

**Ethnic and Racial Relations:
From the "Old" World to the "New" World Order
MWF 11:10-12:00
Room: RAL100
Fall 2019**



Kenyon College

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Office Hours: M 1:00-3:15; W 1:00-3:30

The price was to become "white." No one was white before he/she came to America. It took generations, and a vast amount of coercion, before this became a white country.

James Baldwin

It is not light that we need, but fire; it is not the gentle shower, but thunder. We need the storm, the whirlwind, and the earthquake.

Frederick Douglass

For the white person who wants to know how to be my friend...the first thing you do is to forget that I'm Black. Second, you must never forget that I'm Black.

Pat Parker

Course Description

Broadly defined, sociology is the study of social action and social order. It explores human the experience, individual or collective, in society. By adopting this definition, this course familiarizes students with the ethnic and racial experience of individuals and groups in the United States from a transnational, historical, and critical perspective. To achieve this goal, we will read peer-reviewed papers, book chapters, and news articles, watch documentaries and videos, and have class discussions and activities. This course is an intensive reading and writing course, which demands constant and consistent participation, reflection, and engagement. Although this may sound too much, you are not alone in this journey. We will work together throughout the semester as partners in inquiry. As our first reading, a piece by Paulo Freire on critical pedagogy, states, we will create a community of knowledge and practice.

Course Objectives

Through this course and in line with Kenyon College's mission statement, you will:

1. Develop critical skills and an analytical mindset to recognize and analyze the links between personal troubles and social issues from a sociological perspective.
2. Develop knowledge and understanding of important theories, concepts and issues currently debated in the sociology of race and ethnicity and the capability to rigorously apply them.

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3. Develop transferable intellectual skills to detect and critically analyze social problems through the lens of critical theories of race and ethnicity and methods of rigorous sociological inquiry.
4. Develop analytical writing, argument development, and presentation skills.
5. Gain knowledge of local and global, current and historical, systems of oppression and their interdependency.

Required Texts

All readings will be made available by the instructor either on Moodle or via the library's online catalog.

Office Hours

I will be holding office hours on Monday (2:00-4:00) and Wednesday (2:00-5:00) at Ralston 202.

Although I will be in my office during these hours, you are required to email me in advance to book an appointment. Meetings should not go past 15 minutes. The reason behind requiring a prior notice via email and 15-minute restriction is to make sure that I can see you and I have enough time to see other students too. If these hours do not work for you, you can always email me to arrange a meeting outside these times.

Diversity Statement

I am dedicated and committed to providing all students with equal opportunities to learn, participate, and succeed regardless of their financial background, race, ethnicity, national origin, ancestry, sex, gender, religion, medical condition, veteran status, marital status, age, and ability. If you have concerns, please advise me at the earliest possible time. You can always reach me via email or see me in person.

Students with Disabilities

Students with disabilities should provide some documentation after visiting Student Accessibility Support Services to arrange appropriate accommodations: call 740-427-5453, email sass@kenyon.edu, visit the staff at Pierce Hall, Room 314, or go to their website by clicking [here](#). Please contact me as early as possible if you are in need of accommodations.

If you cannot provide documentation, you can still talk to me early in the semester so I can provide necessary accommodations.

Title IX & Mandatory Reporting

As your professor, I am deeply invested in the well-being of all of my students. I am here to help and support you with your academic life. In case, you come to me with concerns which are not directly related to our course, I will do my best to help. It is important for you to know that all faculty members are mandated to report any incidents of harassment, discrimination, and violence. Hence, I cannot keep information involving any form of harassment or discrimination based on a protected characteristic confidential. The Health and Counseling Center, the College chaplains, and the staff at New Directions Domestic Abuse Shelter & Rape Crisis Center are confidential resources.

Plagiarism

Plagiarism is defined as “literary theft” and consists of the unattributed quotation of the exact words of a published text, or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, web sites, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public at large, or the form, structure, or style of a secondary source must be attributed to its author by means of the appropriate citation procedure. Only widely known facts and first-hand thoughts and observations original to the student do not require citations. Plagiarism also consists of passing off as one’s own segments or the total of another person’s work. For more click on this [link to Academic Integrity at Kenyon College](#).

Quoting and Referencing

1. Every direct quote must be identified by quotation marks, by appropriate indentation, or by other means of identification, and must be promptly marked by citation.
2. The preferred citation and referencing style in this course is Chicago Style 17th edition (author-date). You can use other citation styles, as long as you are consistent. You can read more about Chicago citation style by clicking on this [link](#).
3. Paraphrase: Prompt acknowledgment is required when material from another source is paraphrased or summarized in whole or in part in your own words. To acknowledge a paraphrase properly, one might state: "to paraphrase X’s claim . . ." and conclude with a citation identifying the exact reference.

Emailing Etiquette

I will not answer emails which do not have proper subject lines, appropriate greetings, and content. Make sure to include (1) a relevant and meaningful subject line (e.g., Inquiry regarding essay number X), (2) proper greeting, (3) an explanation about the inquiry, (4) your full name and your class at the end of the email.

I will do my best to answer your emails as soon as I can. I may not check my emails after 6:00 pm and over the weekends.

Additional Advice from Your Instructor

1. I will be in the class 10 minutes before the class starts and will leave after all of you. If you need to talk to me, do not hesitate to approach me either before or after class.
2. If you are struggling with anything (e.g. financial difficulty, family issues, health conditions, etc.), please let me know before it is too late so we can work around them. Do not forget that you have already paid for a good health and counseling center on campus. You can learn about it by clicking on this [link](#).

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3. Actively engage with the course material, get involved in class discussions early, and remind yourself: I cannot wait to make my first contribution to our class discussions.
4. Knowledge production requires having an open mind and being aware that (1) there are usually more than two ways of seeing the world, and (2) due to our limited experience, there is always something new to learn.

Class Decorum

1. Issues that will be discussed in the class can be controversial and evoke emotions. Emotions like frustration, confusion, hurt are real and legitimate, but they need to be tempered with respect. Questions, answers, discussions, and comments all need to be delivered in a respectful manner. That is a requirement for all of us, including me.
2. I expect you not to do the following in class: putting your head down or sleeping, talking/whispering to each other during class, or being disruptive or disrespectful. This includes the use of cell phones to make or receive calls or text messages, as well as surfing the internet, social media, etc. on your digital device.
3. Avoid disruptive behavior like arriving late, leaving early, being on the internet, and packing up before the official time of the class is over.
4. Put your phones on the silent mode and put them away. Using them in this class is prohibited. In case you really have to make a call, leave the classroom and come back.
5. If for any reason you leave the class, upon leaving and your return make sure that you open and close the door gently.

Class Regulations

1. It is your responsibility to read the syllabus thoroughly.
2. Check announcements made on Moodle frequently. It is your responsibility to remain updated.
3. You should come to class with at least two questions or comments about the reading(s) in mind and be ready to engage in class discussions. I may call on you and ask you to share your question(s) with the class. Your question may serve as the theme of the session.
4. There will be no extra credit assignments in this class.
5. Assignments have to be uploaded before the deadline.
6. All assignment should be uploaded as Microsoft Word documents, properly named and titled.
7. We will be watching documentaries in class. They must be taken as seriously as lectures.
8. Ten minutes into the session, I will hand out the attendance sheet. Sign with your initials. If you are late, instead of your initials put an L in brackets [L]. Three late arrivals equal an unjustified absence.

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9. Attendance is mandatory. Missing more than four sessions, justified or unjustified, equals an F. More than one unjustified or three justified absences will result in points deducted from your final grade (5 points for unjustified and 3 for justified ones). Missing more than four sessions, justified or unjustified, equals an F. After your third excused and second unexcused absence, I will submit a report to the Office of Academic Advising.
10. Absences do not get justified merely by informing me. You need to provide documents, such as a doctor's note. If you know in advance of any absences due to personal reasons, such as religious observances, please let me know by the second week of class.
11. Readings are to be completed prior to coming to class. A substantial portion of class discussions and in-class activities will be relying on the reading material. Also, one cannot participate in class discussions without reading the material.
12. You are responsible for all assignments and materials covered in class, whether you attend the session or not and regardless of the reasons for any absence. A good deal of the material covered in class will not come from the assigned readings. Consequently, poor attendance will likely result in a poor grade.
13. Deferrals should be avoided. If for valid reasons you need an extension, you should talk to me in person, at least three days before the due date.

Assignments

- **Participation and Facilitation** (10%)

In this class, not only your participation is welcome but also required. You are expected to come to class prepared and ready to pose questions, provide comments, and offer analysis. Bring your readings and your notes to class and have them handy. Additionally, you will be asked to facilitate one session with a peer. For facilitation, you will need to summarize the reading, pose thought-provoking discussion questions. A thorough rubric for facilitation will be provided.

- **Ten Journals** (10 journals*5: 50%)

Conducting research on emotionally challenging and politically disputed topics such race, ethnicity, nationalism, and immigration requires sociologists to self-reflexively consider their own experiences, actions, and positionality to better understand the experiences of others and offer insightful analyses. Such inward critical scrutiny is all the more necessary when topics related to race and ethnicity are often considered as "controversial" objects of study, rather than instances of reflection relevant to scholars themselves. To practice self-reflexivity, you are expected to write 10 essays throughout the semester, each drawing on a set of our readings, documentaries, class activities, and discussions to analyze your personal experience, a historical or contemporary event, a piece of news, a theoretical theme, etc. The syllabus is organized around 13 different themes (in purple font). The first essay must be on the Teaching Philosophy

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reading (September 2nd's reading). The last essay should be a reflection on the semester, what you have learned, and what has changed in you (due at midnight on December 11, 2019). The prompts for the remaining eight essays will be provided throughout the semester.

This assignment is meant to help us to be critical and honest, to become better individuals through critical reflection and deliberation. I don't encourage you to write these journal entries as assigned tedious tasks that you just need to have accomplished and graded. Regard them as opportunities to have a sincere conversation with yourself, as an integrative process of deliberation where you reexamine your thoughts and assumptions, study the larger society, and engage with the literature.

These short essays should be no less than 750 words. They all need to have a title page (name of our class, your name, a title for your essay, essay's number, date, and a word count), a proper introduction, a well-structured body, an analytical conclusion, and a list of references.

All essays must contain some direct quotes from the material with proper citation. In addition to citing the material, you need to unpack the quotes, explain what they mean, and how they are relevant, in agreement or disagreement, to your analysis.

The essays are due on the first Saturday after that theme is concluded in our class.

I will read these essays carefully and provide feedback. The feedback you receive on the first two essays should familiarize you with the kind of writing and analysis that is expected from you. Read the comments thoroughly and carefully. If you need more clarification, you can always email me to arrange a meeting.

Although these essays may seem to be small in size and their individual impact, the accumulative point will be 50 percent of your final grade.

My advice is to take notes while you do the readings, write down your thoughts before they escape you, use post-it notes and highlighters, and finally write one summary paragraph for each reading.

Supplementation of your own reading notes with class discussion gives you enough material to craft your essay.

In your essays avoid making broad statements such as: "Racism has always been an issue." This statement is not verifiable. It neither provides any new knowledge nor marks a clear beginning for your essay. Its removal also will not hurt your argument. Start your essays with a clear statement of purpose. Explicitly declare what you will be doing in your essay. Maybe use these exact words, "In this essay I will ..." This will help the readers to know what they should expect and how you will proceed.

- **Final Paper (40%)**

For your final paper, you will pick a topic of your own choice. It can be about a personal encounter or experience, a novel, a poem, a piece of news, a social phenomenon, or any other topic that is related to ethnic and racial relations and can be sociologically investigated. You are expected to craft a 2500-word

paper about it. In this essay, you need to draw on scholarly work (academic books or peer-reviewed papers including our readings) to analyze or explain that phenomenon. Here are some examples. One of my former students wrote on the removal of national monuments and political controversies around it. Another student wrote about Colin Kaepernick's kneeling during the national anthem. Another student of mine wrote about the treatment of Puerto Ricans by the US government after Hurricane Maria and compared it to the help that impacted populations by Harvey in Texas and Irma in Florida received. This student, who was a retired veteran from Puerto Rico, presented his research in a national conference and went on to get his graduate degree in social work.

To choose your topic, I advise you to choose a social problem that bothers you. This preoccupation or irritation will result in a socially responsible form of devotion which goes past mere description of the problem through offering solutions for it. Furthermore, as you start learning about the social problem under investigation and offering possible solutions for it, a sense of opening and relief will give you hope and courage. Sociology is not, and should not be, only a problem-posing field. It should offer solutions and expand our imagination.

Again, I encourage you to take notes when you do the readings, attend to class discussions, and listen to lectures. Summarize every reading that you do. Highlight the sections that are interesting to you.

For this assignment, first submit an informative draft by 23:59 on Friday, October 4, 2019 (10%). I will provide feedback on your draft so then you can work on your piece and submit the final version by 23:59 on Friday, December 6, 2019.

Your informative draft needs to be at least 500 words. It needs to clearly state the problematic, your main question in one clear sentence, the significance of the topic, and the list of five academic references you will be drawing on.

Why these assignments?

A combination of low- and high-stake assignments, both of which you will be consistently working on throughout the semester, increases your chances of success. Additionally, with the expansion of your knowledge and improvement of your skills, you will see your upward trajectory and the enrichment of your arguments' content and their presentation.

The reflective essays particularly are meant to make us connect our personal life to larger structures and history. Critical reflection, self-assessment, production and presentation of a solid argument in a coherent way and limited space, and finally the application of sociological concepts and theories are the main purpose of this assignment. Hence, these essays are meant to both expand your sociological knowledge and develop and hone certain skills that you as social scientists need to possess.

Although the final essay shares some of these objectives, it is meant to help you research a topic more in-depth and detail. It requires you to do a more thorough research and organize your piece based on the

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structure of academic papers. Since this assignment is lengthier, it must have an introduction and a roadmap, a body with subheadings, and conclusion. We will learn more about these requirements in class. A more thorough rubric will be provided for each assignment during the semester. In case you need help with academic writing, in addition to my comments and guidelines, you can benefit from our Writing Center which is located on the third floor of Pierce Hall. The Writing Center offers two kinds of conferences for your students, walk-in or liaison conferences. To learn more about this great resource please click on [this link to Kenyon Writing Center](#).

Grading Scale

90-100 A, 87-89 B+, 83-86 B, 80-82 B-, 77-79 C+, 73-76 C, 70-72 C-, 60-69 D

Important Dates

- Reflective Essays are due on the first Saturday after that theme is concluded in our class.
- Final Paper's formative draft is due by 23:59 on Friday, October 4, 2019.
- Final Paper to be submitted by 23:59 on Friday, December 6, 2019.

Once again: Student Resources

- Kenyon Health and Counselling ([click here](#))
- Campus Safety ([click here](#))
- Student Accessibility and Support Services ([click here](#))
- Kenyon Writing Center ([click here](#))

This syllabus is subject to change. Changes, if any, will be announced in class.

Course Schedule

Week 1

Friday, August 30, 2019

- Syllabus day; Introduction to one another.

Week 2

Theme 1. Teaching Philosophy

Monday, September 2, 2019

- Freire, Paulo. 2005. *Pedagogy of the Oppressed*. New York, NY: The Continuum Publishing Corporation. Chapter 2. Pages 71-86.

Theme 2. Sociological Imagination

Wednesday, September 4, 2019

- Mills, C. Wright. 1959. *The Sociological Imagination*. New York, NY: Oxford University Press. The Promise (7-20).

Theme 3. Critical Race Theory

Friday, September 6, 2019

- Desmond, Matthew, and Mustafa Emirbayer. 2009. *Racial Domination, Racial Progress: The Sociology of Race in America*. New York N.Y.: McGraw-Hill. (pp. 14-48)

Week 3

Monday, September 9, 2019

- Feagin, Joe R. 2006. *Systemic Racism: A Theory of Oppression*. New York, NY: Routledge. Chapter 1 (1-52).

Wednesday, September 11, 2019

- Bonilla-Silva, Eduardo. 1997. "Rethinking Racism: Toward a Structural Interpretation." *American Sociological Review* 62: 465–80.
- Omi, Michael, and Howard Winant. 2015. *Racial Formation in the United States*. New York: Routledge. Chapter 1 (1-18).

Friday, September 13, 2019

- Documentary: Excerpts from *Eyes On the Prize* Awakenings (1954-1956) ([Trailer](#))

Week 4

Theme 4. Sociology, Racialization, and Empire

Monday, September 16, 2019

- Go, Julian. 2013. "Sociology's Imperial Unconscious: The Emergence of American Sociology in the Context of Empire." In *Sociology and Empire: The Imperial Entanglements of a Discipline*, edited by George Steinmetz, 83–105. Durham: Duke University Press.

Wednesday, September 18, 2019

- Jacobson, Matthew Frye. 2013. "Where We Stand: US Empire at Street Level and in the Archive." *American Quarterly* 65(2): 265-290.
- Du Bois, W.E.B. 1994. *The Souls of Black Folk*. New York: Dover. (pp.3-20)

Theme 5. Colonialism

Friday, September 20, 2019

- Harrison, G. B. 1995. "A Shrinking World Within?: Jews, Muslims, *Conversos*, and the Spanish Inquisition, ca 1480-1512." *Parergon* 12(2): 41-60.

Week 5

Theme 6. Early Days of Race in the United States

Monday, September 23, 2019

- Trouillot, Michel-Rolph. 1995. *Silencing the Past: Power and the Production of History*. Boston, MA: Beacon Press. Chapter 4: Good Day, Columbus (108-140).

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Wednesday, September 25, 2019

- Nagel, Joane. 1995. "American Indian Ethnic Renewal: Politics and the Resurgence of Identity." *American Sociological Review* 60 (6): 947–65.

Friday, September 27, 2019

- Glenn, Evelyn Nakano. 2015. "Settler Colonialism as Structure: A Framework for Comparative Studies of U.S. Race and Gender Formation." *Sociology of Race and Ethnicity* 1 (1): 54–74.

Week 6

Monday, September 30, 2019

- Gonzales-Day, Ken. 2006. *Lynching in the West*. Durham: Duke University Press. Introduction (1-19).
- Smångs, Mattias. 2016. "Interracial Status Competition and Southern Lynching, 1882–1930." *Ethnic and Racial Studies* 39 (10): 1849–68.

Wednesday, October 2, 2019

- Haney-López, Ian. 2006. *White by Law: The Legal Construction of Race*. New York: New York University Press. Chapter 1 (1-26)

Friday, October 4, 2019

- Blow, Charles M. 2018. "Eyewitness to the Desolation of 'Black Wall Street.'" *The New York Times*. Retrieved on June 24, 2019. [HERE](#).
- Video: Tulsa's Black Wall Street Massacre. [HERE](#).
- van Veelen, Arjen. "Under Wall Street Lies a Legacy of Slavery. High Time for a Tour." *The Correspondent*. Retrieved on June 24, 2019. [HERE](#).
- Singer, Alan. 2012. "Wall Street Was a Slave Market Before It Was a Financial Center." *Huffington Post*. Retrieved on June 24, 2019. [HERE](#).

Week 7

Monday, October 7, 2019

- Documentary: Eyes On the Prize Awakenings. A Nation of Law? (1968-1971) ([Trailer](#))

Theme 7. Nationalism and Race

Wednesday, October 9, 2019

- Anderson, Benedict. 1991. *Imagined Communities*. London: Verso. Excerpts from Introduction and Chapter Two (Cultural Roots).
- Chatterjee, Partha. 1993. *The Nation and Its Fragments: Colonial and Postcolonial Histories*. Princeton Studies in Culturepowerhistory. Princeton, N.J.: Princeton University Press. Chapter One: Whose Imagined Communities (3-13).

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Friday, October 11, 2019

- (No class; October Break)

Week 8

Theme 8. Post-Racial Era

Monday, October 14, 2019

- Collins, Patricia Hill. 1998. "It's All in the Family: Intersections of Gender, Race, and Nation." *Hypatia* 13(3): 62-82.
- Lartey, Jamiles. 2019. "'It's totally unfair': Chicago, where the rich live 30 years longer than the poor." *Guardian*. Retrieved on June 24, 2019. [HERE](#).
- Zamudio, Maria Ines. 2019. "Deported U.S. Veterans Feel Abandoned by the Country They Defended." WBEZ Chicago. Retrieved on June 24, 2019. [HERE](#).
- Harris, Amy Julia and Shoshana Walter. 2017. "All Work. No Pay." *Reveal*. [HERE](#).

Wednesday, October 16, 2019

- Bakker, Karen. 2005. "Katrina: The Public Transcript of 'Disaster'." *Environment and Planning D: Society and Space* 23: 795-801.
- Young, Rick. 2018. "Blackout In Puerto Rico." PBS, Frontline. ([HERE](#))

Friday, October 18, 2019

- Mele, Christopher. 2016. "Revisiting the Citadel and the Ghetto: Legibility, Race, and Contemporary Urban Development." *Sociology of Race and Ethnicity* 2 (3): 354–71.

Week 9

Theme 9. "Post"-Race and Color Blind Racism

Monday, October 21, 2019

- Valluvan, Sivamohan. 2016. "What Is 'post-Race' and What Does It Reveal about Contemporary Racisms?" *Ethnic and Racial Studies* 39 (13): 2241–51.

Wednesday, October 23, 2019

- Bonilla-Silva, Eduardo. 2002. "The Linguistics of Color Blind Racism: How to Talk Nasty about Blacks without Sounding 'Racist'." *Critical Sociology* 28(1-2): 41-64.
- Bonilla-Silva, Eduardo, Amanda Lewis, and David G Embrick. 2004. "I Did Not Get That Job Because of a Black Man...": The Story Lines and Testimonies of Color-Blind Racism." *Sociological Forum* 19 (4): 555–81.

Friday, October 25, 2019

- Lewis, Amanda E. 2004. "What Group?" Studying Whites and Whiteness in the Era of "Color-Blindness." *Sociological Theory* 22: 623-646.

Week 10

Theme 10. Movement and Migration: Borders and Boundaries

Monday, October 28, 2019

- Pitzer, Andrea. 2017. *One Long Night: A Global History of Concentration Camps*. New York, NY: Little, Brown and Company. Introduction (3-16), Chapter One: Born to Generals (17-53), Chapter Two: Death and Genocide in South Africa (54-87).

Wednesday, October 30, 2019

- Pitzer, Andrea. 2017. *One Long Night: A Global History of Concentration Camps*. New York, NY: Little, Brown and Company. Chapter Eight: Echoes of Empire (294-323); Chapter Ten: Guantánamo Bay and the World (353-409).

Friday, November 1, 2019

- Grosfoguel, Ramón. 2004. "Race and Ethnicity or Racialized Ethnicities?: Identities within Global Coloniality." *Ethnicities* 4 (3). SAGE Publications: 315–36.

Week 11

Monday, November 4, 2019

- De León, Jason. *The Land of Open Graves*. Oakland, California: California University Press. Introduction (1-9), Chapter 1: Prevention Through Deterrence (23-37), Chapter 2: Dangerous Ground (38-61).

Wednesday, November 6, 2019

- Braun, Bruce and James McCarthy. 2005. "Hurricane Katrina and Abandoned Being." *Environment and Planning D: Society and Space* 23: 802–809.

Friday, November 8, 2019

- Ngai, Mae M. 2006. "No Human Being is Illegal." *Women's Studies Quarterly* 34(3/4): 291-295.

Recommended reading:

- De Genova, Nicholas P. "Migrant "Illegality" and Deportability in Everyday Life." *Annual Review of Anthropology* 31: 419-447.

Week 12

Monday, November 11, 2019

- Alexander, Michelle. 2010. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York N.Y.: The New Press. Chapter 1 (pp.20-57)

Wednesday, November 13, 2019

- Documentary 13th ([Trailer](#))

Theme 11. Intersectionality

Friday, November 15, 2019

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- Collins, Patricia Hill. 1986. "Learning from the Outsider Within: The Sociological Significance of Black Feminist Thought." *Social Problems* 33(6): s14-s32.

Week 13

Monday, November 18, 2019

- Nagel, Joane. 2000. "Ethnicity and Sexuality." *Annual Review of Sociology* 26: 107–33.
- Vine, David. 2015. *Base Nation: How U.S. Military Bases Abroad Harm America and the World*. New York: Metropolitan Books. Sex for Sale (163-179), Militarized Masculinity (180-191).

Wednesday, November 20, 2019

- Glenn, Evelyn Nakano. 1992. "From Servitude to Service Work: Historical Continuities in the Racial Division of Paid Reproductive Labor." *Signs* 18:64-80.
- Pager, Devah and Lincoln Quillian. 2005. "What Employers Say Versus What They Do." *American Sociological Review* 70:355-80.

Friday, November 22, 2019

- Abu-Lughod, Lila. 2002. "Do Muslim Women Really Need Saving Anthropological Reflections on Culture Relativism and Its Others." *American Anthropologist* 104 (3): 783–90.
- Haque, Eve. 2010. "Homegrown, Muslim and Other: Tolerance, Secularism and the Limits of Multiculturalism." *Social Identities* 16 (1): 79–101.

Week 14

Monday, November 25, 2019 (No class; Thanks Giving Break)

Wednesday, November 27, 2019 (No class; Thanks Giving Break)

Friday, November 29, 2019 (No class; Thanks Giving Break)

Week 15

Theme 12. Beyond the Black and White Paradigm

Monday, December 2, 2019

- Steinman, Erich W. 2016. "Decolonization Not Inclusion: Indigenous Resistance to American Settler Colonialism." *Sociology of Race and Ethnicity* 2 (2): 219–36.
- Goodman, Amy. 2016. "Dakota Access Pipeline Co. Attacks Native Americans with Dogs & Pepper Spray." Democracy Now Coverage. ([HERE](#))

Wednesday, December 4, 2019

- Hondagneu-Sotelo, Pierrette, Genelle Gaudinez, Hector Lara, and Billie C. Ortiz. 2004. "There's a Spirit that Transcends the Border": Faith, Ritual, and Postnational Protest at the U.S.-Mexico Border." *Sociological Perspectives* 47(2): 133-159.

Friday, December 6, 2019

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- Zhou, Min, and Carl L. Bankston III. 1994. "Social Capital and the Adaptation of the Second Generation: The Case of Vietnamese Youth in New Orleans." *International Migration Review* 28:821-45.

Recommended reading:

- Nakano Glenn, Evelyn. 1983. "Split Household, Small Producer and Dual Wage Earner: An Analysis of Chinese-American Family Strategies". *Journal of Marriage and the Family*: 35-46.

Week 16

Monday, December 9, 2019

- Vine, David. 2015. *Base Nation: How U.S. Military Bases Abroad Harm America and the World*. New York: Metropolitan Books. Introduction (1-14), The Birth of Base Nation (17-43), True Security (321-338).

Wednesday, December 11, 2019

- Finan, Christopher M. 2007. *From the Palmer Raids to the Patriot Act: A History of the Fight for Free Speech in America*. Boston, Mass: Beacon Press. Introduction (ix-xi), Chapter 1: Ground Zero (1-37), Chapter 9: 9/11 (268-305).

Theme 13. Comprehensive Sociological Theory of Race and Racism

Friday, December 13, 2019

- Golash-Boza, Tanya. 2016. "A Critical and Comprehensive Sociological Theory of Race and Racism." *Sociology of Race and Ethnicity* 2 (2): 129–41.