

PHILOSOPHICAL APPROACHES TO MULTICULTURALISM

ISP 200, sections 504 and 506
T/Th 10:10-11:40 and 1:30-3:00
Winter Quarter 2003-2004

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CONTACT INFORMATION

- My Loop office is located on the 16th floor of the Lewis Center in the LA&S suite, Room 1642.
- My office hours are from 12:30-1:20 on Tuesdays and Thursdays. I will also make appointments via email to meet at other times in my Lincoln Park Office.
- My phone extension in the Loop is 25462: I answer phone calls only during office hours. If you need to leave a message, contact the secretary and leave it with her.
- My email is rvalgent@depaul.edu. I check it often, but not obsessively.

THE COURSE

This course will provide an introduction to the philosophical and theoretical approaches to issues that fall under the general heading of “multiculturalism”: race, class, gender, ethnicity, sexuality, nationalism, etc. These issues will be discussed through an engagement with several essay-length texts and one film to be screened in class. While other courses that fulfill the Sophomore Seminar in Multiculturalism requirement for the College of Liberal Arts and Sciences focus on multicultural issues in a particular political or social context, or perhaps investigate the psychological and emotional impact of multicultural issues as everyday phenomena we experience in life, this course aims to foster a *theoretical* and *intellectual* understanding of questions regarding the nature, origin, and function of concepts employed in debates surrounding the issue of “multiculturalism.” My hope is that we can examine the philosophical foundations and impasses of multiculturalism in American democracy. As this is an issue I can safely claim we all have a stake in, we should find ample material and initiative for discussions in the texts we read and in events transpiring in the world around us.

I want to explain what I believe to be the purpose of this course. To say that multiculturalism is an issue for all of us would be to state the obvious. At the most basic level, we navigate through a world that is pervaded with a multitude of cultures, conspicuous in their overwhelming variety or even, at times, through their marked absence. What does it mean to co-exist with others who do not think as we do, believe what we do, enjoy the same privileges we do, or endure the same hardships we do? If we are to engage the problem of coexistence with others who are “other”, we must, in a theoretical way, attempt to step outside of the problem and view it as objectively as we can. This is not a perfect science. But the essence of any critical turn is that we attempt to theorize a view from the “outside” in spite of the fact that we are irrevocably “inside” of the problem. Our biggest difficulty will not be the journey outside of our everyday existence, but rather the identification of those prejudices, presuppositions, and fore-understandings that we carry with us despite our attempts to expose them. For this reason, we must work together in this effort, for the eyes of others dedicated to the same critical examination may become our most trusted ally.

THE TEXTS

There will be a variety of readings for this course, many of which will challenge you with difficult concepts and unfamiliar vocabulary. I urge you to prepare the readings for class carefully, which should include reading the texts multiple times, taking notes, highlighting key concepts and ideas, and most importantly, asking questions about terms, ideas, and figures that elude your best attempts at class preparation. While much of my preparation centers around the clarification of ideas I think will give you difficulty, I cannot read your minds and cannot foresee every obstacle. For that reason, be honest with yourselves and ask good questions about ambiguities you encounter in the texts.

You will need to purchase two books for the course:

- Charles Taylor, et al., *Multiculturalism: Examining the politics of Recognition*, ed. Amy Gutmann (Princeton, NJ: Princeton University Press, 1994).
- *Multiculturalism and American Democracy*, edited by A. Melzer et al. Lawrence, Kansas: University Press of Kansas, 1998

We will also read the following essays, available on electronic reserve. You are responsible for downloading these essays and having them read in time for class discussion. To access the e-reserves, go to the following website: <http://eres.lib.depaul.edu/courseindex.asp> and simply search for my name. There you will be prompted for the password, which is ISP200.

- Immanuel Kant, “What is Enlightenment?”
- Immanuel Kant, “Of the Different Human Races”
- Alain Locke. “The Concept of Race as Applied to Social Culture”
- W.E.B. DuBois, “The Conservation of Races”
- K. Anthony Appiah. “The Uncompleted Argument: DuBois and the Illusion of Race”
- Robert Bernasconi, “Stuck Inside of Mobile with the Memphis Blues Again”
- Lucius Outlaw, “Multiculturalism, Citizenship, Education, and American Liberal Democracy”
- Judith Green, “Educational Multiculturalism, Critical Pluralism, and Deep Democracy”
- Peter McLaren, “White Terror and Oppositional Agency: Towards a Critical Multiculturalism”
- Judith Stiehm, “Diversity’s Diversity”
- Henry A. Giroux, “Insurgent Multiculturalism and the Promise of Pedagogy”
- Sandra Harding, “Is Science Multicultural? Challenges, Resources, Opportunities, Uncertainties”
- K. Anthony Appiah, “Racisms”
- J.L. Hodge, “Equality: Beyond Dualism and Oppression”

Consult the attached course schedule for the order of readings and where they can be found.

EVALUATION

Class Presentation (25%): Everyone will be responsible for a class presentation, which will occur on Thursdays from week 4 until week 10. Work for each presentation will be conducted in groups of four, and each person in the group will be responsible for a specific aspect of the presentation. It is your responsibility to organize your presentation with your group members, so I suggest you exchange email addresses and/or phone numbers with them so you can coordinate your efforts.

The presentations will focus around an issue in current events that raises questions about the nature of our multicultural society (some examples might be: the U. Michigan application affirmative action case, the ten commandments case in Alabama, the opening of an all-gay public school in New York City, etc.). I will hand out a detailed description of the project requirements during week 2.

Mid-term exam (25%): There will be a take-home, mid-term examination based on all of the readings assigned through week 5. The exam is due Tuesday, February 10, at the beginning of class – no exceptions! The exam must be typed, double-spaced.

Final Essay (25%): You will write a final essay for this course, due at noon on the final day. The essay should be 1500-2000 words and engage several of the issues and texts we have read throughout the quarter. You will receive a more detailed description of the final essay two weeks before it is due.

Class Participation (25%): Class participation is extremely important in this course, as it will be the most consistent way for you to practice formulating your ideas in a way that is philosophically rigorous and sound, and the most immediate way for me to assess how well you are comprehending the texts and articulating your thoughts. Class participation does not mean attending every class, sitting attentively, reading the required texts, and being respectful towards the thoughts and ideas of your classmates – those behaviors are minimal expectations! Your class participation goes above and beyond those basic standards, and will be evaluated according to the following rubric:

“A” = active and consistent participation; both questions and responses demonstrate a prepared knowledge of the texts; able to build upon responses and comments of other students and further classroom discussion.

“B” = same as above, but with less frequency **or** with a less prepared familiarity with the readings.

“C” = same as above, with **both** less frequency **and also** a less prepared familiarity with the readings.

“D” = asks pertinent questions, but unfamiliar with the texts; only sporadic participation in discussions.

“F” = unprepared on a regular basis; unable or unwilling to participate in discussions.

Final Grade:

Your final grade will be the average generated by the four methods of evaluation outlined above. Grades are not rounded. Therefore, an 89.9 is still a “B+”, an 86.9 a “B”, etc. There will be one extra-credit assignment during the quarter that could add a maximum of 3 points onto your final grade.

		77-79	C+
93-100	A	73-76	C
90-92	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	60-66	D
80-82	B-	0-59	F

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OTHER STUFF

Attendance

You are expected to attend every class session. You are allowed two absences – these are free passes and you need not give me an excuse. If you miss more than two classes **you will fail the course**. Attendance is a requirement of the course and has nothing to do with class participation. Do not make a habit of being late to the class, or this will reflect on your grade. Since you have signed up for a class downtown in the morning, it is your responsibility to get here on time. Plan ahead for traffic, delayed trains, and inclement weather. If you are 30+ minutes late or leave the class early, you will be given an absence.

Academic Integrity

Plagiarism, cheating, and any other violations of DePaul University's academic integrity policy will not be tolerated. Ignorance and good intentions are not excuses. If you are caught, **you will fail the course**. Be informed: I will utilize the "Turn-it-in" service in cases where I suspect plagiarism. Copies of the Academic Integrity Policy can be found on the Faculty Council web page at <http://pres.depaul.edu/faccouncil/pdf/acadIntegrity.pdf>

Cell phones, pagers, etc.

Don't even dream about having one turned on in my class. If you leave the room to take a call, please do not return and promptly drop the course.

Office Hours

If at any time during the quarter you are in need of extra help, have special learning needs, or just have some questions about the material not covered in class, please come to my office hours. Don't leave questions about reading or essays to the last minute!!!! If you cannot make the time listed at the top of this syllabus, please feel free to set up an appointment with me that is more convenient. The best way to do that is to speak to me before or after class, or to email me with at least two days notice. If you need to contact me, email is best, as I rarely if ever check the voicemail at the extension listed above.

MULTICULTURALISM CLASS SCHEDULE

(all readings are due on the day that they are listed)

Week #1 – Introduction to the Concept of Multiculturalism

Tuesday	January 6	Syllabus and Course Outline What is at stake in Multiculturalism?
Thursday	January 8	Kant, “What is Enlightenment?” (handout)

Week #2 – Is Multiculturalism (still) a problem of Enlightenment?

Tuesday	January 13	Foucault, “What is Enlightenment?” (handout)
Thursday	January 15	Gutmann, “Introduction” (in <i>Multiculturalism</i>) Taylor, “The Politics of Recognition” (in <i>Multiculturalism</i>)

Week #3 – Responses to the Politics of Recognition

Tuesday	January 21	Wolf, “Comment” (in <i>Multiculturalism</i>) Rockefeller, “Comment” (in <i>Multiculturalism</i>) Walzer, “Comment” (in <i>Multiculturalism</i>) Habermas, “Struggles for Recognition...” (in <i>Multiculturalism</i>)
Thursday	January 23	Appiah, “Identity, Authenticity, and Survival” (in <i>Multiculturalism</i>)

Week #4 – A History of the Concept of Race

Tuesday	January 28	Glazer, “Is Assimilation Dead?” (in <i>MC and American Democracy</i>) Appiah, “The Limits of Pluralism” (in <i>MCAD</i>)
Thursday	January 30	Presentation #1

Week #5 - Race, Culture, and Colonialism

Tuesday	February 3	Woodward, “Meanings for Multiculturalism” (in <i>MCAD</i>) Fish, “Boutique Multiculturalism” (in <i>MCAD</i>)
Thursday	February 5	Presentation #2

Week #6 – Multiculturalism through Film

Tuesday February 10 **Mid-term Exam due;** Screening of “Lone Star”

Thursday February 12 Screening of “Lone Star” and Discussion

Readings from e-reserve: Herder, “Ideas on the Philosophy of the History of Mankind”
 Locke, “The Concept of Race as Applied to Social Culture”
 DuBois, “The Conversation of Races”
 Appiah, “The Uncompleted Argument”

Week #7 – Beyond Black and White

Tuesday February 17 Hodge, “Equality: Beyond Dualism and Oppression” (on e-reserve)
 Appiah, “Racisms” (on e-reserve)

Thursday February 19 Presentation #3

Week #8 – The Construction of the Concept of Race

Tuesday February 24 Bernasconi, “Stuck inside Mobile with the Memphis Blues...” (e-reserve)

Thursday February 26 Presentation #4

Week #9 – A Diversity of Multiculturalisms

Tuesday March 2 Stiehm, “Diversity’s Diversity” (on e-reserve)
 Giroux, “Insurgent Multiculturalism” (on e-reserve)

Thursday March 4 Presentation #5

Week #10 – Education and Multiculturalism

Tuesday March 9 Outlaw, “Multiculturalism, Citizenship, Education” (on e-reserve)
 Green, “Educational Multiculturalism” (on e-reserve)

Thursday March 11 Presentation #6

Guidelines for Class Presentations

ISP 200-401

Fall 2003

Everyone will be responsible for a class presentation, which will occur on Thursdays from week 4 until week 10 (not including week 6, which is mid-term week). Work for each presentation will be conducted in groups of four, and each person in the group will be responsible for a specific aspect of the presentation. It is your responsibility to organize your presentation with your group members, so I suggest you exchange email addresses and/or phone numbers with them so you can coordinate your efforts.

Goal: The class presentations will serve as a means for applying to real-world events the theoretical arguments for and against various versions of multiculturalism. In line with the goals of this course, the presentations should spark discussion and deep thinking about the reasons behind decisions made in the public and private realms of our lives. The presentations will focus around an issue in current events that raises questions about the nature of our multicultural society (some examples might be: the U. Michigan application affirmative action case, the ten commandments case in Alabama, the opening of an all-gay public school in New York City, etc.). After presenting the factual context of the issue your group will discuss, three basic questions will need to be answered:

1. Why is this case a “diversity” or “multicultural” issue?
2. What is at stake in the issue – who is not being adequately recognized or represented? Whose rights have been violated or overextended? Etc.
3. Has a decision been made concerning this case, and if so, according to what sort of argument?
4. What are the possibilities for further discussion – what are the main camps in the discussion of this issue, and how might these positions be argued for philosophically?

Details: In order to meet these general goals, your group will need to complete some specific tasks. You will be responsible for the following elements on the day of your presentation:

1. A group presentation on a specific issue in current events. This portion of your presentation should last no more than 5 minutes, and is what might be considered the factual background for your discussion. Your main resource should be news stories, reports issued by the government or some other agency, and/or scholarly research on the topic. The use of several sources is encouraged here, since one or all of them may be biased in a particular way. If it will make your presentation easier, you may wish to hand out to the class a brief summary of the issue, an article, data, or whatever else will help you present the issue to the class. Your group is responsible for a clear and researched portrayal of the issue under question. This presentation should be written and submitted with proper citations (roughly 2-3 pages double-spaced)
2. Each individual member of the group is responsible for written summary and evaluation of a relevant, *philosophical* essay not required for class reading (begin by looking at the list of outside readings). The essay need not directly relate to your chosen issue, although it may. The goal here is to take a theoretical argument and use it as a way to assess the issue at hand. A brief overview of the author’s argument should be presented to the class and form the basis for your discussion of the current event (no repeat articles please, so pay attention to what your classmates present).
3. A group debate over the issue, with members of the group taking up arguments from the different perspectives encountered in class readings or the essays read for the specific presentation. You need not “believe” in your position; I am more interested in your ability to understand the issue from a number of perspectives and to argue philosophically. In the best case scenario, each member of the group will represent a different philosophical position regarding the issue.
4. A written report by each member of the group. This should include item #1, item #2, and a 500-750 word response where you make a philosophical argument regarding the issue. I encourage you to argue for the position you believe is the correct one.

Timeline for Presentations: The sooner you begin thinking about your project, the better! At the very least, follow these simple guidelines:

-Tuesday the week before: meet with your group to confirm the issue you are discussing and plan a meeting time when you can all begin to put things together. Each member should begin researching the group's topical issue.

-Thursday the week before: decide which article you want to present individually, based on what has already been used by other groups.

-Before Tuesday the week of your presentation: meet with your group to put together a factual report of the event you are discussing; begin to discuss the articles you have each chosen to present; formulate basic philosophical positions you will each take during the presentation.

-Tuesday before the presentation: meet to discuss and run-through your debate. Have all bases been covered?

Resources: Take advantage of the many resources available here at the university and beyond.

1. You should begin with the class texts, as footnotes and bibliographical references will point you to articles and books on similar topics.
2. The outside reading list, and particularly, the books on reserve at the LPC library.
3. Periodicals databases at the library. Search by general topic (e.g. "multiculturalism") or more specific issues pertaining to your presentation.
4. In particular, the "philosopher's index" will search a database of philosophical essays and texts from 1940 through the present. Access the database at <http://erl.lib.depaul.edu/webspirs/start.ws>
5. Me. If you have questions about an essay or a philosopher or a source of info, ask me after class or email me with a specific question **sooner** rather than later.

The groups:

Week 4 (10/2) Tim Attenbery, Lesley Setlak, Summer Jones
 Week 5 (10/9) Michael Maselbas, Katarina Jeremic, Beata Parada, Krunal Patel
 Week 7 (10/23) Sana Baig, Melanie Chun, Mae Luna, Adina Rusu
 Week 8 (10/30) Aneta Lazar, Piotr Chwala, Vladimir Rykov, George Wojciechowski
 Week 9 (11/6) Matt Lech, Grace Lemmon, Mark Szewczyk, Saabah Hamid
 Week 10 (11/13) Firas Abunada, Agnes Kusper, John Chiampas, Jermeka Banks

Possible Issues: rather than address broad, general topics (affirmative action in general, church vs. state in general, etc), focus on a specific event/case in the last 10 years.

U. Michigan Applications, Ten Commandments in Alabama Court, Drivers Licenses for Illegal Aliens in California, Creationism vs. Evolution in schools, the all-gay public high school in NYC, racial profiling after 9/11,

PHL200 – Philosophical Approaches to Multiculturalism
Mid-term Exam
Instructor: R. Valgenti

You must answer **both** questions. Please submit your responses (typed, double-spaced) to me at the beginning of class on Tuesday, February 10. If, due to dire emergency, you cannot make it to class on that day, you must email the exam (saved as a MS Word file) to me at rvalgent@depaul.edu **before** the start of class.

Here are the questions:

1. **To what extent is multiculturalism a problem of Enlightenment?** In order to answer this question, you need to consider the ways that the Enlightenment is responsible for some key features of multicultural thinking, and also the ways that multiculturalism challenges the principles of the Enlightenment (namely, the basic tenets of liberalism). Your response should build upon class discussions and make reference to the essays by Kant, Foucault, and Taylor. Feel free to include other essays we have read, and to elaborate upon why there is a “problem” and what forms this problem takes.

2. **Is multiculturalism *philosophically* possible in our society?** This question is born out of the conflict between Stanley Fish (who says that multiculturalism is philosophically untenable) and Charles Taylor, but engages the claims of all the philosophers we have studied so far. If cultural conflict is located, as Fish argues, at the deep level of fundamental beliefs, is there a place for all cultures and their beliefs in American society, or just those that fit within the limits of liberal democracy? Answer the bold-faced question “yes” or “no” and then make a detailed argument supporting your response. You might find yourself siding with one particular thinker – why is his/her position convincing? Refer to at least three different thinkers in your response.

Suggestions:

- answer each question fully in an organized fashion. Each of the two responses should be like a short essay (intro, body, conclusion), roughly 500-750 words.
- support your answers with quoted and/or paraphrased material from the texts we have read, using internal citations (author and page# after a quote is fine).
- place your name, class, and ID# at the top right of the document.
- stick to the texts we have read – no need for outside sources here.
- Type your essays, 12pt, double-spaced.
- Good luck!

Final Essay – ISP 200
Philosophical Approaches to Multiculturalism

- Due Date: Tuesday, March 16, Noon.
- Length: 1250-2000 words.
- Format: Typed, double-spaced; 12 point font.
 1” margins. Footnotes/endnotes/internal citation + bibliography.
- Materials: All texts and articles read in class + sources on course bibliography.
 You must engage *at least* 6 of the essays read in class.
- Topic: **Is multiculturalism compatible with the principles of liberal democracy?**

This essay is a chance for you to make a final argument regarding the guiding question for this course. The topic question is straightforward, but the possibilities for your essay are vast and possibly daunting. The challenge here is to THINK THOROUGHLY about this question BEFORE you begin writing: consider how you want to organize a response, which essays might be applicable or which philosophers made arguments you find compelling and/or valid, if you want to limit your discussion to a specific realm of society (political life, schools, workplace, etc.), if and when real life examples are appropriate and compelling, and how your answer will take shape in a conclusion (a critical examination of the concept of multiculturalism, suggestions for avoiding oppression, an ideal model for democratic society as regards diversity, etc.).

As the reader and assessor of your essay, I am most interested in your ability to draw up the parameters of the discussion, to engage the essays, questions, and theories we have discussed in class, and to argue logically for a position regarding the topic question (yes, no, sometimes, under certain conditions, etc.). As this is your final assessment for the course, I will ask myself: does this essay convey the student’s knowledge of the general discourse on multiculturalism? Does this essay demonstrate a fluency in the concepts associated with this discourse? Can the student formulate a position regarding multiculturalism and provide reasons for that position? Can the student analyze the texts written in class and accurately synthesize those viewpoints into a coherent discourse on multiculturalism and democracy?

Some suggestions:

- Define the key terms you are using (multiculturalism, recognition, liberalism, democracy, oppression, assimilation, race/culture/ethnicity/gender, tolerance, respect, etc.). A good definition will allow you to frame your discussion and limit possible objections to your position.
- Provide a clear thesis statement that asserts an answer AND a reason. The thesis is a *specific* response to the topic question, not a general one, so tell the reader exactly what you are going to prove by the paper’s end.
- Utilize the arguments you developed in the mid-term exam. One way to organize your essay is through the smaller questions we have addressed in this course. Is multiculturalism philosophically possible? How is multiculturalism a problem of Enlightenment? These two questions will give you a theoretical and a historical response to your thesis, respectively. But don’t just cut-and-paste; you need to rework these arguments to fit your overall thesis.

- Recognize your presuppositions, definitions, and philosophical principles and remain logically consistent with them. A major criterion of a good philosophical argument is consistency.
- Consider the opposing view to yours and be able to fend off opposing arguments and claims. This will provide balance in your essay and make your argument stronger.
- Choose your textual examples wisely. Don't overburden the reader with quotations, or leave the reader to analyze and interpret what a quote means for him/herself. A good paper draws out the connections for the reader and makes reading easy!

Submitting your paper:

Finals week is a stressful and difficult time, so my aim is to make the mechanics of this process as painless as possible. I will require you to submit two copies of your essay to me:

1. a printed document with your name, id#, class and date at the top, submitted to my mailbox in the LA&S suite in the Lewis Center, or my mailbox at 2352 N. Clifton, Suite 150.
- and -
2. an electronic copy (MS Word) of the above document submitted to the electronic drop box on the Blackboard website.

The due date for the essay is March 16 at 12noon. You **MUST** have at least one of the copies to me on the due date (this means that broken printers, stalled cars, and missed trains are not an excuse). If you can only get one of the copies to me on the due date, the other format must be in my hands by March 19. Do not submit a rough electronic copy, and then a polished printed one a few days later – I will grade the rough one. Papers that arrive after noon on the 16th will lose a grade for every day that they are late.

If you would like your essay returned with comments, please include a self-addressed, stamped envelope with your submitted essay; or, visit my office hours during the spring quarter on the Lincoln Park campus.

Multiculturalism Bibliography

Taylor, Charles, et al., *Multiculturalism: Examining the politics of Recognition*, ed. Amy Gutmann (Princeton, NJ: Princeton University Press, 1994).

from Goldberg, David Theo, ed. *Anatomy of Racism* (Minneapolis: University of Minnesota Press, 1990).

Appiah, K.A. "Racisms"

Delacampagne, C. "Racism and the West: From Praxis to Logos"

Hodge, J.L. "Equality: Beyond Dualism and Oppression"

Fanon, F. "The Fact of Blackness"

Gilman, S. "I'm down on Whores: Race and Gender in Victorian London"

Bhabha, H.K. "Interrogating Identity: The Postcolonial Prerogative"

Said, E. "Zionism and the Standpoint of Its Victims"

Balibar, E. "Paradoxes of Universality"

Gates, H.L. "Critical Remarks"

Appiah, K.A. "The Limits of Pluralism" as found in *Multiculturalism and American Democracy*, edited by A. Melzer et al. (Lawrence, Kansas: University Press of Kansas, 1998), pp. 37-54.

Appiah, K.A. "The Uncompleted Argument: DuBois and the Illusion of Race" as found in *The Idea of Race*, edited by Robert Bernasconi and Tommy Lott (Indianapolis: Hackett Publishing company, 2000), pp. 118-135.

Bernasconi, Robert. "Stuck inside of Mobile with the Memphis Blues Again: Interculturalism and the Conversation of Races" as found in *Theorizing Multiculturalism*, ed. Cynthia Willet (Oxford: Blackwell Publishers, 1998), pp. 276-298.

Darwin, Charles, "On the Races of Man" as found in *The Idea of Race*, edited by Robert Bernasconi and Tommy Lott (Indianapolis: Hackett Publishing company, 2000), pp. 54-78

DuBois, W.E.B. "The Conservation of Races" as found in *The Idea of Race*, edited by Robert Bernasconi and Tommy Lott (Indianapolis: Hackett Publishing company, 2000), pp. 108-117.

Fish, Stanley. "Boutique Multiculturalism" as found in *Multiculturalism and American Democracy*, edited by A. Melzer et al. (Lawrence, Kansas: University Press of Kansas, 1998), pp. 69-88.

Giroux, Henry A. "Insurgent Multiculturalism and the Promise of Pedagogy" as found in *Multiculturalism A Critical Reader*, ed. David Theo Goldberg (Oxford: Blackwell Publishers, 1994), pp. 325-343.

Glazer, Nathan. "Is Assimilation Dead?" as found in *Multiculturalism and American Democracy*, edited by A. Melzer et al. (Lawrence, Kansas: University Press of Kansas, 1998), pp. 15-36.

Green, Judith. "Educational Multiculturalism, Critical Pluralism, and Deep Democracy" as found in *Theorizing Multiculturalism*, ed. Cynthia Willet (Oxford: Blackwell Publishers, 1998), pp. 422-448.

- Harding, Sandra. "Is Science Multicultural? Challenges, Resources, Opportunities, Uncertainties" as found in *Multiculturalism A Critical Reader*, ed. David Theo Goldberg (Oxford: Blackwell Publishers, 1994), pp. 344-370.
- Herder, J.G. "Ideas on the Philosophy of the History of Humankind" as found in *The Idea of Race*, edited by Robert Bernasconi and Tommy Lott (Indianapolis: Hackett Publishing company, 2000), pp. 23-26.
- Kant, Immanuel. "Of the Different Human Races" as found in *The Idea of Race*, edited by Robert Bernasconi and Tommy Lott (Indianapolis: Hackett Publishing company, 2000), pp. 8-22.
- Locke, Alain. "The Concept of Race as Applied to Social Culture" as found in *The Idea of Race*, edited by Robert Bernasconi and Tommy Lott (Indianapolis: Hackett Publishing company, 2000), pp. 89-99.
- McLaren, Peter. "White Terror and Oppositional Agency: Towards a Critical Multiculturalism" as found in *Multiculturalism A Critical Reader*, ed. David Theo Goldberg (Oxford: Blackwell Publishers, 1994), pp. 45-74.
- Outlaw, Lucius. "Multiculturalism, Citizenship, Education, and American Liberal Democracy" as found in *Theorizing Multiculturalism*, ed. Cynthia Willet (Oxford: Blackwell Publishers, 1998), pp. 382-397.
- Stiehm, Judith. "Diversity's Diversity" as found in *Multiculturalism A Critical Reader*, ed. David Theo Goldberg (Oxford: Blackwell Publishers, 1994), pp. 140-156.
- Woodward, C. Vann. "Meanings for Multiculturalism" as found in *Multiculturalism and American Democracy*, edited by A. Melzer et al. (Lawrence, Kansas: University Press of Kansas, 1998), pp. 55-68.

(boldface titles are on reserve in LPC library, with important articles from those texts listed below them)

Appiah, K.A. "Illusions of Race" in *In My Father's House: Africa in the Philosophy of Culture*, New York: Oxford University Press, 1992.

***The Idea of Race*, ed. Robert Bernasconi. Indianapolis: Hackett Publishing, 2000.**

- Bernier, Francois. "A New Division of the Earth"
- De Gobineau, Arthur. "The Inequality of Human Races"
- Galton, Francis. "Eugenics: Its definition, scope, and aims"
- Senghor, Leopold. "What is Negritude?"
- Alcoff, Linda. "Mestizo Identity"
- Hanchard, Michael. "Black Cinderella? Race and the Public Sphere in Brazil"
- Omi, Michael and Howard Winant. "Racial Formation in the United States"

***Theories of Race and Racism*. Ed. Black and Solomos, London: Routledge, 2000.**

- Winant, Howard, "The Theoretical Status of the Concept of Race"

Appiah, K.A., “Racial Identity and Racial Identification”
 Brah, A. “Difference, Diversity, Differentiation: Processes of Racialisation and Gender”
 Frankenberg, R. “White Women, Race Matters: The Social Construction of Whiteness”
 Dyer, R. “The Matter of Whiteness”
 Christian, B. “Black Feminism and the Academy”
 Bhabha, H. “Race, Time, and the Revision of Modernity”
 Young, L. “Imperial Culture: The Primitive, the Savage and White Civilization”
 Mohanty, C.T. “Under Western Eyes”
 Zizek, S. “Enjoy Your Nation as Yourself!”
 Hooks, b. “Racism and Feminism: The Issue of Accountability”
 Carby, H. “White Woman Listen! Black Feminism and the Boundaries of Sisterhood”
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