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.
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.

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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:

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<th>Component</th>
<th>Weight</th>
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<tr>
<td>Quizzes</td>
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<td>Midterm exams</td>
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**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

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*


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


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

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**


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


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


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

**Week 9. Asian Americans; Criminal Justice**

*Uneven Roads*, ch. 5

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


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. 

**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

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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
Thematic Schedule

**Week 1. What is Race? What is Ethnicity?**

*Can’t We All Get Along*, ch. 2


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


**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


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

Week 5. Representation

Can’t We All Get Along, ch. 4

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


**Week 6. Activism and Participation**

*Can’t We All Get Along*, ch. 6


Gause, LaGina. “Protests, Resources, and Legislative Behavior.”


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

*Can’t We All Get Along*, ch. 5
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
Just Mercy by Bryan Stevenson
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

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

**Week 10 Education**


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)


“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)


“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)

“Were Minority Students Discouraged from Applying to University of California Campuses after the Affirmative Action Ban?” by Kate Antonovics and Ben Backes from *Education Finance and Policy* 8:2 (Spring 2013)
“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


“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)


“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)


“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)


“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**


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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**


**Family Properties How the Struggle Over Race and Real Estate Transformed Chicago and Urban America**


**Week 13. Housing**

**The Color of Law, Richard Rothstein**


**Family Properties How the Struggle Over Race and Real Estate Transformed Chicago and Urban America**


**Week 14 Immigration**

White Backlash: Immigration, Race, and American Politics

*How U.S. Policy Turned the Sonoran Desert Into A Graveyard for Migrants* by James Verini


**Week 15. Immigration**

White Backlash: Immigration, Race, and American Politics
*How U.S. Policy Turned the Sonoran Desert Into A Graveyard for Migrants* by James Verini


**Week 16 Economics**

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

*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


What We Get Wrong About Closing the Racial Wealth Gap
What is Owed
The Case for Reparations by Ta-Nehisi Coates

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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)
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
“The Color of Compromise” by Jemar Tisby
Emmanuel Acho’s video series “Uncomfortable Conversations with a Black Man”
Black and White evangelicals once talked about ‘racial reconciliation.’ Then Trump came along.

General Race
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
Whitby, Kenny J. The Color of Representation: Congressional Behavior and Black Interests:
LaPiere, Richard. 1934. “Attitudes vs. Actions” Social Forces
Hassell and Visalvanich. 2015. “Call to (In)action” Political Behavior
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, “Coming to America,” in Stamped from the Beginning, pp. 31-46.
Dorothy Roberts, “The Invention of Race,” in Fatal Invention, pp. 3-25.
“A Social Constructionist Analysis of Race” PDF on quercus

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


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

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