

Democracy, Pluralism, Culture
Europe and America: A Dialog on Critical World Issues
University of California-Lund University Joint Summer School

Summer 2008
Module 2: July 22-August 14, 2008

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“While Muslims pose the immediate problem to Europe, Mexicans pose the problem for the United States.”

Samuel P. Huntington, *The Clash of Civilizations and the Remaking of World Order* (1996)

The United States and heterogeneous nations in Western Europe, such as the Netherlands and France, have been upheld as models and proponents of liberal democracy. Yet, as migrants and immigrants—in particular, those from Latin America, Africa, and Asia—enter these countries, calls for restricting and/or terminating migration and immigration grow louder and more persistent. Taking a comparative approach, this course asks: How do pluralism and cosmopolitanism as engendered by migration and immigration challenge democracy? How do democratic nations foster, protect, or threaten pluralism and cosmopolitanism? What “problem,” to quote from political theorist Samuel Huntington’s (in)famous *The Clash of Civilizations*, do Muslims and Mexicans pose to Western European countries and the United States? And how can these nations achieve political cohesion while recognizing difference? To address these questions, we’ll draw from a multidisciplinary array of readings and we’ll view a couple of films as we explore the role culture plays in (dis)articulating difference and democracy in and for the United States and Western Europe in the early twenty-first century.

Required Books

Seyla Benhabib, *The Rights of Others: Aliens, Residents, and Citizens* (Cambridge: Cambridge University Press, 2004; ISBN 0 521 53860 2)

Ayaan Hirsi Ali, *Infidel* (New York: Free Press, 2007; ISBN-13: 978-0-7432-8969-6)

Rubén Martínez, *Crossing Over: A Mexican Family on the Migrant Trail* (New York: Picador, 2002; ISBN-13: 978-0312421236)

Reyna Grande, *Across a Hundred Mountains* (New York: Washington Square Press, 2006; ISBN-13: 978-0-7432-6958-2)

Films

Mathieu Kassovitz (dir.): *La Haine* (France, 1995)

Gustavo Loza (dir.): *Al Otro Lado* (Mexico, 2004)

Reading Schedule (*subject to change*)

July 22 Benhabib: *The Rights of Others* (Introduction, Chapters 1-2)

July 23 Benhabib: *The Rights of Others* (Chapters 4-5, Conclusion)

- July 24** Ali: *Infidel* (Foreword, Introduction, Chapters 1-9)
- July 28** Ali: *Infidel* (Chapters 10-17, Epilogue)
- July 29** Samuel P. Huntington: “The West and the Rest: Intercivilizational Issues.” In *The Clash of Civilizations and the Remaking of World Order*, 183-206. New York: Simon and Schuster, 1996.
- Etienne Balibar: “Is There a Neo-Racism?” In *Race, Nation, Class: Ambiguous Identities*, 17-28. London: Verso, 1991.
- July 30** *La Haine* (to be viewed in class)
- Paul Silverstein and Chantal Tetreault, “Urban Violence in France,” *Middle East Report* (November 2005) (online edition).
- 5-7-PAGE PAPER DUE**
- August 4** Aristide R. Zolberg and Long Litt-Woon, “Why Islam Is Like Spanish: Cultural Incorporation in Europe and the United States,” *Politics and Society* Vol. 27, No. 1 (1999): 5-38.
- Samuel P. Huntington: “The Hispanic Challenge.” *Foreign Policy* No. 138, (November 2004) (online edition): 30-45.
- Honig: “Immigrant America? How Foreignness ‘Solves’ Democracy’s Problems,” *Social Text* No. 56 (Autumn 1998): 1-27.
- August 5** Martínez: *Crossing Over* (Prologue, Chapters 1-6)
- August 7** Martínez: *Crossing Over* (Chapters 7-13, Epilogue)
- August 11** Grande: *Across a Hundred Mountains* (pp.1-127)
- August 12** Grande: *Across a Hundred Mountains* (pp.128-255)
- August 13** *Al Otro Lado* (to be viewed in class)
- Arjun Appadurai: “Hope and Democracy,” *Public Culture* Vol. 19, No. 1 (Winter 2007): 29-34.
- August 14** **IN-CLASS FINAL EXAMINATION**

Requirements and General Policies

Attendance and Participation

This is a seminar and, therefore, your faithful attendance and active participation are mandatory. The attendance portion of your grade will drop if you have an unexcused absence. **More than one unexcused absence may result in failure of the course.** If you must miss class, please let

me know in advance (i.e., *before* class). You will not, however, be excused from preparing the assignments.

Students should complete the assigned readings *prior to the first day scheduled for discussion* and come to class prepared to talk about them. If you do not participate in discussions of your own accord, you can expect to be called on.

Assignments, Exercises, and Exams

All students are required to write a **5-7-page expository essay** (due at *the beginning of class* on July 30); to launch a **discussion on an assigned reading**; and to take an **in-class final examination**. In addition, I may assign in-class writing exercises and pop quizzes if I deem them necessary.

The 5-7-page paper should draw from the assigned readings to address the following questions: What challenges does immigration pose to democratic nations in Western Europe and/or North America? How does immigration bolster democracy? And how can democratic societies achieve political cohesion while recognizing diversity? I've offered these questions to assist you in creating your paper's topic and narrowing its focus. Your paper doesn't have to address every single one of them, but it must have a main idea (thesis statement).

In initiating a discussion on an assigned reading, students should pose 1-3 questions about the reading that (1) ensure that the class understands the reading (i.e., its argument and goals); (2) develop a critical perspective on the reading (e.g., note its strengths, as well as its blind spots); (3) link the reading to the themes and concerns of this course; and (4) relate the reading to any additional relevant issue(s) (e.g., recent or current events).

The cumulative final exam will be held in class on August 14.

Grades

Attendance and Participation	25%
Essay	30%
Final Exam	45%

All students will receive a grade in the form of a number (e.g., 100, 95, etc.) and a corresponding letter grade for attendance and participation, the essay, and the final exam. The final grade for the course will be issued in letter form. Grades are determined by the following numerical breakdown:

97-100:	A+
94-96:	A
90-93:	A-
87-89:	B+
84-86:	B
80-83:	B-
77-79:	C+
74-76:	C
60-73:	D

Students are welcome to schedule an appointment with me to discuss course-related matters.