**DAVIDSON COLLEGE**

SOC 105 Topics in Race and Religion:

Race, Religion, and Donald J. Trump

Fall 2020

Course: Sociology 105 – Race, Religion and Donald J. Trump

Time and Place: 10:50 am--11:40 am Monday/Wednesday/Friday – ONLINE

Course Zoom Link: SOC 105 F20 https://davidson.zoom.us/------------

Prerequisite: None

Instructor: Gerardo Martí, PhD

Office: Papers turned in using course link on <https://moodle.davidson.edu/>

Email: gemarti@davidson.edu CubanBlood@usa.com

Office Hours: 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 45th 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.

 After completing this course, the student should be able to:

1. Demonstrate an analytical understanding of the origins, nature, causes, and effects of social inequalities, especially racial and wealth inequalities, historically established in America,
2. Define the concept of legitimacy and its role in establishing systems of authority,
3. Trace the development of racial hierarchy rooted in contingent historical processes rather than in idiosyncratic personality or supposed biological determinism,
4. Describe the dynamics of religion as a narrative source of moral suasion, especially in justifying the consequences of capitalism as an economic system,
5. Provide examples of religion as a base for political mobilization and unity,
6. Recognize and label the often intangible processes of white ignorance and privilege as a source of power,
7. Grasp the longstanding structures of racialized power in the United States,
8. Obtain conceptual resources for critically appraising current ethical and moral issues relevant to inter-racial/inter-ethnic interactions/tensions/conflicts today,
9. Obtain conceptual resources for critically appraising current ethical and moral issues relevant to economic and class-based interactions/tensions/conflicts today,
10. Practice the creation of relational harmony out of the potential tensions of human difference.

**Required Readings – Accessible on Moodle or through Davidson College Library:**

* *The Color of Money: Black Banks and the Racial Wealth Gap* by Mehrsa Baradaran. Belknap Press of Harvard University. 2017.
* *American Blindspot: Race, Class, Religion, and the Trump Presidency* by Gerardo Martí. Rowman & Littlefield. 2020.
* *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.
* *Taking America Back for God: Christian Nationalism in the United States* by Andrew L. Whitehead and Samuel L. Perry. Oxford University Press. 2020.
* *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 – Ongoing Assignments Submitted thru Moodle:**

 Weekly Assignments

* *Reading Annotations & Forum Discussion 15%*
* *Peer Review Papers 15%*

 Major Papers

* *#1 Race and American National Identity 20%*
* *#2 Conservative Christians & Political/Economic Thought 20%*
* *#3 Final Integration Paper 30%*

 Total Grade = 100%

**Accessing Course Materials -- Asynchronous, Online, Synchronous:**

 All homework reading and video materials will be available through Davidson College Moodle or directly online. They will be watched asynchronously either in preparation for class or as that day’s class session. All links should be available on Moodle – if I have missed something, I will seek to correct ASAP.

 The majority of material will be accessible as video asynchronous – I will seek to record even synchronous opportunities online.

I intend to provide some synchronous opportunities for discussion and Q&A, especially regarding writing assignments. For any synchronous sessions, I intend to record Zoom sessions and have a link available on Moodle.

Please note: Since this is new, there may be glitches or “misses” along the way. I’m committed to working with students in working out issues as we move forward.

**Participation:**

I intend to have some synchronous opportunities, for example, the first day of class. That means participation is focused on interaction with course materials using Moodle. These activities are similar to what we would do if we were physically in class together, it simply means time writing out your thoughts. Throughout the course, 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.

 Every week, there are three main ways we will interact asynchronously through Moodle:

* Annotations in shared readings – likely using Hypothes.is app)
* Forum discussions – using Moodle Forum
* Peer review of paper drafts – likely using Google Docs

At least once a week, I will offer synchronous discussions using Zoom:

* Review critical content and context for readings
* Build implications and critical depth in our learning together
* Review written assignments and clarify expectations

In your annotations, discussions, peer review, and synchronous discussions, never underestimate the power you have to make a positive impact on the energy and progress that we make as a class. The amount of substantial input you receive depends a great deal on your thoughtful questions! During group work and discussion, your input is highly valuable. We are learning together, and your contributions are important.

 Set Up Your Hypothes.is Annotation App – Add Extension to Chrome: <https://support.ti.davidson.edu/hc/en-us/articles/360050891813-Using-Hypothes-is-Tool-Outside-of-Moodle>

 After installing Hypothes.is – Add SOC105F20 Course Group Annotation

 Good participation begins with good preparation. Before commenting or questioning, be sure to first pay careful attention to reading and writing assignments, and take advantage of frequent review of class notes. Schedule to read and review materials before speaking/writing. And set aside time to review course materials and regularly reread your growing class notes. This regular review will really pay off when it is time for integration papers and the final paper.

 I suggest a goal of 5 Hypothes.is Annotations in readings or 3 comments in Moodle Discussion Forums. Draw out analytical insights. Provide implications. Make connections to others That way, our class will become an interesting and energetic conversation among interesting and energetic writers.

 Avoid “I like/I don’t like” statements. Avoid referring to books, movies, experiences, etc., outside our class material. Avoid opinions that are not informed by the readings. Instead, use the time to explicate the material and make connections among them, even if they are not made by the author themselves.

**Written Assignments and Guidelines for Writing:**

This course requires you to think carefully through each of the assigned readings and to write about them. Each is designed to provoke change in your attitudes and actions into such things as your relation to race and ethnicity as well as subtle forms of personal prejudice and discrimination.

 Annotation: Practicing and Interacting on Evidence for Interpretation

 Since course readings form the basis of class discussion, 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. The syllabus will make clear when to have read each week’s readings for our class meetings, usually for earlier in the week (usually Monday/Wednesday), and then prepare a “mini” analytic integration paper for each week (usually Friday).

 We will use Hypothes.is, an app that allows for shared annotation. Hpothes.is is used alongside Moodle integrated into Chrome browsers as an Extension. See set up above.

* The basic approach to annotation in any course reading is this:
	+ The “QUOTE” is EVIDENCE >> Your “NOTE” conveys INSIGHT, INTERPRETATION
	+ When possible, INTEGRATE, which is writing an ANALYTICAL NOTE THAT DRAWS TOGETHER INSIGHT, EVIDENCE, INTERPRETATION
* Aim to add at least 5 substantive annotations to each text overall.
* Post your annotations not to "Public" but to “SOC105F20” (see link above). See additional instructions in guide in Moodle. Nothing will blow up if you post to "Public" but the other workshop participants won't see those comments, and they won't be private.
* Your annotations might:
	+ Ask a probing question about meaning within the text: " Does this mean… and does it tie into our other reading…?"
	+ Build from the evidence of the text (concept, historical happening, illustration) to explicate further: "This demonstrates how… I can see better that… This reveals…"
	+ Make a connection to something else we have discussed or read: “Yes, when you write about… it is helps me to connect this to…”
	+ Insert a hyperlink to another resource, related to the highlighted text, that you have found to provide more depth or reference directly the concept, event, illustration, person, book reference, etc. further: ”YouTube video of original debate…for more on this concept, see…”
	+ Point out especially important passages that are key to the text, eg. define, summarize, etc.: "Here is the author’s goal,” “Brief overview of argument,” “Find 5 key points here.”
	+ Build on someone else's comment: “Thank you, I will add…” “This makes me think of…” “This point connects to page XX” “Reminds of another quote on page XX.”

 Basic Annotation in Hypothes.is:

* Highlight a sentence or paragraph you wish to comment upon. You will immediately see an option to "Annotate" or "Highlight." Clicking "Annotate" will pop out a side-bar on the right-hand side of your screen.
* There, you can write a short (or long!) note. Be sure to have the group set not to "Public" but to "COURSE LABEL).”
* To see others’ annotations, click on the little left-pointing arrow that will appear in the top right corner of your screen once Hypothesis is on. That will show all the annotations attached to a text.
* You can also just click on the highlighted text, and the comments attached to that snippet will appear in the sidebar.
* In top of Hypothesis sidebar, “Annotations” are anchored to selected reading passages. On the right, “Page Notes” are general comments for the whole document that are not anchored to a particular text.

 If Hypothes.is becomes unavailable, people can post Annotations as part of the Discussion Forum. Here is the formula:

 READING TITLE

 p. 45 “QUOTE” which is EVIDENCE >> INSIGHT, INTERPRETATION

 p. 52 “QUOTE” which is EVIDENCE >> INSIGHT, INTERPRETATION

 …

 INTEGRATION: ANALYTICAL NOTE THAT DRAWS TOGETHER INSIGHT, EVIDENCE, INTERPRETATION

 This simple annotation will build our thinking together and prepare everyone for integration papers.

 Discussion Forum Posts: Preparing for Explanation and Argumentation

 Discussion Forums will be used for frequent “mini” analytic integration comments to integrate the week’s audio/textual/video material. These posts papers provide a continuous opportunity for analytic integration to select, condense, and develop your thinking regarding the themes of the course. They will provide the basis for the major papers/presentations turned in later.

 A good approach for discussion posts: 1) *Essentialize,* What are the essential concepts, ideas, insights, incidents, processes and how are they connected to the themes of the course? 2) Then *Improvise,* What are the connections and implications I can develop relevant to the themes and other readings of the course, regardless whether the author discusses directly? The opportunity calls you to write a critical and strategically selective discussion that reflects our growing understanding of the themes of the course from a sociological perspective. As such, your posts should be analytical, assume a personal point-of-view, and integrate mention of specific quotes/events/incidents from the material provided in the course. Citing the paper and page numbers, or audio/video file time-mark (e.g. “05:16”) is helpful for you and others to be able to refer to the readings later.

In evaluating posts, I look for ***analytical depth****,* which for me is usually associated with the following:

* Compression of information, such that a lot of information is presented in each sentence/paragraph/paper.
* Precision, displaying accuracy with respect to particular “facts” (people, incidents, etc) and concepts (dynamics, processes, theories) discussed.
* Breadth of scope, encompassing a broad swath of course material in terms of historical period, texts assigned, material provided for consideration.
* Clear and cogent argumentation, offering an explanation by building a narrative that either continually ties to significant and constantly developing thematic thread(s) ~OR~ cumulative insights that build over the course of paragraphs and culminates in ever greater sophistication.

 As you write your posts, I suggest a narrative structure built on INSIGHT, EVIDENCE, and INTERPRETATION. In doing so, I suggest that posts consist of the following: At least 2 insights you gained from the material, 2 pieces of evidence that provoked that insight, and 1 broader interpretation that can be stated. Each post should be at 1-3 paragraphs in length. These posts allow for a cumulatively building class discussion. They will help you integrate class material and prepare you for writing your papers with an accentuated critical awareness. In the narrative of post discussions, you are to demonstrate a grasp of the material assigned.

 As you develop your skill in writing arguments through the assignment of the Discussion Forum, I encourage you to **spend time organizing your thoughts before you post**; even a scratch piece of paper or an open document on the computer could be used to quickly assemble your ideas. **Then, when you write your contribution, keep these things in mind**:

* Craft your sentences, and more than one paragraph, to **cumulatively** build your argument.
* For each paragraph, **generally follow this pattern:**
	+ **State your Main Point,**
	+ **provide evidence from assigned material from THIS class,**
	+ **be explicit about your key insights,**
	+ **and draw out final interpretive remarks.**
* Each paragraph ideally would have them **in progression**: Main point, evidence, insights, interpretive remark; then next paragraph builds on the previous one for providing the next Main point, evidence, insights, interpretive remark.
* Over the course of a paper, these paragraphs effectively build to a larger, cumulative argument.
* Moving paragraph by paragraph using **this sort of flow helps to center writing on the formation of an argument**, one that has weight and credibility.
* Be sure to **draw out the significance of the material** with precision, compress material from a range of the material assigned, and be explicit in how the material is used to generate more textured and more deeply analytical insights and interpretive remarks.
* Be clear on the sources, be clear in stating your insights, then be clear in narrating an interpretation.

These guidelines should help you in preparing over the class experience a solid basis for strong analytic integration papers.

Major Analytical Integration Papers: Practicing Explanation and Argumentation

**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 American 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 Christians 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 Integration (Biography Component)” (Paper & Post)****,* 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. This paper has a biographical component. You will write a single paper and create an online post resourced by your paper. The paper should be written first (clearly written, well-argued, and properly cited), and then you will post the a biographical integration aspect of your paper online (using a clear narrative structure that combines graphics and oral presentation skills) 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 comprehensiveassessment of your learning throughout the course. Your post will integrate your own biography. You may 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 and approach to the post is flexible; it should be clear, analytical, historically significant, and integrated with your own biography. Instructions on post will be provided in class.

**Suggestions for Writing**

Generally, I seek ***analytical depth****,* which for me is usually associated with the following:

* Compression of information, such that a lot of information is presented in each sentence/paragraph/paper.
* Precision, displaying accuracy with respect to particular “facts” (people, incidents, etc) and concepts (dynamics, processes, theories) discussed.
* Breadth of scope, encompassing a broad swath of course material in terms of historical period, texts assigned, material provided for consideration.
* Clear and cogent argumentation, offering an explanation by building a narrative that either continually ties to significant and constantly developing thematic thread(s) ~OR~ cumulative insights that build over the course of paragraphs and culminates in ever greater sophistication.

This is NOT A FORMULA; yet, because students have asked for help starting their paper a suggested structure for your integration papers is provided below. This constitutes the principles of analytical writing generally found in the social sciences. The social sciences are interested in *explanation,* and explanation is really a process of *argumentation*:

GENERALLY, THE BUILDING BLOCKS OF ARGUMENTATION ARE:

 INSIGHT (1st sentence of each paragraph)

 EVIDENCE (middle sentences of each paragraph)

 INTERPRETATION (last sentence or two of each paragraph)

FIRST PARAGRAPH identify an arena or structure or ongoing occurrence of racialized dynamics, and present a generalized idea regarding it.

*What is your paper about and what makes it SIGNIFICANT?*

*What aspect of racial/ethnic structures does it explain?*

*What is your paper’s overall argument?*

*How does it relate to the concepts/themes/findings/ideas/theories from the rest of the class?*

*What important implications about social life do you find most important?*

SECOND (AND MAYBE THIRD AND FOURTH) PARAGRAPH summarize the major points of your thesis.

*What are the sub-points that move forward the momentum of your argument?*

*With each paragraph, what is the INSIGHT that leads the paragraph?*

*Following the initial INSIGHT, what EVIDENCE supports that INSIGHT?*

*Following the EVIDENCE from course material, what broader INTERPRETATION will you present to the reader?*

*What are important key terms/concepts used from course and how are they defined?*

*What dynamics from course are being explicitly developed in each paragraph and throughout your paper?*

*How do connections between course readings illuminate the structure/dynamic discussed?*

NEXT PARAGRAPH (AND PROBABLY OTHERS) connect your thoughts with sociological implications (connections between ideas/concepts/theories/themes from the course).

*With each paragraph, how does each initial INSIGHT extend, amend, critique, and/or affirm other INSIGHTS and INTEPRETATIONS?*

*How do the INTEPRETATIONS embedded in your argument connect with other ideas? How does it complement other ideas? How does it conflict or challenge other ideas?*

FINAL PARAGRAPH on the book’s least obvious, but most important, contribution.

*How can you best synthesize your INTERPRETATIONS into a LARGER INTEGRATED STATEMENT?*

*How do the implications of your argument (in light of the implications from other course material) matter?*

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

*What are the implications of this book on understanding human sociality?*

THE FIRST SENTENCE OF EVERY PARAGRAPH SHOULD EASILY AND CLEARLY FLOW TOGETHER FROM ONE TO ANOHTER.

AT THE END OF YOUR DRAFT, REVISIT YOUR INTRODUCTION TO FURTHER BUILD CONNECTIONS FOR COGENCY OF ARGUMENTATION FROM BEGINNING TO END.

Finally, keep in mind the basics –

* organize thinking *before* you write,
* be accurate and precise in your representation of course material,
* in every paragraph, state an *insight,* support this with *evidence,* then add an *interpretation* that moves the paper along to the next paragraph,
* when making clear claims, support them, remembering to draw on course material,
* sequence ideas in paragraphs,
* transition ideas from paragraph to paragraph,
* connect ideas in thoughtful, unforeseen, non-obvious ways,
* do not be afraid to be provocative as you develop your argument,
* avoid juvenile "I think, I feel, I believe" trap, or even name calling instead of analytical insights,
* do not blindly trust research sources gained from Google or Wikipedia,
* do trust research from 1) course materials, 2) academic journal articles (e.g. JSTOR is an excellent database; sociological abstracts), and 3) scholarly books (books from university presses and other reputable academic publishers),
* cite texts properly in-text, general ideas only author-date, and quotes require page numbers (AUTHOR DATE:PAGE, eg. Martí 2020:23).
* add a full “bibliography” of sources at end of paper (*following American Sociological Association guidelines*), <https://sociology.fas.harvard.edu/files/sociology/files/asastyleguide.pdf>
* write a direct intro & ending, avoiding “Webster’s Definition” or cute quotes.

**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 form 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 Truly Outstanding Work (90-100%) Goes above and beyond the requirements of the assignment, above and beyond good work. Outstanding creativity, significant achievement, analytical depth and precision as well as exceptional 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 of synthesis, implications, and originality evident. As a sociology course, a consistently developed sociological perspective is vital for this grade.

B Above Average (80-89%) A “B” assessment fulfills all aspects of the assignment and goes beyond competence to demonstrate a thorough and above average understanding of course material in comparison with other students in the course. Substantive analytical depth, extra achievement, commendable precision, and extra improvement often evident. Clearly demonstrated sociological perspective.

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

D Below Average (60-69%) A “D” assessment represents marginally satisfactory competency of basic course material. A “D” may indicate failure to follow directions, failure to implement specific recommendations, or failure to demonstrate adequate effort or 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 has not been fulfilled, or because a preponderance of errors (more than one or two per page) interferes with clear communication or lack of analytical precision does not demonstrate adequate mastery.

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. Also, not turning in work or turning in assignments past the deadline.

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

In addition to these 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 grades:

93-100 A

90-92 A-

88-89 B+

82-87 B

80-81 B-

78-79 C+

72-77 C

70-71 C-

68-69 D+

62-67 D

60-61 D-

* 1. F

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

1. 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.

1. Students who will be absent at some point during the semester owing to religious observance are requested to notify the instructor during the first week of class (or the first week after late enrollment) in order to make accommodations for assignment or review dates falling during such observances.
2. As a courtesy to the instructor and your classmates, please turn your attention away from cell phones or other electronic devices prior to the start of any synchronous class sessions.
3. Generally speaking, laptops and other electronic devices like cell phones or electronic readers are not acceptable for use during physical class. If you wish to take notes, please use paper and pen/pencil. If these are used with permission, please turn off internet access. For remote courses, use your judgment in not being distracted while doing online work together synchronously.
4. Please be mindful of due dates/times. Submission guidelines for assignments are as follows: All assignments will be accepted on or before the due date. Assignments must be submitted no later than the beginning of the class scheduled on the due date, unless another specific time has been established. Late work will be penalized at 10% of the total value for each day late, beginning immediately during the class on the due date. If you are unable to turn in the assignment personally, make your own arrangements to have the paper submitted on your behalf. Any exceptions to due dates must be approved well in advance of the due date with the instructor.
5. All major written assignments must be prepared using a word processor (some class exercises may be exempted) and either submitted physically hard-copy or uploaded through Moodle. PLEASE DO NOT EMAIL PAPERS. The length and content for each assignment is provided in the syllabus or discussed in class. Work done for this class is to be original, done exclusively for this class, and must comply with high standards or rigor, precision, and analytical depth 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.
6. Please note in regard to submission of papers that it is the responsibility of every student to prepare for course assignments for submission well before (hours or days) they are due. Excuses of “printer malfunctions” or “computer issues” are to be avoided through good preparation.
7. As discrepancies with regard to grades can occur, it is recommended that students retain all graded materials until final grades have been posted. Students are expected to retain original copies of each assignment.
8. 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.
9. Office hours and appointments: Since the management of time is critical for student and professor alike, please observe the following guidelines regarding office appointments.
10. Priority: Students who have made 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 as I have many commitments outside our class.
11. Drop-ins: During normal campus operation, I may be working in my office. However, an appointment is strongly recommended. If the class is remote, please schedule a time to discuss matters by phone or Zoom. I will work with you to find a mutually workable time.
12. Canceling appointments: If you will be unable to keep an appointment it would be appreciated greatly if you would contact me by email to cancel your scheduled appointment. Thank you for your professional courtesy in this regard. If for any reason I am unable to make an appointment with you, I will email you directly.

Occasionally arranged appointments may be canceled due to meetings, travel, or emergencies. I will make an effort to contact you by email 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.

1. The college welcomes requests for accommodations related to disability and will grant those that are determined to be reasonable and maintain the integrity of a program or curriculum. To make such a request or to begin a conversation about a possible request, please contact the Office of Academic Access and Disability Resources, which is located in the Center for Teaching and Learning in the E.H. Little Library: Beth Bleil, Director, bebleil@davidson.edu, 704-894-2129; or Alysen Beaty, Assistant Director, albeaty@davidson.edu, 704-894-2939. It is best to submit accommodation requests within the drop/add period; however, requests can be made at any time in the semester. Please keep in mind that accommodations are not retroactive.

*Note: Topics & Assignments May Shift; Changes Will Be Announced.*

*Please do point out any errors or redundancies in the schedule. We will correct these as needed.*

**MOODLE = MOODLE FILE TO VIEW ONLINE OR DOWNLOAD**

**ONLINE = ONILINE ACCESS AVAILABLE THROUGH DAVIDSON COLLEGE LIBRARY OR PUBLICLY**

**MORE INFO = BONUS RESOURCES USUALLY AVAILABLE ON MOODLE**

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| --- | --- | --- | --- |
| **Week** | **Topics & Exams** | **Read, Think & Explore** | **Analyze, Write & Create** |
| 1Aug 21 | Race and Religion in American Society.Defining the Discipline of Sociology. Distinction between Macro and Micro level dynamics.Who is “American”? | ***\*\*Before Class Friday:*****ONLINE: “Election 2016: Exit Polls” [Look up RACE and WHITE EVANGELICAL] The New York Times November 8, 2016** [**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)**ONLINE: A White Republicans’ approval of Donald Trump rose in tandem with the intensity of their racial identification** [**https://www.nytimes.com/interactive/2017/08/24/opinion/100000005388503.embedded.html**](https://www.nytimes.com/interactive/2017/08/24/opinion/100000005388503.embedded.html)**ONLINE: PRRI Staff. 2020. “Despite Chaos and Controversy, Trump Favorability Stable Throughout 2019.” *PRRI* February 26** [**https://www.prri.org/research/despite-chaos-and-controversy-trump-favorability-stable-throughout-2019/**](https://www.prri.org/research/despite-chaos-and-controversy-trump-favorability-stable-throughout-2019/)**ONLINE: Michael Lipka and Gregory A. Smith. 2020. “White evangelical approval of Trump slips, but eight-in-ten say they would vote for him.” *Pew Research Center* July 1** [**https://www.pewresearch.org/fact-tank/2020/07/01/white-evangelical-approval-of-trump-slips-but-eight-in-ten-say-they-would-vote-for-him/**](https://www.pewresearch.org/fact-tank/2020/07/01/white-evangelical-approval-of-trump-slips-but-eight-in-ten-say-they-would-vote-for-him/)  | *Set up Hypothes.is account, add extension to Chrome browser, and join course annotation group SOC105F20.* *Post on Discussion Forum a brief Introduction of yourself.* |
| 2Aug 24, 26, 28 | American Options for Achieving Racial Equality: Segregation, Amalgamation, and Colonization.Land Conquest and Consequences for Native and Indigenous Peoples.  | ***\*\*For Monday:*** **ONLINE *The Color of Money: Black Banks and the Racial Wealth Gap* by Mehrsa Baradaran. (10-30, 53-68)** [**https://davidson.primo.exlibrisgroup.com/permalink/01DCOLL\_INST/p9cndo/alma991024967247405716**](https://davidson.primo.exlibrisgroup.com/permalink/01DCOLL_INST/p9cndo/alma991024967247405716)**MOODLE *Bind Us Apart: How Enlightened Americans Invented Racial Segregation* (1-9, 31-38, 65-80). (R)****\*\**For Wednesday (no Zoom meeting):*** **MOODLE *Bind Us Apart: How Enlightened Americans Invented Racial Segregation* (118-122, 125-132, 192-194, 197-202, 210-224, 247-251, 264-275, 323-330).** **PODCAST Ben Franklin’s World “ep 96: The Origins of Racial Segregatio in the United States.” August 23, 2016 (01:03:01)** [**https://podcasts.apple.com/us/podcast/ben-franklins-world/id946895107?i=1000374452224**](https://podcasts.apple.com/us/podcast/ben-franklins-world/id946895107?i=1000374452224)**ONLINE: 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.** [**http://glc.yale.edu/exposition-views-baptists-relative-coloured-population**](http://glc.yale.edu/exposition-views-baptists-relative-coloured-population)***\*\*For Friday:*****ONLINE: “1848 Treaty of Guadalupe Hidalgo”** [**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)**ONLINE: “Stolen Birthright: The U.S. Conquest and Exploitation of the Mexican People [4 of 6] By Richard D. Vogel" Houston Institute for Culture** [**http://www.houstonculture.org/hispanic/conquest4.html**](https://nam10.safelinks.protection.outlook.com/?url=http%3A%2F%2Fwww.houstonculture.org%2Fhispanic%2Fconquest4.html&data=02%7C01%7Cgemarti%40davidson.edu%7C39f985ad24014136023b08d79df1d191%7C35d8763cd2b14213b629f5df0af9e3c3%7C1%7C0%7C637151534239538552&sdata=m9lw5xbO%2BF8HVxNbF8NawFLao1BCR0cZBMYmm%2FGidXI%3D&reserved=0)*\*\*More Info:**Stamped from the Beginning: The Definitive History of Racist Ideas in America* by Ibram X. Kendi. Nation Books. 2016. (selections). Website: “Was Racial Segregation a Founding Principle of the U.S.? Interview with Nicholas Guyatt by Readara.com” YouTube https://www.youtube.com/watch?v=L8zP8IwKMYQWebsite: “How political science helps explain the rise of Trump: the role of white identity and grievances” The Washington Post 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\_inlWebsite: “Resentful white people propelled Trump to the White House and He is Rewarding their Loyalty” The Washington Post 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=.796a35b40b10Website: “People’s views about race mattered more in electing Trump than in electing Obama” The Washington Post <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&utm_term=.33f1c74d1d54> Website: George D Armstrong. 1857. *The Christian Doctrine of Slavery*. New York: Charles Scribner https://archive.org/details/christiandoctrin00lcarms Website: “The Author’s Corner with Jason Opal, Author of *Avenging the People: Andrew Jackson, the Rule of Law, and the American Nation (Oxford University Press 2017)”* The Way of Improvement https://thewayofimprovement.com/2017/05/29/the-authors-corner-with-jason-opal/Website: “The Declaration of Causes of Seceding States” Primary Sources: Georgia | Mississippi | South Carolina | Texas | Virginia https://www.civilwar.org/learn/primary-sources/declaration-causes-seceding-statesWebsite: “Secession - Louisiana Commissioner Geo. Williamson urges Texas to secede "to preserve the blessings of African slavery." http://www.confederatepastpresent.org/index.php?option=com\_content&view=article&id=122:louisiana-commissioner-geo-williamson-urges-texas-to-secede-qto-preserve-the-blessings-of-african-slaveryq&catid=40:secessionWebsite: “The Gathering Storm - Alabama legislature resolves to secede if a Republican is elected president” http://www.confederatepastpresent.org/index.php?option=com\_content&view=article&id=123:alabama-legislature-resolves-to-secede-if-a-republican-is-elected-president&catid=41:the-gathering-stormWebsite “Pro-slavery Ideology in the Antebellum” November 2015 https://ctlsites.uga.edu/hist2111-wolf2015/tag/he-also-reasoned-that-slavery-was-not-appropriate-unless-the-slaves-were-african/Website: “La Realidad: The Realities of Anti-Mexicanism (A Paradigm)” by Juan Gómez-Quiñones. January 31, 2017. http://www.latinorebels.com/2017/01/31/la-realidad-the-realities-of-anti-mexicanism-a-paradigm/ | *Annotate Monday’s reading.* *Annotate Wednesday’s reading.* *Post on all Friday Material on Discussion Forum by Friday.* |
| 3Aug 31, Sept 2, 4 | End of Slavery, Continuing of Oppression: The Failure of Reconstruction.  | ***\*\*For Monday:*** **ONLINE: “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]** [**http://teachingamericanhistory.org/library/document/cornerstone-speech/**](http://teachingamericanhistory.org/library/document/cornerstone-speech/)**MOODLE *The Era of Reconstruction: 1865-1877* by Kenneth M. Stampp. Vintage. 1965. (Chapter 2, also 74-82, 193-215). (R)*****\*\*For Wednesday (no Zoom meeting):*****MOODLE *White Rage: The Unspoken Truth of Our Racial Divide* by Carol Anderson. Bloomsbury. 2016. (7-38). (R)** **WATCH ONLINE: PBS *Reconstruction: America After the Civil War—Episode 1 (Segments 4-9)*** [***https://davidson.primo.exlibrisgroup.com/permalink/01DCOLL\_INST/19u2smm/alma991024872230105716***](https://davidson.primo.exlibrisgroup.com/permalink/01DCOLL_INST/19u2smm/alma991024872230105716)1. [***Southern Democrat in Charge***](https://fod-infobase-com.ezproxy.lib.davidson.edu/p_ViewVideo.aspx?xtid=188580&tScript=0) ***02:55***
2. [***Freedmen's Bureau***](https://fod-infobase-com.ezproxy.lib.davidson.edu/p_ViewVideo.aspx?xtid=188580&tScript=0) ***03:50***
3. [***Shocking Betrayal***](https://fod-infobase-com.ezproxy.lib.davidson.edu/p_ViewVideo.aspx?xtid=188580&tScript=0) ***03:13***
4. [***Revisionist History***](https://fod-infobase-com.ezproxy.lib.davidson.edu/p_ViewVideo.aspx?xtid=188580&tScript=0) ***04:27***
5. [***Black Codes***](https://fod-infobase-com.ezproxy.lib.davidson.edu/p_ViewVideo.aspx?xtid=188580&tScript=0) ***04:14***
6. [***Birthright Citizenship***](https://fod-infobase-com.ezproxy.lib.davidson.edu/p_ViewVideo.aspx?xtid=188580&tScript=0) ***05:01***

***\*\*For Friday:*****MOODLE *The Constraint of Race: Constraint of Race: Legacies of White Skin Privilege in America* by Linda Faye Williams. Penn State University Press. 2003.(Chapter 1: America’s First Undeserving and Deserving Poor).** **ONLINE: Mitch Landrieu’s Speech on the Removal of Confederate Monuments in New Orleans - The New York Times** [**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)**ONLINE: “The ‘Savage’ Menace: Reconsidering the Enemy Threat in American Foreign Policy” by Gregory Daddis.** [**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/)**ONLINE: “What It Takes to Truly Be ‘One of Us’” Pew Research Center February 1, 2017** [**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/)*\*\*More Info:*PODCAST The Ezra Klein Show “Carol Anderson on White Rage and Donald Trump.” April 12, 2018 (01:32:33) <https://podcasts.apple.com/us/podcast/carol-anderson-on-white-rage-and-donald-trump/id1081584611?i=1000408723975> PODCAST Fly in the Milk “A Book Review of Dr. Carol Anderson’s White Rage.” July 12, 2020 (16:34) <https://podcasts.apple.com/us/podcast/a-book-review-of-dr-carol-andersons-white-rage/id1523239594?i=1000484511655> Website: “White Privilege IQ Test: 5 Questions” HuffPost http://www.huffingtonpost.com/entry/white-privilege-iq-test-5-questions\_us\_57d90ad6e4b0d93d17700de7?timestamp=1473882805519 Website:“In Republicans’ views of a border wall, proximity to Mexico matters” Pew Research Center March 8, 2017 http://www.pewresearch.org/fact-tank/2017/03/08/in-republicans-views-of-a-border-wall-proximity-to-mexico-matters/*Region, Race, and Reconstruction: Essays in Honor of C.Vann Woodward.* Oxford. 1982. (143-169, 241-261). (R)*Inherently Unequal: The Betrayal of Equal Rights by the Supreme Court, 1865- 1903* by Lawrence Goldstone. Walker Books. 2011. (Chapters 2, 4, 10, and 11). (R)*The New White Nationalism in America: Its Challenge to Integration* by Carol M. Swain. Cambridge. 2002. (Chapters 4 and 5) (R)*American Crucible: Race and Nation in the Twentieth Century (Updated Edition)* by Gary Gerstle. Princeton. 2017. *(*3-41, 14-24, 44-79). (R) | *Post on all Monday Material on Discussion Forum by Monday.**Annotate Wednesday’s reading.* *Post on all Friday Material on Discussion Forum by Friday.* |
| 4Sept 7, 9, 11 | American Notions on Race. | ***\*\*For Monday:*** **ONLINE *American Blindspot: Race, Class, Religion, and the Trump Presidency* by Gerardo Martí. (Chapters 2 & 3).** [**https://davidson.primo.exlibrisgroup.com/permalink/01DCOLL\_INST/19u2smm/alma991024946849705716**](https://davidson.primo.exlibrisgroup.com/permalink/01DCOLL_INST/19u2smm/alma991024946849705716)***\*\*For Wednesday:*****ONLINE *The Color of Money: Black Banks and the Racial Wealth Gap by Mehrsa Baradaran. (90-95, 101-112, 150-162)*** [**https://davidson.primo.exlibrisgroup.com/permalink/01DCOLL\_INST/p9cndo/alma991024967247405716**](https://davidson.primo.exlibrisgroup.com/permalink/01DCOLL_INST/p9cndo/alma991024967247405716)***\*\*For Friday (no Zoom meeting):*** **ONLINE *The Color of Money: Black Banks and the Racial Wealth Gap* by Mehrsa Baradaran. (176-177, 189-193, 206-214, 215-217, 235-240, 249-250, 253-262)** [**https://davidson.primo.exlibrisgroup.com/permalink/01DCOLL\_INST/p9cndo/alma991024967247405716**](https://davidson.primo.exlibrisgroup.com/permalink/01DCOLL_INST/p9cndo/alma991024967247405716)**PODCAST *UCI Law Talks “Mehrsa Baradaran on “The Color of Money: Black Banks and the Racial Wealth Gap”* April 22, 2020 (1:13:47)**[***https://podcasts.apple.com/us/podcast/mehrsa-baradaran-on-color-money-black-banks-racial/id1505801212?i=1000472311596***](https://podcasts.apple.com/us/podcast/mehrsa-baradaran-on-color-money-black-banks-racial/id1505801212?i=1000472311596)*\*\*More Info:*MOODLE *The Color of Law: A Forgotten History of How Our Government Segregated America* by Richard Rothstein. Liveright. 2017.(Chapters 3, 4, 6, also 109-113). (R) *American Crucible: Race and Nation in the Twentieth Century (Updated Edition)* 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)Website: “Black Lives Matter and the Paradoxes of U.S. Black Politics: From Democratic Sacrifice to Democratic Repair” by Juliet Hooker. *Political Theory* 44(4): 448–469. 2016. http://journals.sagepub.com/doi/pdf/10.1177/0090591716640314Website: CNN: “Where's the empathy for black poverty and pain?” by Tanzina Vega. http://www.cnn.com/2017/05/05/opinions/empathy-gap-in-viewing-black-poverty-and-pain-tanzina-vega/index.htmlWebsite: “Half of Americans think 'reverse racism' is as big a problem as actual racism” Splinter https://splinternews.com/half-of-americans-think-reverse-racism-is-as-big-a-prob-1793857856Website: “Worshipping at the Altar of the Nation” by Paul D. Miller. The American Interest 13(1) May 2017 https://www.the-american-interest.com/2017/05/01/worshipping-at-the-altar-of-the-nation/ *Inventing the "American Way". The Politics of Consensus from the New Deal to the Civil Rights Movement* by Wendy L. Wall. Oxford. 2008. (67-76). Website: “Cultural Lag and the Fallacy of Asian Americans as the Model Minority” by Jennifer Lee. The Society Pages April 25, 2017. https://thesocietypages.org/specials/cultural-lag-and-the-fallacy-of-asian-americans-as-the-model-minority/Website: “Muslims as outsiders, enemies, and others: The 2016 presidential election and the politics of religious exclusion” by Ruth Braunstein. *American Journal of Cultural Sociology https://link.springer.com/article/10.1057/s41290-017-0042-x*Website: “Key facts about refugees to the U.S.” Pew Research Center January 30, 2017 http://www.pewresearch.org/fact-tank/2017/01/30/key-facts-about-refugees-to-the-u-s/*From Deportation to Prison: The Politics of Immigration Enforcement in Post-Civil Rights America* by Patrisia Macías-Rojas. NYU Press. 2016. Website: “Modern Immigration Wave Brings 59 Million to U.S., Driving Population Growth and Change Through 2065” Pew Research Center September 28, 2017 http://www.pewhispanic.org/2015/09/28/modern-immigration-wave-brings-59-million-to-u-s-driving-population-growth-and-change-through-2065/ | *Annotate Monday’s reading.* *Annotate Wednesday’s reading.* *Post on all Friday Material on Discussion Forum by Friday.* |
| 5Sept 14, 16, 18 | The Development of American Identity: Civic and Racial Nationalism.  | ***\*\*For Monday (no Zoom meeting):*** **MOODLE *The Constraint of Race: Constraint of Race: Legacies of White Skin Privilege in America* by Linda Faye Williams. Penn State University Press. 2003.(Chapter 2: White Security).** **WATCH ONLINE*: “Whiteness and Immigration” Lecture by Dr. Gerardo Martí for What Lies Between Us, Brownicity (Vimeo hidden link WLBU\_Ep04\_v2)*** [***https://vimeo.com/435968717/42d019f21d***](https://vimeo.com/435968717/42d019f21d)***\*\*For Wednesday:*****ONLINE *American Blindspot: Race, Class, Religion, and the Trump Presidency* by Gerardo Martí. (Chapter 4).** [**https://davidson.primo.exlibrisgroup.com/permalink/01DCOLL\_INST/19u2smm/alma991024946849705716**](https://davidson.primo.exlibrisgroup.com/permalink/01DCOLL_INST/19u2smm/alma991024946849705716)**\*\**For Friday*****ONLINE: “The 1917 Immigration Act that Presaged Trump’s Muslim Ban” by Suzanne Enzerink *JSTOR Daily* April 2017.** [**https://daily.jstor.org/1917-immigration-law-presaged-trumps-muslim-ban/**](https://daily.jstor.org/1917-immigration-law-presaged-trumps-muslim-ban/)**ONLINE: “How a shifting definition of ‘white’ helped shape U.S. immigration policy” by Kamala Kelkar. PBS NewsHour September 16, 2017.** [**http://www.pbs.org/newshour/updates/white-u-s-immigration-policy/**](http://www.pbs.org/newshour/updates/white-u-s-immigration-policy/)**ONLINE: “Unintended Consequences of US Immigration Policy: Explaining the Post-1965 Surge from Latin America” by Douglas S. Massey and Karen A. Pren. *Popul Dev Rev* 38(1): 1–29. 2012.** [**https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3407978/**](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3407978/)*\*\*More Info:**Contemporary Voices of White Nationalism in America* by Carol M. Swain and Russ Nieli. Cambridge. 2003. (Preface and Introductory Essay.) (R)*Fear Itself: The New Deal and the Origins of Our Time* by Ira Katznelson. Liveright. 2013. (TBD) Website: “The Man Behind Trump’s Voter-Fraud Obsession” by Ari Berman. The New York Times Magazine June 13, 2017. https://www.nytimes.com/2017/06/13/magazine/the-man-behind-trumps-voter-fraud-obsession.htmlWebsite: “New election analysis: Yes, it really was blatant racism that gave us President Donald Trump” Salon http://www.salon.com/2017/04/19/new-election-analysis-yes-it-really-was-blatant-racism-that-gave-us-president-donald-trump/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. *Sociological Perspectives* http://journals.sagepub.com/doi/10.1177/0731121417719694Website: “Producing Colorblindness: Everyday Mechanisms of White Ignorance” by Jennifer C. Mueller. *Social Problems*  64: 219-238. 2017. (R)*When Affirmative Action Was White. An Untold History of Racial Inequality in Twentieth-Century America* by Ira Katznelson. Norton. 2006. (selections.) (R)Website: “No, I Won’t Stop Saying ‘White Supremacy’” YES! Magazine http://www.yesmagazine.org/people-power/no-i-wont-stop-saying-white-supremacy-20170630Website: “Republicans More Likely to Say White Americans—Rather Than Black Americans—Face Discrimination” PRRI https://www.prri.org/spotlight/republicans-white-black-reverse-discrimination/Website: “Measuring racial bias in police forces” The Economist June 22, 2017. https://www.economist.com/news/united-states/21723877-driving-while-black-really-offence-measuring-racial-bias-police-forces?fsrc=scn/tw/te/bl/ed/measuringracialbiasinpoliceforcesWebsite: “A Loose and Even Enjoyable Reading List to Help Explain How We Got Here” by Stassa Edwards. The Muse http://themuse.jezebel.com/a-loose-and-even-enjoyable-reading-list-to-help-explain-1791694997Website: “Trump Syllabus 3.0” Public Books http://www.publicbooks.org/trump-syllabus-3-0/ | *Annotate Monday’s reading.* *Annotate Wednesday’s reading.* *Analytical integration #1. “Race and America National Identity,” Submitted thru Moodle by Friday September 18th by 7pm.* |
| 6Sept 21, 23, 25 | Evangelicalism and American Politics. White Christian Nationalism. Dominion Theology.  | ***\*\*For Monday (no Zoom meeting):*** **ONLINE *American Blindspot: Race, Class, Religion, and the Trump Presidency* by Gerardo Martí. (Chapter 5).** [**https://davidson.primo.exlibrisgroup.com/permalink/01DCOLL\_INST/19u2smm/alma991024946849705716**](https://davidson.primo.exlibrisgroup.com/permalink/01DCOLL_INST/19u2smm/alma991024946849705716)**PODCAST New Books in Biblical Studies “Kevin M. Kruse ‘One Nation Under God: How Corporate America Invented Christian America”) May 22, 2015 (55:24)** [**https://podcasts.apple.com/us/podcast/kevin-m-kruse-one-nation-under-god-how-corporate-america/id954894112?i=1000364260070**](https://podcasts.apple.com/us/podcast/kevin-m-kruse-one-nation-under-god-how-corporate-america/id954894112?i=1000364260070)***\*\*For Wednesday:*****ONLINE Andrew L. Whitehead and Samuel L. Perry. 2018. "Make America Christian Again: Christian Nationalism and Voting for Donald Trump in the 2016 Presidential Election," *Sociology of Religion: A Quarterly Review.*** [**https://doi.org/10.1093/socrel/srx070**](https://doi.org/10.1093/socrel/srx070)***\*\*For Friday*****ONLINE: “Social Conservatism vs Tribal Nationalism” by Paul D. Miller. Mere Orthodoxy. August 2017.** [**https://mereorthodoxy.com/social-conservatism-vs-tribal-nationalism/**](https://mereorthodoxy.com/social-conservatism-vs-tribal-nationalism/)**ONLINE: “Among white evangelicals, regular churchgoers are the most supportive of Trump” Pew Research Center** [**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/)**ONLINE: “Trump's Stalwart Geopolitical Regions Are Religious, Rural” Gallup** [**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)**ONLINE: “The Reconstructionist Movement on the New Christian Right” Religion Online, originally The Christian Century** [**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/)**ONLINE: Reports from Democracy Fund Voter Study Group >> With data from 2016 thru 2020, Explore publications by topic area by clicking “TOPIC” Filter:** [**https://www.voterstudygroup.org/publications**](https://www.voterstudygroup.org/publications)*\*\*More Info:*Gerardo Martí. 2020. “White Christian Libertarianism and the Trump Presidency,” Chapter 1 in Grace Yukich and Penny Edgell, eds., *Religion Is Raced: Understanding American Religion in the 21st Century*. New York: NYU Press. <https://books.google.com/books?id=FAS5DwAAQBAJ&pg=PA19&source=gbs_toc_r&cad=2#v=onepage&q&f=false> Straight White American Jesus Podcast “Every End is a Beginning: The Orange Wave Episode 1 (with Gerardo Martí)” June 2, 2020 (53:08) <https://podcasts.apple.com/nz/podcast/every-end-is-a-beginning-the-orange-wave-episode-1/id1441649707?i=1000476508555> Djupe, Paul A. and Ryan L. Claassen, editors.2018. *The Evangelical Crackup? The Future of the Evangelical-Republican Coalition.* Temple University Press. Gloege, Timothy E.W. 2017. *“*Fundamentalism and the Business Turn,” in *The Business Turn in American Religious History.* Oxford University Press. (R)*The Politics of Evangelical Identity: Local Churches and Partisan Divides in the United States and Canada* by Lydia Bean. 2014. (26-34, 62-87). *Fighting Fundamentalist: Carl McIntire and the Politicization of American Fundamentalism* by Markku Ruotsila. Oxford University Press. 2016. (TBD)*With God on Our Side: The Rise of the Religious Right* by William Martin. Broadway Books. 1996. (47-73). (R)*Fundamentalism and American Culture: The Shaping of Twentieth-Century Evangelicalism, 1870-1925* by George M. Marsden. Oxford. 1982.(85-93, 206-211). *Redeeming America: Piety and Politics in the New Christian Right* by Michael Lienesch. UNC Press. 1993. (4-14, 23-51, 52-63, 94-134, 139-157, 166-172). (R) Website: “Trump is evangelicals’ ‘dream president.’ Here’s why.” The Washington Post https://www.washingtonpost.com/opinions/trump-is-evangelicals-dream-president-heres-why/2017/05/15/77b1609a-3996-11e7-a058-ddbb23c75d82\_story.htmlWebsite: “Why Christian nationalists love Trump” ThinkProgress https://thinkprogress.org/trumps-christian-nationalism/amp/Website: “How Trump’s presidency reveals the true nature of Christian nationalism” ThinkProgress https://thinkprogress.org/christian-nationalism-religion-research-b8f9cdc16239/Website: “Historians of Christian Nationalism see disturbing parallels to today’s tax cut battle: The legacy of Christian libertarianism.” ThinkProgress https://thinkprogress.org/big-business-modern-christian-nationalism-5e0af6e36192/Website: “Young, Female, and Pro-Trump: How white evangelical millennials are defying political predictions.” Christianity Today http://www.christianitytoday.com/women/2017/july/young-female-and-pro-trump.htmlWebsite: “What politicians mean when they say the United States was founded as a Christian nation?” The Washington Post. https://www.washingtonpost.com/news/posteverything/wp/2017/07/04/what-politicians-mean-when-they-say-america-was-founded-as-a-christian-nation/Website: “Trump Can't Reverse the Decline of White Christian America” The Atlantic https://www.theatlantic.com/politics/archive/2017/07/robert-jones-white-christian-america/532587/Website: “An Agenda for Research on American Religion in Light of the 2016 Election” by Penny Edgell. *Sociology of Religion* 78(1): 1-8 March 2017 https://doi.org/10.1093/socrel/srw057Website: “Sharp Partisan Divisions in Views of National Institutions” Pew Research Center http://www.people-press.org/2017/07/10/sharp-partisan-divisions-in-views-of-national-institutions/Website: “Seeing the White in Christian America” by Penny Edgell. The Society Pages 2016. https://thesocietypages.org/specials/seeing-the-white-in-christian-america/Website: “Using the Past to ‘Save’ Our Nation: The Debate over Christian America” by John Fea. *OAH Magazine of History* 27(1):7–11 January 2013 https://doi.org/10.1093/oahmag/oas046*Was America Founded as a Christian Nation? A Historical Introduction (Revised Edition).* Westminster John Knox Press. 2016. Website: “The role of family values in the 2016 presidential election” by Susan B. Ridgely. OUPBlog https://blog.oup.com/2017/01/family-values-presidential-election/Website: “What James Dobson Said in 1998 About Moral Character and the Presidency” The Way of Improvement https://thewayofimprovement.com/2016/06/25/james-dobson-on-the-character-of-the-president-of-the-united-states/Website: “How the Bible Belt lost God and found Trump” by Gary Silverman. Financial Times April 13, 2017. https://www.ft.com/content/b41d0ee6-1e96-11e7-b7d3-163f5a7f229c*Fighting Fundamentalist: Carl McIntire and the Politicization of American Fundamentalism* by Markku Ruotsila. Oxford. 2015. *Between Jesus and the Market: The Emotions that Matter in Right-Wing America* by Linda Kintz. Duke. 1997. Website: “Nixon’s Evangelical Strategy” in *God's Own Party* by Daniel K. Williams. Oxford. 2010. http://oxfordindex.oup.com/view/10.1093/acprof:oso/9780195340846.003.0005*Building God's Kingdom: Inside the World of Christian Reconstruction* by Julie J. Ingersoll. Oxford. 2015. *Christian Reconstruction: R. J. Rushdoony and American Religious Conservatism* by Michael J. McVicar. UNC Press. 2015. Website: “The Rise of Christian Conservative Legal Organizations” Religion & Politics http://religionandpolitics.org/2015/06/10/the-rise-of-christian-conservative-legal-organizations/ | *Annotate Monday’s reading AND Post Friday Podcast Material on Discussion Forum by Monday.* *Annotate Wednesday’s reading.* *Post on all Friday Material on Discussion Forum by Friday.*  |
| 7Sept 28, 30, Oct 2 | Conservative Evangelicals, Economic Policy, and Political Stances. Re-thinking the Narrative of American Conservatism. | ***\*\*For Monday:*** **ONLINE *American Blindspot: Race, Class, Religion, and the Trump Presidency* by Gerardo Martí. (Chapter 6).** [**https://davidson.primo.exlibrisgroup.com/permalink/01DCOLL\_INST/19u2smm/alma991024946849705716**](https://davidson.primo.exlibrisgroup.com/permalink/01DCOLL_INST/19u2smm/alma991024946849705716)***\*\*For Wednesday (no Zoom meeting):*****MOODLE *Invisible Hands: The Businessmen's Crusade Against the New Deal* by Kim Phillips-Fein. Norton. 2009. (Preface, Chapters 4, 10, and 11).** **PODCAST Who Makes Cents?: A History of Capitalism Podcast “Kim Phillips-Fein on the Businessmen’s Crusade Against the New Deal.” April 1, 2015 (only 00:00 – 27:00)** [**https://podcasts.apple.com/us/podcast/who-makes-cents-a-history-of-capitalism-podcast/id872656509?i=1000338961803**](https://podcasts.apple.com/us/podcast/who-makes-cents-a-history-of-capitalism-podcast/id872656509?i=1000338961803)**ONLINE *Masters of the Universe: Hayak, Friedman, and the Birth of Neoliberal Politics* by Daniel Stedman Jones. Princeton. 2012.(57-73, 329-345).** [**https://davidson.primo.exlibrisgroup.com/permalink/01DCOLL\_INST/1sbboe3/cdi\_askewsholts\_vlebooks\_9781400851836**](https://davidson.primo.exlibrisgroup.com/permalink/01DCOLL_INST/1sbboe3/cdi_askewsholts_vlebooks_9781400851836)**\*\**For Friday:*** **ONLINE *Change They Can’t Believe In: The Tea Party and Reactionary Politics in America (Updated Edition)* by Christopher S. Parker, Matt A. Barreto. Princeton. 2013.(1-11, 20-58, 68-72).** [**https://davidson.primo.exlibrisgroup.com/permalink/01DCOLL\_INST/19u2smm/alma991024857523005716**](https://davidson.primo.exlibrisgroup.com/permalink/01DCOLL_INST/19u2smm/alma991024857523005716)*\*\*More Info:**The Education of Ronald Reagan: The General Electric Years and the Untold Story of His Conversion to Conservatism* byThomas Evans. Columbia University Press. (TBD) *To the Right: The Transformation of American Conservatism* by Jerome L. Himmelstein. University of California Press. 1990. *One Nation Under God: How Corporate America Invented Christian America* by Kevin M. Kruse. Basic Books. 2017. *The Blessings of Business: How Corporations Shaped Conservative Christianity* by Darren E. Grem. Oxford. 2016. Website: “I Thought I Understood the American Right. Trump Proved Me Wrong.” by Rick Perlstein. The New York Times Magazine April 11, 2017. https://www.nytimes.com/2017/04/11/magazine/i-thought-i-understood-the-american-right-trump-proved-me-wrong.html*The Politics of Rage: George Wallace, the Origins of the New Conservatism, and the Transformation of American Politics* by Dan T. Carter. LSU Press. 2000. (selections). (R) *Strangers in Their Own Land: Anger and Mourning on the American Right* by Arlie Russell Hochschild. New Press. 2016. | *Annotate Monday’s reading.* *Post on all Wednesday Material on Discussion Forum by Wednesday.* *Annotate Friday’s reading.*  |
| 8Oct 5, 7, 9 | Reactionary Politics of the Tea Party.  | ***\*\*For Monday (no Zoom meeting):*** **ONLINE: *Change They Can’t Believe In: The Tea Party and Reactionary Politics in America (Updated Edition)* by Christopher S. Parker, Matt A. Barreto. Princeton. 2013.(78-97, 134-144, 157-180, 204-213, 221-226, 243-257).** [**https://davidson.primo.exlibrisgroup.com/permalink/01DCOLL\_INST/19u2smm/alma991024857523005716**](https://davidson.primo.exlibrisgroup.com/permalink/01DCOLL_INST/19u2smm/alma991024857523005716)**PODCAST Scholars Strategy Network’s No Jargon “Ep 32: Change They Can’t Believe In.” May 11, 2016 (28:04)** [**https://podcasts.apple.com/us/podcast/episode-32-change-they-cant-believe-in/id1053581711?i=1000368417409**](https://podcasts.apple.com/us/podcast/episode-32-change-they-cant-believe-in/id1053581711?i=1000368417409)***\*\*For Wednesday:*****ONLINE *American Blindspot: Race, Class, Religion, and the Trump Presidency* by Gerardo Martí. (Chapter 7).** [**https://davidson.primo.exlibrisgroup.com/permalink/01DCOLL\_INST/19u2smm/alma991024946849705716**](https://davidson.primo.exlibrisgroup.com/permalink/01DCOLL_INST/19u2smm/alma991024946849705716)**ONLINE: “Beyond Economics: Fears of Cultural Displacement Pushed the White Working Class to Trump” PRRI/The Atlantic Report** [**https://www.prri.org/research/white-working-class-attitudes-economy-trade-immigration-election-donald-trump/**](https://www.prri.org/research/white-working-class-attitudes-economy-trade-immigration-election-donald-trump/)**\*\**For Friday (no Zoom meeting):*****MOODLE *Taking America Back for God: Christian Nationalism in the United States* by Andrew L. Whitehead and Samuel L. Perry. Oxford University Press. 2020. (Introduction and Chapter 1)** [**https://davidson.primo.exlibrisgroup.com/permalink/01DCOLL\_INST/19u2smm/alma991024981248405716**](https://davidson.primo.exlibrisgroup.com/permalink/01DCOLL_INST/19u2smm/alma991024981248405716)**PODCAST Mindshift “Taking America Back for God: The Rise of Christian Nationalism in the USA (with Sam Perry)” May 8, 2020 (53:00)** [**https://podcasts.apple.com/us/podcast/taking-america-back-for-god-rise-christian-nationalism/id1199559501?i=1000474025129**](https://podcasts.apple.com/us/podcast/taking-america-back-for-god-rise-christian-nationalism/id1199559501?i=1000474025129)*\*\*More Info:*“The Return of Old-Fashioned Racism to White Americans’ Partisan Preferences in the Early Obama Era” by Michael Tesler. *The Journal of Politics* 75: 110-123. 2012. (R)*Post-Racial or Most-Racial? Race and Politics in the Obama Era* by Michael Tesler. University of Chicago Press. 2016. Juliet Hooker. 2017. “Black Protest /White Grievance- On the Problem of White Political Imaginations Not Shaped by Loss.” South Atlantic Quarterly 116(3) 483-504. (R)AUDIO Cultures of Energy Podcast Ep. #52 – Arlie Russell Hochshild http://culturesofenergy.com/ep-52-arlie-russell-hochshild/ | *Annotate Monday’s reading.* *Post on all Wednesday Material on Discussion Forum by Wednesday.* *Annotate Friday’s reading. (You may listen to Podcast without notes.)* |
| 9Oct 12, 14, (16) **FALL BREAK - NO CLASS**: Fri thru Wed, 16, 19, 21 | Neoliberalism and Libertarian Thought.  | ***\*\*For Monday:*** **MOODLE *Taking America Back for God: Christian Nationalism in the United States* by Andrew L. Whitehead and Samuel L. Perry. Oxford University Press. 2020. (Chapters 2 and 3)** [**https://davidson.primo.exlibrisgroup.com/permalink/01DCOLL\_INST/19u2smm/alma991024981248405716**](https://davidson.primo.exlibrisgroup.com/permalink/01DCOLL_INST/19u2smm/alma991024981248405716)***\*\*For Wednesday:*****MOODLE *Taking America Back for God: Christian Nationalism in the United States* by Andrew L. Whitehead and Samuel L. Perry. Oxford University Press. 2020. (Chapter 4 and Conclusion)** [**https://davidson.primo.exlibrisgroup.com/permalink/01DCOLL\_INST/19u2smm/alma991024981248405716**](https://davidson.primo.exlibrisgroup.com/permalink/01DCOLL_INST/19u2smm/alma991024981248405716)***FALL BREAK FRIDAY THRU WEDNESDAY (No Zoom Meeting)****\*\*More Info:*ONLINE *A Brief History of Neoliberalism* by David Harvey. Oxford. 2005. (1-38, 64-70). <https://davidson.primo.exlibrisgroup.com/permalink/01DCOLL_INST/p9cndo/alma991024745604405716>*Democracy in Chains: The Deep History of the Radical Right’s Stealth Plan for America* by Nancy MacLean. Viking. 2017.(Introduction pp. xxi- xviii, Prologue, 13-25, 35-60). *From Financial Crisis to Stagnation: The Destruction of Shared Prosperity in the Role of Economics* by Thomas I. Palley. Cambridge. 2012. *Democracy in Chains: The Deep History of the Radical Right’s Stealth Plan for America* by Nancy MacLean. Viking. 2017.(61-72, 79-83, 88-93, 96-98, 103-107). *Democracy in Chains: The Deep History of the Radical Right’s Stealth Plan for America* by Nancy MacLean. Viking. 2017.(127-153, 177-182, 190-197, 213-234).*Dark Money: The Hidden History of the Billionaires Behind the Rise of the Radical Right* by Jane Mayer. Doubleday. 2016. Website: “What Are the Costs of Libertarianism?” Public Seminar. http://www.publicseminar.org/2017/08/what-are-the-costs-of-libertarianism/#.WY3uIhg1TUIWebsite: “What Is the Far Right’s Endgame? A Society That Suppresses the Majority” Slate http://www.slate.com/articles/life/history/2017/06/james\_mcgill\_buchanan\_s\_terrifying\_vision\_of\_society\_is\_the\_intellectual.htmlWebsite: Anita Felicelli. "The Intellectual Roots of the Radical Right." Los Angeles Review of Books September 2017. https://lareviewofbooks.org/article/the-intellectual-roots-of-the-radical-right/*Cutting School: Privatization, Segregation, and the End of Public Education* by Noliwe M. Rooks. New Press. 2017. Skocpol, Theda. 1983. “The Legacies of New Deal Liberalism.” In Douglas MacLean. and Claudia Mills, eds. *Liberalism Reconsidered.* Totowa, NJ: Rowman and Allanheld.Katznelson, Ira . 1989. “Was the Great Society a Lost Opportunity?” In, *The Rise And Fall of the New Deal Order, 1930-1980*, Steve Fraser and Gary Gerstle (eds.). pp. 185-211. Princeton: Princeton University Press.*Rationalizing Capitalist Democracy: The Cold War Origins of Rational Choice Liberalism* by S.M. Amadae. Chicago. 2003. | *Annotate Monday’s reading.* *Post on all Wednesday Material on Discussion Forum by Wednesday.* |
| 10Oct (19), (21), 23**FALL BREAK - NO CLASS**:Con’t thru Wed 19, 21 | Concentration of Elite and Corporate Wealth. Macroeconomic Policy.  | ***FALL BREAK THRU WEDNESDAY (No Zoom Meeting)******\*\*For Friday:*****ONLINE *After Picketty: The Agenda for Economics and Inequality* by Heather Boushey, J. Bradford Delong, and Marshall Steinbaum (eds.)*.* Harvard University Press. 2017.(Chapters 2, 3, and 21). (R)** **SKIM ONLINE: “Income Inequality” Inequality.org** [**https://inequality.org/facts/income-inequality/**](https://inequality.org/facts/income-inequality/)**SKIM ONLINE: “Wealth Inequality” Inequality.org** [**https://inequality.org/facts/wealth-inequality/**](https://inequality.org/facts/wealth-inequality/)**ONLINE: “Our Broken Economy, in One Simple Chart” The New York Times** [**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)*\*\*More Info:*Website: “The Rich, the Right, and the Facts: Deconstructing the Income Distribution Debate” American Prospect http://prospect.org/article/rich-right-and-facts-deconstructing-inequality-debateWebite**:** Under Trump’s Plan, Tax Cuts Shrink Over Time for Everyone but the Richest by Alicia Parlapiano And Jasmine C. Lee. *The New York Times*  September 29, 2017 https://www.nytimes.com/interactive/2017/09/29/us/politics/trump-tax-plan-analysis.html*Winner-Take-All Politics: How Washington Made the Rich Richer--and Turned Its Back on the Middle Class* by Jacob Hacker and Paul Pierson. Simon and Schuster. 2010. *In the Long Run We Are All Dead* by Geoff Mann. Verso. 2017.“Political Aspects of Full Employment” by Michael Kalecki. *Political Quarterly* 1943. *Theory of Economic Dynamics: An Essay on Cyclical and Long-Run Changes in Capitalist Economy* by Michael Kalecki. George Allen and Unwin. 1954. *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* by Richard V. Reeves. Brookings Institution Press. 2017. Fabian T Pfeffer and Alexandra Killewald. Forthcoming. “Generations of Advantage. Multigenerational Correlations in Family Wealth” *Social Forces* <https://doi.org/10.1093/sf/sox086> | *Annotate Friday’s reading.*  |
| 11Oct 26, 18, 30 | Concentration of Elite and Corporate Wealth, con’t. Plutocracy.  | ***\*\*For Monday (no Zoom meeting):*** **ONLINE *Welfare for the Wealthy: Parties, Social Spending, and Inequality in the United States* by Christopher G. Faricy. Cambridge. 2015. (122-249, 157-158, 168-199).** [**https://davidson.primo.exlibrisgroup.com/permalink/01DCOLL\_INST/19u2smm/alma991024964245305716**](https://davidson.primo.exlibrisgroup.com/permalink/01DCOLL_INST/19u2smm/alma991024964245305716)**PODCAST New Books in Economics “Christopher Faricy, ‘Welfare for the Wealthy…” (53:52)** [**https://podcasts.apple.com/us/podcast/new-books-in-economics/id425187524?i=1000377770880**](https://podcasts.apple.com/us/podcast/new-books-in-economics/id425187524?i=1000377770880)**ONLINE: *Who Rules America?* G. William Domhoff *<< Explore Website*** [***http://whorulesamerica.net***](http://whorulesamerica.net)***\*\*For Wednesday:*****WATCH ONLINE “Wealth Inequality in America” (6:10)** [**https://www.youtube.com/watch?v=QPKKQnijnsM&t=20s**](https://www.youtube.com/watch?v=QPKKQnijnsM&t=20s)**MOODLE *Rich People’s Movements: Grassroots Campaigns to Untax the One Percent* by Isaac Martin. Oxford. 2013.(1-43, 195-204). (R)****ONLINE *The One Percent Solution: How Corporations are Remaking America One State at a Time* by Gordon Laffer. 2017.(4-20, 28-33, 50-61, 67-71, 78, 91-96, 172-187).** [**https://davidson.primo.exlibrisgroup.com/permalink/01DCOLL\_INST/1sbboe3/cdi\_askewsholts\_vlebooks\_9781501708176**](https://davidson.primo.exlibrisgroup.com/permalink/01DCOLL_INST/1sbboe3/cdi_askewsholts_vlebooks_9781501708176)**SKIM ONLINE*: Who Rules America?* G. William Domhoff *<< Explore Website*** [***http://whorulesamerica.net***](http://whorulesamerica.net)***\*\*For Friday:*****ONLINE *American Blindspot: Race, Class, Religion, and the Trump Presidency* by Gerardo Martí. (Chapter 8).** [**https://davidson.primo.exlibrisgroup.com/permalink/01DCOLL\_INST/19u2smm/alma991024946849705716**](https://davidson.primo.exlibrisgroup.com/permalink/01DCOLL_INST/19u2smm/alma991024946849705716)**SKIM ONLINE: *Who Rules America?* G. William Domhoff**[***http://whorulesamerica.net***](http://whorulesamerica.net)*\*\*More Info:**Saving Capitalism: For the Many, Not the Few* by Robert Reich. Knopf. 2015. (81-86, 115-1132, 177). (R)Website: “You're not imagining it: the rich really are hoarding economic growth” Vox. https://www.vox.com/policy-and-politics/2017/8/8/16112368/piketty-saez-zucman-income-growth-inequality-stagnation-chartWebsite: “That Sucking Sound? It’s the Stock Market” The Vital Edge http://www.the-vital-edge.com/stock-market-concentration-of-wealth/“Beyond Antitrust: The Role of Competition Policy in Promoting Inclusive Growth” by Jason Furman. 2016. (R)Website: “The tyranny of profit: concentration of wealth, corporate globalization, and the failed US health care system.” C Schroeder *ANS Adv Nurs Sci*. 2003. https://www.ncbi.nlm.nih.gov/m/pubmed/12945653/Website: “Corporations Find a Friend in the Supreme Court” The New York Times https://mobile.nytimes.com/2013/05/05/business/pro-business-decisions-are-defining-this-supreme-court.htmlWebsite: “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 https://www.propublica.org/article/airline-consolidation-democratic-lobbying-antitrustWebsite: “These Professors Make More Than a Thousand Bucks an Hour Peddling Mega-Mergers” ProPublica https://www.propublica.org/article/these-professors-make-more-than-thousand-bucks-hour-peddling-mega-mergers?utm\_campaign=sprout&utm\_medium=social&utm\_source=twitter&utm\_content=1498173256 | *Post on all Monday Material on Discussion Forum by Monday.**Annotate Wednesday’s reading.* *Annotate Friday’s reading.*  |
| 12Nov 2, 4, 6  | Integration and Consequences.  | ***\*\*For Monday:*** **ONLINE:“Predatory Capitalism: Old Trends and New Realities” Truthout** [**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)**SKIM ONLINE *Plutocracy in America: How Increasing Inequality Destroys the Middle Class and Exploits the Poor* by Ronald P. Formisano. Johns Hopkins University Press. 2015. (selections).** [**https://davidson.primo.exlibrisgroup.com/permalink/01DCOLL\_INST/1sbboe3/cdi\_projectmuse\_ebooks\_9781421417417**](https://davidson.primo.exlibrisgroup.com/permalink/01DCOLL_INST/1sbboe3/cdi_projectmuse_ebooks_9781421417417)**SKIM ONLINE: “Revealed – the capitalist network that runs the world” New Scientist** [**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/)**SKIM ONLINE:“Which Corporations Control The World?” Information Clearing House** [**http://www.informationclearinghouse.info/article44864.htm**](http://www.informationclearinghouse.info/article44864.htm)**SKIM ONLINE: “The Four Companies That Control the 147 Companies That Own Everything”** [**http://libertychat.com/2014/06/four-companies-control-147-companies-everything/**](http://libertychat.com/2014/06/four-companies-control-147-companies-everything/)**\*\**For Wednesday:*** **ONLINE *American Blindspot: Race, Class, Religion, and the Trump Presidency* by Gerardo Martí. (Chapter 9).** [**https://davidson.primo.exlibrisgroup.com/permalink/01DCOLL\_INST/19u2smm/alma991024946849705716**](https://davidson.primo.exlibrisgroup.com/permalink/01DCOLL_INST/19u2smm/alma991024946849705716)**Awakening Shalom Podcast “Persevering Amidst a Pandemic - Economics, Race, and Faith in the Age of COVID-19 (with Gerardo Martí)” June 11, 2020 (01:14:35)** [**https://podcasts.apple.com/us/podcast/got-hupomoné-episode-4/id1449374965?i=1000477579288**](https://podcasts.apple.com/us/podcast/got-hupomon%C3%A9-episode-4/id1449374965?i=1000477579288)***\*\*For Friday******General Discussion and Review in Light of National Election*** | *Post on all Monday Material on Discussion Forum by Monday.* *Annotate Wednesday’s reading. (You may listen to Podcast without notes.)* *Analytical integration #2. “Conservative Christian’s and Political/Economic Thought.” Submitted thru Moodle by Friday November 6h by 7pm.* |
| 13Nov 9, 11, 13 | Race, Religion, Politics, and the System of Inequality.  | ***\*\*For Monday:*****PURCHASE/RENT/BORROW *Toxic Inequality: How America’s Wealth Gap Destroys Mobility, Deepens the Racial Divide, and Threatens Our Future* by Thomas M. Shapiro. Basic Books. 2017. (12-21, 25-27, 40-53, 55-58) NOTE: SINGLE USER EBOOK** [**https://davidson.primo.exlibrisgroup.com/permalink/01DCOLL\_INST/p9cndo/alma991024981249205716**](https://davidson.primo.exlibrisgroup.com/permalink/01DCOLL_INST/p9cndo/alma991024981249205716)***\*\*For Wednesday:*****PURCHASE/RENT/BORROW *Toxic Inequality: How America’s Wealth Gap Destroys Mobility, Deepens the Racial Divide, and Threatens Our Future* by Thomas M. Shapiro. Basic Books. 2017. (68-83, 98-122, 123-146, 147-180, 214-216) NOTE: SINGLE USER EBOOK** [**https://davidson.primo.exlibrisgroup.com/permalink/01DCOLL\_INST/p9cndo/alma991024981249205716**](https://davidson.primo.exlibrisgroup.com/permalink/01DCOLL_INST/p9cndo/alma991024981249205716)***\*\*For Friday******General Discussion and Review in Light of National Election****\*\*More Info:*Website: “The Fight for Health Care Has Always Been About Civil Rights” by Vann R. Newkirk II. The Atlantic https://www.theatlantic.com/politics/archive/2017/06/the-fight-for-health-care-is-really-all-about-civil-rights/531855/*Race and the Making of American Liberalism* by Carol A. Horton. Oxford. 2005. | *Post on all Monday Material on Discussion Forum by Monday.*  |
| 14Nov 16, 18**THANKS-GIVING BREAK**Nov 25-27 | What did we learn? Class Presentations | ***\*\*For Monday:******Final Paper Discussion.*** ***READING DAY WEDNESDAY (No Zoom meeting)*** | *None.* |
| 15Dec 1-8 | *Final Review Period.* | *None.*  | *Final Analytical Reflection and Integration Paper and Post, Monday, December 7th.*  |