

**PSCI 348 – MULTICULTURAL POLITICS IN THE UNITED STATES**  
**Spring 2021**  
**Wednesdays 1:00-3:20, via Zoom**  
**Draft Syllabus, Subject to Revision**

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**COURSE DESCRIPTION:**

Many of the most controversial political issues in the United States engage basic issues regarding how the U.S. deals with its diverse population. Since the 1990s these issues have 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 21<sup>st</sup> 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: NOTE – these may change to adapt to Zoom course format - TBD**

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 need to work hard to keep up with the class.

Written reading reflections & Class Participation Combined: To get the most out of this class and the readings, and do well on the exams, you will need to keep up with the assigned readings. There will be a discussion Forum on Moodle for your questions, comments, and insights on the readings. In addition, in-class participation is important to understanding this material, so contributing to class discussion with insights, comments and questions on the readings and topics is essential. Asking questions is encouraged as part of discussion, so if you have questions about the readings or discussions, you should ask! The combination of contributing frequently and intelligently to class discussions and/or Moodle discussion Forums counts 10% toward the course grade; if you participate at least once per week in with a thoughtful comment or question in class discussion or posted on the Moodle Forum, you will earn the full 10% participation points.

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. The paper is your key 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 / Class Participation	10% of grade
Midterm exam	25% of grade
Research paper (8-10 pages)	40% of grade
Final exam	25% of grade

**Both the midterm and final exams and the research paper must be completed in order to pass this course. Makeup exams will be permitted only if you notify me prior to or ASAP after the missed exam and if your absence was necessary due to a serious, documented emergency.**

**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/community-standards/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. 5-12 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, and both on Zoom and in person, we need to observe a few basic courtesies. Please arrive in class on time; arriving late or leaving early disrupts the class. **Turn off all cell phones and all other electronic devices before class begins – except for using your computer in class to take notes. On Zoom, please mute your audio unless you are talking to the class, then please “unmute” yourself so we can hear you!** Please do not read any 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.**

You can drop on Cyberbear through February 1, and then from February 2 to March 18 (5 pm) using a drop form signed by me and your advisor. From March 19 – April 23 (5 pm), you must go through the more difficult “late drop” petition process. I will sign late drop petitions until April 16, 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 <https://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, notes or other course requirements should contact me, and must provide me with a copy of, your DSS letter of accommodations as soon as you can. The DSS office is in Lommasson Center 154, their website is <https://www.umt.edu/disability-services/> .

### **E-MAIL AND MOODLE:**

Every registered UM student has an official UM e-mail account, and students registered for this course have a Moodle course account. I may use your official UM e-mail to send you important announcements, and I will post course readings, exam and paper grades on Moodle. At <https://umt.teamdynamix.com/TDClient/Home/> there are instructions on how to access your UM e-mail and Moodle accounts.

### **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 18-20 page research paper consisting of a research design and hypothesis, original coding and analysis of multiple criteria of news content, an extensive literature review, and an analysis that synthesizes the three components.

## COURSE TOPICS AND READINGS

**January 13**

### **Course Introduction**

**January 20**

### **What is Multiculturalism and Why is it Controversial?**

Gutmann, Amy. 1994. "Introduction," pp. 3-24 in Charles Taylor, et al., *Multiculturalism*, expanded ed.  
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*.

**January 27 & Feb 3**

### **Definitions, History, and Philosophies of Diversity**

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

**February 10 & 17**

### **Unity and Diversity: Conceptions of Nation and Nationalism**

Walzer, Michael. 1990 "What Does It Mean to Be an 'American'?" *Social Research* (57). Schlesinger, "A New Race?" in *The Disuniting of America*, Chapter 1, pp. 29-49.  
Levine, "From Melting Pot to the Pluralist Vision," chap. 6 in *Opening of the American Mind*, pp. 103-120.  
Wong, Cara. 2012. "Restricting National Boundaries," in *Boundaries of Obligation*.  
Citrin Jack, and David O. Sears, "Contours of National Identity" in *American Identity & the Politics of Multiculturalism*.  
Pew, "What It Takes to Truly Be 'One of Us'" 2/1/2017.

**February 24 & March 3**

### **Individuals and Groups: Identification and Identity Politics**

Hollinger, 1994 "Hailey's Choice and the Ethno-Racial Pentagon" in *Postethnic America*.  
Waters, "The Costs of a Costless Community," in *Ethnic Options*.  
Cornell and Hartmann, "Mapping the Terrain: Definitions" in *Ethnicity and Race*  
Edsall, "Who's Afraid of a White Minority?" *NY Times* 8/30/18.  
Alba, "Big Problem with How the Census Measures Race," *Washington Post* 2/6/18.  
Gans, "The Census and Right Wing Hysteria," *NY Times*, 5/11/17.  
Lozada, "Show Me Your Identification" *Washington Post*, 10/18/18.

**March 3 & 10**

### **Immigration, Immigrants, and Immigration Policy**

Shaw, et al. 2019. "Immigration Policy: The Road to Settlement & Citizenship" in *Uneven Roads*, 2<sup>nd</sup> ed.  
Schildkraut, 2019. "Ambivalence in American Public Opinion about Immigration"  
Huntington. 2004. "The Hispanic Challenge," *Foreign Policy*, March/April 2004, pp. 30-35.  
Citrin, et al. 2007. "Testing Huntington: Is Hispanic Immigration a Threat to American Identity?"  
*Perspectives on Politics*  
Portes and Rumbaut 2014. "Immigration and Public Policy" from *Immigrant America*, 4<sup>th</sup> ed.

**MIDTERM EXAM: Wednesday, March 17, take home format (TENTATIVE DATE/FORMAT)**  
**March 17 Research Paper – discuss Research Paper assignment / workshop session**

**March 24**

### **Racial and Ethnic Politics: History, Politics, Policy**

Shaw, et al. 2019. "Introduction: Race as an Uneven Road."  
McClain and Carew. 2018. "Resources & Status of Racial Minorities," excerpts.  
Wilkins, David E. "A History of Federal Indian Policy" and "Indigenous Governments: Past, Present, and Future" in *American Indian Politics*, 4<sup>th</sup> ed., 2017

**March 31 Identification and Identity Politics II – Groups and Politics**

Shaw, et al. 2019. “Group Identity, Ideology, and Activism.” in *Uneven Roads*, 2<sup>nd</sup> ed.  
Jardina, 2019. “The New American Minority / Content and Contours of Whiteness.”  
Cramer. 2016. “Making Sense of Politics through Resentment / These are Things We Teach Each Other”  
Pew, 2019. “Social Trends: Race in America 2019.”  
Shaw et al. 2019. “Beyond Race: Intersections of Race, Gender, Class, and Sexual Orientation.”

**April 7 Policy: Participation, Representation, Voting**

Shaw et al. 2019. “Voting Rights in American Life” in *Uneven Roads*, 2<sup>nd</sup> ed.  
Hewes, Brooke. “A Place at the Table,” *Missoulian* Special Section, May 2005, pp. 32-35.  
Chong, 1991. “Public Spirited Collective Action in the Civil Rights Movement.”  
- 2020. Working Paper: “The 2020 Census and Prospects for Redistricting.”  
Persily, “Shifting Legal Foundations of Voting Rights and Political Equality.”

**APRIL 20 – PSCI 400 DRAFT RESEARCH PAPERS DUE IN CLASS**

**April 14 Policies: Equality, (De/Re) Segregation, Affirmative Action**

Shaw, et al. “Education and Criminal Justice Policies: Opportunity and Alienation  
Skrentny. 1995. “Culture, Politics, and Affirmative Action”  
Kahlenberg, Gutmann. 1996. “The Case for Class-Based Affirmative Action / “Should Public Policy  
Be Class Conscious Rather than Color Conscious?”  
Katznelson. 2006. When Affirmative Action Was White.”  
Massey. 2012. “Trends in Residential Segregation” or Frey, “Shifting Patterns in Housing Concentration.”

**APRIL 20 – ALL RESEARCH PAPERS DUE IN CLASS**

**April 21 *E Pluribus Unum?* Diversity, Unity, 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.  
McClain and Carew. 2018. “Will We ‘All Get Along?’”

**FINAL EXAM: TUESDAY, APRIL 27, 3:20 – 5:20 pm (or takehome exam – TBD)**