

Larry Blum

W-5-012

Office Hours:

Tuesday 3:30-4:30

Thursday 12:30-1:30

or by appointment

phone: 617-287-6532 (also voice mail)

e-mail: lawrence.blum@umb.edu

REQUIRED BOOKS:

Books you will need (and are in UMass bookstore):

1. W.E.B. Du Bois, The Souls of Black Folk ("Du Bois") [There are *many* different editions of this book. The page numbers I have given you are from the Dover edition, which is the least expensive edition and is the one in the bookstore. But you can easily figure out what the reading is no matter which edition you have.]
 2. Amy Gutmann (ed.), Multiculturalism ["Gutmann"] [you won't need this until later in the course] [These books are also on reserve at the Reserve Desk at Healey Library.]
- **Almost all other readings will be on Electronic Reserves ("ERes"), accessible on the Healey Library website. (If you are not familiar with the ERes system, let me know.) Try accessing it at: <http://docutek.lib.umb.edu/eres/courseindex.aspx?&page=instr>. The password for the course is "atlantic." You should download all readings for your personal use. You must bring them to class on the day they will be discussed.

Course website:

Course material will be posted on the course website. The site will have all course readings not in the books, announcements, assignments, handouts, the syllabus, useful links, other materials related to the course. These are marked on the syllabus. You should check the website regularly and especially if you miss class. The URL of the site is: <http://www.BlumPhilosophy.com> or http://www.faculty.umb.edu/lawrence_blum/html/about.html. The course is listed on the left, under "current courses." Readings are listed by which class ("class 3," class 10," etc.) rather than by the date of the class. This

REQUIREMENTS AND GRADES (See further explanation on "Writing Assignments and Final Grades")

1. 1 600-to-900-word paper, due Feb 17: **15%** (See further explanation on "Writing Assignments and Final Grades")
2. two 600-to-900-word ungraded but required writing assignments: (a) your racial and ethnic identity (due March 3). (b) class discussion response (due any time before April 28): **5% each** (See further explanation on "Writing Assignments and Final Grades")
3. Unannounced quizzes: **10%**
4. 1 take-home mid-semester exam, due March 24: **20%**
5. 1 take-home final exam: **35%**
6. Attendance and class participation: **10%** [attendance will be taken every day; more than three unexcused absences will result in .3 being deducted from your attendance grade for each day missed. If you want an absence to count as excused, you must provide adequate documentation or evidence to me. The class participation grade is separate from the attendance grade, but the two will be combined.]

[any paper or exam {other than the final} can be rewritten to try to improve your grade, within 3 weeks]

No computer or any other electronic device will be allowed in class!!

COURSE GOALS

1. *Content:*

- a. To gain a greater understanding of ideas and concepts that are frequently used but not well-understood in contemporary public discussion about multiculturalism—especially the concepts of "race," "ethnicity," "panethnicity," "racial identity," and "ethnic identity."
- b. To understand some of the philosophical foundations for different and divergent opinions on questions of assimilation, ethnic and racial identity, "mixed" identities, in-group solidarity among ethnic and racial groups, the value of cultural pluralism, and respect for cultural groups

2. Skills:

- a. To learn to think analytically about emotionally charged and socially important topics.
- b. To learn to write more clearly and more analytically about personally and socially significant issues of race, ethnicity, and identity.
- c. To learn to express oneself in class on charged issues of race and ethnicity. To learn to monitor your own contributions so that you take an appropriate amount of time speaking in class, recognizing that the class benefits from maximal participation from all students.
- d. Developing your ability to listen to and learn from other students with different experiences and different points of view on these topics.

Academic honesty:

I know most students are honest and are here to learn. But academic dishonesty and plagiarism carry severe penalties. The University's detailed rules for academic honesty are stated in the Student Handbook (under "Academic Honesty," part of the "Code of Student Conduct"), summarized at http://www.cpcs.umb.edu/support/studentsupport/red_book/policies_academic_dishonesty.htm Penalties for cheating normally range from failing the assignment through failing the course but can also include suspension or expulsion from the university.

Disability: If you have a disability and feel you will need accommodations in order to complete course requirements, please contact the Ross Center for Disability Services (Campus Center, UL room 211): 617.287.7430; ross.center@umb.edu. When you have authorization from the Ross Center, please see me as soon as possible to work out appropriate accommodations.

READING:

||Some African American views of assimilation and "double consciousness"||

15: Molefi Kete Asante, "Racism, Consciousness, and Afrocentricity," 127-143 [ERes] [from Gerald Early (ed.), *Lure and Loathing* (1993)]

17: Stephen Carter, "The Black Table, the Empty Seat, and the Tie," 55-79 [from Gerald Early (ed.), *Lure and Loathing* (1993)] [on website only]

---Racial, Ethnic, and Mixed Race Identities---

||White ethnics and the context of race||

22: Thomas Guglielmo, "'No Color Barrier': Italians, Race, and Power in the United States," 29-43 [ERes] (from J. Guglielmo and S. Salerno (eds.), *Are Italians White?*)

+++++||" paper due+++++

24: Mary Waters, "The Costs of a Costless Community," 147-168 [ERes] [from *Ethnic Options: Choosing Identities in America*]

||Latino/Hispanic identity and the U.S. racial categories||

March 1: Linda Martín Alcoff, "Mestizo Identity," 257-278 [ERes] [from N. Zack (ed.) *American Mixed Race* (1995)]

3: Clara Rodriguez, "Challenging Racial Hegemony: Puerto Ricans in the United States," [ERes]

||Comparing Brazil and the U.S.||

8: Edward Telles, "Rethinking Brazilian Race Relations," 215-238 [ERes] [from *Race in Another America: The Significance of Skin Color in Brazil* (2004)]

+++++Racial and Ethnic Identity assignment due+++++

10: NO CLASS TODAY!

(15) SPRING BREAK

(17) SPRING BREAK

||"Black" and "Mixed" in the U.S.||

22: [continue discussion of Brazil]

24: (a) Barack Obama, chapter 4: 72-91 of Dreams from My Father: A Story of Race and Inheritance [ERes]

(a) Marie Arana, "He's Not Black," *Washingtonpost.com*, November 30, 2008.

www.washingtonpost.com/wp-dyn/content/article/2008/11/28/AR2008112802219_pf.html

+++++Midterm due+++++

||Asian and Pan-Asian Ethnicity||

29: Yen Le Espiritu, "Ethnicity and Panethnicity," 1-18 [ERes] from [Asian American Panethnicity (1992)]

31: Eric Liu, "The Accidental Asian," 57-84 [ERes][from The Accidental Asian (1998)]course withdrawal & Pass/Fail deadline

||Muslim identity: Religion and ethnicity||

April 5: The French context: (a) John Bowen, "Muslims and Citizens: France's Headscarf Controversy," *Boston Review*. <http://bostonreview.net/BR29.1/bowen.html>

(b) Fadela Amara, "Those Who Wear the Headscarf," 73-75 [ERes] from Breaking the Silence: French Women's Voices From the Ghetto (2006)

(b) Katrin Bennhold, "A Veil Closes France's Door to Citizenship," *New York Times*, 7/19/08, www.nytimes.com/2008/07/19/world/europe/19france.html

7: Amartya Sen, "Religious Affiliations and Muslim History," 59-83 [ERes] [from Identity and Violence (2006)]

||Western Europe: culture, religion, and race||

12: Bhikhu Parekh, "Equality in a Multicultural Society," 239-263 [ERes]

[from Rethinking Multiculturalism: Cultural Diversity and Political Theory (2000)]

||Multiculturalism and cultural respect: The Philosophy of Charles Taylor (Canadian)||

14: Charles Taylor, "The Politics of Recognition," in Gutmann (ed.), Multiculturalism: 25-44

19: Taylor, 44-74

21: Wolf, "Comment" on Taylor, in Gutmann, 75-86

26: (continued—no new reading)

||Critics of Multiculturalism||

28: Brian Barry, "The Dynamics of Identity: Assimilation, Acculturation, and Difference," 63-81 [ERes] [from Culture and Equality (2000)]

May 3: Jeremy Waldron, "Multiculturalism and M \acute{e} lange," 90-101 (first part of article) [ERes] [from Robert Fullinwider (ed.), Public Education in a Multicultural Society (1996)]

+++++last day for class discussion response to be turned in+++++

May 5: Waldron, 101-118 (2nd part of article) [ERes]

10: K. Anthony Appiah, "Identity, Authenticity, Survival: Multicultural Societies and Social Reproduction," in Gutmann, 149-164