

ANTHROPOLOGY 80 MULTICULTURALISM: AN INTRODUCTION
Fall Semester 2003, TR 9:30-10:45 am, Location: Middlebush 12

Instructor: Dr Reed Wadley, Office: 210 Swallow Hall, Office Hours: TR 11:00 am-1:00 pm or
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Course Description: ‘Multiculturalism’ today is most often seen (by its proponents) as promoting diversity, inclusiveness, equity, and pluralism in a particular country, and a number of nations experiencing rapid immigration (such as Australia and Canada) have adopted policies aimed at that goal. Opponents of multiculturalism view it as a new form of racism and separatism, as a threat to national unity and identity. The strength of opinion on either side reveals important tensions within society, such as how to balance tolerance of increasing ethnic diversity without condoning every imaginable cultural practice or how to promote equity without threatening the privileged status of certain groups.

In this course, we will explore multiculturalism using a decidedly anthropological approach with a heavy emphasis on cross-cultural comparison. Although the central interest is on the United States, numerous examples will be drawn from around the world such as Europe, Southeast Asia, and Africa. Topics to be examined include the historical and contemporary face of multiculturalism in various countries, anthropological theories of race and ethnicity, social and economic stratification, and the range of interethnic accommodations and conflicts.

Your instructor is an anthropologist with research and other experience in several multicultural countries – Malaysia (2 years), Indonesia (3+ years), and the Netherlands (3 years).

Texts: *Race and Ethnicity*, edited by Raymond Scupin (required).

Brown, by Richard Rodriguez (optional – see Course Requirement “E” below).

Course Requirements:

A. Attendance. You are expected to attend all scheduled class sessions. Excessive tardiness and absences will be referred to the Dean of Arts and Sciences, and you may be dropped from the course as a result.

B. Assigned Readings. You should read the assigned materials before the day they are scheduled so that you will be able to contribute to discussions, ask informed questions, and know what we are talking about on that day. But you will not be able to “get by” if you do only the readings and attend class irregularly. Both are necessary to do well.

C. “One-Minute Essays” (20% of grade). For each assigned reading (including half-chapters), you will answer two questions: (1) What is the most significant thing I learned from this reading? and (2) What question does the reading leave me with? The first part should be between two and four sentences, and the second, a sentence or two. They may either be typed, or hand-written but legible. I will return illegible “one-minute essays” without grading.

These will provide us with fodder for discussion and are due on the day of the assigned reading. Late “essays” will receive only half-credit if turned in within one week of the due date; otherwise, they are subject to the same policy as exams (see below).

D. Exams (60% of grade). There will be three in-class exams. These will be a combination of multiple choice and short-answer questions covering lectures, readings, and films.

Exam policy. Early exams can be arranged if you have a legitimate reason for missing an exam AND if you schedule it with the instructor well in advance. Late exams will be given ONLY if you have a very good and verifiable reason for missing one (such as a sudden death in the family, jury duty, serious illness with a doctor’s letter, etc.). No exceptions will be made – there are no “make-up” exams.

E. Journal or Book Review Essay (20% of grade). You will either (1) produce a journal based on participation in the Conversation Partners Program (see p. 4 below) or (2) write a book review essay on *Brown*, the book by Richard Rodriguez (see p. 5 below).

Grades: The three exams count for 60% of your course grade (i.e., 20% each); the Conversations Partner journal or book review essay, 20%; and the “one- minute essays,” 20% (total: 27 assigned readings).



Americans with Disabilities Act (ADA)

Students who have special conditions as addressed by the ADA and who need any test or course materials furnished in an alternative format should notify the instructor immediately. Reasonable efforts will be made to accommodate any such needs. Students who request formal accommodation must register with the Access Office, A048 Brady Commons (882-4696) or look at <http://ada.missouri.edu>.

Academic Honesty

You are expected to observe the University’s standards for academic behavior. Any student suspected of academic dishonesty, such as plagiarism on writing assignments or cheating on exams, will be reported to the Provost’s office. Refer to the *Collected Rules and Regulations*, Section 200.010, Standard of Conduct, and Section 200.020, Rules of Procedures in Student Conduct Matters for more specific details:

<http://www.system.missouri.edu/uminfo/rules/programs/200010.htm>

<http://www.system.missouri.edu/uminfo/rules/programs/200020.htm>

Verbal Proficiency

If you have a concern regarding the instructor’s verbal communication proficiency, please contact the Undergraduate Studies Director of the Anthropology Department (107 Swallow Hall).

ANTHROPOLOGY 80 MULTICULTURALISM: AN INTRODUCTION

Class and Reading Schedule

Aug	26	Introduction
	28	Ch. 1 The Anthropology of Race and Ethnicity (pp. 1-9)
Sept	2	Ch. 2 The Concept of Race in Anthropology (pp. 10-25)
	4	Ch. 2 The Concept of Race in Anthropology (pp. 25-33)
	9	Ch. 3 A History of “Scientific” Racialism (pp. 36-50)
	11	Ch. 3 A History of “Scientific” Racialism (pp. 50-63)
	16	Ch. 4 Ethnicity (pp. 67-77)
	18	Ch. 4 Ethnicity (pp. 77-88)
	23	Ch. 5 Ethnicity and Ethnocentrism (pp. 90-100)
	25	Exam One
	30	Ch. 13 Latin America and the Caribbean (pp. 289-307)
Oct	2	Ch. 14 Africa (pp. 310-325)
	7	Ch. 15 The Middle East (pp. 329-345)
	9	Ch. 16 Asia (pp. 349-361)
	14	Ch. 16 Asia (pp. 361-371)
	16	Ch. 18 Europe (pp. 404-418)
	21	Ch. 18 Europe (pp. 418-432)
	23	Ch. 6 US Ethnic Relations (pp. 102-112)
	28	Ch. 6 US Ethnic Relations (pp. 112-123)
	30	Exam Two
Nov	4	Ch. 7 American Indians (pp. 125-141)
	6	Ch. 7 American Indians (pp. 141-157)
	11	Ch. 8 African Americans (pp. 159-172)
	13	Ch. 8 African Americans (pp. 173-188)
	18	Ch. 10 Hispanic Americans/Latinos (pp. 208-222)
	20	Ch. 10 Hispanic Americans/Latinos (pp. 222-236)
	25	<i>Thanksgiving break</i>
	27	<i>Thanksgiving break</i>
Dec	2	Ch. 12 Arab Americans (pp. 267-275) – <i>note the switch with Ch. 11</i>
	4	Ch. 12 Arab Americans (pp. 275-285)
	9	Ch. 11 Asian Americans (pp. 242-250)
	11	Ch. 11 Asian Americans (pp. 250-264)
	19	Final Exam (1:00-3:00 pm)

Conversation Partners: Guide to Preparation of the Journal

The Conversation Partners Program is run through the Intensive English Program for foreign students, and the director of the program will visit us during the second week of classes and hand out information and application material.

1. The aim of this assignment is to provide you with an opportunity to meet a person from another country and to learn about his or her culture, while teaching them about yours. To do this, topics of importance in this class must guide your discussions to a great extent (see No. 4 below), so that you come to acquire an in-depth appreciation of multicultural aspects of your conversation partner's home. But remember: you will be getting one view of a culture, usually from the perspective of a wealthy or higher status person.

2. You should meet with your conversation partner each week, aiming for at least ten weeks of meetings. After each meeting, write a summary of the conversation (about 300-500 words), focusing on topics relevant to the course. These summaries will form a chronological journal of your conversations.

You may organize the journal in several ways; for example, by topic (in case you come back to similar topics each week), or by the date of meetings. The latter could be something like:

September 20, 2001 @ 3:30 pm. Today we met at _____. Our conversation began by my conversation partner asking me about _____ OR I began our conversation by asking about _____.

If you get together outside the weekly meeting, you should summarize this also; for example, if you go to a party or ball game, summarize the event and your interactions.

3. If you miss a week, explain why. If there are problems in meeting with your conversation partner, please let me or the CP director know as soon as possible.

4. Prepare a short list of topics and questions before meeting with your partner. Important topics to address explicitly in your conversations include the following:

- the physical environment where they live (for example, urban, rural, farmland, industrial, forest, desert, etc.)
- the economic system within the family, outside the family; inequalities based on economic differences
- different ethnic groups, their supposed characteristics
- different religions and sects, state-support for religion
- gender roles and differences
- being a foreigner in the US
- perceptions of US society and culture

You should also use the weekly topics in lectures and readings to spur conversation about (for example) immigration, indigenous versus immigrant groups, local ideas about race and ethnicity, etc. One strategy in opening conversations would be something like, “This is how things are here OR this is what I read about in class ... What’s it like in your country?”

5. The journal must include a brief concluding statement (300-500 words) about what you learned overall, how this changed your thinking about a particular matter, etc.

6. The journal must be typed. When you mention an important concept or idea from class, put the word in **bold** or underlined type. You may include photographs, maps, or other materials if you wish, but this is not required. But be careful about plagiarism (see Pt. 3, Page 6 below).

For tips on writing the journal, see Hints on Writing Papers in Anthropology (<http://rcp.missouri.edu/reedwadley/teaching.html>).

I would be happy to look over drafts of your journal, so don’t hesitate to ask!

8. Your journal is due by 4:30 pm on the last day of class (December 11). Late assignments, unless excused (see the policy above) will lose one-third of a grade per day, to a maximum of one full grade (thus, a B+ journal three or more days late becomes a C+). I will not accept any late journals after December 17.

Guide to Preparation of the the Book Review Essay

1. In his provocative book, *Brown*, Richard Rodriguez considers a social future of America that is “as brown as the tarnished past” (p. 35). Your task is to read it and write a review essay about it. This is not to be a simple summary of each chapter’s contents, but rather an essay on the book’s ideas and content, drawing in material and ideas from lectures and assigned readings.

Caution: This is not an easy or straightforward book. Rodriguez likes to write with poetic flourish and makes numerous references to English-language literature. Don’t sweat those things (unless you’re up on your American lit). What I want is for you to focus on the themes relevant to this course. The best way to do this is to find the main themes in each chapter and determine the author’s opinion about them. Then, go to the assigned readings (Scupin’s book) and lecture notes to see how things compare and contrast: How are Rodriguez’s thoughts relevant to the issues that arise in the course? How are his ponderings different from or similar to the other course material?

2. You should have read the entire book before Thanksgiving break (along with the Preface!): Give yourself time to write the essay. (I would be happy to look over drafts of your essay, so don’t hesitate to ask!)

3. One potential problem to avoid is plagiarism; that is, presenting other people’s words or ideas as your own. This means that (1) any phrases or sentences you take directly from the texts must have quotation marks around them and have page citations. In this kind of essay, quotations should be avoided, and in most other cases, there should be no more than a few of these. And (2) close paraphrases (that is, changing a few words but otherwise following the text closely) must be avoided. The essay must be in your own words. But even when your account is in your own words, you must acknowledge the sources of your information through frequent page citations – one for each item of information – so that the reader knows where the information and ideas have come from.

4. Page citations of the source should be plentiful throughout your essay. After an initial citation giving the author, date of publication, and page number (for example, Rodriguez 2002, p. 64), further citations of the same source can give the author and page number or the page number alone (Rodriguez, p. 90).

5. The essay will be typed, double-spaced, and have a maximum length of 1500 words, not including a bibliography page. Absolutely no fancy covers! (For tips on writing the essay, see Hints on Writing Papers in Anthropology [<http://rcp.missouri.edu/reedwadley/teaching.html>]).

6. Your essay is due by 4:30 pm on the last day of class (December 11). Late assignments, unless excused (see the policy above), will lose one-third of a grade per day, to a maximum of one full grade (thus, a B+ essay three or more days late becomes a C+). I will not accept any late essays after December 17.

My Scale for Evaluating All Writing Assignments:

- A**
- Exceptional
 - Interesting or unusual; demonstrates sophistication of thought
 - Clear, complex, and well-developed main argument and supporting points
 - Clear, logical organization and structure
 - Critically examined sources
 - Free of grammatical and spelling errors

- B**
- Solid and fulfills the assignment
 - Clear argument but with minor lapses in development
 - Touches on argument's complexity; shows careful reading of sources
 - Logical progression of ideas, but not all evidence considered
 - A few grammatical problems but does not hamper reading

- C**
- Adequate but less effective in meeting the assignment
 - Central idea in general terms; basic comprehension of sources
 - Difficult to find logical structure
 - Over-reliance on generalizations or unrelated examples
 - Awkward or confusing sentences, difficult reading

- D**
- No clear argument or does not meet the assignment
 - Too vague or obvious argument; little complexity in ideas
 - Difficult-to-follow structure
 - Insufficient evidence

- F**
- Does not meet the assignment
 - No central argument
 - Does not use sources
 - Little apparent organization
 - No or irrelevant supporting evidence

(Adapted from Curzan and Damour [2000] First Day to Final Grade. Ann Arbor: University of Michigan Press.)