

**SOC 492 & ES 492 – POLITICS OF MULTICULTURALISM  
UNIVERSITY OF HAWAI'I AT MANOA - FALL 2013**

**INSTRUCTOR:** Dr. Nandita Sharma

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**OFFICE:** Saunders 205

**OFFICE HOURS:** Wednesday 1:00-2:00PM or by appointment

**OFFICE TEL.:** 956-8438

**CLASS:** Wednesday, 2:30 to 5:00PM

**ROOM:** KUY 408

**COURSE DESCRIPTION**

We will examine the social, economic, political and cultural basis for the contemporary multicultural policies of national states by situating ideas and practices of multiculturalism within their historical, global and political context. As “culture” does not exist outside of people's lived experiences, we will investigate how ideas of multiculturalism have been shaped by social relationships organized through practices and ideologies of colonialism, nationalism, racism and sexism. We will also examine how practices of multiculturalism go on to further organize these sets of social relations. In particular, we will examine the various identifications born of these ideological practices. Using a comparative approach with analysis drawn from the United States, Canada and Australia – three nation-states that have varying degrees of state commitment to a policy of multiculturalism - the course considers a variety of concepts, models and practices of multiculturalism. By taking a transnational and interdisciplinary approach, we will place histories, discourses and disciplines in productive relation. At the same time, we will look at specific state policies in these three sites, including colonialism, state policies of making “White nations,” immigration, citizenship and the organization of nationalized labour markets to better contextualize the contemporary multicultural policies in these three national states. Attention will be paid to paradoxes, questions and dilemmas arising from hierarchical social structures through a close examination of the demands for, challenges against, and effects of multicultural policies.

**CLASS FORMAT**

This course will be run as a seminar. Students are responsible for coming *fully* prepared for each class and ready to *lead* class discussions. Students are responsible for the material covered in the lectures, readings and films, and for any announcements made in class.

**STUDENT LEARNING OBJECTIVES/OUTCOMES**

Students will develop their critical learning skills by: examining the historical origins of key ideas, concepts and categories shaping human experience today; examining the relations or ruling that organize dominant ideas, concepts and categories and; examining how people have variously contested these ideas, concepts and categories. Students will also develop their reading, writing and oral presentation skills in order to

become clear thinkers and articulate communicators of theoretically informed empirical research.

### **CLASS EVALUATION**

Attendance and Participation	10%
Journal Assignment (5 one-page entries)	10%
Library Research Workshop Project	5%
Oral Presentation on Readings	20%
Research Essay Outline (3-5 pages)	15%
Final Research Essay (12-15 pages)	40%

### **REQUIRED READINGS**

**GH** Ghassan Hage, 2000. *White Nation: Fantasies of White Supremacy in a Multicultural Society*. New York: Routledge (with Pluto Press Australia).

**MB** Bayoumi, Moustfa, *How Does it Feel to be a Problem? Being Young and Arab in America*. Penguin Books, 2009.

One more text **TBA**