

## **Political Science 4931: The Politics of Cultural Diversity**

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Florida Atlantic University, Spring 2020

Course Credits: 3.000      Prerequisites/Corequisites: None

TR 2:00-3:20PM, Social Science Building Boca 170

**Professor:** Dr. Rebecca LeMoine

**Office:** Social Science 384C

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**Office Hours:** Tues. & Thurs.

12:45-1:45PM, or by appt.

### **Course Description**

Writing in the 4<sup>th</sup> century B.C., ancient Greek philosopher Plato compared democracy to “a many-colored cloak decorated in all hues.” With its heavy emphasis on individual freedom, democracy inherently seems to give rise to a variety of ways of life. In Plato’s time, this made Athens (the world’s first democracy) uniquely diverse. By contrast, in today’s world, the vast majority of countries are democratic. Along with the rising prevalence of mass migration, this means that societies are increasingly characterized by cultural diversity. Consequently, it is of vital importance that we consider how cultural diversity is changing the political landscape.

In this course, students examine the politics of cultural diversity by reading and discussing key texts in contemporary political theory and political science. The first section of the course examines the benefits that diversity brings to democratic societies, as well as the challenges it poses. The second section asks whether justice entails treating all individuals equally or if, paradoxically, in a democracy it could entail treating people differently. Here we ask, what is the best way to protect the rights of cultural minorities? Is “multiculturalism” the answer, or do multicultural practices actually harm the minorities within a cultural minority (e.g., women in patriarchal cultures)? Finally, the last part of the course considers how to foster political friendship in democracies given the conflicting values and practices of democratic citizens. Is there anything we citizens can do individually to cultivate peace and friendship in culturally diverse societies?

### **Objectives**

- 1) Become familiar with major questions, themes, and approaches in the contemporary literature on the politics of cultural diversity.
- 2) Learn to read and interpret political theory and political science texts.
- 3) Improve ability to construct persuasive arguments, both verbal and written.
- 4) Practice a more contemplative and self-aware form of citizenship, and consider its effects on political life and personal fulfillment.

### **Classroom Expectations**

This class brings to life the art of Socratic conversation. For this method of teaching to work, students must show up having carefully read the assigned material. Throughout the session, I will ask questions to help you all uncover the meaning of the text for yourselves. This questioning can take many forms. I may ask you to turn to a specific passage, read it aloud, and then explain what you think the author means. I may ask a more open-ended question (e.g., “What does the author

say about x?") and expect you to provide the textual evidence. I may break you up into small groups to discuss whether or not the argument is persuasive.

Though I may stop at points to clarify some fundamental concepts with the help of a few Powerpoint slides, a video clip, etc., the vast majority of our class time will be spent working through the material *together*. While I generally do not "call" on students, I expect (and make every effort to invite) broad participation. It should be evident from this description that if no one has done the readings, or only a few students have done the readings, then the class will not go very far. Such is the nature of Socratic inquiry: it depends heavily on student engagement. The purpose of this is to help you become a better reader and thinker. You and your classmates will get out of the class what you put in. Aim to be a good classroom citizen.

### *Preparing for Class*

- As you will discover, political theory readings tend to be dense, requiring focused attention. There are no "abstracts" at the top, nor is it possible to skim these readings and retain much understanding. Rather, the readings are similar to what you would expect from a philosophy course: a series of arguments you must closely follow. This means you should set aside ample time *before* class to read the material listed on the syllabus for that day, as you will likely find that you need to *re-read* parts of the text.
- You should also be an active reader. As you read, write a few words summarizing each paragraph in the margins, underline/highlight any phrases or passages that stand out to you, look up the definitions of unfamiliar words, write down any questions or reactions you have in response to the arguments the author is making, etc. **If you do not like reading, you should reconsider taking this course. You cannot pass without doing the readings.**

### *Participating in Class*

- For a Socratic discussion to work, everyone must be present—not just physically, but psychologically. You cannot be present if you are checking email, chatting online, watching ESPN, etc. Accordingly, use of electronic devices is strongly discouraged during class time. **If you choose to use an electronic device, be prepared for me to call on you.**
- Many find the texts assigned in this course controversial; among other ideas, you will encounter both promotion of and criticism of cultural diversity. Each class session, I will push you to think "sympathetically" about the text by taking on the voice of the author in defense of the arguments. This means at times I will appear to adopt some unsavory positions. If you are uncomfortable with teachers who play "devil's advocate," or don't like it when teachers sometimes withhold their own opinions in an effort to get you to think for yourself, then you probably will not enjoy this class.
- I expect you to treat your peers and me with respect. We may disagree, but we will do so cordially. That means being an attentive listener, raising your hand and waiting to be called on, and critiquing the argument rather than the person who made it.

### *After Class*

- With many students and limited class time, not every question will be satisfactorily addressed for every student. If you find yourself confused about anything, first try re-reading the text. If you are still lost, please don't hesitate to visit me during office hours or send me an email.

### **Required Texts**

The following books are available for purchase at the FAU Bookstore. **I highly recommend that you purchase paper copies of these exact editions.** Throughout each class session, you will be asked to turn to specific pages in the book. If you do not have the same edition or cannot easily turn to a given page, you will be lost and unable to contribute as effectively. Keep in mind that copies of each book will be available on 24-hour reserve at the FAU library. **Also, remember, if you decide to read texts from an electronic device, be prepared for me to call on you.**

Allen, Danielle, *Talking to Strangers: Anxieties of Citizenship since Brown v. Board of Education*, University of Chicago Press, 2006. ISBN: 9780226014678

Laden, Anthony Simon and David Owen, eds. *Multiculturalism and Political Theory*, Cambridge University Press, 2007. ISBN: 9780521670906

Parekh, Bhikhu, *Rethinking Multiculturalism: Cultural Diversity and Political Theory*, 2<sup>nd</sup> edition, Red Globe Press, 2006. ISBN: 9781403944535

### **Course Requirements**

Participation:	20%
Quizzes:	20%
Paper #1:	15%
Paper #2:	20%
Engaged-Learning Project:	25%

### **Participation (20%)**

Your participation grade will be comprised of two, equally weighted components: attendance and participation in class discussions/activities.

- **Attendance:** I will take attendance each time we meet. Everyone is permitted *one unexcused absence* and *two excused absences*. For an absence to be excused, you must clear it with me in advance or, in cases of illness or emergency, as soon as possible. **Excused absences require make up work, which is due within a week of the absence.** It is up to my discretion whether or not to grant an excused absence. The following generally count as *unexcused* absences: slept through alarm; need to study/work; need to finish an assignment; leaving early/arriving back late from vacation; bad hangover.

If you think you will miss more than three classes due to University-approved activities, please see me at the start of the semester. Please note I will abide by *FAU's official attendance policy*: "Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who

is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence."

- **Participation:** Attendance makes up only half of your overall participation grade; the other half is based on your participation in class discussions/activities. This means **you cannot earn above a 50% for your participation grade if you never speak in class, even if you have perfect attendance**. Students who struggle with classroom participation should therefore schedule a meeting with me during the first week of class to discuss strategies for increasing classroom participation. It is also possible to *supplement* one's participation grade with office hour visits, emails demonstrating engagement with the material, posts on the Canvas discussion board, etc. If, on the other hand, you do not struggle with public speaking, note that speaking frequently does not guarantee you a good participation grade. **I value quality of contributions over quantity**. You must reference details from the readings and point the class to specific passages to earn a good participation grade.

### Quizzes (20%)

A short quiz will be administered promptly at the beginning of each class. These quizzes will test how closely you read the text(s) assigned for that day. Please note: **if you do not do the reading, you will not pass the quiz**. As you will discover, the quizzes will ask about details not found on Sparknotes, Wikipedia, etc. It is therefore essential to do the readings in full. During the quiz, you may use notes you have handwritten on a separate sheet of paper or in a notebook created for this class. To ensure your grade is not adversely affected by a particularly difficult quiz, **I will drop your lowest three quiz scores**. There are **no make-up quizzes**. If you walk into class after the quiz has already been collected, you will not be able to take it.

### Papers (35%)

You will write two persuasive argument papers for this course, each of which will be 5-6 pages (double-spaced). The goal of these papers is two-fold: (1) to provide an opportunity for formal, individual reflection on the assigned readings and major course questions, and (2) to help you further develop your critical thinking and persuasive writing skills. For paper #1, you will argue either in favor of or against a culturally diverse democracy, engaging directly with assigned readings from the first section of the course. For paper #2, you will argue either in favor of or against multiculturalism, engaging directly with assigned readings from the second section of the course. There is leeway in both papers to adopt a more sophisticated stance that transcends the either/or the prompt poses. Given that students often improve on the second paper, Paper #1 will be worth 15% of your final grade and Paper #2 will be worth 20%.

### Engaged-Learning Project (25%)

The last reading you will complete in this course, Danielle Allen's *Talking to Strangers*, stresses the importance of democratic citizens engaging with one another across racial, economic, and political divides. You will put Allen's advice to the test by completing an engaged-learning project this semester. Working with a group of other students in the course, you will do research on local organizations that work with citizen populations with whom members of the group are rarely in communication. Some examples might include organizations that work with veterans, the disabled, the homeless, or members of an opposing political party. Once you have located a reputable organization, the group will attend one of their public events with the goal of "talking to strangers." Afterwards, each member of the group will fill out a worksheet to document their

experience and to reflect on Allen's argument in *Talking to Strangers*. Each group also will give a formal presentation of their experience to the class on the days designated on the syllabus. You will be given some time in class to work on preparing for the group visit and presentation.

### **Grading Policies**

- *Quizzes:* There are no make up quizzes. If you miss a quiz for an unexcused absence, that quiz will count as one of your 3 dropped scores. If you miss a quiz for an excused absence, then the number of points for that quiz will be subtracted from the total number of quiz points when calculating your quiz grade. In other words, if you miss a quiz for an excused absence, then the quiz simply won't count for or against you.
- *Engaged-Learning Project:* If you have a serious emergency and cannot participate in the agreed upon event, you may either attend another of the organization's events or complete an alternative assignment—a 10 page (double-spaced) research paper on the identity group the organization represents, due by the end of the final presentation period. If you have a serious emergency and cannot make the final presentation, the alternative assignment is to meet with the professor to deliver your portion of the presentation.
- *Essays:* Essays are due at the beginning of class on the date listed. You must submit **both** a hard copy and an electronic copy. Late papers will be penalized 5% if less than an hour late. Beyond an hour late (even by a single minute), papers will be penalized 10% per every 24-hour period late. This means that your paper will not be accepted for any credit if it is 10 or more days late. The best way to avoid a late penalty is to make sure to submit your work well ahead of the deadline. **Note that copy-editing and revision are integral parts of the writing process. Papers that show an unacceptably high level of error or carelessness (for instance, five or more errors in a paragraph) will be returned for you to proofread before resubmitting them. You will have five business days to edit the paper and to resubmit it with an automatic penalty of 10%. After five days, the grade on the paper will automatically drop to an F.**
- *Graded Work:* I will not discuss grades on any assignments for 24 hours after they have been returned. If, after 24 hours reflection, you do not understand why you received a particular grade, send me a written memo via email and I will respond as soon as possible.
- *Extra Credit:* There will be an extra credit question on every quiz, allowing you to accumulate extra credit points throughout the semester. In addition, you can receive 5 percentage points added to your Engaged-Learning Project grade (which can mean the difference between letter grades) by visiting my office to discuss the material with me. To receive the extra credit, you must: (1) bring the text and/or your paper with you; (2) come prepared with a few questions or passages you want to discuss; and (3) complete the visit **by the end of office hours on the last day of class (Apr. 23<sup>rd</sup>)**. You can only receive the extra credit points once, though additional office hour visits can help to supplement your participation grade.

### **Grading Scale**

A = 94-100	A- = 91-93.99	B+ = 87-90.99	B = 83-86.99
B- = 80-82.99	C+ = 77-79.99	C = 73-76.99	C- = 70-72.99
D+ = 67-69.99	D = 63-66.99	D- = 60-62.99	F = below 60

**Honor Code Violations**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see [http://wise.fau.edu/regulations/chapter4/Reg\\_4.001\\_5-26-10\\_FINAL.pdf](http://wise.fau.edu/regulations/chapter4/Reg_4.001_5-26-10_FINAL.pdf)

**Disabilities**

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS)—in Boca Raton, SU 133 ([561-297-3880](tel:561-297-3880)); in Davie, LA 203 ([954-236-1222](tel:954-236-1222)); or in Jupiter, SR 110 ([561-799-8585](tel:561-799-8585)) —and follow all SAS procedures. If you require a special accommodation, please make an appointment at the beginning of the semester to discuss the accommodation with me.

**Counseling and Psychological Services (CAP) Center**

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>.

**Course Schedule**

(CV) = reading on Canvas

*M&PT* = *Multiculturalism and Political Theory*

**Section I: The Benefits and Challenges of Cultural Diversity**

Date	Topic	Readings	Deadlines
14-Jan	Introduction		
16-Jan	What is "Culture"?	<ul style="list-style-type: none"> <li>Geertz, <i>The Interpretation of Cultures</i>, p. 3-23 (CV)</li> <li>Wedeen, "Conceptualizing Culture: Possibilities for Political Science," <i>American Political Science Review</i> 96.4 (2002): 713-38 (CV)</li> </ul>	

21-Jan	Challenge: Problem of National Identity	<ul style="list-style-type: none"> <li>Huntington, <i>Who Are We?</i> ch. 1 (CV)</li> <li>Miller, <i>Citizenship and National Identity</i>, ch. 2 (CV)</li> </ul>	
23-Jan	Response: Is Cultural Monism Better?	<ul style="list-style-type: none"> <li>Parekh, <i>Rethinking Multiculturalism</i>, Introduction &amp; ch. 1</li> </ul>	
28-Jan	Challenge: Problem of National Unity	<ul style="list-style-type: none"> <li>Putnam, “<i>E Pluribus Unum: Diversity and Community in the Twenty-first Century</i>,” <i>Scandinavian Political Studies</i> 30.2 (2007): 137-74 (CV)</li> </ul>	
30-Jan	Response: Is Diversity Really Bad for Democracy?	<ul style="list-style-type: none"> <li>Fish and Brooks, “Does Diversity Hurt Democracy?” <i>Journal of Democracy</i> 15.1 (2004): 154-166 (CV)</li> <li>Portes and Vickstrom, “Diversity, Social Capital, and Cohesion,” in <i>Migration: Economic Change, Social Challenge</i> (2015), pp. 161-185 (CV)</li> </ul>	
04-Feb	Epistemological Defenses of Cultural Diversity	<ul style="list-style-type: none"> <li>Parekh, <i>Rethinking Multiculturalism</i>, ch. 5</li> <li>Phillips, “How Diversity Makes Us Smarter,” <i>Scientific American</i>, Oct. 1, 2014 (CV)</li> </ul>	
06-Feb	Group Project	<ul style="list-style-type: none"> <li>Group Project Assignment #1 (work on in class)</li> </ul>	

## Section II: Multiculturalism and its Critics

Date	Topic	Readings	Deadlines
11-Feb	Politics of Equality	<ul style="list-style-type: none"> <li>Rawls, <i>Justice as Fairness</i>, Part I (CV)</li> </ul>	Paper #1 due
13-Feb	What Is Multiculturalism?	<ul style="list-style-type: none"> <li>Taylor, <i>Politics of Recognition</i> (CV)</li> </ul>	
18-Feb	Politics of Difference	<ul style="list-style-type: none"> <li>Young, “Structural Injustice and the Politics of Difference,” in <i>M&amp;PT</i></li> </ul>	
20-Feb	Defenses of Minority Rights	<ul style="list-style-type: none"> <li>Kymlicka, “The New Debate on Minority Rights,” in <i>M&amp;PT</i></li> </ul>	
25-Feb	Do We Really Need Multiculturalism?	<ul style="list-style-type: none"> <li>Barry, <i>Culture of Equality</i>, ch. 1-2 (CV)</li> </ul>	
27-Feb	Is Multiculturalism Essentialist?	<ul style="list-style-type: none"> <li>Mason, “Multiculturalism and the Critique of Essentialism,” in <i>M&amp;PT</i></li> </ul>	
03-Mar	Is Multiculturalism Relativistic?	<ul style="list-style-type: none"> <li>Schmidt, “Introduction” in <i>The Menace of Multiculturalism</i> (CV)</li> <li>Parekh, <i>Rethinking Multiculturalism</i>, ch. 9</li> </ul>	
05-Mar	Is Multiculturalism Bad for Women?	<ul style="list-style-type: none"> <li>Okin, “Is Multiculturalism Bad for Women?” (CV)</li> </ul>	

		<ul style="list-style-type: none"> <li>• Shachar, “Feminism and Multiculturalism” in <i>M&amp;PT</i></li> </ul>	
10-Mar	<i>No Classes</i>	<i>Spring Break</i>	
12-Mar	<i>No Classes</i>	<i>Spring Break</i>	
17-Mar	Group Project	<ul style="list-style-type: none"> <li>• Group Project Assignment #2 (work on in-class)</li> </ul>	

### Section III: Democratic Rhetoric and Political Friendship

Date	Topic	Readings	Deadlines
19-Mar	Civic Relations	<ul style="list-style-type: none"> <li>• Brink, “Imagining Civic Relations” in <i>M&amp;PT</i></li> </ul>	
24-Mar	Civic Myths	<ul style="list-style-type: none"> <li>• Honig, “Democracy and Foreignness” in <i>M&amp;PT</i></li> </ul>	
26-Mar	Group Project	<ul style="list-style-type: none"> <li>• Group Project Assignment #3 (work on in-class)</li> </ul>	Paper #2 due
31-Mar	Anti-Diversity Rhetoric	<ul style="list-style-type: none"> <li>• Watch <i>Er ist wieder da</i> in class</li> </ul>	
02-Apr	Anti-Diversity Rhetoric	<ul style="list-style-type: none"> <li>• Finish <i>Er ist wieder da</i> in class (Professor at conference)</li> </ul>	
07-Apr	Lessons from Little Rock	<ul style="list-style-type: none"> <li>• Allen, <i>Talking to Strangers</i>, Prologue &amp; Part I, ch. 1-2</li> </ul>	
09-Apr	Sacrifice and Democracy	<ul style="list-style-type: none"> <li>• Allen, <i>Talking to Strangers</i>, Part 1, ch. 3-4</li> </ul>	
14-Apr	Imperfect Democracy	<ul style="list-style-type: none"> <li>• Allen, <i>Talking to Strangers</i>, Part 2</li> </ul>	
16-Apr	Political Friendship	<ul style="list-style-type: none"> <li>• Allen, <i>Talking to Strangers</i>, Part 3, ch. 8-9</li> </ul>	
21-Apr	Democratic Rhetoric	<ul style="list-style-type: none"> <li>• Allen, <i>Talking to Strangers</i>, Part 3, ch. 10 &amp; 11</li> </ul>	
23-Apr	Final Reflections	Engaged-Learning Project Presentations	
<b>05-May, 10:30AM-1:00PM</b>	Final Reflections	Engaged-Learning Project Presentations	