

**American Studies/English/Political Science 248:
Intersectionality: Race, Gender, Sexuality and Social Justice
Spring 2017
Professors Frank R. Baumgartner, Jennifer Ho, and Sharon P. Holland
Lecture: MW 11:15-12:05, Global FedEx GC 1015**

Professor	Department	Campus Address	Email	Office Hours
Baumgartner	Political Science	313 Hamilton	frankb@unc.edu	M,W 10-11, T 2-3, and by appt
Ho	English and Comparative Literature	442 Greenlaw Hall	jho@email.unc.edu	MW 10-11 and by appt
Holland	American Studies	227 Greenlaw	pasharon@email.unc.edu	M, W 12:30-1:30, and by appt

Teaching Assistants: Leah Christiani (Political Science), Kevin Roach (Political Science), Rachel Garringer (American Studies), Gale Greenlee (English & Comparative Literature), and Dwight Tanner (English & Comparative Literature) (For contact information, section assignments, and office hours, please see the class Sakai site.)

NOTE: This course fulfills the Communication Intensive & US Diversity General Education Requirements

Course Description:

According to the US Census Bureau, in the year 2020 "more than half of the nation's children are expected to be part of a minority race or ethnic group. All Americans under the age of 18 are now at the front of a trend that will see the overall population follow suit some 20 years later" (NPR's Hansi Lo Wang). In essence, we are in a time of a dynamic racial shift, and yet our country seems to be divided or confused about what "race" is, how to talk about it, and how it might intersect with other identity formations such as gender, class, or sexuality. The first goal of this super-course is to give students real tools for how to address multiple modes of difference.

The second arc of this course is its focus on the southern hemisphere – a region that is in the midst of a dramatic demographic transformation that is likely to accelerate as we approach the mid-century mark. By understanding region and race, for example, students will not only enhance their understandings of the south, but also contribute a substantial body of scholarship to the state archives through group and individual projects (see below). We plan to be at the forefront of the discussion on the future of the U.S. south and its connections with sister states above and below the equator.

In order to do this work, this interdisciplinary course will cover such topics as racial formation, ethnic identities, racial profiling, environmental justice, gender violence and bias, histories of institutions (education/prison) and narratives of belonging and citizenship.

By the year 2044, "no one racial or ethnic group will dominate the U.S. in terms of size," (U.S. Census Bureau). We want to be ready for that moment and so do you.

Course Requirements:Attendance:

Absences, excessive or consistent tardiness (or early departures), and lack of quality contributions to recitation and lecture will affect your participation grade. In the event of emergency or serious illness, please keep in touch via email by informing both instructor's and your recitation TA. Class participation and attendance will constitute 10 points.

Sakai Forum Posts:

Students will write 6 forum posts (250-300 words) for 5 points each (total 30 points). Three posts will be due before the take-home midterm (see below) and 3 will be due after the take-home midterm. Posts should engage with the themes of that week's class, as well as the course readings and lectures. These are reflection pieces that will demonstrate students' critical thinking skills in written form.

Midterm Take Home Exam:

Students will revise one of their Sakai Forum posts (550-600 words). Attention should be paid to not simply adding words to reach the higher word count but to revising substantially the substance of the original forum post. This will be a take home midterm exam. 10 points.

Interaction Groups:

Students will organize into groups of 3-4 in their recitation sections to work on a course-long project that will also be tied to the final exam and will serve as a class produced public Word Press website. In other words, at the end of this class each student will have contributed content to creating a web page that engages with the theme of this course, "Intersectionality: Race, Gender, Sexuality, and Social Justice." TAs will work with students during recitation during the early stages but students will be expected to meet outside of class to work on the content for their Word Press contribution. Multimedia and multimodal projects are welcome, ie: the content need not be static/text based only. The goal of this portion of the course is to have students engage one another on intersectional issues and for them to demonstrate their skill at redacting materials and formulating questions about them. We hope that the website will produce a conversation at UNC about diversity and inclusion that is not only visible to members of the University community but also able to reach a broader audience of scholars, teachers and students concerned about intersectional issues in the state and elsewhere. 40 points.

Final Exam:

The final for this course will be given in-class and will consist of students writing one essay reflecting on the public Word Press site that the class has generated. We are looking for essays that show thoughtful and deep engagement with the course material and themes as it has been rendered on the website by the students in the class. Critique, reflection, and critical thinking should be demonstrated in this essay. 10 points.

Required Readings:

Two books are required for purchase, listed below. The vast bulk of the readings will be made available to you in electronic format on the course SAKAI site. All readings listed in the weekly schedule below are required. An alphabetical list of critical books/articles/chapters and fiction/film is at the end of the weekly schedule. That list is by no means comprehensive, but should serve as a reference point for students who want to pursue projects along the lines of our course discussions.

These two books are required for purchase. Please get them as soon as you can:

1. **Coates, Ta-Nehisi.** *Between the World and Me.* New York: Spiegel & Grau, 2015.
2. **Rankine, Claudia.** *Citizen: An American Lyric.* New York: Greywolf, 2014.

General Course Policies:**Amendments to the Syllabus:**

In order to meet the needs of class members and course objectives, this syllabus may be subject to change (except for the officially scheduled final examination.) Every effort will be made to notify you in advance, both in person and in writing, but in the end you are responsible for any and all additional course information provided in class sessions throughout the term, regardless of tardiness or absence. Please write down the name and contact information of two class members you can turn to if you have to be absent. It is understood that by having received this course syllabus and attended class beyond the first two meetings of the term, you have reviewed the requirements and policies of this class, understand them, and accept them.

Classroom Climate:

Please be on time for class, come prepared to participate, speak respectfully to others, and listen to new or different perspectives. We will not discriminate against or criticize each other based on gender, ethnic origin and/or race, sexual orientation, disability, or any other factor. Behavior that violates this classroom climate policy will not be tolerated.

Laptops, Smartphones and Other Personal Electronic Devices:

You are welcome to bring your laptop, and/or tablets to class and use these devices to take notes, access readings we're discussing, and support class-related activity. Please abstain from non-class-related activity, however. All devices should be on silent during class. We reserve the right to mark you down for attendance and/or participation if we see any non-course related material on your screens, either in lecture or in discussion. Pay attention.

Grades and Grading:

- Final Grade Computation: the final grade is computed from the total marks and our assessment of your work throughout the term and your contribution to our class discussions.
- Grading Scale: A (94-100), A- (91-93), B+ (88-90), B (84-87), B- (81-83), C+ (78-80), C (74-77), C- (71-73), D+ (68-70), D (64-67), D- (61-63), F (<61). Grades will be rounded to the nearest whole number and scored accordingly.
- Grade Appeals: During the semester, you must wait at least overnight after receiving a grade to schedule an appointment for a grade appeal. Please use this time to review the grade critique and formulate a logical argument for appeal. Your appeal must be written, with the assignment or exam and the grading evaluation attached to the written appeal. These materials must be provided to me at least one day before the grade appeal meeting. Grade appeals must be made within one week of receiving the grade. FINAL COURSE GRADES MAY NOT be appealed after 48 hours following the final exam
- Posting Grades: UNC complies with the Family Educational Rights and Privacy Act, which provides for the protection of your personal records, including grade information. Grade information is provided in a secure format using either the Sakai grade book or through ConnectCarolina.
- Grade of Incomplete: A grade of incomplete will not be given except under extraordinary circumstances. If such circumstances arise, contact faculty immediately to discuss the issue and to learn about procedures for requesting an incomplete. Approval of an incomplete is not automatic upon initiating a request.

Due Dates and Late Work:

All written assignments are due to be uploaded to the course Sakai site at the start of class on the date specified on the syllabus. For Sakai forum posts and assignments connected with the Interactive groups,

TAs will assign their own due dates. An assignment turned in any time after the end of class on the due date, or any time the next day, will be considered one day late and will be assessed a 10% penalty. An additional 10% penalty will be applied for each additional day the assignment is late, including non-class days, weekends, and holidays. It is your responsibility to keep a copy of each assignment in case the original is misplaced. You will receive no penalty for work due on a day for which you have a legitimate and documented absence, but you must upload it as soon as you can. It is your responsibility to provide documentation for a legitimate excuse within three days of the missed class period. If you do not meet this deadline, late work will not be excused.

Written Work:

- Your writing should be free of spelling, grammar, and punctuation errors.
- You should proofread carefully and not rely solely on your computer's spell-check tool.
- Quote sparingly. In general, any quoted material must have a full paragraph of engagement with the text following the quote. Don't let your reader assume what you mean when you use a quote so choose carefully. Whenever you paraphrase or quote directly, you must footnote and fully cite your sources (and provide page numbers for quotations). Quoted material must be properly cited using MLA or Chicago style. See the Writing Center for information on how to access these style guides.
- Finally, take care to address each component of the assignment, set up the context for your argument, and provide detailed examples to illustrate your points.
- Keep to the stated word counts for each assignment. If you go over your word count significantly, you will see a reduction in your grade.
- Save your files in the following manner: **Lastname.AMST248s17.Midterm.docx** or **Lastname.AMST248s17.FinalExam.docx**.
- Identifying information: Include your name and e-mail address, the title of your assignment, and the date at the top of every paper. Make sure you number your pages.

Academic & Personal Misconduct:

Every student will be treated equally according to the policies of this course and the University of North Carolina at Chapel Hill. We encourage studying and working together; however, you must complete all written assignments and exams using your individual effort (copying, cheating, or plagiarism is not tolerated). This includes cutting and pasting information from the Internet. You MUST give credit (by using quotation marks and/or citing sources) whenever you:

- Quote another person's actual words, either oral or written;
- Paraphrase/summarize another person's words, either oral or written;
- Use another person's idea, opinion, or theory;
- Borrow facts/statistics/other illustrative material, unless the information is common knowledge.

All students should review the UNC policy on academic integrity at <http://honor.unc.edu/>. If necessary, ask for clarification about plagiarism or course policies before you hand in written work. We are obligated by the University to report academic and/or personal actions that may be deemed misconduct under the provisions of this code. Punishments for cheating and plagiarism can include failing the class.

Questions/Concerns:

Remember, email is best suited to quick communication regarding class attendance, questions regarding assignments, or minor concerns. If you have an important issue to discuss, such as a grade, personal situations, or issues occurring in class, please meet with one of the faculty members or your TA face-to-face during office hours. Remember: email is a very public form of communication; think before you hit 'send.'

WEEKLY CLASS SCHEDULE:

Week 1: INTRODUCTIONS

Wednesday, January 11:

No Readings

Introductions: Faculty and graduate instructors

Week 2: INTERSECTIONS

Monday, January 16: NO CLASS MLK HOLIDAY

Wednesday, January 18:

Reading:

1. Ta-Nehisi Coates. *Between the World and Me*. New York: Spiegel & Grau, 2015.

Lecture: Baumgartner, Ho & Holland

Week 3: INTERSECTIONALITY

Monday, January 23:

1. Patricia Hill Collins and Sirma Bilge, "What is Intersectionality?" in *Intersectionality* (Cambridge, UK: Polity Press, 2016), 1-31.
2. Ange-Marie Hancock, "Intersectionality: Intellectual Property or Meme?" in *Intersectionality: An Intellectual History* (New York: Oxford University Press, 2016), 1-36.

Lecture: Ho & Holland (conversation)

Wednesday, January 25: Crime Control, Disparate Experiences, and Citizenship

Reading:

1. Amy E. Lerman, and Vesla M. Weaver. 2014. *Arresting Citizenship*. Chicago: University of Chicago Press. Chapter 8.

Lecture: Baumgartner

Week 4: 360 VIEWS OF "AMERICA"

Monday, January 30: US Latina/o

Readings:

1. Hannah Gill, *The Latino Migration Experience in North Carolina: New Roots in the Old North State*, Chapter 5 "Defying the Odds: Latino Youth, the Agents of Change" (Chapel Hill: UNC Press, 2010). Available as an e-book through UNC-CH Library.

Guest Lecture: Ariana Vigil (UNC Women's and Gender Studies)

Wednesday, February 1: FEMA and South East Asian American Communities

Readings:

1. Nguyen, Mai Thi, and David Salvesen. "Disaster Recovery Among Multiethnic Immigrants: A Case Study of Southeast Asians in Bayou La Batre (AL) After Hurricane Katrina." *Journal of the American Planning Association* 80.4 (2014): 385-396.
2. *Village Called Versailles* (film)—available to stream through UNC Library access

Guest Lecture: Mai Nguyen (UNC City & Regional Planning)

Week 5: HISTORIES OF EXTRA-LEGAL VIOLENCE

Monday, February 6: Lynching

Readings:

1. Please search the website that Professor Kotch and his students have created on lynching in North Carolina: lynching.web.unc.edu
2. Walter White, "I Investigate Lynchings," *American Mercury* (January 1929).
<http://nationalhumanitiescenter.org/pds/maai3/segregation/text2/investigatelynchings.pdf>

Guest Lecture: Seth Kotch (UNC American Studies)

Wednesday, February 8: Race and the Death Penalty

Readings:

1. Frank Baumgartner, Amanda Grigg, and Alisa Mastro. "#BlackLivesDon'tMatter: Race-of-Victim Effects in US Executions, 1977-2013," in *Politics, Groups, and Identities* 3.2 (2015): 209-21.

Lecture: Baumgartner

Week 6: RACIAL FORMATION

Monday, February 13:

Readings:

1. Michael Omi and Howard Winant, Chapter 4 "The Theory of Racial Formation," 2015. 105-136.
2. Peggy McIntosh, "White Privilege: Unpacking the Invisible Knapsack." *White Privilege: Essential Readings on the Other Side of Racism*. New York: Worth Publishers, 2012. 121-126.

Lecture: Ho

Wednesday, February 15: Love and Jurisprudence

Reading (excerpts from):

1. *Lawrence v. Texas*
2. *Loving v. Virginia*
3. *DOMA (United States v. Windsor)*
4. Susan Stryker, "(De)Subjugated Knowledges: An Introduction to Transgender Studies" in Susan Stryker and Stephen Whittle, eds. *The Transgender Studies Reader* (New York: Routledge, 2006). 1-17.

Lecture: Holland

Week 7: CITIZEN(SHIP)

Monday, February 20:

Reading:

1. Rankine, Claudia. *Citizen: An American Lyric*. New York: Greywolf, 2014.
2. Walters, Wendy. Ch. 1 "Lonely in America," *Multiply/Divide: On the American Real and the Surreal*. Sarabande Books, 2015. 1-31.

Lecture: Ho & Gaby Calvo Coressi (UNC English & Comparative Literature)

Wednesday, February 22:

Reading (excerpts from):

1. Paul Cuadros, *A Home on the Field: How One Championship Soccer Team Inspires Hope for the Revival of Small Town America*. New York: Harper, 2006. (first two chapters).
2. Los Jets – YouTube video selections

Guest Lecture: Paul Cuadros (UNC School of Media and Journalism)

Week 8: AMERICAN DREAMS, ETHNIC/IMMIGRANT REALITIES

Monday, February 27

Reading:

1. Hamid, Mohsin, "Unity, Faith, Discipline" *Tin House*:
<http://www.tinhouse.com/blog/42385/unity-faith-discipline.html>

2. Geha, Joseph. "Homesickness" and "Where I'm From" (141-165). *Through & Through: Toledo Stories*. Syracuse University Press, 2009.
3. Act One: "Party in the USA" from the October 28, 2016 Podcast of This American Life (episode 600): <https://www.thisamericanlife.org/radio-archives/episode/600/will-i-know-anyone-at-this-party?act=1#play>

Lecture: Ho and Rachel Norman (PhD candidate in English and Comparative Literature)

Wednesday, March 1

Reading:

1. "Traveling to Opal" – Paisley Rekdal, *The Night My Mother Met Bruce Lee: Observations on Not Fitting In* (Pantheon Books 2000) 182-209.
2. Ho, Jennifer. "Coda" *Racial Ambiguity in Asian American Culture*. New Jersey: Rutgers University Press, 2015. 148-152.

Lecture: Ho

Note: Your take-home midterm exam is due today in lecture

Week 9: THE MYTH OF THE "SUPERPREDATOR" AND OUR WILLINGNESS TO PUNISH

March 6: "Superpredators" - An Idea Which Lasted Just Long Enough to do Real Damage

Reading:

1. John J. Dilulio, Jr. 1995. The Coming of the Super-Predators. *The Weekly Standard*: 23.
2. Gluck, Stephen. 1997. Wayward Youth, Super Predator: An Evolutionary Tale of Juvenile Delinquency from the 1950s to the Present. *Corrections Today* (59) 3: 62-64 & 66.
3. Becker, Elizabeth. 2001. As Ex-Theorist on Young 'Superpredators,' Bush Aide Has Regrets. *The New York Times*: A19.
3. *New York Times* video: The Superpredator Scare, Retro Report. <http://youtu.be/YidALyBwat0>

Lecture: Baumgartner

March 8: Race and Punishment

Reading:

1. Peffley, Mark, and Jon Hurwitz. 2007. Persuasion and Resistance: Race and the Death Penalty in America. *American Journal of Political Science* 51, 4: 996-1012.
2. Hetey, Rebecca C. and Jennifer L. Eberhardt. 2014. Racial Disparities in Incarceration Increase Acceptance of Punitive Policies. *Psychological Science* 25: 10 (October): 1949-54.

Lecture: Baumgartner

Week 10: SPRING BREAK

March 13-17: SPRING BREAK

Week 11: CONTAINMENT/INCARCERATION

March 20: Indigeneity and the nation-state

Reading:

1. Berkofer, Robert. "White Conceptions of Indians." *The Handbook of North American Indians, Vol. 4*. Ed. William Sturtevant. Smithsonian Institute, 1988. 522-547.

Guest Lecture: Keith Richotte (UNC American Studies)

March 22: From Executive Order 9066 to 9/11: State Racial Profiling

Reading:

1. Muller, Eric. "12/7 and 9/11: War, Liberties and the Lessons of History." *West Virginia Law Review*. 104.571. 2002. (1-18)

2. "Core Story" (all 6 tabs) from the DENSHO website: www.densho.org
Lecture: Ho and Eric Muller (UNC School of Law)

Week 12: HUM/ANIMAL/Environmental Justice

Monday, March 27:

Reading:

1. Goff, Phillip A., J.L. Eberhardt, M. Williams, and M.C. Jackson. 2008. Not Yet Human: Implicit Knowledge, Historical Dehumanization, and Contemporary Consequences. *Journal of Personality and Social Psychology* 94: 292–305.
2. *Mine*, dir. Pezanoski, Geralyn.

Lecture: Holland

Wednesday, March 29: Environmental Racism and Communities of Color

1. Review this web site: <http://www.cedargroveinst.org/index.php>
2. Marsh, Ben, Allan M. Parnell, and Ann Moss Joyner. 2010. Institutionalization of Racial Inequality in Local Political Geographies: The Use of GIS Evidence. *Urban Geography* 31, 5: 691-709.

Lecture: Allan Parnell (Cedar Grove Institute)

Week 13: Personal Stories of Crime and Survival

April 3: Sexual Assault: Shame on the perpetrators, not the survivors

Reading:

1. The White House Council on Women and Girls, Rape and Sexual Assault: A Renewed Call to Action, January 2014. Washington DC, The White House.
2. The Thing All Women Do That You Don't Know About, by Gretchen Kelly, The Huffington Post, November 23, 2015. http://www.huffingtonpost.com/gretchen-kelly/the-thing-all-women-do-you-dont-know-about_b_8630416.html
3. Why I Waited Decades to Tell Anyone I Was Raped, by Goldie Taylor, October 15, 2016. The Daily Beast. <http://www.thedailybeast.com/articles/2016/10/15/why-it-took-me-decades-to-name-my-abuser.html>

Lecture: Jennifer Thompson, co-author, *Picking Cotton*

April 5: Wrongful Convictions

Reading:

1. After 21 years in prison, "I'm going home", WRAL.com, August 31, 2016. <http://www.wral.com/judge-orders-new-murder-trial-for-darryl-howard-da-will-not-appeal/15975655/>
2. Darryl Howard's release highlights rise in exonerations, by David Hurst, WNCN.com, September 1, 2016. <http://wncn.com/2016/09/01/darryl-howards-release-highlights-rise-in-exonerations/>
3. Review the National Registry of Exonerations: <https://www.law.umich.edu/special/exoneration/Pages/about.aspx>

Lecture: Darryl Howard

Week 14: CAMPUS CULTURE

April 10: Rape Culture

Readings: TBA

Guest Lecture: Beth Posner (UNC School of Law)

April 12:

Readings:

1. Biss, Eula. "Is This Kansas?" from *Notes from No Man's Land: American Essays* (Graywolf Press)

2009 (131-144).

- Greene, Adrienne. "The Cost of Balancing Academia and Racism." *The Atlantic*. January 21, 2017. http://www.theatlantic.com/education/archive/2016/01/balancing-academia-racism/424887/?utm_source=eb

Lecture: Dwight Tanner (PhD student, English & Comparative Literature)

Week 15: BRINGING IT HOME

April 17th: Traffic Stops and Racial Bias here in North Carolina: A problem that is getting worse

Readings:

- Baumgartner, Frank R., Derek A. Epp, Kelsey Shoub, and Bayard Love. 2016. [Targeting Young Men of Color for Search and Arrest during Traffic Stops: Evidence from North Carolina, 2002-2013](#). *Politics, Groups, and Identities*.

Lecture: Baumgartner

April 19th: The School to Prison Pipeline

Readings:

- Hidden Voices: <http://hiddenvoices.org/pod/project/12>
- Safe Schools: <http://safequalityschools.org/pages/get-involved-educators>
- Test, Punish, and Push Out: <http://www.advancementproject.org/page/-/esjt/files/resources/TPPO.pdf>
- Review this site for further information: <http://ocrdata.ed.gov/>
- Note: we need about 15 volunteers to read short narratives for the presentation. To sign up, contact your TA.

Lecture: Lynden Harris, Hidden Voices

Week 16: REVOLUTIONS/REVOLUTIONARIES

April 24: Revolutionaries

Reading:

- American Revolutionary: The Evolution of Grace Lee Boggs*. 2013 (film)—available through UNC Media Center (in-library use only) and to stream through Amazon, iTunes, Vudu, and YouTube

Lecture: Frank Baumgartner, Jennifer Ho, Sharon Holland

April 26: Review Day

TUESDAY, MAY 9 @12:00PM: FINAL EXAM

Selected Bibliography:

1. Adams, David Wallace. *Education for Extinction: American Indians and the Boarding School Experience, 1875-1928*, 3rd ed (University Press of Kansas, 1995).
2. Alexie, Sherman. *The Lone Ranger and Tonto Fistfight in Heaven*. Grove Press, 2013.
3. Alkon, Alison Hope & Agyeman, Julian. *Cultivating Food Justice: Race, Class, and Sustainability*. Cambridge: The MIT Press, 2011.
4. Ammons, Elizabeth. *Brave New Words: How Literature Will Save the Planet*. Iowa City: University of Iowa Press, 2010.
5. Anderson, Kristin J. 2010. *Benign Bigotry The Psychology of Subtle Prejudice*. New York: Cambridge University Press.
6. Banks, Antoine. 2014. *Anger and Racial Politics*. New York: Cambridge University Press.
7. Baumgartner, Frank R., Emma Johnson, Colin P. Wilson, and Clarke Whitehead. 2016. These Lives Matter, Those Ones Don't: Comparing Execution Rates by the Race and Gender of the Victim in the US and in the Top Death Penalty States. *Albany Law Review*. Forthcoming.
8. Baumgartner, Frank R., Suzanna L. De Boef and Amber E. Boydston. 2008. *The Decline of the Death Penalty and the Discovery of Innocence*. New York: Cambridge University Press.
9. Bechdel, Alison. *Fun Home: A Family Tragicomic*. Mariner Books, 2007.
10. Bonilla-Silva, Eduardo. *Racism Without Racists: Color-Blind Racism and the Persistence of Racial Inequality in the United States*, 2nd ed. (Lanham, Maryland: Rowman & Littlefield, 2006).
11. Bow, Leslie. *Partly Colored: Racial Anomalies in the US South*. New York: NYU Press, 2010.
12. Bullard, Robert. "Differential Vulnerabilities: Environmental and Economic Inequality and Government Response to Unnatural Disaster." *Social Research*.
13. Burch, Traci. 2013. *Trading Democracy for Justice*. Chicago: University of Chicago Press.
14. Carmines, Edward, and James A. Stimson. 1989. *Issue Evolution: Race and the Transformation of American Politics*. Princeton: Princeton University Press.
15. Carney, Judith A. *Black Rice: The African Origins of Rice Cultivation in the Americas*. Cambridge: Harvard University Press, 2001.
16. Choi, Susan. *The Foreign Student* (New York: Harper, 1998).
17. Cohen, Cathy J. "Punks, Bulldaggers, and Welfare Queens: The Radical Potential of Queer Politics?" *GLQ* 3:4 (1997), 437-465. (Reprinted in *Black Queer Studies: A Critical Anthology*, 2005).
18. Collins, Patricia Hill. *Black Sexual Politics: African Americans, Gender, and the New Racism*. New York: Routledge, 2005.
19. Conley, Dalton. *Honky*. Vintage, 2001.
20. Crenshaw, Kimberlé; Gotanda, Neil; Peller, Gary & Thomas, Kendall eds. *Critical Race Theory: The Key Writings that Formed the Movement*. (New York: The New Press, 1995).
21. Currah, Paisley, Richard M. Juang, and Shannon Price Minter, *Transgender Rights*. Minneapolis: University of Minnesota Press, 2006.
22. Darder, Antonia and Rodolfo D. Torres, *After Race: Racism after Multiculturalism*. New York: NYU Press, 2004.
23. Davenport, Christian. 2009. *Media Bias, Perspective, and State Repression: The Black Panther Party*. New York: Cambridge University Press.
24. Dick, Kirby, (Dir). *The Hunting Ground* (film). Chain Camera Pictures, 2016. [currently streaming on Amazon for \$3.99].
25. Eberhardt, Jennifer L., Paul G. Davies, Valerie J. Purdie-Vaughns, and Sheri Lynn Johnson. 2005/06. Looking Deathworthy: Perceived Stereotypicality of Black Defendants Predicts Capital-Sentencing Outcomes. *Psychological Science* 17, 5: 383-6.

26. Eberhardt, Jennifer L., Paul G. Davies, Valerie J. Purdie-Vaughns, and Sheri Lynn Johnson. 2005/06. Looking Deathworthy: Perceived Stereotypicality of Black Defendants Predicts Capital-Sentencing Outcomes. *Psychological Science* 17, 5: 383-6.
27. Enns, Peter K. 2016. *Incarceration Nation: How the United States Became the Most Punitive Democracy in the World*. New York: Cambridge University Press.
28. Epp, Charles R., Steven Maynard-Moody, and Donald Haider-Markel. 2014. *Pulled Over: How Police Stops Define Race and Citizenship*. Chicago: University of Chicago Press.
29. Erdrich, Louise. *The Round House*. Harper Perennial, 2013.
30. Fausto-Sterling, Anne. *Sexing the Body: Gender Politics and the Construction of Sexuality*. New York: Basic Books, 2000.
31. Fields, Barbara Jeanne. "Slavery, Race and Ideology in the United States of America," *New Left Review* 1: 181 (May-June, 1990), 95-118.
32. Ford, Richard T. *Racial Culture: A Critique*. Princeton: Princeton University Press, 2005.
33. Garcia, Cristina. *Monkey Hunting*. Ballantine Books, 2004.
34. Geller, Amanda, and Jeffrey Fagan. 2010. Pot as Pretext: Marijuana, Race and the New Disorder in New York City Street Policing. *Journal of Empirical Legal Studies* 7, 4: 591-633.
35. Goff, Phillip A. and K. B. Kahn. 2012. Racial Bias in Policing: Why We Know Less than We Should. *Social Issues and Policy Review* 6: 175-207.
36. Goff, Phillip A., C. M. Steele, and P.G. Davies. 2008. The Space between Us: Stereotype Threat and Distance in Interracial Contexts. *Journal of Personality and Social Psychology* 94, 1: 91.
37. Goff, Phillip A., J.L. Eberhardt, M. Williams, and M.C. Jackson. 2008. Not Yet Human: Implicit Knowledge, Historical Dehumanization, and Contemporary Consequences. *Journal of Personality and Social Psychology* 94: 292-305.
38. Goldberg, David Theo. *Racist Culture: Philosophy and the Politics of Meaning*. Oxford: Blackwell Publishers, 1993.
39. Gossett, Thomas F. *Race: The History of an Idea in America*. New York: Oxford University Press, 1963 & 1997 (new edition).
40. Grillo, Trina. "Anti-Essentialism and Intersectionality: Tools to Dismantle the Master's House" *Berkeley Journal of Gender, Law & Justice* 10:1 (Sept 2013), 16-30.
41. Halberstam, Jack. *Female Masculinity*. Durham: Duke UP, 1998.
42. Hall, Stuart. *Stuart Hall: Critical Dialogues in Cultural Studies* David Morley and Kuan-Hsing Chen, eds. New York: Routledge, 1996.
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