

Larry Blum

W-5-012

**Office Hours:**

Tuesday 3:20-4:20

Thursday 12:50-1:50

or by appointment

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

e-mail: [lawrence.blum@umb.edu](mailto: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 UMass 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.]

**Course website:**

All course material other than books will be posted on the course website. The site will also have announcements; assignments; handouts; this syllabus, and other materials related to the course. You should check the website regularly and *especially if you miss class*. The URL of the site is:

<http://www.BlumPhilosophy.com>. Click on the "Teaching" heading at the top under the photo of UMass. A list of courses I teach will show up on the left. Click on this course. The titles of the course readings will show up under "readings", organized by "class 4," "class 7," etc. Click on the reading you want and it will show up. (This numbering of the "classes" does not correspond to the actual class the reading will be discussed!! Use the syllabus to find out on what date a reading will be discussed.)

\*\**Almost* all readings on the website will also be on Electronic Reserves (marked "**ERes**" on the syllabus), 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 "identities."

**You should download all readings for your personal use. You must bring readings to class on the day they are scheduled to be discussed.**

**REQUIREMENTS AND GRADES**

1. 1 600-to-900-word paper on DuBois, due Feb 20: **15%**
2. take-home mid-semester exam, due March 27 [after spring break]: **20%**
3. take-home final exam: **40%**
4. Unannounced quizzes: **15%**
5. Attendance and class participation: **10%** [attendance will be taken every day; more than three unexcused absences will result in .5 (on a 4.0 scale) being deducted from your attendance grade for each day above 3 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 of my returning it to you]**

*No computer or any other electronic device will be allowed in class!! Please discuss with me if this policy is a problem for you.*

## **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," "culture," and " (social/group) 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 yourself 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.umb.edu/life\\_on\\_campus/policies/code/](http://www.umb.edu/life_on_campus/policies/code/) (Scroll down to "VI: Academic Honesty") Penalties for cheating normally range from failing the assignment through failing the course, but they 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](mailto: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:**

#### **--Race, Equality, and the Question of Assimilation--**

Jan 28: Introduction to course; introduction to W.E.B. DuBois

**||W.E.B. DuBois: An early racial egalitarian, anti-assimilationist, and cultural pluralism advocate||**

30: DuBois, *The Souls of Black Folk* (1903)

(a) "Forethought," v - vi

(b) "Of Our Spiritual Strivings" (chapter 1), 1-7

Feb 4: DuBois, ch 4: "Of Mr. Booker T. Washington and Others" (chapter 3), 25-35

6: (a) "The Sorrow Songs" (chapter 14), 155-164

(b) E. Callan "The Ethics of Assimilation," 471-475 (**class 4**)

**||Is assimilation good or bad?||**

11: Callan, "The Ethics of Assimilation," 475-488, 493-496 (**class 4**)

**\*\*\*\*1<sup>st</sup> paper handed out\*\*\*\***

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

13: Molefi Kete Asante, "Racism, Consciousness, and Afrocentricity," 127-143 (**class 5**) [from Gerald Early (ed.), *Lure and Loathing* (1993)]

18: Stephen Carter, "The Black Table, the Empty Seat, and the Tie," 55-79 (**class 6**)  
[from Gerald Early (ed.), *Lure and Loathing* (1993)]

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

#### **||White ethnics and the context of race||**

20: Thomas Guglielmo, "'No Color Barrier': Italians, Race, and Power in the United States," 29-43 (**class 7**) (from J. Guglielmo and S. Salerno (eds.), *Are Italians White?*)

#### **++++ I<sup>^</sup> paper due++++**

25: Mary Waters, "The Costs of a Costless Community," 147-168 (**class 8**) [from *Ethnic Options: Choosing Identities in America*]

#### **||Latino/Hispanic identity and U.S. racial categories and hierarchies||**

27: Linda Martín Alcoff, "Mestizo Identity," 139-160 (**class 9**) [from N. Zack (ed.) *American Mixed Race* (1995)]

March 4: (a) Clara Rodriguez, "Challenging Racial Hegemony: Puerto Ricans in the United States," 131-143 (**class 10**) [from S. Gregory and R. Sanjek, *Race* {1994}]  
(b) M. Navarro, "Black and Cuban: Bias in Two Worlds," [(**class 10**)

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

March 6: Edward Telles, "Rethinking Brazilian Race Relations," 215-238 (**class 11**) [from *Race in Another America: The Significance of Skin Color in Brazil* (2004)]

11: (Telles, continued)

#### **||"Black" and "Mixed" in the U.S.: passing and the one-drop rule||**

13: (a) Langston Hughes, "Passing" [**ERes**], from [The Ways of White Folks](#) (1934)  
(b) F. James Davis, "The Hawaiian Alternative to the One-Drop Rule," 115-131 [**ERes**] [from N. Zack (ed.) *American Mixed Race* (1995)]

#### **\*\*\*Midterm handed out\*\*\***

[18: SPRING BREAK]  
[20: SPRING BREAK]

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

(b) Marie Arana, "He's Not Black," *Washingtonpost.com*, November 30, 2008.  
[www.washingtonpost.com/wp-dyn/content/article/2008/11/28/AR2008112802219\\_pf.html](http://www.washingtonpost.com/wp-dyn/content/article/2008/11/28/AR2008112802219_pf.html)

#### **||Asian and Pan-Asian Ethnicity||**

27: Yen Le Espiritu, "Ethnicity and Panethnicity," 1-18 (**class 15**) from [[Asian American Panethnicity](#) (1992)]

#### **++++ Midterm due++++**

April 1: Eric Liu, "The Accidental Asian," 57-84 (**class 16**) [from *The Accidental Asian* (1998)]

#### **||Muslim identity: Religion and ethnicity||**

3: The French context: (a) John Bowen, "Muslims and Citizens: France's Headscarf Controversy," *Boston Review*, 2004 (**class 17**)

(b) Fadela Amara, "Those Who Wear the Headscarf," 73-75 [**class 17**] from *Breaking the Silence: French Women's Voices From the Ghetto* (2006)

(c) Katrin Bennhold, "A Veil Closes France's Door to Citizenship," *New York Times*, 7/19/08 (**class 17**) [www.nytimes.com/2008/07/19/world/europe/19france.html](http://www.nytimes.com/2008/07/19/world/europe/19france.html)

April 8: Amartya Sen, "Religious Affiliations and Muslim History," 59-83 (**class 18**)  
[from *Identity and Violence* (2006)]

### **---The Philosophy of Multiculturalism: Pro and Con---**

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

April 10: Bhikhu Parekh, "Equality in a Multicultural Society," 239-263 (**class 19**)  
[from *Rethinking Multiculturalism: Cultural Diversity and Political Theory* (2000)]

15: George Frederickson, "Mosaics and Melting Pots," 36-42 [**ERes**]  
[from *Dissent* (Summer, 1999)]

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

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

22: Taylor, 44-74

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

29: (Taylor and Wolf continued—no new reading)

#### **||Critics of Multiculturalism||**

May 1: Brian Barry, "The Dynamics of Identity: Assimilation, Acculturation, and Difference," 63-81 [**class 25**] [from *Culture and Equality* (2000)]

May 6: Jeremy Waldron, "Multiculturalism and M $\acute{e}$ lange," 90-101 (first part of article) [**class 26**] [from Robert Fullinwider (ed.), *Public Education in a Multicultural Society* (1996)]

May 8: Waldron, 101-118 (2<sup>nd</sup> part of article) [**class 26**]

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