

POLITICS IN MULTI-CULTURAL SOCIETIES University of Wisconsin Madison

COURSE GUIDE DESCRIPTION: Race, ethnicity, and religion as political factors; cultural pluralism, politics, and policy in the United States and selected other multi-cultural politics.

REQUISITES: Freshmen & Sophomore Standing Only.

DESIGNATION & ATTRIBUTES:

- Ethnic St - Counts toward Ethnic Studies requirement
- Breadth - Social Science
- Level - Intermediate
- L&S Credit - Counts as Liberal Arts and Science credit in L&S
- Not repeatable for Credit

INSTRUCTIONAL MEETINGS, CREDITS: **MODE,**Face-to-face course, 4 credits. This class meets for three 50-minute class period each week over the fall/spring semester and carries the expectation that students will work on course learning activities (reading, writing, problem sets, studying, etc.) for about 2 hours out of classroom for every class period. The syllabus includes additional information about meeting times and expectations for student work.

DETAILED DESCRIPTION

In the United States and many other countries, civil society contains cleavages rooted in race, ethnicity, and religion. Indeed, the truly homogeneous polity is a rarity. This course will explore the political dimensions of cultural pluralism and examine policy formulas aimed at achieving collective goals and values such as equality, justice, and democracy in culturally plural polities.

Although the details of race, ethnicity, and religion as political vectors vary, there are common aspects which make comparative analyses of these phenomena fruitful. Solidarities grounded in these forms of affinity offer a powerful basis for political mobilization. In the United States and many other multi-cultural polities, historically unequal treatment of particular groups—in the American case, racial minority categories, or African Americans, Native Americans, Latinos and Asian Americans—creates dilemmas ensuring that the values of equality, justice and democracy are realized. It also calls into question the norms that underlie the constitutional order and are assured to all racial groups. In different ways, most multi-cultural states face the challenge of assuring to all racial, ethnic and religious groups that they enjoy equal standing and that their aspirations can be met within the framework of the polity.

This course will first seek to understand race, ethnicity, and religion as political phenomena. Doctrines and ideologies of incorporation and solidarity normally associated with states (or communities claiming the right to form states) will then be considered, in particular the powerful creed of nationalism. Cultural identities are not static, unchanging patterns of solidarity; they are dynamic, changing orientations whose processes of formation and activation require examination.

We will consider in detail the United States as a multi-cultural polity. The formation of a national society will be reviewed as an historical process, and the various sources of the American population explored. Special attention will be given to the situation of racial minorities, who, in various ways at different periods, have experienced discriminatory or unequal treatment at the hands of the state or the dominant society. We will conclude with a review of various policy issues arising in multi-cultural societies. Accommodation of difference in multi-cultural polities is a compelling challenge; closely examined, the great majority of contemporary nation-states are diverse in the ethnic, racial and religious composition of their citizenries. Catastrophes such as Syria and Myanmar are grim warnings of the consequences of a failure to meet this challenge.

Course Objectives

The fundamental objective of the course is to provide the student with an analytical framework for understanding the political dynamics of multi-cultural societies. Above all, the course aspires to offer its members a better understanding of the politics of cultural pluralism in the United States. Multi-cultural issues will be central to 21st century American politics. Our exploration of these questions in the lectures, section discussions, and readings should help prepare course participants for the policy challenges of tomorrow.

Course Requirements

Regular attendance at lectures is indispensable; the reading material is designed to supplement and not duplicate the lectures. In addition to keeping up with the assigned reading, I encourage you to subscribe to a good daily newspaper like the *New York Times*. The paper version of the *New York Times* is available at a substantial discount to students and it is free online. Reading a good newspaper will enhance your understanding of the

lectures and make you better able to participate in class discussions. Students will be expected to complete the readings for each syllabus topic concurrently with class coverage and discussion sections. Attendance at the section meetings is also an obligation. Discussion sections will meet every week, including the first week of classes. You must complete the readings in advance of section meetings. It will be impossible to earn a good section grade if you are unprepared to discuss the material. Some level of participation is required. If this is difficult for you, please see us about some strategies to help you feel more comfortable engaging in discussion. The grade for section participation will be partly based on regular attendance.

This class meets three times a week for lecture and once a week for discussion for a total of 4 50-minute class periods. Lectures are scheduled for Monday, Wednesday and Friday of each week and students will attend a weekly discussion session for the entire semester. It carries the expectation that students will work on course learning activities (reading, writing, problem sets, studying, etc.) for about 2 hours out of classroom for every class period. The course is open to freshmen and sophomores only.

There will be two midterm exams and final examination. The latter will be comprehensive. The final exam will take place at 10:05 am on Wednesday May 6th. All examinations will be of an essay type. Students affiliated with the McBurney Center should see me about exam arrangements and any other accommodations.

Electronic Devices

The use of laptops in lecture and section is not allowed except by special arrangement. The same goes for other electronic devices. Please turn off and put away your phones before you come to lecture or section.

Academic Integrity

I take academic integrity very seriously. If I suspect academic misconduct, I will investigate and impose penalties in accordance with university guidelines. Depending on the severity of the offense, penalties may include failure in the course and a notice being sent to the Dean of Students. You are encouraged to study with other students, but your work must be entirely your own. If you have any questions about what constitutes academic misconduct, please see me. Academic misconduct, even if it is unintentional, can seriously damage your career and it is not worth the risk. For complete discussion of the rules regarding academic integrity, see the Dean of Students website, or contact the assistant dean for academic integrity at 608-263-5700 or Room 70 Bascom Hall.

Accommodations for Students with Disabilities

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071)

require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform me of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. I will work either directly with you or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

Institutional statement on diversity

“Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.”

Course Evaluation

The final grade will be determined according to the following criteria:

First Examination.....	20%
Second Examination.....	30%
Section Participation.....	10%
Final Examination.....	40%

GRADE SCALE

Total Grade

A	100 to 93
A/B	92 to 88
B	87 to 80
B/C	79 to 77
C	76 to 70
D	69 to 61
F	60 and below

Your performance will be assessed on your ability to engage in inquiry and analysis, critical and creative thinking in your written and oral communication. Detailed guidelines will be provided for each midterm examination and the final. Teaching

assistants will detail their expectations for discussion sessions both verbally and with their section syllabi.

Books Recommended for Purchase

The following books are required reading for the course and recommended for purchase. They are available at A Room of One's Own Bookstore, 315 W. Gorham Street.

Frank R. Baumgartner et al. *Suspect Citizens: What 20 Million Traffic Stops Tell Us About Policing and Race.*

Heath Fogg-Davis. *Does Trans Gender Matter?*

Angela S. Garcia. *Legal Passing: Navigating Undocumented Life and Local Immigration Law.*

George Hawley. *Making Sense of the Alt Right.*

Robert B. Reich. *The Common Good.*

All books may be found in the Helen C. White Library Reserve Room.

Office Hours:

Benjamin Marquez, Professor of Political Science: My office hours are on Wednesdays from 1:30 to 3:30 or by appointment. Please feel free to make an appointment or drop by during my office hours. My office hours are on Wednesdays from 1:30 to 3:30 or by appointment. Please feel free to make an appointment or drop by during my office hours. I welcome students. My office is located in North Hall, room 403. I welcome students.
bmarquez@wisc.edu

Kennia Coronado, Teaching Assistant: Mondays 2:00 to 4:00 (or by appointment). Open Book Café located inside the College Library. kennia.coronado@wisc.edu

Irène Tombo, Teaching Assistant: Tuesdays 1pm - 3pm (or by appointment). Education Building - Lobby (1st floor). tombo@wisc.edu

COURSE OUTLINE/TOPICS

Week One. January 22nd – 24th

Course Assignments, Syllabus Distributed
Overview and Introduction

Week Two January 27th – January 31st

Race and the 2016/2020 Presidential Election What is Race? What is Ethnicity?

Sections Discuss: Hawley. *Making Sense of the Alt Right*.

Week Three. February 3rd – February 7th

Constructed Boundaries and Identity
Religion and Identity

Sections Discuss: Fogg-Davis. *Does Trans Gender Matter?*

Week Four. February 10th – February 14th

The Modern State and Identity Formation
Critical Race Theory
Video: *A Class Apart*

Week Five. February 17th – February 21st

Mid Term Part One: Take Home Essay Handed Out February 17th

Cultural Pluralism and Assimilation
Symbols and Psychological Dimensions: Race, Class & Culture

Week Six. February 24th – February 28th

Mid Term Part Two: In Class Exam February 24th. Take Home Essay Due.

Colonial Origins of American Multi-Cultural State
Thomas Jefferson on Democracy and Participation

Week Seven. March 2nd – March 6th

Citizenship and Belonging in Multi-Cultural Societies. Irène Tombo
Native Americans and the New Nation
Contemporary Native American Identities
Video: *Who Owns the Past?*

Sections Discuss: Frank R. Baumgartner et al. *Suspect Citizens*.

Week Eight. March 9th – March 13th

White Ethnic Immigration and Mobility

March 11th Professor Joe Salmons: “German Immigrants Who Didn’t Learn English in Wisconsin.”

African Americans and the Legacy of Slavery

Spring Recess March 14th – March 22nd

Week Nine. March 23rd – March 27th

African Americans, Migration and Mobility

Latinos and Immigration

Video: *Los Lecheros*

Week Ten. March 30th – April 3rd

Latinos and Immigration (continued)

Immigration Control and Detention Centers. Kennia Coronado.

The Japanese Internment and Mobility

Sections Discuss: Angela S. Garcia. *Legal Passing: Navigating Undocumented Life and Local Immigration Law*.

Week Eleven. April 6th – April 10th

Mid Term Part One: Take Home Essay Handed Out April 6th

The Japanese Internment and Mobility (continued) Asian Americans: A Model Minority?

Week Twelve. April 13th - April 17th

Mid Term Part Two: In Class Exam April 13th. Take Home Essay Due.

The Civil Rights Movement in the United States
Civil Rights and the Dilemma of Formal Equality

Week Thirteen. April 20th - April 24th

The American Civil Rights Movement
Reparations for Slavery in the United States

Sections Discuss: Reich. *The Common Good*.

Week Fourteen. April 27th - May 1st

Bridging the Racial Divide
Conclusions, Policy Reflections, Review for Final Exam