154.

E-MAIL AND MOODLE:

Moodle contains many of the readings and the assignments for the course. To access them and other course information, you will need to sign into the Moodle website that has been created for this course. Information on how to access your Moodle account is at: <http://umonline.umt.edu/>

Moodle 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 or go to IT Central to have your official UM e-mail forwarded to your preferred e-mail account, and check that account frequently.

GRADUATE STUDENT REQUIREMENTS Graduate students taking this course must complete additional graduate-level readings and a written analysis for each course topic as specified by the instructor, and must complete a 20-25 page research paper consisting of a research design and hypothesis, original analysis, an extensive literature review, and an analysis that synthesizes the three components.

COURSE TOPICS AND READINGS

January 10-15	Introduction: What is Multiculturalism and Why is it Controversial?
January 17-22	Definitions, History, and Philosophies
January 24 -31	Unity and Diversity: Differing Concepts of the Nation and Nationalism
February 5 - 12	Individuals and Groups: Identification and Identity Politics
February 14- 21	Immigration, Immigrants, and Immigration Policy
February 26-28	Assimilation
MIDTERM EXAM:	TUESDAY, MARCH 5 (TENTATIVE DATE)
March 7-14	Racial and Ethnic Politics: Policy Formation and Policy Change
March 19-21	Representation, Voting Rights, and Redistricting Policy
March 24-28	- NO CLASSES DUE TO SPRING BREAK
April 2-4	Affirmative Action Policy
April 9-11	School and Residential Desegregation
April 16-18	Multiculturalism in Education Policy (if time permits)
April 23-25	<i>E Pluribus Unum?</i> Unity, Diversity, and Multiculturalism
FINAL EXAM: MONDAY, APRIL 29, 1:10 – 3:10 pm	