

**THE POLITICS OF MULTICULTURALISM**  
**POSC 332, Winter 2011**  
**Thursdays 0910-1210**

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Office Hours: Tuesday's 10am – 12noon in B164, or by appointment

*NOTE: Office hours are not in my usual office but at the Centre for Social Research*

**Course Description**

Over recent decades political theory has had much to say about multicultural claims, or, more precisely, ethnic, religious, linguistic, cultural, and national claims. This has especially been with regards to issues of power, citizenship, belonging, diversity, difference, liberal and democratic principles and practices.

This course explores the dominant brand of multiculturalism, namely *liberal* multiculturalism. Drawing on different political perspectives, we will explore both the tenets of liberal multicultural theory and practice, and the critiques against liberal multiculturalism. The following questions will shape the material and discussions: why has multiculturalism become an important political idea? How does multiculturalism shape nation-building? Does multiculturalism go too far in accommodating difference or not far enough? How are discourses of multiculturalism different from or shaped by discourses of race, class, gender, and sexuality? Through the study of various theories and current political topics, students are invited to reflectively engage with these questions with a focus on questions of **power**.

The course consists of a combination of lectures, readings, and class-based discussions. Each week you will be required to attend the lecture and keep up with the required readings. The success of the course very much depends on each student reading the material before class and participating in class discussions.

*Note:* The instructor reserves the right to correct, change or modify the syllabus as the course progresses.

**Course Objectives**

1. Gain an understanding of the theoretical debates, tensions, and normative positions regarding multiculturalism.
2. Develop an understanding of multiculturalism in relation to issues of power.
3. Critically and self-reflectively evaluate ideas and topics that are framed as multicultural issues.

**Course Package**

A *required course package* (CP) is available in the University bookstore. It provides a collection of articles and chapters put together specifically for this course. If you are unable to purchase the CP by week 2, please let me know. Many of the readings are available through the UFV library, either in paper form or electronically.

## Assessment

(1) Two short critical analysis papers	30% (15% per paper)
(2) Presentation on contemporary topic	15% (10% presentation, 5% handout)
(3) 'Indigenizing Multiculturalism'	20%
(4) Exam	35%

**(1) Two short critical analysis papers 30% (15% per paper):** These papers entail an analysis of any two readings from different weeks, EXCEPT for the readings by Paulo Friero and Glen Coulthard which are not included in this assignment. You should demonstrate an understanding of the debates and issues of multiculturalism that are raised in the reading, and present an argument about the author's position which critiques and/or supports that position. You must submit at least one of these papers by week 6, February 24. If you wish, you can submit 3 critical analysis papers and your grade will be based on your best 2 submissions. Each paper is due at the beginning of the class in which the article/chapter you have chosen is assigned as required reading. The purpose of this assignment is to encourage you to engage with the material critically, take notes on what you read, and help you develop your reading comprehension and analytic skills.

Requirements for position papers:

- Each paper should be 4-5 pages, plus any footnotes and bibliography.
- All papers must have at least three properly introduced and explained quotations from the assigned texts. 5% will be deducted from the paper when this requirement is not met.
- You must use at least 3 scholarly books/articles, including one reference from a scholarly journal of the last five years (magazines and newspapers do not qualify as scholarly journals).

**(2) Presentation on contemporary topic (15%):** During the course of the term you are expected to present and submit a written paper on a discussion topic related to multicultural politics. Topics will be assigned in the first week. We will focus on topics raised in the 2010 Globe & Mail national discussion on multiculturalism: <http://www.theglobeandmail.com/news/national/time-to-lead/multiculturalism/>. You are expected to review the relevant webpages for your assigned topic, and also undertake additional research. The topics and webpages are listed under 'Topics and Readings'. The purpose of this assignment is to link the theoretical ideas of the course with a concrete political issue, and to share your knowledge with other class members.

There are two parts to the assignment:

**a) In-Class Presentation & Discussion (10%):** Your presentation should be no longer than 5-6 minutes. Practice your timing beforehand if need be! You want to decide your basic thesis, build it by examining the relevant website and undertaking additional research, and have a conclusion. After each person has presented their position, you will have the opportunity to make a rebuttal argument, and engage the class in the discussion. You will be assessed on how clearly your position is expressed, whether your position is well

defended, and your presentation style. The purpose of this assignment is to develop your presentation, dialogical, and critical thinking skills.

**b) Handout (5%):** As well as presenting on your assigned topic and position, you are expected to submit a one-page handout about your position. The handout should be submitted to the instructor at the start of class, and copies should be distributed to the class on the day of your presentation. I can provide copies so long as I get an electronic version of the handout the day before by 5pm. The function of the handout is educational, so will you want to include a summary of your argument and the key points in defence of your argument. The handout will be assessed on whether the information is relevant, comprehensive, and clearly organized.

**(3) Indigenizing Multiculturalism Assignment (20%):** This assignment invites you to research the relationship between Indigenous politics and multicultural politics. It is due March 31 at the start of class. Below are 3 questions you can choose from. Alternatively, you are welcome to propose an alternative relevant essay question or method of demonstrating your knowledge and argument on this topic, but if you choose this option you must come and see me BEFORE you start this assignment. Assignments that differ from the written essay questions below that are not approved ahead of time by the instructor will receive a zero grade. The purpose of this assignment is for you to gain an understanding of the colonial context of multiculturalism in settler states like Canada.

1. Are multicultural claims alike or distinctly differently from Indigenous claims? Explain.
2. Can multiculturalism be successful as a policy without reconciling ongoing Indigenous issues, such as those related to land rights? Why or why not?
3. Assess the historical and contemporary relationship of Indigenous peoples and other nonwhite peoples in Canada, specifically those deemed to be multicultural minorities. Provide examples.

Paper requirements:

- Put the question you have chosen on the title page.
- The paper should be 6-7 pages, plus footnotes and bibliography.
- You must use at least 5 scholarly books/articles including one reference from a scholarly journal of the last five years (magazines and newspapers do not qualify as scholarly journals).

**(4) Final Exam (35%):** The final exam will be scheduled by the University. It will be 2 hours in length, and will cover material covered in the entire course (i.e. course package and lectures). You are required to take the final exam as scheduled.

## ASSESSMENT OF PAPERS/ESSAYS

A clearly stated thesis – what are you trying to demonstrate or prove

Argument to support your thesis:

- analysis of the subject matter and not just a description
- setting out key issues
- essay flows from one point to the next
- addresses key points on the other side of the argument

Effective use of a variety of good resources

- please note the required sources and quotations for each assignment
- use of relevant articles, books and other materials
- demonstrate familiarity with the literature of the subject
- quotations properly used
- you may use information found on the internet but be careful about the source of information, and be certain to make specific reference to the URL in your footnote. Web sources such as those like Wikipedia are not acceptable. Journal articles found on the internet are NOT counted as web sources.
- footnotes and references done correctly; any Political Science accepted method of referencing is acceptable (e.g. Humanities/MLA style or Author & Date/APA style), so long as you are consistent.
- complete bibliography

Relevant subject material – leave out irrelevant material

- All papers must demonstrate serious engagement with the assigned readings – ***merely re-writing class notes will not be sufficient.***
- Papers significantly below/beyond the limit will be penalized, unless you have prior written approval.

Organization and Style

- All papers must have a proper introduction, body and conclusion.
- paper is well written
- good construction of paragraphs
- essays concludes and does not just end
- mechanics (spelling, punctuation, grammar etc.).

Submission of paper

- ***Papers should be double spaced, with a standard 12 point font and one inch margins.***
- Staple your paper in the top left corner only; no bindings please.
- Include a cover page with the question, your name, and student number.
- Include page numbers, with the first page of text numbered page 1.
- You are required to keep a copy of your essay. If your assignment is lost or misplaced, you will be considered not to have submitted it if you cannot produce a copy upon request.

## **Topics and Readings**

### **1. January 13**

#### **KEY CONCEPTS & HISTORICAL BACKDROP OF MULTICULTURALISM**

*Required reading:*

- (1) Bonita Lawrence, 'Rewriting Histories of the Land: Colonization and Indigenous Resistance in Eastern Canada'
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### **2. January 20**

#### **THEORIES OF NEUTRAL LIBERALISM & LIBERAL MULTICULTURALISM**

*Required reading:*

- (2) Will Kymlicka, 'The Forms of Liberal Multiculturalism'  
(3) Chandran Kukathas, 'Liberalism and Multiculturalism: The Politics of Indifference'

DISCUSSION TOPIC: Overall, Canada's past and present governments have respected cultural differences. Is the true, false, or is there a mixed assessment?

- Globe & Mail Multiculturalism Series: "Multiculturalism: Good, Bad & Ugly" <http://www.theglobeandmail.com/news/national/time-to-lead/multiculturalism/multiculturalism-good-bad-and-ugly/article1732253/?from=1737628>
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### **3. January 27**

#### **MULTICULTURAL RECOGNITION IN PRACTICE: GOVERNMENT RESPONSES IN CANADA**

*Required reading:*

- (4) Will Kymlicka. 'The Canadian Model of Multiculturalism in a Comparative Perspective'  
(5) Gérard Bouchard and Charles Taylor. 'Section IV: Societal Norms offer a Frame of Reference'.

DISCUSSION TOPIC: Quebec has started a 'reasonable accommodation' hotline. Should Canada adopt a reasonable accommodation hotline at a federal level? Why or why not?

- Globe & Mail Multiculturalism Series: "Drawing the Line on Diversity" <http://www.theglobeandmail.com/news/national/time-to-lead/multiculturalism/drawing-the-line-on-diversity/article1737628/>
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#### **4. February 3 STRUGGLES OVER RECOGNITION & REDISTRIBUTION**

*Required reading:*

- (6) Nancy Fraser, 'From Redistribution to Recognition? Dilemma's of Justice in a 'Post-Socialist' Age'
- (7) Glen Coulthard, 'Subjects of Empire: Indigenous Peoples and the 'Politics of Recognition' in Canada'.
- (8) Richard M Juang, 'Transgendering the Politics of Recognition'.

DISCUSSION TOPIC: Should race matter to multicultural politics? Why or why not?

- Globe & Mail Multiculturalism Series: "Where am I from? Where race shouldn't matter" <http://www.theglobeandmail.com/news/national/time-to-lead/multiculturalism/where-am-i-from-where-race-shouldnt-matter/article1748765/>
  - Globe & Mail Multiculturalism Series: "Finding Ideal Immigrants" <http://www.theglobeandmail.com/news/national/time-to-lead/multiculturalism/finding-ideal-immigrants/article1734640/>
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#### **5. February 10 CONSTRUCTING MULTICULTURAL SUBJECTS**

*Required reading:*

- (9) Minelle Mahtani, 'Interrogating the Hyphen-Nation: Canadian Multicultural Policy and 'Mixed Race' Identities'.
- (10) Theresa Lee, 'Multicultural Citizenship: The Case of the Disabled'.
- (11) Canadian Association of the Deaf, 'Deaf Culture vs. Medicalization'.

NO DISCUSSION TOPIC

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**NOTE: READING BREAK FEBRUARY 14-18 – NO CLASSES**

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#### **6. February 24 IMMIGRATION, NATION-BUILDING AND MULTICULTURALISM**

*Required reading:*

- (12) Lorne Foster, 'Foreign Credentials in Canada's Multicultural Society'
- (13) Vic Satzwich and Nikolaos Liidakis, 'Immigration and the Canadian Mosaic'

DISCUSSION TOPIC: What is the position of each major federal political party in Canada on multiculturalism and immigration, and why should Canadians support it?

- Globe & Mail Multiculturalism Series: "Immigration Minister, Critic on the politics of multiculturalism" <http://www.theglobeandmail.com/news/national/time-to-lead/multiculturalism/immigration-minister-critic-on-the-politics-of-multiculturalism/article1734613/>
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**7. March 3 IS MULTICULTURALISM BAD FOR WOMEN?**

*Required reading:*

- (14) Avigail Eisenberg, 'Multiculturalism, Gender & Justice'
- (15) Margaret Wentz, 'Whistling sharia while we go completely off our rocker'.
- (16) Sherene Razack, 'The Muslims Are Coming: The Sharia Debate in Canada'.

DISCUSSION TOPIC: Quebec could become the first province to ban face veils for people seeking or giving government services. France has already instituted limits on religious 'symbols' in public places. Are such bans helpful or harmful to the integration of immigrants? Why, why not, or are such bans neither good nor bad?

- Globe & Mail Multiculturalism Series: "Quebec's Accommodation Crisis"  
<http://www.theglobeandmail.com/news/national/time-to-lead/multiculturalism/quebecs-accommodation-crisis/article1734567/>
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**8. March 10 NO CLASS: work on your Indigenizing Multiculturalism assignment**

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**9. March 17 CHALLENGES TO MULTICULTURALISM ACROSS THE GLOBE**

*Required reading:*

- (17) Elizabeth Povinelli, 'The State of Shame: Australian Multiculturalism and the Crisis of Indigenous Citizenship'
- (18) Melanie Phillips, 'Introduction' from *Londonistan*.
- (19) Alia Al-Saji, 'The Racialization of Muslim Veils'

DISCUSSION TOPIC: Has multiculturalism served Canada well compared to other countries (such as UK, France, Germany, Australia, India, South Africa, and Japan)? Why or why not?

- Globe & Mail Multiculturalism Series: "Mosaic or mistake?"  
<http://www.theglobeandmail.com/news/national/time-to-lead/multiculturalism/part-5-mosaic-or-mistake/article1747967/>
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## **10. March 24      MULTICULTURALISM POST-SEPTEMBER 11, 2001**

*Required reading:*

- (20) Sedaf Arat-Koc, 'The Disciplinary Boundaries of Canadian Identity after September 11: Civilizational Identity, Multiculturalism and the Challenge of Anti-Imperialist Feminism'.
- (21) Yasmeen Abu-Laban & Nisha Nath (2007), 'From Deportation to Apology: the Case of Maher Arar & the Canadian State' *Canadian Ethnic Studies* 39: 3, pages 71-98.

DISCUSSION TOPIC: The association between multiculturalism and Islam has been described in many ways. Has Islamophobia given credence to: anti-racist criticisms of multiculturalism that it cannot go far enough, or liberal multiculturalists who argue Islamophobia and security concerns could be countered with better application of multicultural values, or conservative critics who claim that multiculturalism has gone too far?

- Globe & Mail Multiculturalism Series: "Are we a nation of enclaves?"  
<http://www.theglobeandmail.com/news/national/time-to-lead/multiculturalism/part-4-are-we-a-nation-of-enclaves/article1747846/>
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## **11. March 31      MULTICULTURALISM, ART, POPULAR CULTURE & 'Indigenizing Multiculturalism' assignment due**

*Required reading:*

- (22) Paulo Friere 'Pedagogy of the Oppressed'

NO DISCUSSION TOPIC

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## **12. April 7      CRITICAL ALTERNATIVES TO MULTICULTURALISM**

*Required reading:*

- (23) Taiaiake Alfred. 'Pathways to an Ethic of Struggle'.
- (24) Mohamed Abdou, Richard J.F. Day, and Sean Haberle. 'Towards a Grassroots Multiculturalism?'

DISCUSSION TOPIC: Sharryn Aiken makes the argument that Canada should move away from conventional notions of immigration, assimilation and social cohesion and towards "more cosmopolitan, transnational understandings of human mobility and settlement". What could an alternate vision of difference politics look like, and how would it differ from the current model of multiculturalism?

- Globe & Mail Multiculturalism Series: "Finding Ideal Immigrants"  
<http://www.theglobeandmail.com/news/national/time-to-lead/multiculturalism/finding-ideal-immigrants/article1734640/>
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## **13. April 14      MULTICULTURALISM & POWER and PREPARING FOR THE EXAM**

## **Course Policies** (*Please read the following notes very carefully before week 2*)

### **Expectations**

- Your marked assignments will be returned to you in a timely fashion.
- If you are unsure how to document your work or if you have any questions about the lectures, readings, and issues discussed in class or assignment expectations, *please come and see me*. I will do my utmost to respond promptly to your concerns.
- All assignments should be handed to me *at the start of class*.
- I will be using power point during the lectures. These are outlines and not adequate for study or research purposes alone. The lectures and readings are essential aspects of the course. You do not need to copy down every word on these slides.
- Please be advised that I will not discuss the course or your performance in the course with your parents or any other advocates.

### **Late Policy & Absences**

- As you are ultimately responsible for your own learning, if you are absent from class on a given day, you are still responsible for any material covered as well as any handouts, assignments discussed, videos presented, guest lecturers, etc. Please follow the course outline and stay on top of your assignments.
- Late essays will be penalized 2.5% per day (including weekends). Essay extensions will be granted only in cases of illness or personal tragedy and not because of academic or employment conflicts or workload. All extensions will require a note from a doctor or another authority that can vouch for your circumstances. Extensions will **NOT** be given in the event of computer problems or software incompatibility.
- Assignments submitted 7 days after the due deadline will not be marked, unless an extension has been granted in writing by the instructor.
- Students will be excused from exams only in the instance of illness or a grave family emergency. In such cases, make up exams will be scheduled, as long as a doctor's note is provided. Absences from exams will not be permitted for any other reason, including work conflicts.
- You must be available to write the final exam in the allotted slot at the end of term. Do not make any other commitments until the university has announced the final exam schedule. Conflicts with other exams must be brought to the attention of the instructor by the last class.

### **Electronic etiquette in the classroom**

- All cell phones are to be turned off at the start of class, except with the permission of the instructor in the event of emergency situations. Please do not text messages or check your voice mail during lectures; do not use your laptop in class unless it is directly required for the course; and do not listen to portable music players in class. Students who fail to abide by these rules will be asked to leave the class.

### **University Support & Policies**

- The University of the Fraser Valley is committed to providing an environment supportive of working, teaching, scholarship and research, and the fair treatment of all members of the university community. The basis for interaction among all members of the university is mutual respect, co-operation and understanding.
- Please be aware that academic and personal support is available from various units at UFV including Aboriginal Access Services, Disability Services, and Student Services. Information can be found on the web.
- All cases of cheating will be reported to the Director of Student Services and a grade of zero will be awarded for the assignment. Please consult the University policy.
- Plagiarism occurs when paragraphs, phrases, sentences or ideas within the work are taken from another source without referencing or citing the author. Make sure you reference or cite

work by someone else! UFV's policy regarding Student Conduct and Plagiarism can be viewed at [www.ufv.ca/studentaffairs.htm](http://www.ufv.ca/studentaffairs.htm).

- Test and assignment grades may be appealed. See the university policy manual for appeal process. The grading process will start anew. It is possible that the revised grade will be lower than the original; the second grade will be final.
- Any changes to your status in the course after final withdraw dates must be made through the Office of Student Services. If you need to withdraw from a course and don't want a "W" grade on your transcript, you need to do it before the UFV assigned deadline (check the current UFV calendar for the exact date each term). If you withdraw after that date, a "W" will appear on your transcript. If you don't withdraw formally, you will be assigned an NC (no credit) grade.

### Guidelines for Grading

A+ = 90%+ A = 85-89% A- = 80-84%	EXCELLENT	Evidence of original thought, and exceptional writing skills (i.e. superior composition and no grammatical errors or typos)
B+ = 77-79% B = 73-76% B- = 70-72%	GOOD	Mastery of material and solid writing skills (i.e. good syntax and no more than one or two typos)
C+ = 67-69% C = 63-66% C- = 60-62%	SATISFACTORY*	Clear understanding of material and adequate writing skills (less than five typos, grammatical errors and or awkward sentences)
P = 50-59%	UNSATISFACTORY	Limited understanding of material and/or deficient writing skills (i.e. awkward syntax and or frequent errors)
F = below 50%	INADEQUATE	Misunderstanding of material and or unacceptable writing skills (i.e. terrible syntax and copious errors)

**\*NOTE:** The UFV calendar describes grades in the C range as "average." **The conversion of numeric grades to letter grades at the end of the course will also be made according to this chart.**