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

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

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

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

**Required Books & Readings for All Students:**

- In addition, all reserved readings will be available through the Davidson College Course Reserves online, through Moodle, as indicated in the syllabus by (R).

**Specific Assignments:**

**Weekly Assignments**

- Active Reading & Participation in Class Discussion 10%
- Analytic Pre-discussion Papers Portfolio 10%

**Major Papers**

- Race and America National Identity 20%
- Conservative Christian’s and Political/Economic Thought 20%
- Final Oral Presentation and Integration Paper 40%

**Total Grade = 100%**

**Note on Attendance**

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

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

**Note on Participation**

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

Good participation begins with good preparation. That includes careful attention to reading and writing assignments, and frequent review of class notes. Set aside time to regularly reread your class notes and textbook and review the key class material. This regular review will help to identify themes to use when it is time for writing your thematic paper.
During class, you should ask at least one question and make at least one comment every time we get together. That is your charge. Ask questions. Make comments. Express your opinion. That way, our class will become an interesting and energetic conversation among interesting and energetic writers.

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

Note on Due Dates

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

Weekly Analytic Pre-Discussion Papers

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

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

Major Papers & Presentations

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

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

“Conservative Christian’s and Political/Economic Thought” (Informed Editorial), in which you are writing as a guest editor for an in-depth magazine or scholarly journal written for informed, educated readers (e.g., The New Yorker, The American Interest, The New Republic). Your assignment: Many people believe “Christianity” is irrelevant for American politics. You provide
information and argumentation to assert its significance and its relation to the political and economic orientation of Trump (and his administration, his surrogates, his supporters). Overall, this extensive editorial is written vividly, clearly, and intelligently about the relationship between politics/economics and conservative evangelicalism in the United States. The analytical discussion should be focused on your construction of synthetic insights. You may draw from readings from course texts as well as any other scholarly resources you select. This paper should integrate cumulative learning about sociological dynamics gained from this course.

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

Suggestions for Writing

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

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

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

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

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

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

How do ideas compare/conflict with other ideas? How do they complement/expand other ideas? How does paper extend, amend, critique, and/or affirm other ideas? Do concepts/ideas/theories from others amend or critique those presented in the paper?
FINAL PARAGRAPH(S) summarize and draw out implications from your findings with clear focus on most significant, most important, contribution of your paper.

- How do the implications of your paper (in light of the implications of other readings) matter?
- How does this paper contribute insight into our sociological dynamics of our contemporary culture/historical time period?
- What did we learn about our own social context that was not evident to you before?
- What are the implications of your paper on understanding human sociality?

Finally, keep in mind the basics –

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

Presentation Style

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

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

- You can find images by searching Flickr for Creative-Commons licensed pictures.
- You really should think in terms of phrases, not sentences. You will need to think through what goes on each slide. Slides should complement your presentation, not dominate it.

You might consider these three web pages on improving presentations: Merlin Mann’s “How I Made My Presentations a Little Better” The Croaker at SlideShare’s “Death by Powerpoint” and CHMP’s “Avoiding Death by Powerpoint for Academics.”

Rubric for Oral Presentation
My evaluation for the oral presentation will be as follows:

<table>
<thead>
<tr>
<th>Substance/Content:</th>
<th>Poor</th>
<th>Fair</th>
<th>Avg.</th>
<th>Good</th>
<th>Good Excel.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Were the main ideas supported with analytic information that was recent, relevant, reliable, and representative?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Were sources cited properly in the speech?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Was level of depth in use of facts and statistics, testimony, examples, and/or narratives meaningful &amp; appropriate?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Did the speech promote integration among topics, discussions, and lectures in the course?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Did presentation aids, design, and delivery effectively contribute to nuance &amp; complexity in understanding?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Were questions handled well, with wrap-up provided?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Structure:</th>
<th>Poor</th>
<th>Fair</th>
<th>Avg.</th>
<th>Good</th>
<th>Good Excel.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the introduction arouse interest and adequately preview the message?</td>
<td>0</td>
<td>1</td>
<td>2</td>
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<td>4</td>
</tr>
<tr>
<td>Could you identify the main points of the speech?</td>
<td>0</td>
<td>1</td>
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<td>3</td>
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</tr>
<tr>
<td>Were transitions used to tie the speech together?</td>
<td>0</td>
<td>1</td>
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<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Did the conclusion help you remember the speech?</td>
<td>0</td>
<td>1</td>
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<td>4</td>
</tr>
<tr>
<td>Did formal and key-word outlines follow appropriate forms?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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</table>

<table>
<thead>
<tr>
<th>Presentation:</th>
<th>Poor</th>
<th>Fair</th>
<th>Avg.</th>
<th>Good</th>
<th>Good Excel.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was the speech presented extemporaneously?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Were notes used unobtrusively?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Did the speaker maintain good eye contact?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Was the speech presented enthusiastically?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Was the speaker’s voice expressive, with good rate, loudness, and pauses?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Was the language clear and appropriate?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Was the speech free of vocal fillers (um, like, you know)?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Did gestures and body language complement ideas?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Did the speech fit the time limits of the assignment?</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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</table>

Policy on Collaboration and Plagiarism:

Writing is a collaborative art, especially in this class where conferencing and writing groups are built into the schedule. Talking about your paper with a spouse, roommate, friend,
family member, etc. is also encouraged, not only for this class, but for other classes that involve writing. Collaboration is good.

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

About the Grading Scale

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

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

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

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

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

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

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

In addition to these five grades, a student may receive a grade of R. R stands for “Redo” and means the student has both the opportunity and the responsibility to do the assignment over. Usually this is given because the student has misunderstood the assignment, or because some particularly egregious error prevents the paper from achieving its purpose, or because I believe that the student has made a good faith effort to excel but has run into significant difficulties with
the assignments. If you receive a grade of R, you have 48 hours to contact me for a phone or face-to-face appointment. In our appointment, we will discuss what went wrong with the assignment, and we will contract a way and a time to redo the assignment. If you fail to turn in a revision according to the individual contract, the student will receive a 0 on the assignment.

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>88-89</td>
</tr>
<tr>
<td>B</td>
<td>82-87</td>
</tr>
<tr>
<td>B-</td>
<td>80-81</td>
</tr>
<tr>
<td>C+</td>
<td>78-79</td>
</tr>
<tr>
<td>C</td>
<td>72-77</td>
</tr>
<tr>
<td>C-</td>
<td>70-71</td>
</tr>
<tr>
<td>D+</td>
<td>68-69</td>
</tr>
<tr>
<td>D</td>
<td>62-67</td>
</tr>
<tr>
<td>D-</td>
<td>60-61</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
</tr>
</tbody>
</table>

College, Department and Instructor Policies for Davidson College:

A. Please refer the Davidson College Official Record regarding THE HONOR CODE. As members of the Davidson College community, we are expected to uphold the honor code. In regard to writing assignments, any student found to plagiarize or cheat will receive an “F” for that assignment and will be referred to the Dean and Honor Council.

B. Regarding Religious Holidays: Students who will be absent at some point during the semester owing to religious observance are simply requested to notify the instructor during the first week of class (or first opportunity after late enrollment) so that we can work together to make accommodations for any assignments or review dates falling during such observances.

C. With advance notice, I will attempt to accommodate all requests for accommodations related to disability that are reasonable and do not compromise the integrity of the course.

D. As a courtesy to the instructor and your classmates, please be sure to turn off cell phones, wi-fi, or other electronic connections or switch them to “airplane” mode prior to the start of class.

E. Due to abuse by students in previous courses, laptops and other electronic devices like cell phones or electronic readers are not acceptable for use during class. If you wish to take notes, please use paper and pen/pencil. EXCEPTION - Use of course books on Kindle/iPad is acceptable. Please turn off internet access from all devices.

F. Please be mindful of due dates/times. Submission guidelines for assignments are as follows: All assignments will be accepted on the due date. Assignments must be submitted no later than the beginning of the class scheduled on the due date. Late work will be penalized at 10% of the total value for each day late, beginning immediately during the class on the due date. No work will be accepted after the last scheduled class of the semester. The instructor is not responsible for lost papers. If you are unable to turn in the assignment personally, please your own arrangements to have the paper submitted on your behalf. Students are expected to keep a copy of each assignment until final grades are recorded. Any exceptions must be approved well in advance of the due date with the instructor.

G. All major written assignments must be prepared using a word processor (some exercises may be exempted) and submitted hard-copy. PLEASE DO NOT EMAIL PAPERS. The length and content for each assignment will be discussed in class. Work done for this class is to be original, done exclusively for this class, and must comply with high standards for written work. The grade for each assignment will reflect evaluation of expression as well as content. Please proofread carefully for spelling and grammatical errors. Spelling, grammatical, or typographical errors reduce the quality of your work, and grades assessed will reflect such errors. Have someone proofread your paper before you complete your final draft. Also, last-minute, hand-written
corrections to final copy are not preferred but accepted – better to have you catch it than for me to see it.

H. Please note in regard to submission of papers that it is the responsibility of every student to print pages for course assignments well before (hours or days) they are due. All excuses of “printer malfunctions” are not acceptable.

I. As discrepancies with regard to grades can occur, it is recommended that students retain a copy of all graded materials until such time as final grades have been sent out.

J. Extra-credit or make-up work is not available in this course. Please make every effort to submit your assignments in a timely, complete, and professional manner.

K. Office hours and appointments: Since the management of time is critical for student and professor alike, you are requested to please observe the following guidelines regarding office appointments.

1. Priority: Students who have scheduled appointments with me personally (either in person, by phone, or via email) will be given priority. This is the best way to ensure time together.
2. Drop-ins: I will be in my office at Preyer 108 during office hours as described at the top of the syllabus.
3. Non-office hour appointments: Please try to stick to scheduled office hours for appointments. However, if you find it impossible to schedule an appointment during regular office hours, I will work with you to find a mutually convenient time.
4. Canceling appointments: If you will be unable to keep an appointment it would be appreciated greatly if you would contact me via one of the means identified above to cancel your scheduled appointment. Thank you for your professional courtesy.

Occasionally office hours may be canceled due to meetings, travel, or emergencies. I will make an effort to contact you if you have scheduled an appointment during such times. If I am able to remain accessible on another part of campus, I will indicate my location on my door. Please accept my apologies in advance for this possible inconvenience.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topics &amp; Exams</th>
<th>Read, Think &amp; Explore</th>
<th>Analyze, Write &amp; Create</th>
</tr>
</thead>
</table>
| August 22, 24 | Race and Religion in American Society. Defining the Discipline of Sociology. Distinction between Macro and Micro level dynamics. Who is “American”? | **Before Class Tuesday:**  
Website: White Republicans’ approval of Donald Trump rose in tandem with the intensity of their racial identification [https://www.nytimes.com/interactive/2017/08/24/opinion/10000000538853-embedded.html]  
**Thursday:**  
*Bind Us Apart: How Enlightened Americans Invented Racial Segregation* (1-9, 31-38, 65-80). (R)  
**More Info:**  
Website: “How political science helps explain the rise of Trump: the role of white identity and grievances” The Washington Post  
Website: “Resentful white people propelled Trump to the White House and He is Rewarding their Loyalty” The Washington Post  
Website: “People’s views about race mattered more in electing Trump than in electing Obama” The Washington Post  
Website: “1848 Treaty of Guadalupe Hidalgo”  
Website: “War’s End: Treaty of Guadalupe Hidalgo” by Richard Griswold del Castillo. PBS  
http://www.pbs.org/kera/usmexicanwar/war/wars_end_guadalupe.html  
**Thursday:**  
Website: “Corner Stone” Speech by Confederate Vice President Alexander H. Stephens (Savannah, Georgia) March 21, 1861 [Contrast constitutions of the Confederacy and the United States, declared perpetuation of slavery was principal goal and purpose of secession]  
http://teachingamericanhistory.org/library/document/cornerstone-speech/  
**More Info:**  
Website: “The Author’s Corner with Jason Opal, Author of Avenging the People: Andrew Jackson, the Rule of Law, and the American Nation (Oxford University Press 2017)” The Way of Improvement  
https://thewayofimprovement.com/2017/05/29/the-authors-corner-with-

| **Note:** Complete Readings Before Class; “//” Divides Class Days; “//” After Page Number Means “And Following” i.e. The Rest Of The Article That Begins On That Page; Topics & Assignments May Shift; Changes Will Be Announced. **Page 10** |
**Tuesday:** "The Declaration of Causes of Seceding States" Primary Sources: Georgia | Mississippi | South Carolina | Texas | Virginia
https://www.civilwar.org/learn/primary-sources/declaration-causes-seceding-states


Website “Pro-slavery Ideology in the Antebellum” November 2015 https://citsites.uga.edu/hist2111-wolf2015/tag/the-also-reasoned-that-slavery-was-not-appropriate-unless-the-slaves-were-african/


**Tuesday:**


**Thursday:**


**More Info:**
*The New White Nationalism in America: Its Challenge to Integration* by Carol M. Swain. Cambridge. 2002. (Chapters 4 and 5) (R)

**Tuesday:** **Thursday:**


**More Info:**
**Tuesday:**

_Contemporary Voices of White Nationalism in America_ by Carol M. Swain and Russ Nielli. Cambridge. 2003. (Preface and Introductory Essay.) (R)


**Thursday:**


*Website:* “White Privilege IQ Test: 5 Questions” HuffPost [http://www.huffingtonpost.com/entry/white-privilege-quiz-test-5-questions_us_57d90ad6e4b0d93d17700de7?timestamp=1473882805519](http://www.huffingtonpost.com/entry/white-privilege-quiz-test-5-questions_us_57d90ad6e4b0d93d17700de7?timestamp=1473882805519)

**More Info:**

*Website:* “New election analysis: Yes, it really was blatant racism that gave us President Donald Trump” Salon [http://www.salon.com/2017/04/19/new-election-analysis-yes-it-really-was-blatant-racism-that-gave-us-president-donald-trump/](http://www.salon.com/2017/04/19/new-election-analysis-yes-it-really-was-blatant-racism-that-gave-us-president-donald-trump/)


_When Affirmative Action Was White. An Untold History of Racial Inequality in_
|----------------|----------------------------------------------------------------------------------|
| **Tuesday:**   | **Website:** “Among white evangelicals, regular churchgoers are the most supportive of Trump” Pew Research Center http://www.pewresearch.org/fact-tank/2017/04/26/among-white-evangelicals-regular-churchgoers-are-the-most-supportive-of-trump/  
**Fighting Fundamentalist: Carl McIntire and the Politicization of American Fundamentalism** by Markku Ruotsila. Oxford University Press. 2016. (TBD)  
**Website:** “Trump’s Stalwart Geopolitical Regions Are Religious, Rural” Gallup http://www.gallup.com/poll/213941/trump-stalwart-geopolitical-regions-religious-rural.aspx  
**More Info:**  
**Website:** “Trump is evangelicals’ ‘dream president.’ Here’s why.” The Washington Post https://www.washingtonpost.com/opinions/trump-is-evangelicals-dream-president-heres-why/2017/05/17/77b1609a-3996-11e7-a058-ddb23c75d82_story.html  
**Website:** “Why Christian nationalists love Trump” ThinkProgress https://thinkprogress.org/trumps-christian-nationalism/amp/  
**Website:** “How Trump’s presidency reveals the true nature of Christian nationalism” ThinkProgress https://thinkprogress.org/christian-nationalism-religion-research-b8f9cdc16239/  
**Website:** “Historians of Christian Nationalism see disturbing parallels to today’s tax cut battle: The legacy of Christian libertarianism.” ThinkProgress https://thinkprogress.org/big-business-modern-christian-nationalism-5e0af6e36f92/  
**Analytic Pre-discussion papers.** |
|-------------|------------------------------------------------------------------------------------------------------------------|

**Tuesday:**


**Thursday:**

- Change They Can’t Believe In: The Tea Party and Reactionary Politics in America (Updated Edition) by Christopher S. Parker, Matt A. Barreto. Princeton. 2013. (Introduction, Chapters 1, 2, and 3).

Website: “Reports from the Voter Study Group: 2016 VOTER Survey” Democracy Fund Voter Study Group

Analytic Pre-discussion papers.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th><strong>Tuesday</strong></th>
<th><strong>Thursday</strong></th>
<th>Notes</th>
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<tbody>
<tr>
<td>NO CLASS TUESDAY</td>
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<tr>
<td>October 24, 26</td>
<td>Neoliberalism and Libertarian Thought, con't.</td>
<td><strong>Tuesday:</strong></td>
<td>Democracy in Chains: The Deep History of the Radical Right's Stealth Plan for America by Nancy MacLean. Viking. 2017. (Chapters 2, 3, 4, 5, 6, and 7). Neoliberalism and Libertarian Thought.</td>
<td>Analytic Pre-discussion papers.</td>
</tr>
<tr>
<td>Date</td>
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<td><strong>Thursday:</strong></td>
<td>Analytic Pre-discussion papers</td>
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<tr>
<td>Date</td>
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<td>Website</td>
<td>Additional Notes</td>
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<tr>
<td>November 21 (Thanksgiving 22-24) NO CLASS TUESDAY</td>
<td>Thanksgiving Holiday.</td>
<td>Prepare for Class Presentations</td>
<td>None.</td>
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<tr>
<td>December 5</td>
<td>TBD.</td>
<td>Class Presentations.</td>
<td>Final Analytical Reflection and Integration Paper, 11th.</td>
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<tr>
<td>December 8-14</td>
<td>Final Review Period.</td>
<td>None.</td>
<td>None.</td>
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