This unit will explore why multicultural policy has become important, what kinds of minorities or social formations need to be accommodated and what kinds of policy contexts are important for multiculturalism in different countries. The course will examine sociological evidence for cultural diversity, its linkages with inter-generational socio-economic disadvantage and the normative and pragmatic arguments for and against multiculturalism. Developments in a number of different countries will be examined and the policy areas studied will include education and employment and will be placed in context of current debates about national identity, globalisation and the 'clash of civilisations'. The course will conclude with a discussion of the current discourse of 'multiculturalism is dead'.

Statement of Unit Objectives:

- To examine the theoretical and political basis for emergent multicultural policies and redefinitions of existing national identities in multicultural terms
- To examine the character of the different concepts and models of multiculturalism that are prevalent and the specific policies that are being promoted in a number of policy areas

Statement of Learning Outcomes:

By the end of the unit, students will be able to:

- Have an appreciation of the arguments for and against political multiculturalism and why political multiculturalism is becoming significant in a number of countries
- Have an appreciation of what multiculturalism means in specific policy terms in a number of policy areas in different countries
Key Books:

No text exists that can serve as a course book for this unit but the following are books that you are likely to use most often and it would be useful for you to buy at least one of these key texts, especially those marked by an asterisk (you might also be able to arrange exchanges and loans with fellow students).


GENERAL ADVICE FOR READING ON THIS UNIT:

Specific reading guidance for each topic is given below. It is divided into ‘Required Reading’ and ‘Further Reading’. The former consists of about three or four chapters or articles; additional chapters in books under ‘Required Reading’ are invariably appropriate as Further Reading. You should also consult the references available in the key texts and other literature, especially the ‘Further Reading’ guidance given at the end of chapters or at the end of a book.

Teaching Format

Each weekly session is up to two hours long, having a lecture component and a seminar component based on the reading for the week. In advance of the weekly session, each student should read at least one, preferably more, item from the reading mentioned in relation to each meeting.

For the award of credit points, students must attend all sessions, make considered presentations to the group, and complete both the formative and the assessed essay. Credit points are necessary for students to be recognised as having successfully completed the unit.

Presentations: Each student must make at least one seminar presentation based on a number of recommended readings. The presentation should be about 10 minutes long and should include a one-page handout for fellow students and the tutor. The presentation should contain a clear analytical summary of the readings, together with a critical assessment, including showing where different authors agree/disagree or utilise different theoretical perspectives or data sources, what implications this has for the topic under study.

Formative Assessment: Students will submit a short essay or critical review within four weeks of start of the unit. After this each student will meet individually with the tutor so that the student can raise questions about his/her progress and the tutor offer guidance (e.g., on any ways of improving written work, on areas which require clarification).

Extended essay: 4,000 word essay due at the completion of the unit, by Friday 19th May 2006 between 10 a.m. and 1 p.m. to the Postgraduate Co-ordinator. Essays titles will be contained in a separate booklet to be distributed during the second semester when confirmed by the External Examiner.
Library Sources and Reading Material

A significant number of the items on the recommended reading list have been placed in the Short Loan Collection in the Library and in a number of cases more than one item of the text is available, either because it has been reproduced or because more than one copy has been purchased. I hope this will help everyone to have an easy and regular access to main sources you require for your research and study. Amongst items recommended, however, are some which are not available in the Library. These have been included in case (for example, when writing the essay) you have access to another library or a private source during the course of the year. You should buy at least one of the key useful texts mentioned later. Please consult me should you run into any difficulties.

Please consult the main race, ethnic relations and migration journals in the library for specialised references. The main ones are:

*Ethnicities*
*Ethnic and Racial Studies*
*Journal of Ethnic and Migration Studies (formerly New Community)*
*Patterns of Prejudice*
*Nations and Nationalism*
*Social Identities*
*International Migration Review (IMR)*
*International Migration (IM)*

Use of the Internet

Explore the World Wide Web. It is rapidly improving as a source of information on a wide variety of topics which fall within the field of multiculturalism. You will need a log-on ID and password. The Computer Centre will help you register if you do not already have one. You can carry out a search command to find material that relates to a particular concept or a keyword or a topic. For instance, try searching multiculturalism or racism in Europe. The Internet will produce a lot of material not all of which may relate directly to your academic interest. Try various sites and bookmark them on the computer if you find them useful (book marking enables you to return to the same site without having to recall the site address). You should use different search engines for topics of your specific interest. The following sites are all worth a look for new working papers, links to migrant organisations and researchers in the field, and bibliographical searches:


http://www.efn.org/~denis_w/race.html (The Anti-Racism Resources Home Pages)

Centre for the Study of Ethnicity and Citizenship
http://www.bristol.ac.uk/sociology/ethnicitycitizenship

Metropolis - Research and Policy on Migrants in Cities
<http://international.metropolis.net>
COMPAS – The Centre on Migration, Policy and Society, Oxford
http://www.compas.ox.ac.uk/

Transnational Communities, ESRC Project, Oxford
<http://www.transcomm.ox.ac.uk>

ERCOMER - European Research Centre on Migration and Ethnic Relations, Utrecht
<http://www.ercomer.org>

Lawrence Hinman’s Ethics Homepage
http://ethics.acused.edu/index.htm/

CEMES - Centre for European Migration and Ethnic Studies
<http://www.cemes.org>

IMES - Institute for Migration and Ethnic Studies, Amsterdam
<http://www.pscw.uva.nl/imes>

Migration Research Unit, UCL, London
<http://www.geog.ucl.ac.uk/mru>

Migration Dialogue, UC-Davis, California
<http://www.migration.ucdavis.edu>
(includes the global newsletter Migration News)

Global Cities NGO network
<http://www.global-cities.org>

Migration Policy Group, Brussels
http://www.fhit.org/mpg

OpenDemocracy is a current affairs website that has threads on multiculturalism
http://www.opendemocracy.net/home/index.jsp

Many newspapers and other media keep news stories and feature articles grouped under
subjects such as multiculturalism and race. These include the sites for the BBC world
THE THEORY AND POLITICS OF MULTICULTURALISM

1. Multiculturalism as a Public Policy Philosophy

What is multiculturalism? How did it emerge as a public philosophy? What is its relation to cultural tolerance, anti-racism, multi-nationalism and the rights of indigenous and other minorities? Is it an alternative to the integration of immigrants and their descendants? Is it more than a pick ’n mix lifestyle emporium or managing diversity? Who are the advocates and critics of multiculturalism? In which countries are multicultural policies being developed? Which groups are these policies intended to accommodate?

Required Reading:

Further Reading:
2. Liberalism and Multiculturalism

Post-war political theory, dominated by liberalism, was concerned with a just reconciliation of material (in)equality and individualism. So, how has multiculturalism becomes so central to contemporary Anglophone political theory? What is the relationship between liberty, equality, the nation-state and multiculturalism? Does equality always require sameness of treatment or all citizens having the same rights? Are minority rights permissible within liberalism or do they breach its fundamental principles? Is liberalism culturally neutral and so hospitable to cultural diversity or is it a ‘fighting creed’ that must set limits to what is tolerable? Can a politics of multicultural equality be derived from general principles at all or do they necessarily reflect their location and so vary from context to context?

Required Reading:


Further Reading:

Further chapters in the books above.


Kymlicka, W. Contemporary Political Philosophy (chp on Multiculturalism).


3. Critics of Liberalism

Can liberalism respect ‘difference’ or is it always driven to ‘assimilate’ it, to re-create the ‘other’ in its own self-image? Is it inevitably ethno-centric and unable to empower the weak, the marginal and those who cannot flourish within capitalism and consumerism? Do liberals see culture in only utilitarian terms? What does it mean to belong to a cultural community and why should we value such membership? Is it enough to just value one’s own culture? How can we treat others justly when we oppose their cultural norms? Can liberalism show why toleration of other cultures is not enough?

Required Reading:
Parekh, B. (2000) Rethinking Multiculturalism, Palgrave, chp. 5

Further Reading:
Further chapters in the books above.
Symposium on Multicultural Citizenship by W Kymlicka, featuring J Carens, I Young, B Parekh and R Forst and a Reply by W Kymlika, Constellations, 4 (1).


W. Connolly, Why I am Not a Secularist, 2000, USA.

4. Gender and Multiculturalism

Sexual equality and multiculturalism both seemed to belong to the same politics of ‘equality and difference’ but in recent years it has been argued by some feminists that at least some forms of multiculturalism are antithetical to a respect for women. The kinds of communities that multicultural policies are designed to ‘recognise’ and give some political influence to sometimes take a different view of gender roles from mainstream western societies. They may, for example, believe that women’s primary duties are domestic, that women need to be more ‘modestly’ dressed than men and segregated from men in public spaces, that wives should obey husbands and so on. Should such communities have a right to promote these norms or should sexual equality trump culture? What do the women within these stigmatised communities want? Do they welcome liberal feminism as a liberator? Are there ways of reconciling minority cultural traditions and empowering women, so that we don’t have to choose between two different forms of equality?

Required Reading:

Further Reading:


Dwyer, C. (1999b) "Veiled Meanings: British Muslim women and the negotiation of differences" Gender, Place and Culture 6(1), 5-26

5. The Policy-Management Of Immigration And Ethnic Diversity: An Introduction To European Models

The policy management of immigration and ethnic diversity in Europe is embedded in national traditions which address the issue in distinctive terms. There is a broad consensus about recognising the existence of distinctive national models shaping the incorporation of immigrant ethnic minorities within the European Union (assimilationist, pluralist, exclusionary models). This session offers an introduction to these European approaches. It presents the divergence versus convergence debate on the inclusion of ethnic minorities at the European level. The session will also explore the argument that UK’s race relations approach is an exceptional case in Europe.

Required Reading:


Further Reading:


6. The Political Participation and Representation of Ethnic Minorities in Europe

This session is divided in two parts. The first looks at the notion of political participation and the second at the concept of political representation. The political participation of ethnic minorities is a complex process in which a wide range of variable is involved. The literature has sought explanations for ethnic minorities’ political behaviours either in macro-level constraints or in internal community logic. The former perspective has served to renew debate on citizenship issues whereas the latter has shed light on the relevance of ethnicity as a mobilising force. These two perspectives reflects the view that the political participation of ethnic minorities is a significant political issue and, at the same time, not merely a question of voting behaviours. Participation through voluntary organisation, informal involvement in community organisation, participation in protest movements, are also aspects which deserve serious attention. A number of European examples will serve to illustrate the increasing relevance of non-electoral political mobilisation by ethnic minorities. Political representation is a distinct, but closely related concept. The session will offer a brief introduction to the debate on descriptive versus substantive political representation of ethnic minorities.

Required Reading:


Further Reading:


http://www.bristol.ac.uk/sociology/ethnicitycitizenship/urcpublications.html

- expanded in Multicultural Politics: Racism, Ethnicity and Muslims in Britain, University of Edinburgh Press, 2005.


7. Education: Racism, Culture and Differential Outcomes

Why should multiculturalism be most discussed in the field of education? Why should it have been so opposed by anti-racists? Is some reconciliation now possible and, if so, how? Is it true that ethnic minorities must perform poorly in an educational system that does not reflect their culture? How much difference can schooling make to educational outcomes? Why do different minorities perform differently in the same neighbourhoods and schools? How do some groups push their children and young people to educational success? What is the relationship between social networks and social capital?

Required Reading:


Further Reading:


Wieviorka, M. (1997) Is it so difficult to be antiracist? In P. Werbner & T. Modood (eds.) Debating Cultural Hybridity (pp. 139-153)


On community and educational performance:


Explaning Ethnic Differences. ESRC and The Policy Press, 2003; repro in Modood, Tariq 
(2005) Multicultural Politics: Racism, Ethnicity and Muslims in Britain, Edinburgh 
University Press.

Trends, Special Issue on Cultural Capital and Social Exclusion, guest edited by Tony Bennett 
and Mike Savage, 13(2), no 50, June – available at http://www.bristol.ac.uk/sociology/leverhulme/progpublications.html
8. Education: Separate Schools

Are separate schools based on race, ethnicity, language or religion legitimate within a policy of multiculturalism? Some states incorporate and fund schools run by religious authorities, others have a principled objection to doing so. How should the latter react if for some minorities the maintenance and development of their religious identity is a central multicultural goal? Are secularism and multiculturalism compatible?

Required Reading:

Further Reading:
Dwyer, C. 2000 'Negotiating Diasporic Identities: young British South Asian
Muslim Women' in Women's Studies International Forum, Vol.23, No.4, pp475-486
Haw, K. (1994) Muslim girl’s schools: A conflict of interest? Gender & Education 6, 63-76
Haw, K. (1995) Why Muslim girls are more feminist in Muslim Schools. In M. Griffiths, B. Troya (eds.) Antiracism, Culture and Social Justice in Education (pp. 43-60)
http://www.bristol.ac.uk/sociology/ethnicitycitizenship/urcpublications.html

- expanded in Multicultural Politics: Racism, Ethnicity and Muslims in Britain, University of Edinburgh Press, 2005.
For discussion of black ‘separate’ schooling, especially in the US, see:


Henry, A. (1998) Invisible and ‘womanish’: black girls negotiating their lives in an African-centered school in the USA. ‘Race’, *Ethnicity and Education* 1, 2, 151-170

Goulbourne, H. (1991) *Ethnicity and Nationalism in Post Imperial Britain*. Ch. 3

Hopkins, R. (1997) *Educating Black Males*. Ch. 2 (pp. 7-28)


9. Economic Diversity and Disadvantage

It is understandable that immigrants from underdeveloped countries with limited qualifications and skills may be at a economic disadvantage in developed economies. But what is the evidence in relation to the second and subsequent generations? What role does discrimination play in the labour market and what kinds of laws and policies can assist in countering it? Is ‘positive discrimination’ or ‘affirmative action’ a just and effective response to persistent discrimination or does it create injustices of its own? Many minorities in many countries seek economic survival and advancement through self-employment and economic ‘ethnic enclaves’? Does that lead to a new, respected economic status or does it reinforce marginalisation?

Required Reading:


Further Reading:


Baganha, Maria. 2000. ‘Labour market and immigration: economic opportunities for immigrants in Portugal’ in King et al. (eds) Eldorado or Fortress?: pp.79-103.


Campani, Giovanna. 2000. ‘Immigrant women in Southern Europe: social exclusion, domestic work and prostitution in Italy’ in King et al. (eds) Eldorado or Fortress?: pp.145-169.


10. Multiculturalism in Crisis

In this concluding session we will take stock of multiculturalism as a public policy philosophy. We will consider some social theory critiques that multiculturalism necessarily assumes flawed notions of groups and needs to be revised in the light of multiple identities, 'hyper diversity', transnationalism and globalisation. We will also consider the new post-9/11 discourses that multiculturalism has outlived its usefulness and that 'multiculturalism is dead' and must be replaced by a politics of integration.

Required Reading:


See the following online autumn 2005 debate on OpenDemocracy:
T. Modood, ‘Remaking Multiculturalism After 7/7’, 29 – 9 - 2005
http://www.opendemocracy.net/conflict-terrorism/multiculturalism_2879.jsp#

S. Bechir and H. Saghieh, ‘The “Muslim community”: a European invention’, 17 - 10 - 2005
http://www.opendemocracy.net/conflict-terrorism/community_2928.jsp

S. Feuchtwang, N. Adams and K.Khan, ‘Tariq Modood’s multicultural project’, 18 - 10 - 2005
http://www.opendemocracy.net/democracy-terrorism/multiculturalism_2933.jsp

http://www.opendemocracy.net/conflict-terrorism/problem_solution_2946.jsp

http://www.opendemocracy.net/conflict-terrorism/muslim_community_2988.jsp

Further Reading:


Assessment

1. Critical Review: Due by end of 4th week (optional)

Critically review in 800 – 1,000 words one of the following, outlining its principal tenets, and evaluating both the strengths and limitations of the arguments presented. The list below allows you to focus on either a concentrated analytical piece or a longer position outlining a perspective:


(Titles to be approved by the external examiner)
ESSAY REQUIREMENTS AND SUBMISSION

Requirements

For each unit students must complete:

- one developmental piece of writing (formative assessment) (optional)
- one formal essay (summative assessment)

Individual tutors may also require students to undertake further tasks such as presentations, see individual unit handbooks for details. The requirements for units taken outside the Sociology Department may vary and students should refer to the relevant unit handbooks.

- Formative Assessment (optional)

The grade for this piece of work does not contribute to the mark received for the unit as a whole. This piece of work is optional.

The piece of work may take various forms but is likely to be a critical book review or a similar task which will be due for submission around week 6 of each semester. This work should be handed direct to the unit lecturer.

- Summative Assessment

One formal essay is also required (TWO copies), which is the basis of assessment for that unit. Assessed essays should be approximately 4000 words in length. The word-length must be stated on the front cover of the essay, along with your name and student number on one copy and your student number only on the second copy (no name), you must also include the name of the unit, the unit tutor, the title of the essay and the date of submission. Essays with excessive word length will not be accepted; students in this situation must see the appropriate course tutor, and will be required to cut their essays to the appropriate length. Misrepresentation of the word-length is cheating and will be treated as such. Essays must be word processed. Essays must be presented in a tidy manner, i.e. with reasonable type size, spacing and general presentation. Pages should be stapled and essays should not be presented in folders of any kind. Please note that hand-written essays will not be accepted. All essays should include a bibliography of books and articles used in their preparation and should be referenced properly. A guide to the citation of sources is included in the MSc Course Handbook to assist you in the preparation of essays and dissertations. Your attention is drawn to the section of that guide which refers to plagiarism. Failure to use the spell check facility can result in a penalty.

Submission

Assessed Essays should be submitted to the Postgraduate Co-ordinator, as follows:

Sandra Osmond, Room 3G6, Top Floor, 12 Woodland Road

1st semester essays: Friday 27th January
2nd semester essays: Friday 19th May

Submissions should be made between 10 a.m. and 1 p.m. only on the due dates.

You will be asked to complete a submission form when you submit your essay. Faxed and e-mailed copies of essays will not be accepted.
Extensions

Extensions to submission dates for essays are only possible in exceptional circumstances and therefore you must not assume that a request for an extension will be granted.

In order to write four essays that are due on the same date you will need to develop good time management skills; an inability to do so is not an adequate reason for an extension. During the course of the programme you are also, unfortunately, likely to develop minor ailments and you should take this into consideration when organising your time – a cold is not a sufficient reason for an extension.

However, we recognise that there are occasions, in the case of severe illness or other exceptional personal circumstances, when an extension will need to be granted and in these cases we will endeavour to be as sympathetic as possible and can grant an extension of up to two weeks.

In order to apply for an extension a student must first complete an Essay Extension Request form available from outside the Postgraduate Co-ordinator’s office. This will then be passed on to the MSc Programme Director for approval. Extensions can only be approved by the MSc Programme Director. Individual unit tutors or personal tutors cannot grant extensions. An extension must be requested before the relevant submission date and be accompanied by relevant supporting evidence, such as a medical certificate in the case of illness. Students from other departments should contact the Sociology Department Programme Director.

You should note that if you are granted an extension for your second semester essay, you may well not graduate at the end of the academic year given that your internal marks will not be able to be confirmed until after the summer break.

Unexcused late submission after the deadline will result in the deduction of two marks per day for up to two weeks. After this date the student will be awarded a mark of zero.

Collection of Marks

Internal marks are subject to final adjudication by the External Examiner.

Students should collect their work from the Postgraduate Co-ordinator.

First semester essays will available on or after the 24th March.

Second semester essays will be available on or after the 8th July (provisional)

Resubmission of Failed Work

A student may resubmit a piece of failed work (below 50 for Diploma, below 60 for MSc). Any piece of work may only be resubmitted once. Students who have failed an essay will be asked to resubmit within one month of the confirmed failed mark. Resubmitted work will be given a maximum mark of 60%. Students are advised to speak to their unit tutor about the reason for having failed the essay before resubmission. Students are responsible for collecting their work promptly as resubmission deadlines will date from the e-mailed notification that essays are ready for collection and note from the actual date of collection.

Please note that Diploma students who are marked between 50 and 59 have not failed and do not have a right to re-submit work under this provision. However, permission to do so may be granted by the Programme Director for those students wishing to upgrade to the MSc.
Marking schedule for assignments

General principles

The main purpose of assignments is to demonstrate learning and the development of competence in the following key areas:

- understanding of the main issues and concepts, underlying principles and themes associated with the chosen topic;
- the capacity to develop and structure a coherent and internally consistent argument;
- the ability to integrate analytically theory and practice either through the use of theory to illuminate reported/experienced events, or the use of empirical data/experience to illustrate or test the adequacy of theory;
- the ability to analyse and synthesise through the selection, interpretation, comparison, evaluation and integration of material from relevant sources;
- effective communication through appropriate organisation and structuring of material and style of presentation.

Marking Scale – MSc Level

75+ Outstanding assignment
All the features of an excellent assignment (see below), thoroughly researched plus evidence of a high degree of critical (self) awareness in the analysis and more independent thought, together with imaginative use of appropriate mode and style of presentation. Work regarded as being of the standard of professional published work would be expected to be awarded a mark of 80% or above.

74-70 Excellent assignment
Demonstrates thorough research and independence of thought together with a clear understanding of main issues and concepts, coupled with attention to, and development of underlying principles and themes. A coherent and internally consistent line of argument is developed and supported through the use of appropriate theory to illuminate reported/experienced events, or the use of empirical data/examples from experience to illustrate or test the relevance of ideas/bodies of theory. Selection, interpretation, comparison, evaluation and integration of material from relevant sources demonstrate competence with analysis and synthesis and/or evidence of an original approach to analysis. Coverage of material, organisation of arguments, mode and style of presentation are appropriate to the topic and of a high standard.

69-65 Good assignment
Clear understanding of main issues and concepts is demonstrated, and underlying principles and themes identified. A coherent and supported argument is developed that makes intelligent use of theory to illuminate reported/experienced events, or uses data/examples of experience to illustrate or test the adequacy of theoretical ideas. The coverage and organisation of material and arguments, and style of presentation are appropriate to the topic and approach to analysis. Material from relevant sources is carefully and critically selected, interpreted, compared and evaluated.

64-61 Satisfactory Assignment
Main issues and concepts understood and described sensibly and coherently. There is a balance and integration of theory and illustration, and the argument is clear if not original. Some interpretation, evaluation and comparison of sources is attempted, but not pursued in depth. Analysis of underlying principles and themes not developed. Coverage, internal consistency, organisation and style of presentation are satisfactory.
60 Borderline Pass at MSc level
Clear evidence of understanding of main concepts and issues, and reasonable coverage and use of relevant sources, organisation and presentation. But the argument is inadequately developed with limited integration of theory and illustration. Tendency to be descriptive rather than analytical.

59-58 Borderline Fail at MSc level
Some understanding of main issues and concepts but a poor structure with little consistency or coherence of argument. Existing literature is not well integrated with supporting evidence and is used uncritically. Standards of presentation require improvement.

59-50 Pass at Diploma level
Marks in the range 50-59 represent a pass at the Diploma level and reflect satisfactory work and adequate grasp of issues and coverage of material expected at Diploma level, but lack some of the qualities indicated above required for a pass as Masters level.

For an overall Pass at Diploma level all essay marks must reach at least 50 or over.

For an overall Pass at MSc level all essay marks must be 60 or over and the dissertation mark must be 60 or over.

For an overall Pass at MSc Distinction level at least four essay marks must be 70 or over and the dissertation mark must be 70 or over.