

Race and Politics
Statement of Rationale
WSI GE Submission

Statement of Rationale: This language is from the WSI student learning outcome.

This course fulfills the **Justice, Reconciliation, and Diversity on Biblical and Theological Grounds** and the **Writing-Intensive** General Education requirements. In this course, students will...

- communicate in written form for a variety of purposes and audiences across the curriculum.

Papers. Students will write four papers on issues of race and politics in America. Papers will be five to seven pages long, double-spaced, with standard margins and fonts. I grade essays on the argument's quality and the prose's clarity.

Students will submit an initial draft of their first paper to Prof. Knecht, who will then provide extensive comments. Students will incorporate these comments into their final draft, which will be treated as 1/3 of the original grade.

Midterm Exam. The take-home midterm examination is an essay on the course material through week eight. Students are expected to synthesize and critically evaluate the course readings and lectures. The essays should be seven- to ten-pages, double-spaced, with standard margins and proper APSA citation. Please submit your document in Word (not Pages). *No extensions on the papers will be given except in cases of documented emergencies.*

Final Exam. The final examination is a comprehensive essay on the course material. Students are expected to synthesize and critically evaluate the course readings and lectures. The essay should be seven- to ten pages, double-spaced, with normal margins and proper APSA citation. Please submit your document in Word (not Pages). *No extensions on the papers will be given except in cases of documented emergencies.*

Race and Politics
Sample Syllabus
WSI GE Submission

Dr. Tom Knecht
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Office Hours:

Course Description. This course examines the intersection of race, ethnicity, and American politics. We will explore several questions throughout the semester. What is race? What is ethnicity? How have race and ethnicity been defined throughout American history? Which policies lead to racial inequality and which to racial equality? How have people engaged in conventional and unconventional political action in the fight for equality? How has and will the changing demographic composition of the United States change politics? What is the experience of different racial and ethnic groups in America? How might these different experiences shape attitudes, political behavior, and policies?

Each week, we will explore these and other questions along two tracks.

The first explores the experiences of various racial and ethnic groups in America. It is also important to note that the experiences of Black, Indigenous, and people of color (BIPOC) are wide and varied between racial and ethnic groups and within those groups. Indeed, even using the acronym [BIPOC](#), a term intended to be inclusive, is problematic because it implies that all people of color face a similar American experience. They do not. Nevertheless, this course will provide a broad overview of the political journey of various racial and ethnic groups, recognizing the great diversity in America.

The second track offers a thematic and cross-cutting look at racial politics. In particular, we will explore issues surrounding ideology, socialization, public opinion, voting patterns, political participation, and political representation. We will also examine case studies on health care, the judicial system, education, affirmative action, and immigration.

Classroom Behavior and Expectations. Race is the most contentious and divisive issue in American politics today. It always has been. As such, disagreements will inevitably arise in this class. We need to have difficult conversations as long as they

occur in a spirit of love and mutual respect. This means we recognize each others' humanity and inherent worth as God's children. It also means we do not demean, belittle, provoke, or attack.

While we may disagree over policy, prescriptions, and even definitions, we must agree on two fundamental statements:

- All men and women are created equal.
- America should strive toward racial justice and equality.

While the entire class must agree with the previous two statements, Christians in this course must further agree that:

- God created us in His image.
- God calls us to love our neighbor.
- God calls us to seek justice.

If you disagree with these statements, this is not the course for you.

This course fulfills the **Justice, Reconciliation, and Diversity on Biblical and Theological Grounds** and the **Writing-Intensive** General Education requirements.

In this course, students will...

- analyze issues of justice and injustice involving race and racism in the United States in biblically and theologically grounded ways.
- identify Christian responsibilities to pursue justice and reconciliation in diverse relationships, practices, and structures according to the character of God's loving reign expressed in the life and ministry of Jesus Christ.
- communicate in written form for a variety of purposes and audiences across the curriculum
- understand definitions of race and ethnicity and how those definitions carry political power.
- understand racial and ethnic group political behavior, such as voting, protesting, and group membership.
- analyze how institutions, or the rules of the game, influence political outcomes and can lead to racial inequities.
- reflect on the role that Christians have played, or ought to play, in challenging or perpetuating unequal racial policies.
- study how individuals come to hold their political ideology, partisan affiliation, or group identity.
- explore how BIPOC are represented, or underrepresented, in government
- discover systematic racial and ethnic inequalities in the criminal justice system, housing, education, immigration policy, and the economy.

Requirements: Grades are posted on Canvas. Pay attention to the item grades on Canvas rather than the “total” or “final” grades, as the latter may be inaccurate. The penalty for late work is one letter grade per day. Grades are based on the following:

Quizzes. Students should expect a reading quiz for each class session. You are allowed to use notes that you have taken on the readings, but cannot use the book/article, photocopies of the book/article, or cut-and-paste portions from text from the book/article, or the Internet. If you use any prohibited material, you will take an F for that quiz and be forbidden to use notes in the future. Students can skip two quizzes; if no quizzes are skipped, then the lowest two quiz scores are dropped. *No make-up quizzes will be given except in cases of documented emergencies.* Make-up quizzes are a three-page, double-spaced summary and analysis of the day’s reading.

Papers. Students will write four papers on issues of race and politics in America. Papers will be five to seven pages long, double-spaced, with standard margins and fonts. I grade essays on the argument’s quality and the prose’s clarity.

Students will submit an initial draft of their first paper to Prof. Knecht, who will then provide extensive comments. Students will incorporate these comments into their final draft, which will be treated as 1/3 of the original grade.

Midterm Exam. The take-home midterm examination is an essay on the course material through week eight. Students are expected to synthesize and critically evaluate the course readings and lectures. The essays should be seven- to ten-pages, double-spaced, with standard margins and proper APSA citation. Please submit your document in Word (not Pages). *No extensions on the papers will be given except in cases of documented emergencies.*

Final Exam. The final examination is a comprehensive essay on the course material. Students are expected to synthesize and critically evaluate the course readings and lectures. The essay should be seven- to ten pages, double-spaced, with normal margins and proper APSA citation. Please submit your document in Word (not Pages). *No extensions on the papers will be given except in cases of documented emergencies.*

Discussion and Participation. This class will rely heavily on student participation. There are two components to the participation grade. First, you are expected to attend lectures and show up to class on time (30% of the participation grade). Students are granted two unexcused absences, after which their participation grade begins to drop. Second, you are expected to actively

participate in class discussions (70% of the participation grade). This means that you must complete all the readings before class and be prepared to discuss the course material. You must also remain respectful in your discussions.

Course Grades:

Quizzes	10
Midterm exams	20
Final Exam	20
Papers	30
Participation	20
Total	100%

Note: The grades on Canvas are an approximation of your total grade and may be inaccurate.

Required Texts:

“Can We All Get Along?” Paula McClain and Jessica Johnson Carew

One Person, No Vote by Carol Anderson

The Color of Law, Richard Rothstein

The New Jim Crow: Mass Incarceration in the Age of Colorblindness, by
Alexander, Michelle

Racism without Racists. Eduardo Bonilla-Silva

White Backlash: Immigration, race, and American Politics, Abrajano, Marisa A.,
and Zoltan L. Hajnal.

Faithful Anti-Racism.

Academic Integrity: Academic dishonesty will not be tolerated. It should be noted that I am vigilant about checking the authenticity of students’ work and have no qualms about prosecuting violators. If you have any questions about what constitutes academic dishonesty, please ask me or refer to Westmont’s policy at http://www.westmont.edu/_offices/registrar/academic_policies/academic-dishonesty.html.

Academic Integrity and Artificial Intelligence (AI) Tools

Westmont’s [academic integrity policy](#) prohibits us from “present[ing] someone else’s work as our own.” Generative AI tools such as ChatGPT attempt to do the work of writing (and even thinking) for their users. Therefore, **students should NOT substitute AI-generated text for original academic work**. Westmont professors design assignments for students’ incremental and active learning through methods

such as reading, summarizing, discussion, and an authentic writing process in which a student does the work of critical thinking and message construction.

It is possible for original academic work (e.g., a student-authored essay) that has been grammar-checked or proofread by AI editing tools (including ChatGPT and Grammarly) to be flagged by AI detection tools on Turnitin.com, etc. Our [academic integrity policy](#) does not prohibit students from using AI editing tools unless the extent of usage meets the threshold for minimal plagiarism. However, **a student should seek permission from an instructor before an assignment submission if considering using an AI tool for editing or another assignment-related task.** Failing to do so may result in that student's work being flagged for disciplinary action.

Academic Accommodations

Students who have been diagnosed with a disability (learning, physical/medical, or psychological) are strongly encouraged to contact the Disability Services office as early as possible to discuss appropriate accommodations for this course. Formal accommodations will only be granted for students whose disabilities have been verified by the Disability Services office. These accommodations may be necessary to ensure your full participation and the successful completion of this course. For more information, contact Sheri Noble, Director of Disability Services (565-6186, snoble@westmont.edu) or visit the website

http://www.westmont.edu/_offices/disability

Westmont's expectation regarding honor and respect in the classroom.

Westmont's Community Life Statement calls us to treat each other according to two commands from Jesus: "Love one another as I have loved you," and "Love your neighbor as yourself." Further, our Diversity Matters document indicates that as we abide by these commandments, we learn to honor and respect one another. In this class, we will embody these commitments as we interact with one another and with the class material. If you experience or witness something that does not honor these commitments, please talk with me as soon as possible. Please review the following webpage <https://my.westmont.edu/s/classroom-honor-respect>. You may also find it helpful to access the College's policy on Bias, Harassment, and Discrimination.

Schedule: This schedule is subject to change with prior notification.

Week 1. What is Race? What is Ethnicity?

Uneven Roads, Ch. 1

Michael Omi. 2001. "The Changing Meaning of Race." In Neil Smelser et al. *America Becoming: Racial Trends and their Consequences*.

Lee, Taeku. 2008. "Race, Immigration, and the Identity-to-Politics Link." *Annual Review of Political Science*.

Ibram X. Kendi, "Origins of Racist Ideas," in *Stamped from the Beginning*, pp. 22-30.

Ibram X. Kendi, "Coming to America," in *Stamped from the Beginning*, pp. 31-46.

Dorothy Roberts, "The Invention of Race," in *Fatal Invention*, pp. 3-25.

Jemar Tisby's *The Color of Compromise*, Ch. 1.

Week 2. Race, Politics, and Christianity

Jones, Robert P. *White Too Long* [selections]

Emerson and Smith, *Divided by Faith* [selections]

["Black and White evangelicals once talked about 'racial reconciliation.' Then Trump came along"](#) by Sarah Pulliam Bailey

Week 3. Native Americans; Federalism

Uneven Roads, Chs. 2 & 7

Mark Charles and Soong-Chan Rah *Unsettling Truths*. Ch. 1

American Indians and the Law, by Bruce Duthu

A Final Promise by Frederick Hoxie

Week 4. Native Americans; Group Identity and Ideology

David E. Wilkins, *American Indian Politics and the American Political System*, [selections]

Mark Charles and Soong-Chan Rah *Unsettling Truths*. Ch. 3

Rebecca L. Robbins, “Self-Determination and Subordination: The Past, Present, and Future of American Indian Governance,” in *The State of Native America*, ed. M. Annette Jaimes (Boston: South End Press, 1992)

George Horse Capture, Duane Champagne, and Chandler C. Jackson, eds., *American Indian Nations: Yesterday, Today, and Tomorrow* [selections]

Week 5. Black Americans; Housing

Uneven Roads, Chs. 3 & 8

The New Jim Crow: Mass Incarceration in the Age of Colorblindness, by Alexander, Michelle [selections]

How to Be an Antiracist by Ibram Kendi [selections]

Between the World and Me by Ta-Nehisi Coates [selections]

Behind the Mule: Race and Class in African-American Politics by Michael Dawson [selections]

Caste: The Origins of Our Discontents by Isabel Wilkerson [selections]

Ta-Nehisi Coates [“The Case for Reparations”](#)

Week 6 Black Americans; Activism

Melissa Harris-Lacewell. 2004. *Barbershops, Bibles, and BET: Everyday Talk and Black Political Thought*. [selections]

Esau McCaulley’s *Reading While Black*. [Selections]

Robert Entman & Andrew Rojecki. *The Black Image in the White Mind: Media & Race in America*. Chicago: University of Chicago Press. [selections]

Some of My Best Friends Are Black: The Strange Story of Integration in America by Tanner Colby [selections]

Why Are All the Black Kids Sitting Together in the Cafeteria?: And Other Conversations About Race by Beverly Daniel Tatum [selections]

So You Want to Talk About Race by Ijeoma Oluo [selections]

Terkildsen, Nayda. 1993. "When White Voters Evaluate Black Candidates: The Processing Implications of Candidate Skin Color, Prejudice, and Self-Monitoring." *American Journal of Political Science*

McIlwain, Charlton D. and Stephen M. Caliendo. 2009. "Black Messages, White Messages: The Differential Use of Racial Appeals by Black and White Candidates." *Journal of Black Studies*

Eduardo Bonilla-Silva. 2006. *Racism Without Racists: Colorblind Racism and the Persistence of Inequality in the United States*. Maryland: Rowman & Littlefield. [selections]

Esau McCaulley's *Reading While Black*. [Selections]

Week 7 Latino/Latina Americans; Political Behavior

Uneven Roads, ch. 4 & 9

Latinos in a Legislative Process: Interests and Influence

Gary M. Segura. 2012. "Latino Public Opinion and Realignment the American Electorate." *Deadalus*.

Robert Chao Romero and Jeff M. Liou *Christianity and Critical Race Theory*. Chs. 1 & 2

Week 8 Latino/Latina Americans; Political Representation

Latinos in a Legislative Process: Interests and Influence by Stella Rouse [selections]

Fluid Borders: Latino Power, Identity and Politics in Los Angeles by Lisa Bedolla Garcia. [selections]

Robert Chao Romero and Jeff M. Liou *Christianity and Critical Race Theory*. Ch. 3 & 4

Brader, Ted, Nicholas Valentino and Elizabeth Suhay. 2008. "What Triggers Public Opposition to Immigration? Anxiety, Group Cues and Immigration Threat." *American Journal of Political Science*

Week 9. Asian Americans; Criminal Justice

Uneven Roads, ch. 5

Asian Americans and Politics by Gordon Chang (ed.) [selections]

Wu, Frank. *Yellow: Race in America Beyond Black and White*. Chapter 2: "The Model Minority: Asian American "Success" as a Race Relations Failure," p.44-77.

Kim, Claire Jean. 1999. "The Racial Triangulation of Asian Americans." *Politics and Society*. 27:10-138

Kristin Lee's ["Dismantling Legacy"](#)

Week 10 Asian Americans; Education

Gordon Chang (ed.) *Asian Americans and Politics*.

[The Reclaim Podcast](#)

Week 11 Arab Americans; Health Care

Backlash 9/11 : Middle Eastern and Muslim Americans Respond, by Anny Bakalian and Mehdi Bozorgmehr. [selections]

Becoming American? The forging of Arab and Muslim identity in pluralist America, by Yvonne Yazbeck Haddad. [selections]

Burqas, baseball, and apple pie: Being Muslim in America, by Ranya Tabari Idliby. [selections]

Homeland Insecurity: the Arab American and Muslim American Experience After 9/11, by Louise A. Cainkar. [selections]

Islamophobia in America: the anatomy of intolerance, edited by Carl W. Ernst. [selections]

Week 12 Arab Americans; Immigration

Backlash 9/11 : Middle Eastern and Muslim Americans Respond, by Anny Bakalian and Mehdi Bozorgmehr. [selections]

Becoming American? The forging of Arab and Muslim identity in pluralist America, by Yvonne Yazbeck Haddad. [selections]

Burqas, baseball, and apple pie: Being Muslim in America, by Ranya Tabari Idliby. [selections]

Homeland Insecurity: the Arab American and Muslim American Experience After 9/11, by Louise A. Cainkar. [selections]

Islamophobia in America: the anatomy of intolerance, edited by Carl W. Ernst. [selections]

Week 13. White Americans

Uneven Roads, ch. 4

Kristin Kobes Du Mez's *Jesus and John Wayne*. [selections]

White Backlash: Immigration, race, and American Politics by Marisa Abrajano and Zoltan L. Hajnal. [selections]

The Black Image in the White Mind: Media & Race in America, by Robert Entman & Andrew Rojecki. [selections]

Hillbilly Elegy: A Memoir of a Family and Culture in Crisis by J.D. Vance [selections]

Sides, John 2016. "How political science helps explain the rise of Trump: the role of white identity and grievances" Monkey Cage blog.

<https://www.washingtonpost.com/news/monkeycage/wp/2016/03/03/how-political-science-helps-explain-the-rise-of-trump-the-role-of-whiteidentity-and-grievances/>

Week 14 White Americans

White Backlash: Immigration, race, and American Politics by Marisa Abrajano and Zoltan L. Hajnal. [selections]

Kristin Kobes Du Mez's *Jesus and John Wayne*. [selections]

The Black Image in the White Mind: Media & Race in America, by Robert Entman & Andrew Rojecki. [selections]

White Fragility: Why It's So Hard for White People to Talk About Racism by Robin DiAngelo and Michael Eric Dyson [selections]

Hillbilly Elegy: A Memoir of a Family and Culture in Crisis by J.D. Vance [selections]

Week 15. Jewish Americans

The Politics of American Jews by Herbert Weisberg

Jews in American Politics by Sandy Maisel and Ira Forman (eds)

American Politics and the Jewish Community by Dan Schnur, Bruce Zuckerman

Black Power, Jewish Politics: Reinventing the Alliance by Marc Dollinger

[PBS's The Jewish Americans](#)

Week 16 Jewish Americans

The Politics of American Jews by Herbert Weisberg

Jews in American Politics by Sandy Maisel and Ira Forman (eds)

American Politics and the Jewish Community by Dan Schnur, Bruce Zuckerman

Black Power, Jewish Politics: Reinventing the Alliance by Marc Dollinger

[PBS's The Jewish Americans](#)

Week 17 Intersectionality.

Can We All Get Along? Ch. 5

Crenshaw, Kimberle. (2015). "Why intersectionality can't wait." In The Washington Post.

Thematic Schedule

Week 1. What is Race? What is Ethnicity?

Can't We All Get Along, ch. 2

Michael Omi. 2001. "The Changing Meaning of Race." In Neil Smelser et al. *America Becoming: Racial Trends and their Consequences*.

Lee, Taeku. 2008. "Race, Immigration, and the Identity-to-Politics Link." *Annual Review of Political Science*.

Ibram X. Kendi, "Origins of Racist Ideas," in *Stamped from the Beginning*, pp. 22-30.

Ibram X. Kendi, "Coming to America," in *Stamped from the Beginning*, pp. 31-46.

Dorothy Roberts, "The Invention of Race," in *Fatal Invention*, pp. 3-25.

Week 2. Race, Politics, and Christianity

Jones, Robert P. *White Too Long* [selections]

Emerson and Smith, *Divided by Faith* [selections]

["Black and White evangelicals once talked about 'racial reconciliation.' Then Trump came along"](#) by Sarah Pulliam Bailey

Week 3. Voting

Can't We All Get Along, ch. 2

Berman, Ari. *Give Us the Ballot: The Modern Struggle for Voting Rights in America*. Picador, 2016. ISBN: 9781250094728.

Gary M. Segura. 2012. "Latino Public Opinion and Realigning the American Electorate."

Leighley, Jan E. and Arnold Vedlitz. (1999). "Race, ethnicity, and political participation: Competing models and contrasting explanations." *Journal of Politics*.

Visalvanich, Neil. (2017). "Asian candidates in America: The surprising effects of positive racial stereotyping." *Political Research Quarterly*

Highton, Benjamin. (2017). "Voter Identification Laws and Turnout in the United States." *Annual Review of Political Science*

Grimmer, Justin, Eitan Hersh, Marc Meredith, Jonathan Mummolo, and Clayton Nall. (2018). "Obstacles to Estimating Voter ID Laws' Effect on Turnout." *Journal of Politics*
Fraga, Bernard. 2015. "Candidates or Districts? Reevaluating the Role of Race in Voter Turnout." *American Journal of Political Science*

Week 4. Political Ideology, Group Identity, and Voting Behavior

Can't We All Get Along, ch. 3

Kwame Anthony Appiah, "Race, Culture, Identity" [PDF](#) (12 pages)

Daniel Posner, "The Political Salience of Cultural Difference," *American Political Science Review*, November 2004, pp. 439-458

Sides, John 2016. "How political science helps explain the rise of Trump: the role of white identity and grievances" *Monkey Cage blog*.

<https://www.washingtonpost.com/news/monkeycage/wp/2016/03/03/how-political-science-helps-explain-the-rise-of-trump-the-role-of-whiteidentity-and-grievances/>

Abrajano, Marisa and Keith T. Poole. (2016) "Assessing the Ethnic and Racial Diversity of American Public Opinion." Chapter 2 in *Who Gets Represented?* Edited by Peter K. Enns and Christopher Wlezien. Rouse, Stella M. (

Pérez, Efrén O. (2015). "Mind the gap: Why large group deficits in political knowledge emerge—and what to do about them." *Political Behavior*

Pérez, Efrén. (2013). "Implicit attitudes: Meaning, measurement, and synergy with political science." *Politics, Groups, and Identities*

Week 5. Representation

Can't We All Get Along, ch. 4

Suzanne Dovi. "Preferable Descriptive Representation: Will Just Any Woman, Black, or Latino Do?" *American Political Science Review*. 2002.

Frymer, Paul. *Uneasy Alliances: Race and Party Competition in America*. Princeton University Press, 2010. ISBN: 9780691148014. [Preview with [Google Books](#)]

Segura, Gary M., and Shaun Bowler, eds. *Diversity in Democracy: Minority Representation in the United States*. University of Virginia Press, 2006. ISBN: 9780813923383. [Preview with [Google Books](#)]

Whitby, Kenny J. *The Color of Representation: Congressional Behavior and Black Interests*:

Suzanne Dovi. "Preferable Descriptive Representation: Will Just Any Woman, Black, or Latino Do?" *American Political Science Review*. 2002. pp. 729-43

Michael Jones, "The Priority of Racial Constituency over Descriptive Representation" *Journal Of Politics*, July 2011, 73 (3): 899-914

John Griffin and Brian Newman. 2008. *Minority Report*. University of Chicago Press, chapters 5, 7 (pp. 143-171).

Mellwain, Charlton D. and Stephen M. Caliendo. "Black Messages, White Messages: The Differential Use of Racial Appeals by Black and White Candidates." *Journal of Black Studies*.

Terkildsen, Nayda. 1993. "When White Voters Evaluate Black Candidates: The Processing Implications of Candidate Skin Color, Prejudice, and Self-Monitoring." *American Journal of Political Science*

Butler, Daniel M., and David E. Broockman. (2011). "Do politicians racially discriminate against constituents? A field experiment on state legislators." *American Journal of Political Science*

Gell-Redman, Micah, Neil Visalvanich, Charles Crabtree, and Christopher J. Fariss. (2018). "Do lawmakers respond to immigrants' requests? The answer depends on ethnicity and race." *The Monkey Cage*.

https://www.washingtonpost.com/news/monkeycage/wp/2018/01/16/do-lawmakers-respond-toimmigrants-requests-the-answer-depends-onethnicity-and-race/?utm_term=.b40ca837c85e

Tate, Katherine. (2004). "The Puzzle of Representation," Chapter 1 in *Black Faces in the Mirror*

Hajnal, Zoltan. 2009. "Who Loses in American Democracy? A Count of Votes Demonstrates the Limited Representation of African Americans." *American Political Science Review*

Broockman, David E. 2014. "Distorted Communication, Unequal Representation: Constituents Communicate Less to Representatives Not of Their Race." *American Journal of Political Science**

Week 6. Activism and Participation

Can't We All Get Along, ch. 6

Daniel Gillion, *When the Dust Settles: Government Response to Racial and Ethnic Minority Political Protest (1960-1995)* chapters 1, 3

Gause, LaGina. "Protests, Resources, and Legislative Behavior."

Ming Francis, Megan. (2015). "Here's how to make government care about black lives." *The Monkey* <https://www.washingtonpost.com/news/monkey-cage/wp/2015/12/01/heres-how-to-make-government-care-about-black-lives/>

Week 7. Intersectionality, Inter- and Intra-group dynamics

Can't We All Get Along, ch. 5

Crenshaw, Kimberle. (2015). "Why intersectionality can't wait." In The Washington Post.

Saperstein, Aliya and Andrew M. Penner. 2012. "Racial Fluidity and Inequality in the United States." *American Journal of Sociology* 118: 676-727.

Mala Htun, "Is Gender Like Ethnicity?" *Perspectives on Politics*, September 2004, pp. 439-458

[Americans are still figuring out how to talk about multiracial identity. Kamala Harris's nomination is a perfect example.](#)

Week 8. Criminal Justice

Rethinking Incarceration: Advocating for Justice That Restores by Dominique DuBois Gilliard

Alexander, Michelle. 2010. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York, NY: The New Press. (Selections TBD)

Just Mercy by Bryan Stevenson

Enns, P. K. (2016). *Incarceration Nation: How the United States Became the Most Punitive Democracy in the World*. Cambridge University Press

When Police Kill (2017) by Franklin E. Zimring

[Is Police Reform A Fundamentally Flawed Idea?](#)

[Defund the police? Here's what that really means.](#)

"How Rising Income Inequality Threatens Access to the Legal System" by Robert H. Frank from *Daedalus* 148:1

"From the War on Poverty to the War on Crime: The Making of Mass Incarceration in America" (2016) by Elizabeth Hinton

City of Inmates: Conquest, Rebellion, and the Rise of Human Caging in Los Angeles, 1771–1965" (2017) by Kelly Lytle Hernández

Week 9. Criminal Justice

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Alexander, Michelle. 2010. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York, NY: The New Press. (Selections TBD)

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City of Inmates: Conquest, Rebellion, and the Rise of Human Caging in Los Angeles, 1771–1965 (2017) by Kelly Lytle Hernández

Week 10 Education

Progressive Dystopia: Abolition, Antiblackness, and Schooling in San Francisco (2019) by Savannah Shange

Anderson, Melissa D. (2016). “How discrimination shapes parent-teacher communication.” In *The Atlantic*

Louis Pojman (Links to an external site.), “The Case Against Affirmative Action” PDF (14 pages)

[A Detailed Look at the Downside of California’s Ban on Affirmative Action](#)

“The Effects of Affirmative Action Bans on College Enrollment, Educational Attainment, and the Demographic Composition of Universities” by Peter Hinrichs from *Review of Economics and Statistics* 94:3 (August 2012)

“The Evolution of the Black-White Test Score Gap in Grades K–3: The Fragility of Results” by Timothy N. Bond and Kevin Lang from *Review of Economics and Statistics* 95:5 (December 2013)

“The White/Black Educational Gap, Stalled Progress, and the Long-Term Consequences of the Emergence of Crack Cocaine Markets” by William N. Evans, Craig Garthwaite and Timothy J. Moore from *Review of Economics and Statistics* 98:5 (December 2016)

“Test Score Measurement and the Black-White Test Score Gap” by Jeffrey Penney from *Review of Economics and Statistics* 99:4 (October 2017)

“Apply Yourself: Racial and Ethnic Differences in College Application” by Sandra E. Black, Kalena E. Cortes and Jane Arnold Lincove from *Education Finance and Policy* 15:2 (Spring 2020)

“Assessed by a Teacher Like Me: Race and Teacher Assessments” by Amine Ouazad from *Education Finance and Policy* 9:3 (Summer 2014)

“Testing, Stress, and Performance: How Students Respond Physiologically to High-Stakes Testing” by Jennifer A. Heissel et al. from *Education Finance and Policy*

“Does School Finance Reform Reduce the Race Gap in School Funding?” by Michah W. Rothbart from *Education Finance and Policy*

“The Effect of Community Traumatic Events on Student Achievement: Evidence from the Beltway Sniper Attacks” by Seth Gershenson and Erdal Tekin from *Education Finance and Policy* 13:4 (Fall 2018)

“The Growing Segmentation of the Charter School Sector in North Carolina” by Helen F. Ladd, Charles T. Clotfelter and John B. Holbein from *Education Finance and Policy* 12:4 (Fall 2017)

“Estimating the Relationship Between Preschool Attendance and Kindergarten Science Achievement: Implications for Early Science Achievement Gaps” by F. Chris Curran from *Education Finance and Policy* 14:2 (Spring 2019)

“Racial Interaction Effects and Student Achievement” by Jeffrey Penney from *Education Finance and Policy* 12:4 (Fall 2017)

“Teacher Mobility, School Segregation and Pay-Based Policies to Level the Playing Field” by Charles T. Clotfelter, Helen F. Ladd and Jacob L. Vigdor from *Education Finance and Policy* 6:3 (Summer 2011)

“Unintended Consequences: The Impact of proposition 2½ Overrides on School Segregation in Massachusetts” by Jeffrey Zabel from *Education Finance and Policy* 9:4 (Fall 2014)

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“College Major Choice and Neighborhood Effects in a Historically Segregated Society: Evidence from South Africa” by Biniam E. Bedasso from *Education Finance and Policy* 14:3 (Summer 2019)

“High Bars or Behind Bars? The Effect of Graduation Requirements on Arrest Rates” by Matthew F. Larsen from *Education Finance and Policy*

“Intensive College Counseling and the Enrollment and Persistence of Low-Income Students” by Benjamin Castleman and Joshua Goodman from *Education Finance and Policy* 13:1 (Winter 2018)

“Postsecondary Schooling and Parental resources: Evidence from the PSID and HRS” by Steven J. Haider and Kathleen McGarry from *Education Finance and Policy* 13:1 (Winter 2018)

“Extracurricular Participation, “At-Risk” Status, and the High School Dropout Decision” by Laura M. Crispin from *Education Finance and Policy* 12:2 (Spring 2017)

“Hold Back to Move Forward? Early Grade Retention and Student Misbehavior” by Umut Özek from *Education Finance and Policy* 10:3 (Summer 2015)

“Identifying Preferences for Equal College Access, Income, and Income Inequality” by Bernardo Lara and Kenneth A. Shores from *Education Finance and Policy* 15:2 (Spring 2020)

“Is There a Nativity Gap? New Evidence on the Academic Performance of Immigrant Students” by Amy Ellen Schwartz and Leanna Stiefel from *Education Finance and Policy* 1:1 (Winter 2006)

“Workplace Support and Diversity in the Market for Public School Teachers” by Steven Bednar and Dora Gicheva from *Education Finance and Policy* 14:2 (Spring 2019)

“Can Simplifying Financial Aid Offers Impact College Enrollment and Borrowing? Experimental and Quasi-Experimental Evidence” by Kelly Ochs Rosinger from *Education Finance and Policy* 14:4 (Fall 2019)

“The Costs and Benefits of Early College High Schools” by Drew Atchison et al. from *Education Finance and Policy*

“Pathways to an Elite Education: Application, Admission, and Matriculation to New York City’s Specialized High Schools” by Sean Patrick Corcoran and E. Christine Baker-Smith from *Education Finance and Policy* 13:2 (Spring 2018)

“The Effects of Demographic Mismatch in an Elite Professional School Setting” by Chris Birdsall, Seth Gershenson and Raymond Zuniga from *Education Finance and Policy* (Early Access)

Week 11 Education

Progressive Dystopia: Abolition, Antiblackness, and Schooling in San Francisco (2019)
by Savannah Shange

Anderson, Melissa D. (2016). “How discrimination shapes parent-teacher communication.” In *The Atlantic*

Louis Pojman (Links to an external site.), “The Case Against Affirmative Action” PDF (14 pages)

[A Detailed Look at the Downside of California’s Ban on Affirmative Action](#)

“The Effects of Affirmative Action Bans on College Enrollment, Educational Attainment, and the Demographic Composition of Universities” by Peter Hinrichs from *Review of Economics and Statistics* 94:3 (August 2012)

“The Evolution of the Black-White Test Score Gap in Grades K–3: The Fragility of Results” by Timothy N. Bond and Kevin Lang from *Review of Economics and Statistics* 95:5 (December 2013)

“The White/Black Educational Gap, Stalled Progress, and the Long-Term Consequences of the Emergence of Crack Cocaine Markets” by William N. Evans, Craig Garthwaite and Timothy J. Moore from *Review of Economics and Statistics* 98:5 (December 2016)

“Test Score Measurement and the Black-White Test Score Gap” by Jeffrey Penney from *Review of Economics and Statistics* 99:4 (October 2017)

“Apply Yourself: Racial and Ethnic Differences in College Application” by Sandra E. Black, Kalena E. Cortes and Jane Arnold Lincove from *Education Finance and Policy* 15:2 (Spring 2020)

“Assessed by a Teacher Like Me: Race and Teacher Assessments” by Amine Ouazad from *Education Finance and Policy* 9:3 (Summer 2014)

“Testing, Stress, and Performance: How Students Respond Physiologically to High-Stakes Testing” by Jennifer A. Heissel et al. from *Education Finance and Policy*

“Does School Finance Reform Reduce the Race Gap in School Funding?” by Michah W. Rothbart from *Education Finance and Policy*

“The Effect of Community Traumatic Events on Student Achievement: Evidence from the Beltway Sniper Attacks” by Seth Gershenson and Erdal Tekin from *Education Finance and Policy* 13:4 (Fall 2018)

“The Growing Segmentation of the Charter School Sector in North Carolina” by Helen F. Ladd, Charles T. Clotfelter and John B. Holbein from *Education Finance and Policy* 12:4 (Fall 2017)

“Estimating the Relationship Between Preschool Attendance and Kindergarten Science Achievement: Implications for Early Science Achievement Gaps” by F. Chris Curran from *Education Finance and Policy* 14:2 (Spring 2019)

“Racial Interaction Effects and Student Achievement” by Jeffrey Penney from *Education Finance and Policy* 12:4 (Fall 2017)

“Teacher Mobility, School Segregation and Pay-Based Policies to Level the Playing Field” by Charles T. Clotfelter, Helen F. Ladd and Jacob L. Vigdor from *Education Finance and Policy* 6:3 (Summer 2011)

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“The Effects of Demographic Mismatch in an Elite Professional School Setting” by Chris Birdsall, Seth Gershenson and Raymond Zuniga from *Education Finance and Policy* (Early Access)

Week 12 Housing

[The Color of Law, Richard Rothstein](#)

Massey, Douglas S. (2016). "Residential segregation is the linchpin of racial stratification." *City & Community* 15(1): 4-7.

[Family Properties How the Struggle Over Race and Real Estate Transformed Chicago and Urban America](#)

Massey, Douglas S. (2016). "Residential segregation is the linchpin of racial stratification." *City & Community* 15(1): 4-7.

Week 13. Housing

[The Color of Law, Richard Rothstein](#)

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[Family Properties How the Struggle Over Race and Real Estate Transformed Chicago and Urban America](#)

Massey, Douglas S. (2016). "Residential segregation is the linchpin of racial stratification." *City & Community* 15(1): 4-7.

Week 14 Immigration

White Backlash: Immigration, Race, and American Politics

Garcia Bedolla, Lisa. 2005. *Fluid Borders: Latino Power, Identity and Politics in Los Angeles*

[How U.S. Policy Turned the Sonoran Desert Into A Graveyard for Migrants](#) by James Verini

Brader, Ted, Nicholas Valentino and Elizabeth Suhay. 2008. "What Triggers Public Opposition to Immigration? Anxiety, Group Cues and Immigration Threat." *American Journal of Political Science*

Lee, Taeku. (2008). "Race, Immigration, and the Identity to Politics Link." Annual Review of Political Science

Week 15. Immigration

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Brader, Ted, Nicholas Valentino and Elizabeth Suhay. 2008. "What Triggers Public Opposition to Immigration? Anxiety, Group Cues and Immigration Threat." American Journal of Political Science

Lee, Taeku. (2008). "Race, Immigration, and the Identity to Politics Link." Annual Review of Political Science

Week 16 Economics

Behind the Mule: Race and Class in African-American Politics by Michael Dawson Bertrand, Marianne and Sendhil Mullainathan. 2004. "Are Emily and Greg More Employable than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination." Quarterly Journal of Economics

Gilens, Martin. *Why Americans Hate Welfare: Race, Media, and the Politics of Antipoverty Policy*. University of Chicago Press, 2009. ISBN: 9780226293653. [Preview with [Google Books](#)]

Cybelle Fox, "Three Worlds of Relief: Race, Immigration, and Public and Private Social Welfare Spending in American Cities," American Journal of Sociology, 116 (2), 2010: 453-502

[What We Get Wrong About Closing the Racial Wealth Gap](#)

[What is Owed](#)

[The Case for Reparations](#) by Ta-Nehisi Coates

Week 17 Economics

Behind the Mule: Race and Class in African-American Politics by Michael Dawson Bertrand, Marianne and Sendhil Mullainathan. 2004. "Are Emily and Greg More Employable than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination." Quarterly Journal of Economics

Gilens, Martin. *Why Americans Hate Welfare: Race, Media, and the Politics of Antipoverty Policy*. University of Chicago Press, 2009. ISBN: 9780226293653.

[Preview with [Google Books](#)]

Cybelle Fox, “Three Worlds of Relief: Race, Immigration, and Public and Private Social Welfare Spending in American Cities,” *American Journal of Sociology*, 116 (2), 2010: 453-502

[What We Get Wrong About Closing the Racial Wealth Gap](#)

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[The Case for Reparations](#) by Ta-Nehisi Coates

Reading List: *Race and Politics*

Textbooks

Race in North America: Origin and Evolution of a Worldview by Audrey Smedley; Routledge (requested ebook 8-19-20)

Racist America: Roots, Current Realities, and Future Reparations by Joe R. Feagin. Routledge (requested ebook 8-19-20)

Uneven Roads: An Introduction to U.S. Racial and Ethnic Politics by Todd Shaw. Sage. (requested ebook 8-19-20) Routledge

Can We All Get Along?: Racial and Ethnic Minorities in American Politics by Paula McClain (requested ebook 8-19-20)

Issues in Race and Ethnicity: Selections from CQ Researcher by CQ Researcher. Sage (requested ebook 8-19-20)

Race and Christianity

Michael Emerson and Christian Smith argued in their book “[Divided By Faith.](#)”

Be the Bridge: Pursuing God’s Heart for Racial Reconciliation by Latasha Morrison, Daniel Hill, Jennie Allen

“[White Too Long](#)” by Robert P. Jones (NYT review [here](#)), “[Jesus and John Wayne](#)” by Kristin Kobes Du Mez, “[Reconstructing the Gospel](#)” by Jonathan Wilson-Hartgrove and “[Taking America Back for God](#)” by Andrew Whitehead and Samuel Perry.

“[The Color of Compromise](#)” by Jemar Tisby

Emmanuel Acho’s video series “Uncomfortable Conversations with a Black Man”

https://www.washingtonpost.com/religion/2020/08/21/black-and-white-evangelicals-trump-racial-reconciliation/?hpid=hp_hp-top-table-low_evangelicals-745am%3Ahomepage%2Fstory-ans (clip)

[Black and White evangelicals once talked about ‘racial reconciliation.’ Then Trump came along.](#)

General Race

Bonilla-Silva, Eduardo. 2014. "The New Racism: The U.S. Racial Structure Since the 1960s." In *Racism without Racists: Color-Blind Racism and the Persistence of Racial Inequality in America* (4th Edition), Chapter 2, pp. 25-72.

Biased: Uncovering the Hidden Prejudice that Shapes What We See, Think, and Do, by Jennifer Eberhardt. Penguin Random House

Takaki, Ronald. *A Different Mirror: A History of Multicultural American*

Berman, Ari. *Give Us the Ballot: The Modern Struggle for Voting Rights in America*. Picador, 2016. ISBN: 9781250094728.

Burch, Traci. *Trading Democracy for Justice: Criminal Convictions and the Decline of Neighborhood Political Participation*. University of Chicago Press, 2013. ISBN: 9780226064932. [Preview with [Google Books](#)]

Desmond, Matthew, and Mustafa Emirbayer. *Race in America*. W. W. Norton & Company, 2015. ISBN: 9780393937657.

Frymer, Paul. *Uneasy Alliances: Race and Party Competition in America*. Princeton University Press, 2010. ISBN: 9780691148014. [Preview with [Google Books](#)]

Gilens, Martin. *Why Americans Hate Welfare: Race, Media, and the Politics of Antipoverty Policy*. University of Chicago Press, 2009. ISBN: 9780226293653. [Preview with [Google Books](#)]

Mendelberg, Tali. *The Race Card: Campaign Strategy, Implicit Messages, and the Norm of Equality*. Princeton University Press, 2001. ISBN: 9780691070711. [Preview with [Google Books](#)]

Segura, Gary M., and Shaun Bowler, eds. *Diversity in Democracy: Minority Representation in the United States*. University of Virginia Press, 2006. ISBN: 9780813923383. [Preview with [Google Books](#)]

Grose, Christian. 2011. *Congress in Black and White: Race and Representation in Washington and at Home*. Klinker, Philip A. and Rogers M. Smith. 1999. *The Unsteady March*

Whitby, Kenny J. *The Color of Representation: Congressional Behavior and Black Interests*: Lani Guinier and Gerald Torres, chapter 2 "A Critique of Color-blindness," in *The Miner's Canary Congressional Behaviour and Black Interests*. University of Michigan Press, 2000. ISBN: 9780472087020. [Preview with [Google Books](#)]

LaPiere, Richard. 1934. "Attitudes vs. Actions" *Social Forces*

Hassell and Visalvanich. 2015. "Call to (In)action" *Political Behavior*

Lerman, A. E. and Weaver, V. M. (2014). *Arresting Citizenship: The Democratic Consequences of American Crime Control*. University of Chicago Press

Lerman, A. E. (2013). *The modern prison paradox: Politics, punishment, and social community*. Cambridge University Press

Enns, P. K. (2016). *Incarceration Nation: How the United States Became the Most Punitive Democracy in the World*. Cambridge University Press

Lerman, A. E. and Weaver, V. (2013). Race and crime in american politics: From law and order to willie horton and beyond

Ibram X. Kendi, "Origins of Racist Ideas," in *Stamped from the Beginning*, pp. 22-30.

Ibram X. Kendi, "Coming to America," in *Stamped from the Beginning*, pp. 31-46.

Dorothy Roberts, "The Invention of Race," in *Fatal Invention*, pp. 3-25.

Bashi Treitler, Vilna. 2013. "The Irish, Chinese, Italians, and Jews: Successful Ethnic Projects." In *The Ethnic Project: Transforming Racial Fiction into Ethnic Factions*, Chapter 4, pp. 66-101.

Nagel, Joane. 1994. "Constructing Ethnicity: Creating and Recreating Ethnic Identity and Culture." *Social Problems* 41(1): 152-176.

Lee, Jennifer and Frank Bean. 2011. "America's changing color lines: Immigration, race/ethnicity, and Multiracial Identity." *Annual Review of Sociology* 30: 221-242.

Saperstein, Aliya and Andrew M. Penner. 2012. "Racial Fluidity and Inequality in the United States." *American Journal of Sociology* 118: 676-727.

Pager, Devah. 2003. "The Mark of a Criminal Record." *American Journal of Sociology*. 108: 937-75.

Anderson, Melissa D. (2016). "How discrimination shapes parent-teacher communication." In *The Atlantic*

Logan, John and Brian Stults. 2011. *The Persistence of Segregation in the Metropolis: New Findings from the 2010 Census*. Census Brief.

Massey, Douglas S. (2016). "Residential segregation is the linchpin of racial stratification." *City & Community* 15(1): 4-7.

Alexander, Michelle. 2010. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York, NY: The New Press. (Selections TBD)

Crenshaw, Kimberle. (2015). "Why intersectionality can't wait." In *The Washington Post*.

John Hartigan Jr., 2008. "Is Race Still Socially Constructed? The Recent Controversy over Race and Medical Genetics," *Science as Culture*, 17(2):163-193 online Sally Haslanger.

"A Social Constructionist Analysis of Race" PDF on quercus

Anthony Appiah, "Illusions of Race" chapter 2, In *My Father's House* (Oxford University Press, 1992)

Rutledge M. Dennis, "Social Darwinism, Scientific Racism, and the Metaphysics of Race" *The Journal of Negro Education*, Vol. 64, no.3 1995 online

John P. Jackson Jr. and Nadine M. Weidman, "The Origins of Scientific Racism," *The Journal of Blacks in Higher Education*, Winter 2005/06 online

[Sally Haslanger \(Links to an external site.\)](#), "A Social Constructionist Analysis of Race" [PDF](#)  (12 pages)

[Charles Mills \(Links to an external site.\)](#), "Racial Equality," but only section, "Race and Racism" [PDF](#)  (7 pages)

[Deborah Hellman \(Links to an external site.\)](#), *When is Discrimination Wrong?* Introduction, Ch. 1, [PDF](#) (30 pages)

[Louis Pojman \(Links to an external site.\)](#), “The Case Against Affirmative Action” [PDF](#) (14 pages)

Ned Block, “[How Heritability Misleads about Race \(Links to an external site.\)](#)”

Charles Mills, “Racial Equality” [PDF](#) (23 pages)

[E.B. Du Bois \(Links to an external site.\)](#), “The Conservation of Races” [PDF](#) (8 pages)

Kwame Anthony Appiah, “Race, Culture, Identity” [PDF](#) (12 pages)

Tommie Shelby, *We Who are Dark*, Ch. 6 “Social Identity and Group Solidarity” [PDF](#) (32 new pages)

George Fredrickson, *Racism: A Short History*, Introduction, chapters 2, 3, Epilogue

Donald Horowitz, *Ethnic Groups in Conflict*, chapters 1, 2, pp. 83-92.

David Hollinger, “Amalgamation and Hypodescent: The Question of Ethnoracial Mixture in the History of the United States” *American Historical Review*, Dec. 2003

<http://www.historycooperative.org/journals/ahr/108.5/hollinger.html>

Suzanne Dovi. “Preferable Descriptive Representation: Will Just Any Woman, Black, or Latino Do?” *American Political Science Review*. 2002. pp. 729-43.

Michael Jones, “The Priority of Racial Constituency over Descriptive Representation” *Journal Of Politics*, July 2011, 73 (3): 899-914

John Griffin and Brian Newman. 2008. *Minority Report*. University of Chicago Press, chapters 5, 7 (pp. 143-171).

Daniel Gillion, *When the Dust Settles: Government Response to Racial and Ethnic Minority Political Protest (1960-1995)* chapters 1, 3

Robert Lieberman, *Shaping Race Policy*, chapters 1, 7, 8.

Paul Frymer, “Racism Revised,” *American Political Science Review*, 2005, pp. 373-387

Cybelle Fox, “Three Worlds of Relief: Race, Immigration, and Public and Private Social Welfare Spending in American Cities,” *American Journal of Sociology*, 116 (2), 2010: 453-502

John Skrentny, *The Minority Rights Revolution*, chapter 4

Anthony Marx, *Making Race and Nation*, chapters 5, 6, 7

Nancy Foner and Richard Alba, “Immigrant Religion in the U.S. and Western Europe: Bridge or Barrier to Inclusion?” *International Migration Review*, 42 (2), 2008: 360-392

Christopher Bail. “The Configuration of Symbolic Boundaries Against Immigrants in Europe.” *American Sociological Review* February 2008, pp. 37-59.

Daniel Posner, "The Political Salience of Cultural Difference," *American Political Science Review*, November 2004, pp. 439-458

Kanchan Chandra, "Ethnic Parties and Democratic Stability," *Perspectives on Politics*, 2005, pp. 235-252

Mala Htun, "Is Gender Like Ethnicity?" *Perspectives on Politics*, September 2004, pp. 439-458

Nolan McCarty, Keith Poole, and Howard Rosenthal, *Polarized America*, chapter 4

Richard Alba, *Blurring the Color Line: The New Chance for an Integrated America*, chapters 3, 4.

Black Americans

Stamped from the Beginning by Ibram Kendi

Between the World and Me by Ta-Nehisi Coates (purchased audiobook)

Some of My Best Friends Are Black: The Strange Story of Integration in America by Tanner Colby

Why Are All the Black Kids Sitting Together in the Cafeteria?: And Other Conversations About Race by Beverly Daniel Tatum

So You Want to Talk About Race by Ijeoma Oluo

The New Jim Crow: Mass Incarceration in the Age of Colorblindness by Michelle Alexander The New Press

Caste (Oprah's Book Club): The Origins of Our Discontents by Isabel Wilkerson

How to Be an Antiracist by Ibram Kendi (purchased ebook and audiobook)

Just Mercy by Bryan Stevenson (paperback and audiobook)

Behind the Mule: Race and Class in African-American Politics by Michael Dawson

Eduardo Bonilla-Silva. 2006. *Racism Without Racists: Colorblind Racism and the Persistence of Inequality in the United States*. Maryland: Rowman & Littlefield.

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McIlwain, Charlton D. and Stephen M. Caliendo. *Black Messages, White Messages: The Differential Use of Racial Appeals by Black and White Candidates*. *Journal of Black*

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Walton, Hanes Jr. and Robert Smith, *American Politics and the African American Quest for Universal Freedom*

Taylor, Keeanga-Yamahtta. (2016). "Black Lives Matter: A Movement, Not a Moment." In *From #Blacklivesmatter to Black Liberation*, Chapter 6, pp. 153-190.

[John Conyers \(Links to an external site.\)](#), H.R. 40: Commission to Study Reparation Proposals for African-Americans Act, up to sect. 4 [PDF](#)  (6 pages)

[Ta-Nehisi Coates \(Links to an external site.\)](#), “The Case for Reparations” [WEBSITE \(Links to an external site.\)](#) / [PDF](#)  (30 pages)

[Bernard Boxill \(Links to an external site.\)](#), “A Lockean Argument for Black Reparations” [PDF](#)  (29 pages)

Edmund Morgan, *American Slavery, American Freedom*, chapters 1, 15-18

Robin Einhorn, “Slavery and the Politics of Taxation in the Early United States,” *Studies in American Political Development*, 14 (2), 2000: 156-183

Rogers Smith, “Beyond Tocqueville, Myrdal, and Hartz: The Multiple Traditions in America,” *American Political Science Review*, September 1993, pp. 549-566

Stephen Ansolabehere, Nathaniel Persily, and Charles Stewart III, “Race, Region, and Vote Choice in the 2008 Election: Implications for the Future of the Voting Rights Act,” *Harvard Law Review*, Vol. 123, 2010

Michael Tesler, “The Spillover of Racialization into Health Care: How President Obama Polarized Public Opinion by Race and Racial Attitudes,” *American Journal of Political Science*. 2012

Simon Jackman and Lynn Vavreck, “How Does Obama Match-Up? Counterfactuals & the Role of Obama’s Race in 2008” (Working Paper)

Richard Ford. 2009. “Barack Is the New Black: Obama and the Promise/Threat of the Post-Civil Rights Era.” *Du Bois Review*. 6: 37-48.

White Americans

White Fragility: Why It’s So Hard for White People to Talk About Racism by Robin DiAngelo and Michael Eric Dyson

The White Racial Frame Joe R. Feagin

Hillbilly Elegy: A Memoir of a Family and Culture in Crisis by J.D. Vance

White Backlash: Immigration, Race, and American Politics

Abrajano, Marisa A., and Zoltan L. Hajnal. (2015). *White Backlash: Immigration, race, and American Politics*,

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<https://www.washingtonpost.com/news/wonk/wp/2016/06/17/americans-nowthink-its-okay-to-say-what-they-really-think-about-race/>

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Ijeoma Oluo, “The Heart of Whiteness” [PDF](#) (17 pages)

Spanierman, Lisa B., & Nolan L. Cabrera. (2015). The emotions of white racism and antiracism. In V. Watson, D. Howard-Wagner, and L. B. Spanierman (Eds.), *Unveiling Whiteness in the 21st century: Global manifestations, transdisciplinary interventions*, Chapter 1, pp. 9-28.

Daniel Tichenor, *Dividing Lines*, chapter 5 and pg. 207-218

Aristide Zolberg, *A Nation by Design*, chapter 1

Matthew Frye Jacobson, *Whiteness of a Different Color*, chapters 3, 8

Thierry Devos and Mahzarin Banaji, “American=White?” *Journal of Personality and Social Psychology*, 2005, pp. 447-466.

Latinx Americans

Latinos in a Legislative Process: Interests and Influence, Chapter 2.

White Backlash: Immigration, Race, and American Politics

Garcia Bedolla, Lisa. 2005. *Fluid Borders: Latino Power, Identity and Politics in Los Angeles*

McConaughy, Corrine M. et al. 2010. “A Latino on the Ballot: Explaining Co-Ethnic Voting among Latinos.” *Journal of Politics*

Gary M. Segura. 2012. “Latino Public Opinion and Realigning the American Electorate.” *Deadalus*.

David Montejano, *Anglos and Mexicans in the Making of Modern Texas, 1836-1986*,

Hopkins, Daniel. 2010. “Politicized Places: Explaining Where and When Immigrants Provoke Local Opposition” *American Political Science Review*.

Brader, Ted, Nicholas Valentino and Elizabeth Suhay. 2008. “What Triggers Public Opposition to Immigration? Anxiety, Group Cues and Immigration Threat.” *American Journal of Political Science*

Huntington, Samuel. 2004. “The Hispanic Challenge.” *Foreign Policy* (March/April)

[Felipe Fernández-Armesto \(Links to an external site.\)](#), *Our America: A Hispanic History of the United States*, pp. 284-319 [PDF](#) (35 pages)

[Jorge Gracia \(Links to an external site.\)](#), “The Nature of Ethnicity with Special Reference to Hispanic/Latino Identity” [PDF](#) (16 pages)

[Joseph Carens \(Links to an external site.\)](#), *The Ethics of Immigration*, Ch. 2, “Birthright Citizenship” [PDF](#) (26 pages)

[Christopher Heath Wellman \(Links to an external site.\)](#), “In Defense of the Right to Exclude” [PDF](#) (43 pages)

Joseph Carens, *The Ethics of Immigration*, Ch. 11, “The Case for Open Borders” [PDF](#) (30 pages)

[Ronald Takaki \(Links to an external site.\)](#), *A Different Mirror*, Ch. 16, section “Beckoned North: Mexico” [PDF](#) (8 pages)
[Arash Abizadeh \(Links to an external site.\)](#), “Democratic Theory and Border Coercion” [PDF](#) (20 pages)

Ronald Takaki, *A Different Mirror*, Ch. 7, “‘Foreigners in Their Native Land’: The War Against Mexico” [PDF](#) (15 pages)

Main text:

[John Simmons \(Links to an external site.\)](#), *Boundaries of Authority*, Ch. 4, “Territorial Rights” [PDF](#) (25 pages)

Ronald Takaki, *A Different Mirror: A History of Multicultural America*, Ch. 14, section, “Japanese Americans: ‘A Tremendous Hole’ in the Constitution” [PDF](#) (9 pages)

Helen Marrow, *New Destination Dreaming: Immigration, Race and Legal Status in the Rural American South*. Stanford: Stanford University Press, 2011, chapters 5, 6
Karthick Ramakrishnan and Tom Wong, “Partisanship, Not Spanish: Explaining Municipal Ordinances Affecting Undocumented Immigrants,” in *Taking Local Control: Immigration Policy Activism in U.S. Cities and States* ed.

Monica Varsanyi (Stanford University Press, 2010), pg.73-93

Daniel Hopkins, “Politicized Places: Where and When Immigrants Provoke Local Opposition,” *American Political Science Review*, February 2010, 104(1): 40-60

Shaun Bowler et al, “Earthquakes and Aftershocks,” *American Journal of Political Science*, Jan. 2006, pp. 146-59

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