

# DAVIDSON COLLEGE

## SOC 105 Topics in Race and Religion: Race, Religion and Donald J. Trump *Fall Semester, 2017*

Course:	Sociology 105 – Race, Religion and Donald J. Trump
Time and Place:	12:15pm - 1:30pm Tuesdays & Thursdays
Prerequisite:	None
Instructor:	Gerardo Marti, PhD
Office Hours:	Wednesday 11:30am – 12:30pm @ Commons and by appointment.

### **Course Description & Student Outcomes:**

The purpose of this course is to gain appreciation for sociological analysis at the intersection of race-ethnicity and religion through the phenomenon of Donald J. Trump's election as the 45<sup>th</sup> president of the United States. Let me be clear: the course is not an opportunity for the professor and students to air their opinions, and we will not be focused on Trump's personality. Instead, the class constitutes a careful exploration centering on racial and religious dynamics as they touch on the historical context of the Trump presidency – including our discernment of significance in his positions, policies, political appointments, and particular public statements (and those of his surrogates/supporters/representatives). The course is analytical, historical, and empirically grounded in observable patterns.

As such, the class will discuss distinctively sociological issues at a macro-level of analysis that includes dynamics of continuing relevance: the perpetuation of systemic/institutionalized racism over the past 200+ years (whether encoded into official law or not), various racially and religiously motivated political movements, debates over macroeconomic theory, business and corporate strategies regarding profitability, patterns of financial inequality and concentrations of elite wealth, and processes of globalization, immigration, and transnationalism. Although current events as they touch on Trump's tenure will likely occur, our class begins with establishing a historical context for understanding racial dynamics in American history, moving to the development of an "American" national identity, and then conservative Christian notions of wealth, poverty, and economic theory. The class moves on to more contemporary analysis of the political orientation of the "Tea Party," patterns of racial discrimination and prejudice, the positioning of religious notions to civic concerns, and observations of the wealthiest families and corporations in America. Over the course of the semester, our discussions will weave together broader considerations of race-ethnicity, religion, politics, and economics and culminate in an examination of the interrelations between race-ethnicity, religion, and broader civic society today. The course ends with students' presentation of an aspect of course content that goes in more depth on a significant aspect of this course.

Overall, the course is intended to encourage and stimulate critical thinking beyond "common sense," knee-jerk opinions and interpretations. Throughout the class, we will read on a number of topics including the broader and complex processes of identity and race, politics and nationalism, faith and community, economics and financial pressures, citizenship and public life, prejudice and discrimination, media and technology, as well as celebrity and symbolic leadership. The tone of this course will be analytical with a conscientious use of sociological concepts with an eye toward discerning patterns of macro-change. For example, race-ethnicity is not a biological, physiological, or genetic characteristic; it is a social characteristic, one that always involves particular religious beliefs and practices and an international network of people who continually reproduce religious frameworks and religious structures. And religion is not merely a set of dogmatic beliefs or static church membership but also a set of "lived practices" that touch on non-religious activity in unanticipated ways. The development of our knowledge of the relations between race-ethnicity and religious faith and practice in relation to politics and economics will be

historically informed and empirically grounded. Your questions and interests are welcome as they emerge.

Finally, this course is writing and speaking intensive. Critical reading of texts, cogent writings, articulate oral presentations, and full participation in dialogue are all mandatory. Students are expected to arrive having completed all reading and writing assignments. Class assignments will measure your ability to grasp and apply a sociological perspective from readings and from information emerging from class discussions. A class presentation and final integration paper will provide an opportunity to pursue interests in greater depth. Full attendance is not only encouraged but expected.

### Required Books & Readings for All Students:

- *Change They Can't Believe In: The Tea Party and Reactionary Politics in America (Updated Edition)* by Christopher S. Parker & Matt A. Barreto. Princeton University Press. 2014.
- *Democracy in Chains: The Deep History of The Radical Right's Stealth Plan For America* by Nancy Maclean. Viking. 2017.
- *Toxic Inequality: How America's Wealth Gap Destroys Mobility, Deepens the Racial Divide, and Threatens Our Future* by Thomas M. Shapiro. Basic Books. 2017.
- In addition, all reserved readings will be available through the Davidson College Course Reserves online, through Moodle, as indicated in the syllabus by (R).

### Specific Assignments:

Weekly Assignments	➤ <i>Active Reading &amp; Participation in Class Discussion</i>	10%
	➤ <i>Analytic Pre-discussion Papers Portfolio</i>	10%
Major Papers	➤ <i>Race and America National Identity</i>	20%
	➤ <i>Conservative Christian's and Political/Economic Thought</i>	20%
	➤ <i>Final Oral Presentation and Integration Paper</i>	40%
		Total Grade = 100%

### Note on Attendance

I expect you to come to class, that is to say, show up on time, stay the entire class period, and participate fully in each class the whole time you are there. I presume students can and will attend all or almost all classes, but may occasionally have a legitimate reason to miss one class in the semester (extremely sick, family funeral, etc.). However, I am not interested in adjudicating doctors' notes and other excuses. Come to class, and don't miss more than one, if any. An unreasonable number of absences from class will definitely hurt one's final grade. Please note: While student athletes may miss one class meeting in this semester for pre-scheduled events, every student must please find another student in class to obtain any material covered on days missed. Please present event schedules at the beginning of the semester.

One more thing, three unexcused absences are sufficient grounds for failing this course.

### Note on Participation

Attending class is an important part of your job, but it isn't the whole story. Participation in every class session is very important. Get actively involved in the learning process. Don't be a passive listener! If class is boring, lifeless, irrelevant, if the dialogue falls flat, the students are not responsive, the professor talks too much, or the back row is disrespectful, ask yourself this question: what can I do to be an instrument of energy, life light, creativity, encouragement, focus, and intellectual energy in this class? Then do it.

Good participation begins with good preparation. That includes careful attention to reading and writing assignments, and frequent review of class notes. Set aside time to regularly reread your class notes and textbook and review the key class material. This regular review will help to identify themes to use when it is time for writing your thematic paper.

During class, you should ask at least one question and make at least one comment every time we get together. That is your charge. Ask questions. Make comments. Express your opinion. That way, our class will become an interesting and energetic conversation among interesting and energetic writers.

The amount of substantial input you receive depends a great deal on your thoughtful questions! During group work and class discussion, your input is especially important. We will work in groups to review concepts, share ideas, make new connections, follow-up on insights & arguments as well as encourage and support each other in learning sometimes difficult and sometimes very subtle ideas. This interaction is one of the most important things we do.

### **Note on Due Dates**

Hard copies of written assignments are due on the designated date at the beginning of class or at my office door before class. Papers are considered late if turned in after the beginning of class. Late assignments will be docked a full grade for each 24 hour period they are late beginning after the start of class. Please avoid last-minute frustrations by finishing and printing your documents EARLY. "Printer malfunctions" is not an excuse. Do not email papers.

### **Weekly Analytic Pre-Discussion Papers**

It is essential for you to keep up with the reading and to read actively. Active reading means taking notes as you read, making a list of questions you have as you read, and reading far enough ahead that you have a chance not only to read but to think about what you have read. I expect that you will have read each week's readings for our class meeting of the week (Tuesday) unless otherwise indicated in the syllabus, and then prepare an analytic pre-discussion paper for our second class meeting of the week (Thursday).

Weekly analytic pre-discussion papers are assignments that integrate the week's reading material. A good approach: 1) *Essentialize*, What are the essential concepts, ideas, insights and how are they connected? 2) Then *Improvise*, What are the implications I see which the author does not or did not bring out? You may view the assignment as writing a critical, introductory preface to each section's papers that reflects our growing understanding of "Race" and "Religious Faith" from a sociological perspective. As such, your paper should be analytical, assume a personal point-of-view, and integrate mention of each reading in the context of that essay. These weekly pre-discussion notes provide launch points for our class discussion. Each paper should be between 2.5 and 4 pages in length, double spaced, have one inch margins, and typed in 12 point type. Papers are due at the beginning of class, weekly, except for the first week of the semester, and will be the basis for in-class discussion.

### **Major Papers & Presentations**

**The three major papers** are each 4 - 6 page papers that vividly convey, through analysis and careful exploration of implications, the sociological dynamics of race/religion. The three papers are:

***"Race and America National Identity" (Letter)***, in which you are writing as a grandparent writing to their grandchild. For this paper, you are 50 years in the future and your grandchild is working on a report on Donald Trump's presidential election for school. Your (long) letter is intended to explain how you understand Trump's election in the context of historical racial dynamics and the development of American national identity. Take into account larger, structural aspects of the United States. Your letter is informed by our course texts and any other *scholarly* sources you select. This paper should integrate cumulative learning about sociological dynamics gained from this course.

***"Conservative Christian's and Political/Economic Thought" (Informed Editorial)***, in which you are writing as a guest editor for an in-depth magazine or scholarly journal written for informed, educated readers (e.g., *The New Yorker*, *The American Interest*, *The New Republic*). Your assignment: Many people believe "Christianity" is irrelevant for American politics. You provide

information and argumentation to assert its significance and its relation to the political and economic orientation of Trump (and his administration, his surrogates, his supporters). Overall, this extensive editorial is written vividly, clearly, and intelligently about the relationship between politics/economics and conservative evangelicalism in the United States. The analytical discussion should be focused on your construction of synthetic insights. You may draw from readings from course texts as well as any other *scholarly* resources you select. This paper should integrate cumulative learning about sociological dynamics gained from this course.

***“Final Review and Integration” (Paper and Group Oral Presentation)***, in which you strategically select a focused topic oriented around positions, policies, political appointments, and/or particular public statements of Donald J. Trump (and those of his surrogates/supporters/representatives). Do not focus on personality; rather, focus on drawing out underlying patterns, frameworks, and continuities evident from your understanding of American society. You will write a single (group) paper and create a class presentation that reports from your paper. The paper should be written first, and then you will present the report on your paper with a PowerPoint presentation (using a clear narrative structure that combines graphics and oral presentation skills) as well as turn in a final paper (clearly written, well-argued, and properly cited) for a grade. The presentation and paper will vividly and analytically display the best of your insights, building from learning in this class; the paper and presentation will be the basis for a comprehensive assessment of your learning throughout the course. Select an aspect of Trump’s political career to focus more depth on an aspect of dynamics of race and/or religion. You may choose a discrete event, draw from a particular policy/appointment/decision, or create a larger (historical or synthetic) analytical frame. The style of presentation is open; it should be clear, deeply analytical, historically significant, and interesting. Also please note: A pre-recorded video presentation will be accepted as a substitute for an in-class oral presentation.

### **Suggestions for Writing**

This is NOT A FORMULA; yet, because students have asked for help starting their paper a suggested structure for papers is provided below:

FIRST PARAGRAPH identify a main theme; overall purpose and focus of your paper and describe it’s significance.

*What is your paper about? Is this a strategic topic for displaying knowledge & insights?  
What aspect of race/religion does it seek to explain?  
What is the paper’s central argument or core thrust?  
Which concepts/themes/findings/ideas/theories are integrated from the rest of the class?  
What significant implications about race/religion do you find most important for a more sophisticated understanding of our contemporary world?*

SECOND (AND MAYBE THIRD AND FOURTH AND FIFTH...) PARAGRAPH present the core points of your paper, cumulatively building analytic insights.

*How does each point connect with your overall argument?  
What key terms/concepts are integrated and how do they work together?  
What core dynamics are discussed?  
How does the paragraph illuminate the sociological dynamics of race/religion?*

EVERY PARAGRAPH connect arguments and cumulative, analytical points while weaving in sociological ideas/concepts/theories/themes from the course.

*How do ideas compare/conflict with other ideas? How do they complement/expand other ideas?  
How does paper extend, amend, critique, and/or affirm other ideas?  
Do concepts/ideas/theories from others amend or critique those presented in the paper?*

FINAL PARAGRAPH(S) summarize and draw out implications from your findings with clear focus on most significant, most important, contribution of your paper.

*How do the implications of your paper (in light of the implications of other readings) matter?*

*How does this paper contribute insight into to our sociological dynamics of our contemporary culture/historical time period?*

*What did we learn about our own social context that was not evident to you before?*

*What are the implications of your paper on understanding human sociality?*

Finally, keep in mind the basics –

- organize thinking *before* you write,
- focus on substantive content,
- make a good argument,
- write clear, analytical statements,
- make clear claims, and support them,
- do not be afraid to be provocative,
- avoid juvenile "I think, I feel, I believe" traps, or even name calling instead of analytical insights,
- make analogies that hold up,
- do not trust research sources gained from Google or Wikipedia or random web pages; instead look for valid, peer-reviewed, and properly published materials.
- trust research from 1) course materials, 2) academic journal articles (e.g. JSTOR is an excellent database), and 3) scholarly books (books from university presses and other academic publishers),
- cite properly in-text or in a "bibliography" or "works cited" page,
- write a good topic sentence in a paragraph; structure your paragraph, OR sum it up before moving on,
- connect ideas in thoughtful, unforeseen, non-obvious ways,
- sequence ideas in a paragraph,
- transition ideas from paragraph to paragraph,
- write a good intro and conclusion,
- write clear, substantive sub-headings that organize the flow of your paper
- double-check spelling and grammar.

## **Presentation Style**

This assignment asks you to present to the class your topic of research. This should be something that's interesting to you, and so the presentation should make clear the reason for that interest. To help that along, here are rules for your presentations. Think CONCISE, INFORMAL, and CREATIVE. You're not trying to present all the details of your thesis; you're telling a story about why it's historically significant. As you prepare, don't be afraid to play around: The idea here is to be creative in presenting your analysis.

In PowerPoint or a comparable program, set up a presentation with no more than 20 slides. Each slide should feature few, or even just one, image / phrase.

You can find images by searching [Flickr for Creative-Commons licensed pictures](#).

You really should think in terms of phrases, not sentences. You will need to think through what goes on each slide. Slides should complement your presentation, not dominate it.

You might consider these three web pages on improving presentations: Merlin Mann's "[How I Made My Presentations a Little Better](#)" The Croaker at SlideShare's "[Death by Powerpoint](#)" and CHMP's "[Avoiding Death by Powerpoint for Academics](#)."

## **Rubric for Oral Presentation**

My evaluation for the oral presentation will be as follows:

<b>Substance/Content:</b>	<b>Poor</b>	<b>Fair</b>	<b>Avg.</b>	<b>Good</b>	<b>Good</b>	<b>Excel.</b>
Were the main ideas supported with analytic information that was recent, relevant, reliable, and representative?	0	1	2	3	4	5
Were sources cited properly in the speech?	0	1	2	3	4	5
Was level of depth in use of facts and statistics, testimony, examples, and/or narratives meaningful & appropriate?	0	1	2	3	4	5
Did the speech promote integration among topics, discussions, and lectures in the course?	0	1	2	3	4	5
Did presentation aids, design, and delivery effectively contribute to nuance & complexity in understanding?	0	1	2	3	4	5
Were questions handled well, with wrap-up provided?	0	1	2	3	4	5
<b>Structure:</b>						
Did the introduction arouse interest and adequately preview the message?	0	1	2	3	4	5
Could you identify the main points of the speech?	0	1	2	3	4	5
Were transitions used to tie the speech together?	0	1	2	3	4	5
Did the conclusion help you remember the speech?	0	1	2	3	4	5
Did formal and key-word outlines follow appropriate forms?	0	1	2	3	4	5
<b>Presentation:</b>						
Was the speech presented extemporaneously?	0	1	2	3	4	5
Were notes used unobtrusively?	0	1	2	3	4	5
Did the speaker maintain good eye contact?	0	1	2	3	4	5
Was the speech presented enthusiastically?	0	1	2	3	4	5
Was the speaker's voice expressive, with good rate, loudness, and pauses?	0	1	2	3	4	5
Was the language clear and appropriate?	0	1	2	3	4	5
Was the speech free of vocal fillers (um, like, you know)?	0	1	2	3	4	5
Did gestures and body language complement ideas?	0	1	2	3	4	5
Did the speech fit the time limits of the assignment?	0	1	2	3	4	5
						<b>Grade</b> _____

**Policy on Collaboration and Plagiarism:**

Writing is a collaborative art, especially in this class where conferencing and writing groups are built into the schedule. Talking about your paper with a spouse, roommate, friend,

family member, etc. is also encouraged, not only for this class, but for other classes that involve writing. Collaboration is good.

On the other hand, passing off somebody else's work as your own (because you copied it out of a book, paraphrased it out of a book, bought a paper from a research paper service, downloaded it from the internet, wrote down ideas that someone else was dictating to you, recycled an essay written by someone else, or had someone else rewrite your paper for you) is plagiarism. It is unethical, illegal, and, in a college course, sufficient grounds for failure of the course and dismissal from this school. Don't do it. When I doubt, cite. If you are unsure of something, ask. Diana Hacker in A Writer's Reference gives excellent advice on avoiding plagiarism, pages 82-91.

### About the Grading Scale

Your final grade for the class will be based on two substantive papers (40%), a final presentation and integration paper (40%), attendance, participation, quizzes and quick writes (10%) and pre-discussion papers portfolio (10%). I will use the following guidelines to grade your written assignments:

A Outstanding Work (90-100%) Goes above and beyond the requirements of the assignment, above and beyond merely competent work. Outstanding effort, significant achievement, and mastery of the material of the course are clearly evident in comparison with other students in the course who have the same assignment, same resources, and same time constraints. Exceptional critical skills, creativity or originality is also evident. Consistently developed sociological perspective.

B Above Average (80-89%) A "B" paper fulfills all aspects of the assignment and goes bit beyond minimum competence to demonstrate a thorough and above average understanding of course material in comparison with other students in the course. Extra effort, extra achievement or extra improvement often evident. Clearly demonstrated sociological perspective.

C Average (70-79%) A "C" paper fulfills all aspects of the assignment with obvious competence and grace in comparison with other students in the course. A thorough and satisfactory understanding of basic course material and incorporation of a sociological perspective. **If you do the assignment exactly as it is assigned, you will receive an average grade; in other words, you will receive a grade of 75.**

D Below Average (60-69%) A "D" paper represents marginally satisfactory understanding of basic course material. A "D" may indicate failure to follow directions, failure to implement specific recommendations, or failure to demonstrate personal effort and improvement in comparison with other students in the course. Surface level grasp or application of a sociological perspective. Often a "D" is given either because some aspect of the assignments have not been fulfilled, or because a preponderance of errors (more than one or two per page) interferes with clear communication.

F Lack of demonstration of satisfactory understanding of basic course material. Failure to grasp or apply a sociological perspective. Not Acceptable, either because the student did not complete the assignment as directed, or because the level of writing skill is below an acceptable level for college work.

**\*\*All papers and/or reviews must be completed to receive a passing grade in this class\*\***

In addition to these five grades, a student may receive a grade of R. R stands for "Redo" and means the student has both the opportunity and the responsibility to do the assignment over. Usually this is given because the student has misunderstood the assignment, or because some particularly egregious error prevents the paper from achieving its purpose, or because I believe that the student has made a good faith effort to excel but has run into significant difficulties with

the assignments. If you receive a grade of R, you have 48 hours to contact me for a phone or face-to-face appointment. In our appointment, we will discuss what went wrong with the assignment, and we will contract a way and a time to redo the assignment. If you fail to turn in a revision according to the individual contract, the student will receive a 0 on the assignment.

Davidson College uses a plus and minus system on report cards. My scale for final averages is as follows:

93-100	A	72-77	C
90-92	A-	70-71	C-
88-89	B+	68-69	D+
82-87	B	62-67	D
80-81	B-	60-61	D-
78-79	C+	0-59	F

### College, Department and Instructor Policies for Davidson College:

- A. Please refer the Davidson College Official Record regarding THE HONOR CODE. As members of the Davidson College community, we are expected to uphold the honor code. In regard to writing assignments, any student found to plagiarize or cheat will receive an "F" for that assignment and will be referred to the Dean and Honor Council.
- B. Regarding Religious Holidays: Students who will be absent at some point during the semester owing to religious observance are simply requested to notify the instructor during the first week of class (or first opportunity after late enrollment) so that we can work together to make accommodations for any assignments or review dates falling during such observances.
- C. With advance notice, I will attempt to accommodate all requests for accommodations related to disability that are reasonable and do not compromise the integrity of the course.
- D. As a courtesy to the instructor and your classmates, please be sure to turn off cell phones, wi-fi, or other electronic connections or switch them to "airplane" mode prior to the start of class.
- E. Due to abuse by students in previous courses, laptops and other electronic devices like cell phones or electronic readers are not acceptable for use during class. If you wish to take notes, please use paper and pen/pencil. EXCEPTION - Use of course books on Kindle/iPad is acceptable. Please turn off internet access from all devices.
- F. Please be mindful of due dates/times. Submission guidelines for assignments are as follows: All assignments will be accepted on the due date. Assignments must be submitted no later than the beginning of the class scheduled on the due date. Late work will be penalized at 10% of the total value for each day late, beginning immediately during the class on the due date. No work will be accepted after the last scheduled class of the semester. The instructor is not responsible for lost papers. If you are unable to turn in the assignment personally, please your own arrangements to have the paper submitted on your behalf. Students are expected to keep a copy of each assignment until final grades are recorded. Any exceptions must be approved well in advance of the due date with the instructor.
- G. All major written assignments must be prepared using a word processor (some exercises may be exempted) and submitted hard-copy. PLEASE DO NOT EMAIL PAPERS. The length and content for each assignment will be discussed in class. Work done for this class is to be original, done exclusively for this class, and must comply with high standards for written work. The grade for each assignment will reflect evaluation of expression as well as content. Please proofread carefully for spelling and grammatical errors. Spelling, grammatical, or typographical errors reduce the quality of your work, and grades assessed will reflect such errors. Have someone proofread your paper before you complete your final draft. Also, last-minute, hand-written

corrections to final copy are not preferred but accepted – better to have you catch it than for me to see it.

- H. Please note in regard to submission of papers that it is the responsibility of every student to print pages for course assignments well before (hours or days) they are due. All excuses of “printer malfunctions” are not acceptable.
- I. As discrepancies with regard to grades can occur, it is recommended that students retain a copy of all graded materials until such time as final grades have been sent out.
- J. Extra-credit or make-up work is not available in this course. Please make every effort to submit your assignments in a timely, complete, and professional manner.
- K. Office hours and appointments: Since the management of time is critical for student and professor alike, you are requested to please observe the following guidelines regarding office appointments.
  - 1. Priority: Students who have scheduled appointments with me personally (either in person, by phone, or via email) will be given priority. This is the best way to ensure time together.
  - 2. Drop-ins: I will be in my office at Preyer 108 during office hours as described at the top of the syllabus.
  - 3. Non-office hour appointments: Please try to stick to scheduled office hours for appointments. However, if you find it impossible to schedule an appointment during regular office hours, I will work with you to find a mutually convenient time.
  - 4. Canceling appointments: If you will be unable to keep an appointment it would be appreciated greatly if you would contact me via one of the means identified above to cancel your scheduled appointment. Thank you for your professional courtesy.

Occasionally office hours may be canceled due to meetings, travel, or emergencies. I will make an effort to contact you if you have scheduled an appointment during such times. If I am able to remain accessible on another part of campus, I will indicate my location on my door. Please accept my apologies in advance for this possible inconvenience.

Note: Complete Readings Before Class; “/” Divides Class Days; “ff” After Page Number Means “And Following” i.e. The Rest Of The Article That Begins On That Page; Topics & Assignments May Shift; Changes Will Be Announced

Week	Topics & Exams	Read, Think & Explore	Analyze, Write & Create
August 22, 24	<p>Race and Religion in American Society.</p> <p>Defining the Discipline of Sociology.</p> <p>Distinction between Macro and Micro level dynamics.</p> <p>Who is “American”?</p>	<p><b>**Before Class Tuesday:</b></p> <p><b>Website:</b> “Election 2016: Exit Polls” [Look up RACE and WHITE EVANGELICAL] The New York Times November 8, 2016  <a href="https://www.nytimes.com/interactive/2016/11/08/us/politics/election-exit-polls.html">https://www.nytimes.com/interactive/2016/11/08/us/politics/election-exit-polls.html</a></p> <p><b>Website:</b> White Republicans’ approval of Donald Trump rose in tandem with the intensity of their racial identification  <a href="https://www.nytimes.com/interactive/2017/08/24/opinion/10000005388503.embedded.html">https://www.nytimes.com/interactive/2017/08/24/opinion/10000005388503.embedded.html</a></p> <p><b>**Thursday:</b></p> <p><i>Bind Us Apart: How Enlightened Americans Invented Racial Segregation</i> (1-9, 31-38, 65-80). (R)</p> <p><b>Website:</b> Richard Furman, “Exposition of the Views of the Baptists Relative to the Coloured Population of the United States in Communication to the Governor of South Carolina,” December 24, 1822.  <a href="http://glc.yale.edu/exposition-views-baptists-relative-coloured-population">http://glc.yale.edu/exposition-views-baptists-relative-coloured-population</a></p> <p><b>**More Info:</b></p> <p><i>Stamped from the Beginning: The Definitive History of Racist Ideas in America</i> by Ibram X. Kendi. Nation Books. 2016. (selections).</p> <p>Website: “How political science helps explain the rise of Trump: the role of white identity and grievances” The Washington Post  <a href="https://www.washingtonpost.com/news/monkey-cage/wp/2016/03/03/how-political-science-helps-explain-the-rise-of-trump-the-role-of-white-identity-and-grievances/?tid=a_inl">https://www.washingtonpost.com/news/monkey-cage/wp/2016/03/03/how-political-science-helps-explain-the-rise-of-trump-the-role-of-white-identity-and-grievances/?tid=a_inl</a></p> <p>Website: “Resentful white people propelled Trump to the White House and He is Rewarding their Loyalty” The Washington Post  <a href="https://www.washingtonpost.com/news/monkey-cage/wp/2017/08/03/resentful-white-people-propelled-trump-to-the-white-house-and-he-is-rewarding-their-loyalty/?utm_term=.796a35b40b10">https://www.washingtonpost.com/news/monkey-cage/wp/2017/08/03/resentful-white-people-propelled-trump-to-the-white-house-and-he-is-rewarding-their-loyalty/?utm_term=.796a35b40b10</a></p> <p>Website: “People’s views about race mattered more in electing Trump than in electing Obama” The Washington Post  <a href="https://www.washingtonpost.com/news/monkey-cage/wp/2016/11/22/peoples-views-about-race-mattered-more-in-electing-trump-than-in-electing-obama/?tid=a_inl&amp;utm_term=.33f1c74d1d54">https://www.washingtonpost.com/news/monkey-cage/wp/2016/11/22/peoples-views-about-race-mattered-more-in-electing-trump-than-in-electing-obama/?tid=a_inl&amp;utm_term=.33f1c74d1d54</a></p>	Analytic Pre-discussion papers.
August 29, 31	<p>American Options for Achieving Racial Equality: Segregation, Amalgamation, and Colonization.</p> <p>Land Conquest and Consequences for Native and Indigenous Peoples.</p>	<p><b>**Tuesday:</b></p> <p><i>Bind Us Apart: How Enlightened Americans Invented Racial Segregation</i> (118-122, 125-132, 192-194, 197-202, 210-224, 247-251, 264-275, 323-330). (R)</p> <p><b>Website:</b> “1848 Treaty of Guadalupe Hidalgo” <a href="http://www.american-historama.org/1841-1850-westward-expansion/treaty-of-guadalupe-hidalgo.htm">http://www.american-historama.org/1841-1850-westward-expansion/treaty-of-guadalupe-hidalgo.htm</a></p> <p><b>Website:</b> “War’s End: Treaty of Guadalupe Hidalgo” by Richard Griswold del Castillo. PBS  <a href="http://www.pbs.org/kera/usmexicanwar/war/wars_end_guadalupe.html">http://www.pbs.org/kera/usmexicanwar/war/wars_end_guadalupe.html</a></p> <p><b>**Thursday:</b></p> <p><b>Website:</b> “Corner Stone” Speech by Confederate Vice President Alexander H. Stephens (Savannah, Georgia) March 21, 1861 [Contrast constitutions of the Confederacy and the United States, declared perpetuation of slavery was principal goal and purpose of secession]  <a href="http://teachingamericanhistory.org/library/document/cornerstone-speech/">http://teachingamericanhistory.org/library/document/cornerstone-speech/</a></p> <p><i>The Era of Reconstruction: 1865-1877</i> by Kenneth M. Stampp. Vintage. 1965. (Chapter 2, also 74-82, 193-215). (R)</p> <p><i>White Rage: The Unspoken Truth of Our Racial Divide</i> by Carol Anderson. Bloomsbury. 2016. (7-38). (R)</p> <p><b>**More Info:</b></p> <p>Website: George D Armstrong. 1857. <i>The Christian Doctrine of Slavery</i>. New York: Charles Scribner <a href="https://archive.org/details/christiandoctrin00lcarms">https://archive.org/details/christiandoctrin00lcarms</a></p> <p>Website: “The Author’s Corner with Jason Opal, Author of <i>Avenging the People: Andrew Jackson, the Rule of Law, and the American Nation</i> (Oxford University Press 2017)” The Way of Improvement  <a href="https://thewayofimprovement.com/2017/05/29/the-authors-corner-with-">https://thewayofimprovement.com/2017/05/29/the-authors-corner-with-</a></p>	Analytic Pre-discussion papers.

		<p>jason-opal/  Website: "The Declaration of Causes of Seceding States" Primary Sources: Georgia   Mississippi   South Carolina   Texas   Virginia  <a href="https://www.civilwar.org/learn/primary-sources/declaration-causes-seceding-states">https://www.civilwar.org/learn/primary-sources/declaration-causes-seceding-states</a></p> <p>Website: "Secession - Louisiana Commissioner Geo. Williamson urges Texas to secede "to preserve the blessings of African slavery."  <a href="http://www.confederatepastpresent.org/index.php?option=com_content&amp;view=article&amp;id=122:louisiana-commissioner-geo-williamson-urges-texas-to-secede-qt0-preserve-the-blessings-of-african-slaveryq&amp;catid=40:secession">http://www.confederatepastpresent.org/index.php?option=com_content&amp;view=article&amp;id=122:louisiana-commissioner-geo-williamson-urges-texas-to-secede-qt0-preserve-the-blessings-of-african-slaveryq&amp;catid=40:secession</a></p> <p>Website: "The Gathering Storm - Alabama legislature resolves to secede if a Republican is elected president"  <a href="http://www.confederatepastpresent.org/index.php?option=com_content&amp;view=article&amp;id=123:alabama-legislature-resolves-to-secede-if-a-republican-is-elected-president&amp;catid=41:the-gathering-storm">http://www.confederatepastpresent.org/index.php?option=com_content&amp;view=article&amp;id=123:alabama-legislature-resolves-to-secede-if-a-republican-is-elected-president&amp;catid=41:the-gathering-storm</a></p> <p>Website "Pro-slavery Ideology in the Antebellum" November 2015  <a href="https://ctlsites.uga.edu/hist2111-wolf2015/tag/he-also-reasoned-that-slavery-was-not-appropriate-unless-the-slaves-were-african/">https://ctlsites.uga.edu/hist2111-wolf2015/tag/he-also-reasoned-that-slavery-was-not-appropriate-unless-the-slaves-were-african/</a></p> <p>Website: "La Realidad: The Realities of Anti-Mexicanism (A Paradigm)" by Juan Gómez-Quiñones. January 31, 2017.  <a href="http://www.latinorebels.com/2017/01/31/la-realidad-the-realities-of-anti-mexicanism-a-paradigm/">http://www.latinorebels.com/2017/01/31/la-realidad-the-realities-of-anti-mexicanism-a-paradigm/</a></p>	
September 5, 7	End of Slavery, Continuing of Oppression: The Failure of Reconstruction.	<p><b>**Tuesday:</b>  <i>The Constraint of Race: Constraint of Race: Legacies of White Skin Privilege in America</i> by Linda Faye Williams. Penn State University Press. 2003. (Chapter 1). (R)</p> <p><i>Region, Race, and Reconstruction: Essays in Honor of C. Vann Woodward.</i> Oxford. 1982. (143-169, 241-261). (R)</p> <p><i>Inherently Unequal: The Betrayal of Equal Rights by the Supreme Court, 1865- 1903</i> by Lawrence Goldstone. Walker Books. 2011. (Chapters 2, 4, 10, and 11). (R)</p> <p><b>**Thursday:</b>  <b>Website:</b> Mitch Landrieu's Speech on the Removal of Confederate Monuments in New Orleans - The New York Times  <a href="https://www.nytimes.com/2017/05/23/opinion/mitch-landrieus-speech-transcript.html">https://www.nytimes.com/2017/05/23/opinion/mitch-landrieus-speech-transcript.html</a></p> <p><i>American Crucible: Race and Nation in the Twentieth Century (Updated Edition)</i> by Gary Gerstle. Princeton. 2017. (3-41, 14-24, 44-79). (R)</p> <p><b>Website:</b> "The 'Savage' Menace: Reconsidering the Enemy Threat in American Foreign Policy" by Gregory Daddis.  <a href="https://lareviewofbooks.org/article/the-savage-menace-reconsidering-the-enemy-threat-in-american-foreign-policy/">https://lareviewofbooks.org/article/the-savage-menace-reconsidering-the-enemy-threat-in-american-foreign-policy/</a></p> <p><b>Website:</b> "What It Takes to Truly Be 'One of Us'" Pew Research Center February 1, 2017 <a href="http://www.pewglobal.org/2017/02/01/what-it-takes-to-truly-be-one-of-us/">http://www.pewglobal.org/2017/02/01/what-it-takes-to-truly-be-one-of-us/</a></p> <p><b>Website:</b> "In Republicans' views of a border wall, proximity to Mexico matters" Pew Research Center March 8, 2017  <a href="http://www.pewresearch.org/fact-tank/2017/03/08/in-republicans-views-of-a-border-wall-proximity-to-mexico-matters/">http://www.pewresearch.org/fact-tank/2017/03/08/in-republicans-views-of-a-border-wall-proximity-to-mexico-matters/</a></p> <p><b>**More Info:</b>  <i>The New White Nationalism in America: Its Challenge to Integration</i> by Carol M. Swain. Cambridge. 2002. (Chapters 4 and 5) (R)</p>	Analytic Pre-discussion papers.
September 12, 14 NO CLASS TUESDAY	American notions on Race.	<p><b>**Tuesday: **Thursday:</b>  <i>American Crucible: Race and Nation in the Twentieth Century (Updated Edition)</i> by Gary Gerstle. Princeton. 2017. (83-115, 162-167, 187-189, 210-220, 234-236, 270-282, 295-310, 327-330, 342-345, 347-365, 377-389, 393-426). (R)</p> <p><b>Website:</b> "The 1917 Immigration Act that Presaged Trump's Muslim Ban" by Suzanne Enzerink <i>JSTOR Daily</i> April 2017. <a href="https://daily.jstor.org/1917-immigration-law-presaged-trumps-muslim-ban/">https://daily.jstor.org/1917-immigration-law-presaged-trumps-muslim-ban/</a></p> <p><b>Website:</b> "How a shifting definition of 'white' helped shape U.S. immigration policy" by Kamala Kelkar. PBS NewsHour September 16, 2017.  <a href="http://www.pbs.org/newshour/updates/white-u-s-immigration-policy/">http://www.pbs.org/newshour/updates/white-u-s-immigration-policy/</a></p> <p><b>**More Info:</b>  Website: "Black Lives Matter and the Paradoxes of U.S. Black Politics: From Democratic Sacrifice to Democratic Repair" by Juliet Hooker. <i>Political Theory</i> 44(4): 448-469. 2016.</p>	Analytic Pre-discussion papers.

		<p><a href="http://journals.sagepub.com/doi/pdf/10.1177/0090591716640314">http://journals.sagepub.com/doi/pdf/10.1177/0090591716640314</a></p> <p>Website: CNN: "Where's the empathy for black poverty and pain?" by Tanzina Vega. <a href="http://www.cnn.com/2017/05/05/opinions/empathy-gap-in-viewing-black-poverty-and-pain-tanzina-vega/index.html">http://www.cnn.com/2017/05/05/opinions/empathy-gap-in-viewing-black-poverty-and-pain-tanzina-vega/index.html</a></p> <p>Website: "Half of Americans think 'reverse racism' is as big a problem as actual racism" Splinter <a href="https://splinternews.com/half-of-americans-think-reverse-racism-is-as-big-a-prob-1793857856">https://splinternews.com/half-of-americans-think-reverse-racism-is-as-big-a-prob-1793857856</a></p> <p>Website: "Worshipping at the Altar of the Nation" by Paul D. Miller. The American Interest 13(1) May 2017 <a href="https://www.the-american-interest.com/2017/05/01/worshipping-at-the-altar-of-the-nation/">https://www.the-american-interest.com/2017/05/01/worshipping-at-the-altar-of-the-nation/</a></p> <p><i>Inventing the "American Way". The Politics of Consensus from the New Deal to the Civil Rights Movement</i> by Wendy L. Wall. Oxford. 2008. (67-76).</p> <p>Website: "Cultural Lag and the Fallacy of Asian Americans as the Model Minority" by Jennifer Lee. The Society Pages April 25, 2017. <a href="https://thesocietypages.org/specials/cultural-lag-and-the-fallacy-of-asian-americans-as-the-model-minority/">https://thesocietypages.org/specials/cultural-lag-and-the-fallacy-of-asian-americans-as-the-model-minority/</a></p> <p>Website: "Muslims as outsiders, enemies, and others: The 2016 presidential election and the politics of religious exclusion" by Ruth Braunstein. <i>American Journal of Cultural Sociology</i> <a href="https://link.springer.com/article/10.1057/s41290-017-0042-x">https://link.springer.com/article/10.1057/s41290-017-0042-x</a></p> <p>Website: "Key facts about refugees to the U.S." Pew Research Center January 30, 2017 <a href="http://www.pewresearch.org/fact-tank/2017/01/30/key-facts-about-refugees-to-the-u-s/">http://www.pewresearch.org/fact-tank/2017/01/30/key-facts-about-refugees-to-the-u-s/</a></p> <p><i>From Deportation to Prison: The Politics of Immigration Enforcement in Post-Civil Rights America</i> by Patrisia Macias-Rojas. NYU Press. 2016.</p> <p>Website: "Modern Immigration Wave Brings 59 Million to U.S., Driving Population Growth and Change Through 2065" Pew Research Center September 28, 2017 <a href="http://www.pewhispanic.org/2015/09/28/modern-immigration-wave-brings-59-million-to-u-s-driving-population-growth-and-change-through-2065/">http://www.pewhispanic.org/2015/09/28/modern-immigration-wave-brings-59-million-to-u-s-driving-population-growth-and-change-through-2065/</a></p>	
September 19, 21	The Development of American Identity: Civic and Racial Nationalism.	<p><b>**Tuesday:</b></p> <p><i>Contemporary Voices of White Nationalism in America</i> by Carol M. Swain and Russ Niel. Cambridge. 2003. (Preface and Introductory Essay.) (R)</p> <p><i>The Constraint of Race: Constraint of Race: Legacies of White Skin Privilege in America</i> by Linda Faye Williams. Penn State University Press. 2003. (Chapter 2). (R)</p> <p><b>Website:</b> "Unintended Consequences of US Immigration Policy: Explaining the Post-1965 Surge from Latin America" by Douglas S. Massey and Karen A. Pren. <i>Popul Dev Rev</i> 38(1): 1-29. 2012. <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3407978/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3407978/</a></p> <p><b>**Thursday:</b></p> <p><i>Fear Itself: The New Deal and the Origins of Our Time</i> by Ira Katznelson. Liveright. 2013. (TBD)</p> <p><i>The Color of Law: A Forgotten History of How Our Government Segregated America</i> by Richard Rothstein. Liveright. 2017. (Chapters 3, 4, 6, also 109-113). (R)</p> <p><b>Website:</b> "The Man Behind Trump's Voter-Fraud Obsession" by Ari Berman. The New York Times Magazine June 13, 2017. <a href="https://www.nytimes.com/2017/06/13/magazine/the-man-behind-trumps-voter-fraud-obsession.html">https://www.nytimes.com/2017/06/13/magazine/the-man-behind-trumps-voter-fraud-obsession.html</a></p> <p><b>Website:</b> "White Privilege IQ Test: 5 Questions" HuffPost <a href="http://www.huffingtonpost.com/entry/white-privilege-iq-test-5-questions_us_57d90ad6e4b0d93d17700de7?timestamp=1473882805519">http://www.huffingtonpost.com/entry/white-privilege-iq-test-5-questions_us_57d90ad6e4b0d93d17700de7?timestamp=1473882805519</a></p> <p><b>**More Info:</b></p> <p>Website: "New election analysis: Yes, it really was blatant racism that gave us President Donald Trump" Salon <a href="http://www.salon.com/2017/04/19/new-election-analysis-yes-it-really-was-blattant-racism-that-gave-us-president-donald-trump/">http://www.salon.com/2017/04/19/new-election-analysis-yes-it-really-was-blattant-racism-that-gave-us-president-donald-trump/</a></p> <p>Website: "Colorblindness as Identity: Key Determinants, Relations to Ideology, and Implications for Attitudes about Race and Policy" by Douglas Hartmann, Paul R. Croll, Ryan Larson, Joseph Gerteis, Alex Manning. <i>Sociological Perspectives</i> <a href="http://journals.sagepub.com/doi/10.1177/0731121417719694">http://journals.sagepub.com/doi/10.1177/0731121417719694</a></p> <p>Website: "Producing Colorblindness: Everyday Mechanisms of White Ignorance" by Jennifer C. Mueller. <i>Social Problems</i> 64: 219-238. 2017. (R)</p> <p><i>When Affirmative Action Was White. An Untold History of Racial Inequality in</i></p>	Analytic Pre-discussion papers. "Race and America National Identity," 22 <sup>nd</sup>

		<p><i>Twentieth-Century America</i> by Ira Katznelson. Norton. 2006. (selections.) (R)</p> <p>Website: "No, I Won't Stop Saying 'White Supremacy'" YES! Magazine <a href="http://www.yesmagazine.org/people-power/no-i-wont-stop-saying-white-supremacy-20170630">http://www.yesmagazine.org/people-power/no-i-wont-stop-saying-white-supremacy-20170630</a></p> <p>Website: "Republicans More Likely to Say White Americans – Rather Than Black Americans – Face Discrimination" PRRI <a href="https://www.prii.org/spotlight/republicans-white-black-reverse-discrimination/">https://www.prii.org/spotlight/republicans-white-black-reverse-discrimination/</a></p> <p>Website: "Measuring racial bias in police forces" The Economist June 22, 2017. <a href="https://www.economist.com/news/united-states/21723877-driving-while-black-really-offence-measuring-racial-bias-police-forces?fsrc=scn/tw/te/bl/ed/measuringracialbiasinpoliceforces">https://www.economist.com/news/united-states/21723877-driving-while-black-really-offence-measuring-racial-bias-police-forces?fsrc=scn/tw/te/bl/ed/measuringracialbiasinpoliceforces</a></p> <p>Website: "A Loose and Even Enjoyable Reading List to Help Explain How We Got Here" by Stassa Edwards. The Muse <a href="http://themuse.jezebel.com/a-loose-and-even-enjoyable-reading-list-to-help-explain-1791694997">http://themuse.jezebel.com/a-loose-and-even-enjoyable-reading-list-to-help-explain-1791694997</a></p> <p>Website: "Trump Syllabus 3.0" Public Books <a href="http://www.publicbooks.org/trump-syllabus-3-0/">http://www.publicbooks.org/trump-syllabus-3-0/</a></p>	
September 26, 28	<p>Evangelicalism and American Politics.</p> <p>White Christian Nationalism.</p> <p>Dominion Theology.</p>	<p><b>**Tuesday:</b></p> <p><b>Website:</b> "Among white evangelicals, regular churchgoers are the most supportive of Trump" Pew Research Center <a href="http://www.pewresearch.org/fact-tank/2017/04/26/among-white-evangelicals-regular-churchgoers-are-the-most-supportive-of-trump/">http://www.pewresearch.org/fact-tank/2017/04/26/among-white-evangelicals-regular-churchgoers-are-the-most-supportive-of-trump/</a></p> <p><i>Fighting Fundamentalism: Carl McIntire and the Politicization of American Fundamentalism</i> by Markku Ruotsila. Oxford University Press. 2016. (TBD)</p> <p><b>Website:</b> "The Reconstructionist Movement on the New Christian Right" Religion Online, originally The Christian Century <a href="http://www.religion-online.org/article/the-reconstructionist-movement-on-the-new-christian-right/">http://www.religion-online.org/article/the-reconstructionist-movement-on-the-new-christian-right/</a></p> <p>Andrew L. Whitehead and Samuel L. Perry. Forthcoming. "Make America Christian Again: Christian Nationalism and Voting for Donald Trump in the 2016 Presidential Election," <i>Sociology of Religion: A Quarterly Review</i>. <a href="https://doi.org/10.1093/socrel/srx070">https://doi.org/10.1093/socrel/srx070</a></p> <p><b>**Thursday:</b></p> <p><i>With God on Our Side: The Rise of the Religious Right</i> by William Martin. Broadway Books. 1996. (47-73). (R)</p> <p>Djupe, Paul A. and Ryan L. Claassen, editors. 2018. <i>The Evangelical Crackup? The Future of the Evangelical-Republican Coalition</i>. Temple University Press. (TBD)</p> <p><i>The Politics of Evangelical Identity: Local Churches and Partisan Divides in the United States and Canada</i> by Lydia Bean. 2014. (26-34, 62-87).</p> <p><b>Website:</b> "Social Conservatism vs Tribal Nationalism" by Paul D. Miller. Mere Orthodoxy. August 2017. <a href="https://mereorthodoxy.com/social-conservatism-vs-tribal-nationalism/">https://mereorthodoxy.com/social-conservatism-vs-tribal-nationalism/</a></p> <p><b>Website:</b> "Trump's Stalwart Geopolitical Regions Are Religious, Rural" Gallup <a href="http://www.gallup.com/poll/213941/trump-stalwart-geopolitical-regions-religious-rural.aspx">http://www.gallup.com/poll/213941/trump-stalwart-geopolitical-regions-religious-rural.aspx</a></p> <p><b>**More Info:</b></p> <p><i>Fundamentalism and American Culture: The Shaping of Twentieth-Century Evangelicalism, 1870-1925</i> by George M. Marsden. Oxford. 1982. (85-93, 206-211).</p> <p><i>Redeeming America: Piety and Politics in the New Christian Right</i> by Michael Lienesch. UNC Press. 1993. (4-14, 23-51, 52-63, 94-134, 139-157, 166-172). (R)</p> <p>Website: "Trump is evangelicals' 'dream president.' Here's why." The Washington Post <a href="https://www.washingtonpost.com/opinions/trump-is-evangelicals-dream-president-heres-why/2017/05/15/77b1609a-3996-11e7-a058-dbb23c75d82_story.html">https://www.washingtonpost.com/opinions/trump-is-evangelicals-dream-president-heres-why/2017/05/15/77b1609a-3996-11e7-a058-dbb23c75d82_story.html</a></p> <p>Website: "Why Christian nationalists love Trump" ThinkProgress <a href="https://thinkprogress.org/trumps-christian-nationalism/">https://thinkprogress.org/trumps-christian-nationalism/</a></p> <p>Website: "How Trump's presidency reveals the true nature of Christian nationalism" ThinkProgress <a href="https://thinkprogress.org/christian-nationalism-religion-research-b8f9cdc16239/">https://thinkprogress.org/christian-nationalism-religion-research-b8f9cdc16239/</a></p> <p>Website: "Historians of Christian Nationalism see disturbing parallels to today's tax cut battle: The legacy of Christian libertarianism." ThinkProgress <a href="https://thinkprogress.org/big-business-modern-christian-nationalism-5e0af6e36192/">https://thinkprogress.org/big-business-modern-christian-nationalism-5e0af6e36192/</a></p>	<p>Analytic Pre-discussion papers.</p>

		<p>Website: "Young, Female, and Pro-Trump: How white evangelical millennials are defying political predictions." Christianity Today <a href="http://www.christianitytoday.com/women/2017/july/young-female-and-pro-trump.html">http://www.christianitytoday.com/women/2017/july/young-female-and-pro-trump.html</a></p> <p>Website: "What politicians mean when they say the United States was founded as a Christian nation?" The Washington Post. <a href="https://www.washingtonpost.com/news/posteverything/wp/2017/07/04/what-politicians-mean-when-they-say-america-was-founded-as-a-christian-nation/">https://www.washingtonpost.com/news/posteverything/wp/2017/07/04/what-politicians-mean-when-they-say-america-was-founded-as-a-christian-nation/</a></p> <p>Website: "Trump Can't Reverse the Decline of White Christian America" The Atlantic <a href="https://www.theatlantic.com/politics/archive/2017/07/robert-jones-white-christian-america/532587/">https://www.theatlantic.com/politics/archive/2017/07/robert-jones-white-christian-america/532587/</a></p> <p>Website: "An Agenda for Research on American Religion in Light of the 2016 Election" by Penny Edgell. <i>Sociology of Religion</i> 78(1): 1-8 March 2017 <a href="https://doi.org/10.1093/socrel/srw057">https://doi.org/10.1093/socrel/srw057</a></p> <p>Website: "Sharp Partisan Divisions in Views of National Institutions" Pew Research Center <a href="http://www.people-press.org/2017/07/10/sharp-partisan-divisions-in-views-of-national-institutions/">http://www.people-press.org/2017/07/10/sharp-partisan-divisions-in-views-of-national-institutions/</a></p> <p>Website: "Seeing the White in Christian America" by Penny Edgell. The Society Pages 2016. <a href="https://thesocietypages.org/specials/seeing-the-white-in-christian-america/">https://thesocietypages.org/specials/seeing-the-white-in-christian-america/</a></p> <p>Website: "Using the Past to 'Save' Our Nation: The Debate over Christian America" by John Fea. <i>OAH Magazine of History</i> 27(1):7-11 January 2013 <a href="https://doi.org/10.1093/oahmag/oas046">https://doi.org/10.1093/oahmag/oas046</a></p> <p><i>Was America Founded as a Christian Nation? A Historical Introduction (Revised Edition)</i>. Westminster John Knox Press. 2016.</p> <p>Website: "The role of family values in the 2016 presidential election" by Susan B. Ridgely. OUPBlog <a href="https://blog.oup.com/2017/01/family-values-presidential-election/">https://blog.oup.com/2017/01/family-values-presidential-election/</a></p> <p>Website: "What James Dobson Said in 1998 About Moral Character and the Presidency" The Way of Improvement <a href="https://thewayofimprovement.com/2016/06/25/james-dobson-on-the-character-of-the-president-of-the-united-states/">https://thewayofimprovement.com/2016/06/25/james-dobson-on-the-character-of-the-president-of-the-united-states/</a></p> <p>Website: "How the Bible Belt lost God and found Trump" by Gary Silverman. Financial Times April 13, 2017. <a href="https://www.ft.com/content/b41d0ee6-1e96-11e7-b7d3-163f5a7f229c">https://www.ft.com/content/b41d0ee6-1e96-11e7-b7d3-163f5a7f229c</a></p> <p><i>Fighting Fundamentalism: Carl McIntire and the Politicization of American Fundamentalism</i> by Markku Ruotsila. Oxford. 2015.</p> <p><i>Between Jesus and the Market: The Emotions that Matter in Right-Wing America</i> by Linda Kintz. Duke. 1997.</p> <p>Website: "Nixon's Evangelical Strategy" in <i>God's Own Party</i> by Daniel K. Williams. Oxford. 2010. <a href="http://oxfordindex.oup.com/view/10.1093/acprof:oso/9780195340846.003.0005">http://oxfordindex.oup.com/view/10.1093/acprof:oso/9780195340846.003.0005</a></p> <p><i>Building God's Kingdom: Inside the World of Christian Reconstruction</i> by Julie J. Ingersoll. Oxford. 2015.</p> <p><i>Christian Reconstruction: R. J. Rushdoony and American Religious Conservatism</i> by Michael J. McVicar. UNC Press. 2015.</p> <p>Website: "The Rise of Christian Conservative Legal Organizations" Religion &amp; Politics <a href="http://religionandpolitics.org/2015/06/10/the-rise-of-christian-conservative-legal-organizations/">http://religionandpolitics.org/2015/06/10/the-rise-of-christian-conservative-legal-organizations/</a></p>	
October 3, 5	<p>Conservative Evangelicals, Economic Policy, and Political Stances.</p> <p>Re-thinking the Narrative of American Conservatism.</p>	<p><b>**Tuesday:</b></p> <p><i>Invisible Hands: The Businessmen's Crusade Against the New Deal</i> by Kim Phillips-Fein. Norton. 2009. (Preface, Chapters 4, 10, and 11). (R)</p> <p><i>The Education of Ronald Reagan: The General Electric Years and the Untold Story of His Conversion to Conservatism</i> by Thomas Evans. Columbia University Press. (TBD)</p> <p><i>Masters of the Universe: Hayak, Friedman, and the Birth of Neoliberal Politics</i> by Daniel Stedman Jones. Princeton. 2012. (57-73, 329-345). (R)</p> <p><b>**Thursday:</b></p> <p><i>Change They Can't Believe In: The Tea Party and Reactionary Politics in America (Updated Edition)</i> by Christopher S. Parker, Matt A. Barreto. Princeton. 2013. (Introduction, Chapters 1, 2, and 3).</p> <p><b>Website:</b> "Reports from the Voter Study Group: 2016 VOTER Survey" Democracy Fund Voter Study Group</p>	Analytic Pre-discussion papers.

		<p><a href="https://www.voterstudygroup.org/reports/2016-elections">https://www.voterstudygroup.org/reports/2016-elections</a></p> <p><b>**More Info:</b></p> <p><i>To the Right: The Transformation of American Conservatism</i> by Jerome L. Himmelstein. University of California Press. 1990.</p> <p><i>One Nation Under God: How Corporate America Invented Christian America</i> by Kevin M. Kruse. Basic Books. 2017.</p> <p><i>The Blessings of Business: How Corporations Shaped Conservative Christianity</i> by Darren E. Grem. Oxford. 2016.</p> <p>Website: "I Thought I Understood the American Right. Trump Proved Me Wrong." by Rick Perlstein. The New York Times Magazine April 11, 2017. <a href="https://www.nytimes.com/2017/04/11/magazine/i-thought-i-understood-the-american-right-trump-proved-me-wrong.html">https://www.nytimes.com/2017/04/11/magazine/i-thought-i-understood-the-american-right-trump-proved-me-wrong.html</a></p> <p><i>The Politics of Rage: George Wallace, the Origins of the New Conservatism, and the Transformation of American Politics</i> by Dan T. Carter. LSU Press. 2000. (selections). (R)</p> <p><i>Strangers in Their Own Land: Anger and Mourning on the American Right</i> by Arlie Russell Hochschild. New Press. 2016.</p>	
<p>October 10, 12 (Fall Break 9-10) <b>NO CLASS TUESDAY</b></p>	<p>Reactionary Politics of the Tea Party.</p>	<p><b>**Tuesday: **Thursday:</b></p> <p><i>Change They Can't Believe In: The Tea Party and Reactionary Politics in America (Updated Edition)</i> by Christopher S. Parker, Matt A. Barreto. Princeton. 2013. (Chapters 4, 5, and 6, plus Afterward).</p> <p>Juliet Hooker. 2017. "Black Protest /White Grievance- On the Problem of White Political Imaginations Not Shaped by Loss." <i>South Atlantic Quarterly</i> 116(3) 483-504. (R)</p> <p><b>Website:</b> "Beyond Economics: Fears of Cultural Displacement Pushed the White Working Class to Trump" PRRI/The Atlantic Report <a href="https://www.prii.org/research/white-working-class-attitudes-economy-trade-immigration-election-donald-trump/">https://www.prii.org/research/white-working-class-attitudes-economy-trade-immigration-election-donald-trump/</a></p> <p><b>**More Info:</b></p> <p>"The Return of Old-Fashioned Racism to White Americans' Partisan Preferences in the Early Obama Era" by Michael Tesler. <i>The Journal of Politics</i> 75: 110-123. 2012. (R)</p> <p><i>Post-Racial or Most-Racial? Race and Politics in the Obama Era</i> by Michael Tesler. University of Chicago Press. 2016.</p> <p>AUDIO Cultures of Energy Podcast Ep. #52 - Arlie Russell Hochschild <a href="http://culturesofenergy.com/ep-52-arlie-russell-hochschild/">http://culturesofenergy.com/ep-52-arlie-russell-hochschild/</a></p>	<p>Analytic Pre-discussion papers.</p>
<p>October 17, 19 <b>NO CLASS TUESDAY</b></p>	<p>Neoliberalism and Libertarian Thought.</p>	<p><b>**Tuesday: **Thursday:</b></p> <p><i>A Brief History of Neoliberalism</i> by David Harvey. Oxford. 2005. (1-38, 64-70).</p> <p><i>Democracy in Chains: The Deep History of the Radical Right's Stealth Plan for America</i> by Nancy MacLean. Viking. 2017. (Introduction, Prologue, Chapter 1).</p> <p><b>**More Info:</b></p> <p><i>From Financial Crisis to Stagnation: The Destruction of Shared Prosperity in the Role of Economics</i> by Thomas I. Palley. Cambridge. 2012.</p> <p><i>Dark Money: The Hidden History of the Billionaires Behind the Rise of the Radical Right</i> by Jane Mayer. Doubleday. 2016.</p>	<p>Analytic Pre-discussion papers.</p>
<p>October 24, 26</p>	<p>Neoliberalism and Libertarian Thought, con't.</p>	<p><b>**Tuesday:</b></p> <p><i>Democracy in Chains: The Deep History of the Radical Right's Stealth Plan for America</i> by Nancy MacLean. Viking. 2017. (Chapters 2, 3, 4, 5, 6, and 7).</p> <p><b>**Thursday:</b></p> <p><i>Democracy in Chains: The Deep History of the Radical Right's Stealth Plan for America</i> by Nancy MacLean. Viking. 2017. (Chapters 8, 9, 10, 11, 12, and Conclusion).</p> <p><b>**More Info:</b></p> <p>Website: "What Are the Costs of Libertarianism?" Public Seminar. <a href="http://www.publicseminar.org/2017/08/what-are-the-costs-of-libertarianism/#.WY3ulhg1TUI">http://www.publicseminar.org/2017/08/what-are-the-costs-of-libertarianism/#.WY3ulhg1TUI</a></p> <p>Website: "What Is the Far Right's Endgame? A Society That Suppresses the Majority" Slate <a href="http://www.slate.com/articles/life/history/2017/06/james_mcgill_buchanan_s_terrorizing_vision_of_society_is_the_intellectual.html">http://www.slate.com/articles/life/history/2017/06/james_mcgill_buchanan_s_terrorizing_vision_of_society_is_the_intellectual.html</a></p> <p>Website: Anita Felicelli. "The Intellectual Roots of the Radical Right." Los Angeles Review of Books September 2017. <a href="https://lareviewofbooks.org/article/the-intellectual-roots-of-the-radical-">https://lareviewofbooks.org/article/the-intellectual-roots-of-the-radical-</a></p>	<p>Analytic Pre-discussion papers.</p>

		<p>right/  <i>Cutting School: Privatization, Segregation, and the End of Public Education</i> by Noliwe M. Rooks. New Press. 2017.</p> <p>Skocpol, Theda. 1983. "The Legacies of New Deal Liberalism." In Douglas MacLean. and Claudia Mills, eds. <i>Liberalism Reconsidered</i>. Totowa, NJ: Rowman and Allanheld.</p> <p>Katznelson, Ira . 1989. "Was the Great Society a Lost Opportunity?" In, <i>The Rise And Fall of the New Deal Order, 1930-1980</i>, Steve Fraser and Gary Gerstle (eds.). pp. 185-211. Princeton: Princeton University Press.</p> <p><i>Rationalizing Capitalist Democracy: The Cold War Origins of Rational Choice Liberalism</i> by S.M. Amadae. Chicago. 2003.</p>	
October 31 November 2	Concentration of Elite and Corporate Wealth. Macroeconomic Policy.	<p><b>**Tuesday:</b></p> <p><i>After Picketty: The Agenda for Economics and Inequality</i> by Heather Boushey, J. Bradford DeLong, and Marshall Steinbaum (eds.). Harvard University Press. 2017. (Chapters 2, 3, and 21). (R)</p> <p><i>How Washington Made the Rich Richer--and Turned Its Back on the Middle Class</i> by Jacob Hacker and Paul Pierson. Simon and Schuster. 2010. (selections.) (R)</p> <p>Website: "Income Inequality" Inequality.org  <a href="https://inequality.org/facts/income-inequality/">https://inequality.org/facts/income-inequality/</a></p> <p>Website: "Wealth Inequality" Inequality.org  <a href="https://inequality.org/facts/wealth-inequality/">https://inequality.org/facts/wealth-inequality/</a></p> <p>Website: "Our Broken Economy, in One Simple Chart" The New York Times  <a href="https://www.nytimes.com/interactive/2017/08/07/opinion/leonhardt-income-inequality.html">https://www.nytimes.com/interactive/2017/08/07/opinion/leonhardt-income-inequality.html</a></p> <p><b>**Thursday:</b></p> <p><i>Welfare for the Wealthy: Parties, Social Spending, and Inequality in the United States</i> by Christopher G. Faricy. Cambridge. 2015. (122-249, 157-158, 168-199).</p> <p><i>Rich People's Movements: Grassroots Campaigns to Untax the One Percent</i> by Isaac Martin. Oxford. 2013. (1-43, 195-204). (R)</p> <p><b>Website:</b> <i>Who Rules America?</i> G. William Domhoff <a href="http://whorulesamerica.net">http://whorulesamerica.net</a></p> <p><b>**More Info:</b></p> <p>Website: "The Rich, the Right, and the Facts: Deconstructing the Income Distribution Debate" American Prospect <a href="http://prospect.org/article/rich-right-and-facts-deconstructing-inequality-debate">http://prospect.org/article/rich-right-and-facts-deconstructing-inequality-debate</a></p> <p>Website: Under Trump's Plan, Tax Cuts Shrink Over Time for Everyone but the Richest by Alicia Parlapiano And Jasmine C. Lee. <i>The New York Times</i> September 29, 2017  <a href="https://www.nytimes.com/interactive/2017/09/29/us/politics/trump-tax-plan-analysis.html">https://www.nytimes.com/interactive/2017/09/29/us/politics/trump-tax-plan-analysis.html</a></p> <p><i>In the Long Run We Are All Dead</i> by Geoff Mann. Verso. 2017.</p> <p>"Political Aspects of Full Employment" by Michael Kalecki. <i>Political Quarterly</i> 1943.</p> <p><i>Theory of Economic Dynamics: An Essay on Cyclical and Long-Run Changes in Capitalist Economy</i> by Michael Kalecki. George Allen and Unwin. 1954.</p> <p><i>Dream Hoarders: How the American Upper Middle Class Is Leaving Everyone Else in the Dust, Why That Is a Problem, and What to Do About It</i> by Richard V. Reeves. Brookings Institution Press. 2017.</p> <p>Fabian T Pfeffer and Alexandra Killewald. Forthcoming. "Generations of Advantage. Multigenerational Correlations in Family Wealth" <i>Social Forces</i> <a href="https://doi.org/10.1093/sf/sox086">https://doi.org/10.1093/sf/sox086</a></p>	Analytic Pre-discussion papers.
November 7, 9	Concentration of Elite and Corporate Wealth, con't. Plutocracy.	<p><b>**Tuesday:</b></p> <p><i>The One Percent Solution: How Corporations are Remaking America One State at a Time</i> by Gordon Laffer. 2017. (4-20, 28-33, 50-61, 67-71, 78, 91-96, 172-187). (R)</p> <p><i>Plutocracy in America: How Increasing Inequality Destroys the Middle Class and Exploits the Poor</i> by Ronald P. Formisano.. Johns Hopkins University Press. 2015. (selections). (R)</p> <p><b>Website:</b> <i>Who Rules America?</i> G. William Domhoff <a href="http://whorulesamerica.net">http://whorulesamerica.net</a></p> <p><b>**Thursday:</b></p> <p><i>Saving Capitalism: For the Many, Not the Few</i> by Robert Reich. Knopf. 2015. (81-86, 115-1132, 177). (R)</p> <p><b>Website:</b> "Predatory Capitalism: Old Trends and New Realities" Truthout <a href="http://www.truth-out.org/news/item/24732-predatory-capitalism-old-trends-and-new-realities">http://www.truth-out.org/news/item/24732-predatory-capitalism-old-trends-and-new-realities</a></p>	"Conservative Christian's and Political/Economic Thought," 10 <sup>th</sup> . Analytic Pre-discussion papers.

		<p><b>Website:</b> "Revealed - the capitalist network that runs the world" New Scientist <a href="https://www.newscientist.com/article/mg21228354-500-revealed-the-capitalist-network-that-runs-the-world/">https://www.newscientist.com/article/mg21228354-500-revealed-the-capitalist-network-that-runs-the-world/</a></p> <p><b>Website:</b> "Which Corporations Control The World?" Information Clearing House <a href="http://www.informationclearinghouse.info/article44864.htm">http://www.informationclearinghouse.info/article44864.htm</a></p> <p><b>Website:</b> "The Four Companies That Control the 147 Companies That Own Everything" <a href="http://libertychat.com/2014/06/four-companies-control-147-companies-everything/">http://libertychat.com/2014/06/four-companies-control-147-companies-everything/</a></p> <p><b>Website:</b> <i>Who Rules America?</i> G. William Domhoff <a href="http://whorulesamerica.net">http://whorulesamerica.net</a></p> <p><b>**More Info:</b></p> <p>Website: "You're not imagining it: the rich really are hoarding economic growth" Vox. <a href="https://www.vox.com/policy-and-politics/2017/8/8/16112368/piketty-saez-zucman-income-growth-inequality-stagnation-chart">https://www.vox.com/policy-and-politics/2017/8/8/16112368/piketty-saez-zucman-income-growth-inequality-stagnation-chart</a></p> <p>Website: "That Sucking Sound? It's the Stock Market" The Vital Edge <a href="http://www.the-vital-edge.com/stock-market-concentration-of-wealth/">http://www.the-vital-edge.com/stock-market-concentration-of-wealth/</a></p> <p>"Beyond Antitrust: The Role of Competition Policy in Promoting Inclusive Growth" by Jason Furman. 2016. (R)</p> <p>Website: "The tyranny of profit: concentration of wealth, corporate globalization, and the failed US health care system." C Schroeder <i>ANS Adv Nurs Sci</i>. 2003. <a href="https://www.ncbi.nlm.nih.gov/m/pubmed/12945653/">https://www.ncbi.nlm.nih.gov/m/pubmed/12945653/</a></p> <p>Website: "Corporations Find a Friend in the Supreme Court" The New York Times <a href="https://mobile.nytimes.com/2013/05/05/business/pro-business-decisions-are-defining-this-supreme-court.html">https://mobile.nytimes.com/2013/05/05/business/pro-business-decisions-are-defining-this-supreme-court.html</a></p> <p>Website: "The American Way: President Obama promised to fight corporate concentration. Eight years later, the airline industry is dominated by just four companies. And you're paying for it." ProPublica <a href="https://www.propublica.org/article/airline-consolidation-democratic-lobbying-antitrust">https://www.propublica.org/article/airline-consolidation-democratic-lobbying-antitrust</a></p> <p>Website: "These Professors Make More Than a Thousand Bucks an Hour Peddling Mega-Mergers" ProPublica <a href="https://www.propublica.org/article/these-professors-make-more-than-thousand-bucks-hour-peddling-mega-mergers?utm_campaign=sprout&amp;utm_medium=social&amp;utm_source=twitter&amp;utm_content=1498173256">https://www.propublica.org/article/these-professors-make-more-than-thousand-bucks-hour-peddling-mega-mergers?utm_campaign=sprout&amp;utm_medium=social&amp;utm_source=twitter&amp;utm_content=1498173256</a></p>	
November 14, 16	Race, Religion, Politics, and the System of Inequality.	<p><b>**Tuesday: **Thursday:</b></p> <p><i>Toxic Inequality: How America's Wealth Gap Destroys Mobility, Deepens the Racial Divide, and Threatens Our Future</i> by Thomas M. Shapiro. Basic Books. 2017. (12-21, 25-27, 40-53, 55-58, 68-83, 98-122, 123-146, 147-180, 214-216) (R)</p> <p><b>**More Info:</b></p> <p>Website: "The Fight for Health Care Has Always Been About Civil Rights" by Vann R. Newkirk II. The Atlantic <a href="https://www.theatlantic.com/politics/archive/2017/06/the-fight-for-health-care-is-really-all-about-civil-rights/531855/">https://www.theatlantic.com/politics/archive/2017/06/the-fight-for-health-care-is-really-all-about-civil-rights/531855/</a></p> <p><i>Race and the Making of American Liberalism</i> by Carol A. Horton. Oxford. 2005.</p>	Analytic Pre-discussion papers.
November 21 (Thanksgiving 22-24) <b>NO CLASS TUESDAY</b>	Thanksgiving Holiday.	Prepare for Class Presentations	None.
November 28, 30	What did we learn? Class Presentations	Class Presentations. Begin Draft of Final Paper.	None.
December 5	TBD.	Class Presentations.	Final Analytical Reflection and Integration Paper, 11 <sup>th</sup> .
December 8-14	Final Review Period.	None.	None.