

**E – 4200 / 5200 The Ethics of Power & Racial Justice  
Spring Semester 2019**

**Dawn M. Nothwehr, OSF, Ph.D.**

*The Erica and Harry John Family Endowed Chair in Catholic Theological Ethics*

**Office:** Room # 510

**E-Mail:**

**Classroom:** TBA

**Office Hours:** By Appointment

**Telephone:**

**Class:** Mons. 1:00 –3:45 p.m.

### Course Rationale

Globally, most experts in racial justice see the Catholic Church primarily among those who “Preach but don’t practice.” If it is the case that -- “Racist ideologies and behavior are long-standing: they are rooted in the reality of sin . . .” (*The Church and Racism*, #2) -- then it is a moral obligation for all future ministers to obtain sufficient moral knowledge about the sin of racism and equip themselves with adequate *strategies* for the task of working for racial justice.

In order to adequately serve the People of God, today’s educators and ministerial students need to understand the many forms of racism, tribalism, and xenophobia manifested in the complex, ecologically threatened, globalized world. Study of the nine forms of racism outlined in the Pontifical Justice and Peace Commission’s *The Church and Racism: toward a More Fraternal Society* (1988), *The Contribution to World Conference against Racial Discrimination, Xenophobia and Related Intolerance* by the Pontifical Council for Justice and Peace (2001), and more than fifty Church documents from across the globe is key to equipping future ministers to adequately address the moral challenges of racism. Additionally, literature from the social sciences assists us in understanding the psycho-social dimensions and dynamics of racism. From this knowledge base, students can begin to formulate strategies for making the moral choice against racism concrete in their own lives and in their pastoral praxis with and among the People of God.

### Required Texts

- Bryan N. Massingale. *Racial Justice and the Catholic Church*. (Maryknoll, NY: Orbis Books, 2010). ISBN # 978-1-57075-776-1 Paperback.
- Dawn M. Nothwehr. *That They May Be One: Catholic Social Teaching on Racism, Tribalism, and Xenophobia*. (Maryknoll, NY: Orbis Books, 2008). ISBN # 978-1-57075-793-8 Paperback.
- Michael Omi & Howard Winant. *Racial Formation in the United States*. Third Edition. (New York: Routledge, 2015). ISBN # 980-0-415-52031-7 Paperback. ISBN # 980-0-203-07680-4 e-book.
- Pontifical Justice and Peace Commission, *The Church and Racism: Toward a More Fraternal Society*, 1988.
- Pontifical Council for Justice and Peace, *Contribution to World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance*, 2001.
- USCCB, "Open Wide Our Hearts: The Enduring Call to Love — A Pastoral Letter Against Racism."
- For some assignments required readings will be from texts found on the internet or on D2L.

### Recommended Texts **Note:** These books are not required, but can be useful additions to your library.

- Paul Kivel. *Uprooting Racism: How White People Can Work for Racial Justice*. 4th Edition. Gabriola Island, BC: New Society Publishers, 2017. ISBN # 978-0-86571-865-4 Paperback; ISBN # 978-1-77142-252-9 E-pub
- Daniel Martinez HoSang, Oneka LaBennett. *Racial Formation in the Twenty-First Century*. Berkeley: University of California, 2012. ISBN # 978-0-520-27344-3 Paperback.
- Laurie M. Cassidy & Alex Mikulich, eds. *Interrupting White Privilege: Catholic Theologians Break the Silence*. Maryknoll: Orbis Books, 2007. ISBN # 978-1-57075-700-6 Paperback
- Gargi Bhattacharyya, John Gabriel, Stephen Small. *Race and Power: Global Racism in the Twenty-first Century*. (New York: Routledge, 2002). ISBN # 0-415-21971-X Paperback

### Course Objectives:

Student success in this course is manifest in the ability to:

1. articulate the doctrinal and ethical warrants for racial justice across the globe. [M. Div. 2] [MAPS 1] [MA 2] [EDM 1]
2. learn the fundamental forms of power and their dynamics manifested in racisms [M. Div. 1] [MAPS 2] [MA 1] [EDM 1]
3. recognize and analyze the dynamics of power inherent in each of the nine types of racism cited in Catholic Social Teaching [M. Div. 1] [MAPS 2] [MA1] [EDM 1]
4. work to identify and become more aware of their own participation in racialized systems, privilege and power, biases and prejudices in relationship to those considered “other.” [M. Div. 3] [MAPS 2] [MA1] [EDM 1]
5. take steps to articulate their perceived or real vulnerability (feelings, fears, anxieties, mistrust, memories, etc.) in relation to those considered “other.” [M. Div. 3] [MAPS 3] [MA3] [EDM 1]
6. learn pastoral strategies, skills, and resources for addressing various forms of racism in their ministry. [M. Div. 3] [MAPS 3] [MA3] [EDM 1]

### Course Description:

The Introductory session will give students a chance to test what they already know about these topics, a chance to spend time in discussion with classmates, and view video presentations exposing some key theoretical dimensions of racial justice. We will then study major features of racial injustice in the U.S. because it is the context common for students while studying at CTU.

Next we examine the history of “race,” theories of race, and definitions of race. This includes a review of recent efforts by major theologians to understand “whiteness” and its accompanying oppressive dynamics. We will look at the construction and definition of race, the historical foundations for the Church’s diagnostic dilemma around race, techniques of dominance, and the Church’s key doctrinal and ethical warrants for racial justice.

We then explore the nine types of racism identified in the 1988 Pontifical Justice and Peace Commission document, *The Church and Racism*. We will study historical and cultural phenomenon and the distinct dynamics of power inherent in each kind of racial injustice. Students will be challenged to learn to recognize these dynamics and analyze them in various contexts.

Finally, we will work toward more intentionally integrating what we have learned. Utilizing case studies we will work through several kinds of moral challenges presented to us in our racialized globalized Church and society.

### Course Requirements and Items for Assessment

This course will function primarily as a seminar although initial classes will be lecture sessions.

Then, depending on class size, participants will form teams or work as individuals to make presentations of the readings for Sessions Six thru Thirteen (from **February 11<sup>th</sup> - April 1<sup>st</sup>** See #3 below). At class Session Two (**January 14<sup>th</sup>**) students will commit to a specific presentation date by signing on to a list that will be circulated.

The first half of each class session will consist of team or individual presentation(s). The presentation(s) should collectively be about 45 minutes. This will be followed by 30-45 minutes of comments by the professor and/or class discussion

The second half of the class session will then be devoted to more in depth discussion of the relevant key principles, doctrinal issues, sources, and norms from the Catholic moral tradition. This will include critique of the strengths and limits of how the Catholic community has addressed the topics at hand, and what can be done to serve racial justice more adequately.

**1. Attendance & Active Participation** in class discussions & presentations. [M Div 2; MAPS 3; MA 1; EDM 1]

**2. Insight Papers** In conjunction with the assignment utilizing the interactive website, “**RACE: Are We so Different?**,” you are asked to write 5 short 1-page Insight Papers of only 3 paragraphs, each. See the specific directions for this assignment on the **Sessions Two and Three** sections of **D2L.50pts. X5=250pts.**

**3. Lead a Class Session** Depending on the class size, all students will be assigned to plan and lead at least one seminar session. [M Div 1, 2, 3; MAPS 3; MA 1, 2; EDM 1, 2] **150pts.**

- **Prior to the session you will lead;** you (and your partner) must meet with the professor and review your session plan in detail.
- Before the meeting with the professor, the student(s) should have read the **Required** readings and at least have the main ideas from each of the **Recommended** readings in mind.
- The student(s) should bring a draft of the plan for the presentation. This draft will be the basis of your conversation with the professor. (You must prepare the material for the specific session you committed to on the sign-up sheet circulated in **Class Session Two (January 14<sup>th</sup>).**)

#### 4. **One Set of Abstract & Analysis Papers on CST Documents:**

See assignment choices *Sign Up Sheet*, that will be circulated in **Class Session Five – February 4<sup>th</sup>**. Directions and documents for this assignment are posted on **D2L – Class Sessions Eleven, Twelve, & Thirteen (March 18<sup>th</sup>, 25<sup>th</sup>, April 1<sup>st</sup>).** **25 pts. X 9 = 450 pts.**

- a) Review the description of each form of racial injustice indicated and found in *The Church and Racism*, Pontifical Justice & Peace Commission, 1988.
- b) Read the 3 documents that you signed up for. Each document exemplifies a different form of racism.
- c) Write an abstract & analysis paper for each document you selected (a total of 3 pages). All abstract & analysis papers - due **April 1<sup>st</sup>**. See the Guidelines on the WELCOME section of the course D2L page.

#### 5. **OPTIONAL - Earn Extra Credit:** Attend **ANY TWO** of the following lectures. Write a 1-2 page essay that draws two key points from each lecture or event and develops how those points relate to the ethics of power and racial justice. (25 pts each for a Total of 50pts) Here are the options:

- ✓ **Winter Shapiro Lecture | Dr. Sarit Kattan Gribetz, February 25: 6:30 pm, Room 210** "The Sabbath, the Lord's Day, and Debates Among Ancient Jews and Christians About the Nature of Time" **Paper due Feb 4<sup>th</sup>.**
- ✓ **Tolton Lecture | Dr. Stacy Davis | February 27: 4:30 pm Paper due March 4<sup>th</sup>.**
  - ✓ **If you cannot attend the Tolton Lecture – You may do this alternative assignment:**  
**D2L** United Church of Christ, *Almost Everything You Need To Know About Environmental Justice*  
**R DVD:** "Struggles for Environmental Justice and Health in Chicago: African American Catholic Perspectives"  
**D2L** Lisa Schweitzer and Max Stephenson Jr, "Right Answers, Wrong Questions: Environmental Justice as Urban Research," *Urban Studies*, Vol. 44, No. 2 (February 2007): 319–337
- ✓ **Catholic-Jewish Studies Movie Night "The Women's Balcony" March 13: 7 pm, Rm 210 Paper due March 18<sup>th</sup>.**
- ✓ **HDS Lecture | Dr. Susan Abraham, March 18: 4:00 p.m. Paper due March 25<sup>th</sup>.**
- ✓ **Annual Hayim Perelmuter Conference in Jewish-Christian Dialogue | April 1-2:** You must register - See the CTU web site for registration information **Paper due April 8<sup>th</sup>.**
- ✓ **Spring Shapiro Lecture | Dr. Steven Fine, Yeshiva University April 1: 6:30 pm, Room 210** "Art and Sanctity in Late Antique Synagogues and Churches" **Paper due April 8<sup>th</sup>.**

#### 6. **Final Integration or Research Paper DUE April 15<sup>th</sup> 9:00 a.m.**

##### **M.Div., Ministerial MA, and MAPS students:**

Write a 15-20 page (Includes notes & bibliography) integration paper on the topic: "My Theology of Racial Justice." This is to be a position paper that outlines the student's theology concerning the priority and integration of Catholic Social Teaching in her or his understanding of racial justice. The paper should clearly demonstrate the grounding in Catholic Social Teaching and in the major tenets of Catholic theology. Key categories to be considered are: Images and Vision - God, Christ, Church, Origins & Ends; The Reign of God; Values of the Reign of God; Heritage of Faith – biblical; early Christian; local church; Catholic Social Teaching – Key concepts and themes; Social Mission & Liturgical Practices; Spirituality – What is the role of the Spirit in social ministry?; Sense of Justice, Love, Mutuality; Preferred ethical method; Preferred pastoral method; Pastoral tools, techniques, or strategies. **See Rubric and description at the end of this Syllabus. 300pts.**

### MA Gen and MA Res and ED. Min. students

Write a 15-20 page (Includes notes & bibliography) research paper on a specific topic and illustrate how Catholic Social Teachings on racial justice impacts that topic in your major area of theological study – e.g. Catholic Social Teaching & spirituality; Catholic Social Teaching & intercultural studies; Catholic Social Teaching & biblical studies; etc. **See Rubric, description and submission deadline dates for components - below. 300 pts.**

### All students

Please submit a detailed proposal and outline of your project or paper (see above) to the professor on or before **February 25<sup>th</sup>**. The professor will provide you with critique, or approval on or before **March 11<sup>th</sup>**.

[M.Div. 2, 3; MAPS 1, 2, 3; MA- 1; EDM 2,4].

### Recommended: Journal Work

It is highly recommended that each student keep a weekly journal during this course. Guidelines to assist you are given on D2L. The purpose of this exercise is to track your growth and development in **(a)** understanding the values of racial justice **(b)** personal transformation and growth as a minister in relationship to the demands of discipleship set forth in the social teachings concerning racial justice **(c)** developing her/his skill in using various pastoral strategies and organizing techniques, and **(d)** develop a personal "Theology of Racial Justice. The wise, prudent, & diligent student will realize that this kind of reflection will be valuable toward writing the final paper. [M.Div. – 1, 2, 3; MAPS – 2; MA- 2; EDM 2,3]

### Grade Scale:

A	97-100 exceptional	A-	93-96 very good	B+	89-92 good
B	85-88 solid	B-	81-84 adequate	C+	77-80 sufficient
C	73- 76 borderline	D	70- 72 poor	F	69 or below failure

### Class Participation Guidelines

This course aims to encourage vigorous intellectual exchange, the expression of various viewpoints, and the ability to communicate effectively and cogently. Participation in discussion will be evaluated on the following guidelines, which stress the quality rather than the mere quantity of contributions to discussion.

**A range:** The student is fully engaged and highly motivated. This student is well prepared, having read the assigned texts, and has thought carefully about the texts' relation to issues raised in presentations or lectures. This student's ideas and questions are productive (either constructive or critical); they stimulate class discussions. This student listens and responds to the contributions of other students.

**B range:** The student attends class regularly, is well prepared for discussion, and participates consistently. This student contributes productively to the discussion by sharing thoughts and questions that demonstrate familiarity with the material. This student refers to the materials discussed in lectures or presentations and shows interest in other students' contributions.

**C range:** The student meets the basic requirements of session participation: preparedness and regular attendance. This student rarely participates in class discussions. This student may offer a few interesting or insightful ideas from time to time, but these ideas do not connect well to the general discussion: they do not help to build a coherent and productive discussion. (Failure to fulfill satisfactorily any of these criteria will result in a grade of "D" or below")

### Grading of Formal Written Work

**A range:** These grades reflect superior work which is well above the average level of competency in writing. Work at this level reflects an ability to critically engage the material being discussed. This would include an ability to analyze texts and ideas in a way that interests and excites the reader and that assists the reader in viewing the issue in a new light. The work will be coherent and have a well-formulated argument or thesis which the reader will easily be able to grasp. This includes a logical progression of ideas between and within paragraphs giving the

paper a sense of wholeness. Writing at this level will be fluid, clear, precise, and grammatically correct. It will not only make sense, the reader should find it compelling.

**B range:** These grades reflect work that is above average. It will be obvious to the reader that thought has been given to the topic. In general summary and narrative have been avoided in favor of critical analysis. The writing contains a clearly stated thesis or argument which provides the shape of the work. In general, all parts of the paper support and strengthen the thesis. Ideas will be adequately developed and an effort to be clear and coherent will be apparent. On the whole the work will flow well and contain few, if any, grammatical errors.

**C range:** Work at this level indicates competence, but also exhibits problems. Sufficient thought may not have been given to the topic. There might be too heavy a reliance on summary or narrative rather than argument and critical analysis. The thesis may be uninteresting and not excite or engage the reader or the thesis may not be sufficiently developed. The work may lack unity with little logical progression or connection of thoughts between and within paragraphs. The relation of all parts of the work to the central argument or thesis may be unclear, and the style of writing may be too colloquial or obscure, thus, making it difficult for the reader to understand and follow your position. The lack of clarity or coherence may be directly related to poor grammar and weak writing skills.

### The CTU Student Handbook –

You are responsible for knowing its contents: See **D2L Helpful Links** at the right side of the opening page: <https://d2l.ctu.edu>.  
Bias-Free Language, Copyright Policy, Grading Scale, Netiquette and Netics, Statement on Academic Integrity, Writing Handbook, and additional campus resources

### Academic Integrity Policy of Catholic Theological Union - Plagiarism:

Any form of plagiarism will result in an "F" grade for the course, and possibly other penalties, including dismissal. For definition and details about this topic, see D2L "Helpful Links" panel at the right side of the opening page: *Student Handbook*.

### Policy on Late Assignments and Final Papers

Students must not presume that late course work will be accepted. Only rarely will this be the case. This is because the very success of a seminar depends on the timely and mutual cooperation of all.

**April 15<sup>th</sup> at 9:00 a.m. is the final deadline for all assigned work.** If you believe you have a valid reason for requesting additional time to complete all assignments, you must meet with the professor and supply compelling evidence for your case **prior to April 1<sup>st</sup>**. You must obtain a ***Petition for Extension or Incomplete*** form from the Registrar and bring that form to the Professor. ***Without proper documentation for an extension or incomplete, the assignment grade will be lowered one grade point for each day past the due date.*** If you do not complete the work of the course and do not file the proper form, you will be given a Permanent Incomplete (PI) or a Failing Grade (F) for the course. ***"Students who do not submit a petition for extension and do not complete the coursework by the end of the semester will receive a permanent incomplete (PI) or a failing grade (F) as assigned by the professor."*** *CTU Student Handbook*, p. 32.

## **SCHEDULE OF ASSIGNMENTS**

**D2L** = on D2L    **R** = Class Reserves – CTU Bechtold Library    **Project MUSE** – Electronic book - CTU Bechtold Library (Login)

Please prepare material listed for the date of the corresponding class session as listed below.

### **January 7      Session One      Welcome to the Seminar: Introduction & Organization** **U.S. Foundations – Institutionalized Racism and Genocide**

- ✓ Seminar Overview
  - Syllabus
  - Policies
  - Organization for Presentations and Leading a Class Session
  - Assignments
- ✓ Pre-class assessment and discussion (See Handouts)



- Personal Timeline
- Inventory of Racial /Ethnic Insensitivity Experiences [Choose majority or minority view]
- ✓ Review directions for **Interactive Website Exercise & Insight Papers**

**In Class:** "The Doctrine of Discovery: Unmasking The Domination Code" [61 Minutes]

### Interactive Website Exercise & Insight Papers:

See the directions on the WELCOME section of **D2L**, "**RACE: Are We so Different?**" You asked to write a total of 5 short 1-page papers of only 3 paragraphs, each. It is best to not work through the entire assignment at once. Write 2-3 Insight Papers this week, and the remainder next week.

All 5 Insight Papers are due **January 21st. Upload to D2L using the links provided for Session Three.**

**January 14      Session Two      Race & Racism in the USA: Our Common Context**  
[Today Sign-Up for Leading Class Sessions](#)

### Required Readings:

- D2L** Miguel H. Díaz, "A Tale of Two Countries," *America* Vol. 213 No. 7 (September 21, 2015): 15-17.  
**D2L** Ta-Nehisi Coates, "The Black Family in the Age of Mass Incarceration," *The Atlantic*, (October 2015): 60-84.  
**D2L** Judith Valente, "A City Under Fire," *America* Vol 214, No. 2, (January 16-25, 2016):15-17.  
**D2L** Edward Braxton, "Bridging a Racial Divide: The Catholic Church and Black Lives Matter," *America* Vol. 214 No. 17 (May 16, 2016): 14-17.  
**D2L** Bryan Massingale, "When profiling is 'reasonable,' injustice becomes excusable," U.S. Catholic Blog.  
**D2L** Michael Pasquier, "Still Separate, Still Unequal," *America* Vol. 215, No. 5, Aug 29-Sept 5, 2016): 23-24, 26.  
**D2L** Robert K. Vischer, "#BlackLivesMatter puts the Catholic vision of higher education to the test," *America* (October 24, 2016).  
**D2L** Nicholas E. Mitchell, "In Defiance of Hidden Deaths: Black Lives Matter as a Living Philosophy," *JustSouth Quarterly* (Fall 2016): 4-5.  
**D2L** Bryan Massingale, "Let's be a Church Where Black Lives Matter," *U.S. Catholic* Vol. 81, No. 12, (December 2016): 8.

### Interactive Website Exercise & Insight Papers:

"**RACE: Are We so Different?.**" Complete work for this assignment. All 5 Insight Papers are due **January 21<sup>st</sup>** – Upload to **D2L** by 12:59 p.m.

**In Class:** "Race: The Power of an Illusion," Part I [56 min.]

**January 21      Session Three      NO CLASS MEETING – Rev. Dr. Martin Luther King, Jr. Holiday**  
[Post on D2L due today- Interactive Website Exercise & Insight Papers](#)

### In place of this week's class meeting:

(1) **Attend:** the CTU King Remembrance Service | Guest Preacher: Sr. Anita Baird, DHM, **Wed, Jan 23, 2019, 4:30 p.m.**

**Write:** a 1-2 page reflection on what touched your heart or grabbed your attention. [Due February 4<sup>th</sup>](#)

OR (2)

**January 21      Session Three      If you cannot attend the Service – Please do this alternative assignment:**

**D2L** Sylvia Hood Washington, "We Come This Far By Faith": Memories of Race, Religion, and Environmental Disparity," in Sylvia Hood Washington, Paul C. Rosier and Heather Goodall, eds. *Echoes From a Poisoned Well: Global Memories of Environmental Injustice*, 195-206.

**Write:** a 1-2 page reflection on what touched your heart or grabbed your attention. [Due February 4<sup>th</sup>](#)

**January 28      Session Four      Broadening the Context: The Church and the World**

### Required Readings:

Massingale, *Racial Justice & the Catholic Church*, What is Race? 1-42

Michael Omi & Howard Winant, *Racial Formation*, "Introduction: Racial Formation in the United States," 1-16. [\[Continues →\]](#)

**D2L** M. Shawn Copeland, "Disturbing Aesthetics of Race," *Journal of Catholic Social Thought* Vol 3 no.1 (Winter 2006): 17-27.

**D2L** George M. Anderson, "Theologians and White Supremacy: An Interview with James H. Cone," *America* (Nov. 20, 2006):10-15.

**D2L** Linh Hoang, "All Look the Same? Asian American Catholics and Racism," *New Theology Review* 21/1 (Feb 2008):18-28.

**D2L** Ta-Nehisi Coates, "Letter to My Son," *The Atlantic*, Vol. 316 No. 2 (September 2016): 82-94.

**D2L** Listen to this podcast: Bryan Massingale, "Soul Weary in America."

**In Class:** "Race: The Power of an Illusion," Part II [56 min.]

**Recommended Readings:**

**R** Laurie M. Cassidy & Alex Mikulich, eds. *Interrupting White Privilege:*

"Claiming Dangerous Memories," 1-10; "Confessions of a White Catholic Racist Theologian," 15-34;

"White Economic and Erotic Disempowerment," 40-53;

"Social Justice, the Common Good, & New Signs of Racism," 56-72.

**February 4                      Session Five                      Racial Formation: Church and the World**

**Abstract Assignment Sign Up for Weeks X & XI & XII – March 11<sup>th</sup>, March 18<sup>th</sup>, & March 25<sup>th</sup>.**

**Post on D2L due today – January 21<sup>st</sup> MLK reflection papers**

**Required Readings:**

**Nothwehr, *That They May Be One*, Ch. 1** - Construction and Definition of "Race" and Racism: Powerful Ideas that Challenge the Church, 3-28.

**Michael Omi & Howard Winant, *Racial Formation, Part I* Ch. 1 - Paradigms of Race:** "Ethnicity," 21-46.

**D2L** Cecelia A. Moore, "From Ivory Tower to the Pews: Theology's Role in Shaping Thought and Practice in the Twentieth Century," *New Theology Review* 21/1 (Feb 2008):29-39.

**In Class:** "Race: The Power of an Illusion," Part III [56 min.]

**Recommended Readings:**

**Project MUSE** Ada María Isasi - Diaz and Eduardo Mendieta, "Introduction: Freeing Subjugated Knowledge," in *Decolonizing Epistemologies: Latina/o Theology and Philosophy*, 1-17.

**February 11                      Session Six                      Racial Formation: Church and the World**

**Required Readings:**

**Nothwehr, *That They May Be One*, Ch. 2** - Foundations for a Diagnostic Dilemma: Magisterial Ambiguity on Human Difference, Human Servitude, and Colonization, 29-51

**Michael Omi & Howard Winant, *Racial Formation, Part I* Ch. 2 - Paradigms of Race:** "Class," 53-69.

**D2L** F. Schüssler Fiorenza, "Christian Redemption Between Colonialism and Pluralism," In R. Chopp & M. L. Taylor, *Reconstructing Christian Theology*, 269-302.

**Recommended Readings:**

**Project MUSE** A Special Issue – *U.S. Catholic Historian* 28/1 (Winter 2010). African American Catholics: Essays in Honor of Cyprian Davis, OSB.

**R** HoSang, LaBennett, & Pulido, eds., *Racial Formation in the 21<sup>st</sup> Century*,

"The Importance of Being Asian," 95-115. .

"The Unbelievable Lightness of Being (Black)," 116-142.

"Race, Racialization, and Latino Populations in the U.S.," 143-161.

"Kill the Messenger," 162-182.

"The New Racial Preferences," 183-212.

**February 18                      Session Seven                      READING WEEK                      NO CLASS SESSION**

**February 25      Session Eight      Racisms and Church Teaching**

Post on D2L due today A detailed proposal and outline of your Final Project or Paper

**Required Readings:**

Michael Omi & Howard Winant, *Racial Formation, Part I Ch. 3 - Paradigms of Race*: “Nation,” 75-96.

D2L Stephen S. Dudek, “Becoming Inclusive Communities of Faith: Biblical Reflection and Effective Frameworks,” *New Theology Review* 21 no. 1 (Feb 2008):40 -51.

D2L I. Katongole, “Racism: Christian Resources Beyond Reconciliation,” in *A Future for Africa: Critical Essays in Christian Social Imagination* (Scranton: University of Scranton Press, 2005), 211-229.

D2L B. Massingale, “The Systematic Erasure of the Black/Dark-Skinned Body in Catholic Ethics,” in James F. Keenan, ed. *Catholic Theological Ethics: Past, Present, Future*, 116-124.

R HoSang, LaBennett, & Pulido, eds., *Racial Formation in the 21<sup>st</sup> Century*,  
 “Gendering Racial Formation,” 23-43. On the Specificities of Racial Formation,” 44-56.  
 “The Transitivity of Race and the Challenge of the Imagination,” 57-65  
 “Indigeneity, Settler Colonialism, White Supremacy,” 66-90.

**Recommended Readings:**

Project MUSE Mayra Rivera Rivera, “Thinking Bodies: The Spirit of a Latina Incarnational Imagination,” *Journal of Feminist Studies in Religion*, Volume 26, Number 2 (Fall 2010):119-123.

**March 4      Session Nine      Racisms, Power, and Church Teaching**

Optional Extra Credit Assignment – Tolton Lecture – Paper due today. Post on D2L  
Optional Extra Credit Assignment – Winter Shapiro Lecture – Paper due today. Post on D2L

**Required Readings:**

Nothwehr, *That They May Be One* , Ch. 3 - Some Key Doctrinal, Theological, and Ethical Warrants for Racial Justice, 52-74.

Massingale, *Racial Justice & the Catholic Church*, An Analysis of Catholic Social Teaching on Racism, 42-82.  
 Toward a More Adequate Catholic Engagement, 83-129.

“A Dream Deferred”- Meditations on African American Understandings of Justice and Hope, 130-150.

Michael Omi & Howard Winant, *Racial Formation*, Part II: Ch. 4 –“The Theory of Racial Formation,” 105-132.

D2L B. Massingale, “Malcolm X as Neglected ‘Classic’ for Catholic Theological Reflection,” *Origins* 40 / 9 (July8, 2010): 129-141.

Bechtold Library - PERIODICAL E151.A533 Bryan N. Massingale, “Toward a Catholic Malcolm X?” *American Catholic Studies*, Vol. 125, No. 3 (Fall 2014): 8-11.

D2L R. Schreiter, “Ministry for a Multicultural Church,” *Origins*, 29/1 (May 20, 1999): 1, 3-8.

In Class: Bryan Massingale – CTU – HDS Lecture - November 15, 2010

**Recommended Readings:**

D2L Eduardo Bonilla-Silva, “From Bi-Racial to Tri-Racial,” Chapter 40.

D2L Maurice Sheehy, “New Light on the Colored Question,” *America* 40/9 (Dec 8, 1928): 200-201.

D2L U.S. Catholic Bishops, *Discrimination and the Christian Conscience*, 1958.

**March 11      Session Ten      Nine Key Manifestations of Racial Injustice**

**Required Readings:**

Nothwehr, *That They May Be One*, Ch. 4 - Techniques of Dominance: Central Manifestations of Racism, Tribalism, and Xenophobia, 75-92.

Ch. 5 - Racism, Tribalism, Xenophobia: Challenges for the Future, 93-101.

Michael Omi & Howard Winant, *Racial Formation*, Part II: Ch. 5 – “Racial Politics and the Racial State,” 137-154.

D2L Bernard Loomer, “Two Kinds of Power,” *Criterion* 15 (1976): 12-28.

D2L Dawn M. Nothwehr, “Mutuality Defined in the Works of Four Christian Feminists,” in *Mutuality: A Formal Norm for Christian Social Ethics*, 21-98. [Continues →]



**Recommended Readings:**

Steven Lukes, *Power: A Radical View* [Request access to e-book – see professor]

**D2L** Dawn M. Nothwehr, "Mutuality and Mission: A 'No Other' Way," *Mission Studies XXI / 2* (2004): 249-270.

**March 18 Session Eleven****Abstract Assignment – Paper Due**

**Optional Extra Credit Assignment – Catholic-Jewish Studies Movie Night – Paper due today. Post on D2L**

**Required Readings:**

**Nothwehr, *That They May Be One*, *Mit Brennender Sorge*, 110-112; *Gaudium Et Spes*, 112-114; *The Church and Racism*, 115-118; *Contribution To World Conference Against Racism, Racial Discrimination, Xenophobia And Related Intolerance*, 118-120; *The Compendium of the Social Doctrine of the Church*, 120-123. .**

**Michael Omi & Howard Winant, *Racial Formation*, Part III: **Ch. 6** – “The Great Transformation,” 161-180.**

**D2L** K. O’Neil, “A Method for Reading Church Documents in Moral Theology,” *New Theology Review*, 19/2, (May 2006): 63-72

**D2L** Bryan N. Massingale, “James Cone & Recent Catholic Episcopal Teaching on Racism,” *Theological Studies* 61 (2000): 700-730.

**D2L** Anderson, Terence R., “Toward a New and More Just Relationship,” *Journal of the Society of Christian Ethics*, 22 (Fall 2002):3-26.

**D2L** Sandra McKee, “Listening to Native Americans: Hearing the Deeper Story,” *Presence: An International Journal of Spiritual Direction* 17 /4 (December 2011): 44-50.

**D2L** Japan's Hidden Apartheid: Koreans in Japan.(1/2)

**D2L** Japan's Hidden Apartheid: Koreans in Japan(2/2)

**D2L** Racism in Japan 日本では人種差別がありますか？[字幕付き]

**D2L** Racism in Japan Part 2 日本では人種差別がありますか？パート 2[字幕付き]

**Abstract Assignment:**

Review the descriptions of these three forms of racial injustice in *The Church and Racism*, Pontifical Justice & Peace Commission, 1988:

- ✓ *Exclusion and Aggression* - # 8
- ✓ *Institutional Racism* - #9
- ✓ *Victimization of Aboriginal Peoples* - #10. **See documents on D2L and more directions p. 3 of syllabus**

**March 25 Session Twelve Nine Key Manifestations of Racial Injustice****Abstract Assignment – Paper Due**

**Optional Extra Credit Assignment – HDS Lecture – Paper due today. Post on D2L**

**Required Readings:**

**Massingale, *Racial Justice & the Catholic Church*, The Vocation of the Black Catholic Theologian and the Struggle of the Black Catholic Community: Speaking Truth to-and from Two Traditions, 151-174.**

**Michael Omi & Howard Winant, *Racial Formation*, Part III: **Ch. 7** – “Racial Reaction: Containment and Rearticulation,” 185-205. .**

**D2L** María Teresa Davila, “Racialization and Racism in Theological Ethics,” in James F. Keenan, ed., *Catholic Theological Ethics Past, Present, and Future*, 307-312.

**D2L** Rev. Dr. Aquiline Tarimo, SJ Ethnicity, Common Good and the Church in Contemporary Africa SEDOS (25 September 2000):227-234.

**D2L** Stephen Castles, *Ethnicity and Globalization*. London: Sage, 2000:163-86.

**D2L** View Video: “Islamophobia, the New American Hate.”

**Abstract Assignment:**

Review the descriptions of these three forms of racial injustice in *The Church and Racism*, Pontifical Justice & Peace Commission, 1988: **[Continues →]**

- ✓ *Religious and Ethnic Disdain and Abolition- #11*
- ✓ *Ethnocentricity and Tribalism - #12*
- ✓ *Social Racism - #13. See documents on D2L and more directions p. 3 of syllabus*

**April 1                      Session Thirteen                      Nine Key Manifestations of Racial Injustice**

**All Abstract papers are due today**

**Required Readings:**

**Michael Omi & Howard Winant, *Racial Formation*, Part III: Ch. 8 – “Colorblindness, Neoliberalism, and Obama,” 211-238.**

- R** HoSang, LaBennett, & Pulido, eds., *Racial Formation in the 21<sup>st</sup> Century*,  
 “We didn’t kill ‘em, we didn’t cut their head off”: Abu Ghraib Revisited,” 217-245.  
 “‘The War on Terror’ as Racial Crisis,” 246-275.  
 “Racial Formation in an Age of Permanent War,” 276-301.  
 “Racial Formation Rules: Continuity, Instability, and Change,” 302-332.

**Abstract Assignment:**

- ✓ Review the descriptions of these three forms of racial injustice in The Church and Racism, Pontifical Justice & Peace Commission, 1988: See documents on D2L and more directions p. 3 of syllabus  
 Spontaneous Reprehension & Xenophobia – #14    Anti-Semitism -#15    Genetic Manipulation- #16.

**April 8                      Session Fourteen                      Last Class – Integration and Evaluation**

**Optional Extra Credit Assignment – Annual Hayim Perelmuter Conference in Jewish-Christian Dialogue – Paper due today. **Post on D2L****

**Optional Extra Credit Assignment – Spring Shapiro Lecture – Paper due today. **Post on D2L****

**Required Readings:**

**D2L** Peter Phan, “Racism & Caste and the Asian Context, *Journal of Catholic Social Thought* Vol. 3 No. 1(Winter 2006): 57-78.

**D2L** View Video: Dalit (India's Untouchables)

**Michael Omi & Howard Winant, *Racial Formation*, “Conclusion: The Contrarities of Race,”245-266.**

**Case Discussion: **D2L** *I was Thirsty***

**April 15<sup>th</sup> 9:00 a.m.                      Final Integration or Research Paper Due (See Late Paper Policy)**

**This Syllabus is subject to revision.**

### Directions Academic MA & ED. Min. Final Research Paper

#### **Part I: Meet with Professor & a Short Written Description of your Research Paper Topic 50 POINTS**

- ✓ Contact the professor to discuss a research topic. It is the student's responsibility to schedule an appointment. E-mail the professor with 2 or 3 times you will be available to meet.
- ✓ Based on that discussion, submit a short written description of your research paper topic **DUE in D2L Assignments AT or BEFORE 4:00 P.M., February 25, 2019.**

#### **Part II. A Substantive Thesis Paragraph and an Annotated Bibliography 50 POINTS**

- ✓ Submit a substantive thesis statement and an annotated bibliography **DUE in D2L Assignments AT or BEFORE 4:00 P.M., March 11, 2019.** Use **Chicago Manual of Style**. See the **CTU Writing Handbook**.

#### **Grading Grid for Part II: A Substantive Thesis Paragraph and an Annotated Bibliography**

Part II	A Range	B Range	C Range
Thesis Paragraph  <b>20 POINTS</b>	clear and precise; the reader will easily grasp the trajectory of the research, questions being asked, and/or claims being made.	somewhat vague leaving the reader uncertain about the trajectory of the research, questions being asked, and/or claims being made.	The thesis paragraph is incoherent and the thesis or purpose of the paper is missing leaving the reader with no sense of the trajectory of the research, questions being asked, and/or claims being made.
Annotated bibliography should be both informative and evaluative. That is, the annotation should provide a brief summary of the work being cited and also indicate how the work informs your research. <b>30 POINTS</b>	Bibliography is presented in appropriate style. The annotation is informative, evaluative, and grammatically correct. There are at least <b>10</b> sources cited.	A style other than Chicago Manual Style Documentation I is used for citations. The annotation is missing one of the components and/or contains some grammatical errors. There are at least <b>7</b> sources cited.	The bibliography is inconsistent and/or incomplete. The annotation is incomplete and/or contains many grammatical errors. There are fewer than <b>7</b> sources cited.

#### **Part III : The Final Research Paper 200 POINTS**

The final research paper will normally be between 15-18 pages and must not exceed 20 pages including notes and bibliography. The paper should be double spaced with pages numbered from the first page of the text. Please keep the bias-free language policy in mind as you work on this assignment. Be sure to use proper citations. **Footnotes** (not endnotes) should be used. Use **Chicago Manual Style** Documentation I. See the **Writing Handbook** for more information.

Any form of plagiarism will result in an **F** for the assignment. See the writing handbook for description and examples of plagiarism.

**DUE in D2L Assignments AT or BEFORE 9:00 A. M., April 15, 2019**

**Grading Grid for PART III of this assignment is on the next 2 pages.**

**PART III - Assessment Grid for Final Academic MA ED. Min. Research Paper Assignment**

<b>Part III</b>	<b>A Range</b>	<b>B Range</b>	<b>C Range</b>
<p>Thesis and introduction</p> <p><b>50 POINTS</b></p>	<p>The introduction to the paper will include a well formulated argument or thesis and provide a clear indication of the progression of the paper in a way that the reader will easily grasp the trajectory of the research, questions being asked, and/or claims being made.</p>	<p>The introduction to the paper includes an argument or thesis but does not necessarily provide the reader with a clear sense of the trajectory of the research, questions being asked, and/or claims being made.</p>	<p>The introduction either does not include thesis or the thesis is not sufficiently developed; the reader is left wondering what the purpose of the paper is.</p>
<p>Articulation of facts</p> <p><b>25 POINTS</b></p>	<p>Data and facts presented are accurate, relate to the issue, and are clearly explained; data and facts are well integrated and support the claims being made; data and facts are from appropriate and credible sources.</p>	<p>Data and facts presented are vague and not clearly explained; sources are identified but are not pertinent to the topic; some data and facts are not from appropriate and credible sources</p>	<p>Data and facts presented are inaccurate or incomplete; sources used are inappropriate, irrelevant to the topic, or are not cited.</p>
<p>Articulation of theological perspectives</p> <p><b>50 POINTS</b></p>	<p>The moral tradition, magisterial teachings, and theological and ethical perspectives on the topic are presented accurately, well integrated and support the claims being made; the sources used are appropriate and credible.</p>	<p>Presentation of the moral tradition, magisterial teachings, and theological and ethical perspectives are unclear or not completely accurate; sources used are not relevant and/or are not appropriate and/or credible.</p>	<p>Presentation of the moral tradition, magisterial teachings, and theological and ethical perspectives are inaccurate or not present; sources used are inappropriate, irrelevant to the topic, or are not cited.</p>
<p>Analytical and interpretative work in the paper including, if appropriate, critique of positions presented.</p> <p><b>50 POINTS</b></p>	<p>The paper presents a clear and consistent analysis of the topic; any critique is pertinent to the material and the claims being made; critique does not go beyond the evidence provided; convincing evidence is presented to support the thesis and claims being made in the paper.</p>	<p>In general, all parts of the paper support and strengthen the thesis. Ideas will be adequately developed and an effort to be clear and coherent will be apparent; critique, if present, is not completely pertinent to the material and the claims being made Or goes beyond the evidence provided.</p>	<p>The thesis is not sufficiently developed; the work lacks unity and there is little logical progression or connection of thoughts between and within paragraphs. It is unclear how different parts of the paper relate to the central argument Or thesis.</p>

Continued .....

Part III	A Range	B Range	C Range
Style and grammar  <b>15 POINTS</b>	The work as a whole will be coherent, clear, precise, and grammatically correct. Not only will it make sense, the reader will find it compelling.	Ideas will be adequately developed and an effort to be clear and coherent will be apparent; on the whole, the work will flow well and contain few, if any, grammatical errors.	The writing style may be too colloquial Or obscure, making it difficult for the reader to understand and follow the claims being made. Lack of clarity or coherence may be directly related to poor grammar and weak writing skills.
Footnotes and bibliography <b>10 POINTS</b>	Both are presented in the appropriate style; the bibliography reflects Master's level research.	A style other than Chicago Manual of Style is used for citations and/or the bibliography does not reflect Master's level research.	Inconsistent style is used and/or the bibliography is incomplete and/or does not reflect Master's level research.



**M.Div., Ministerial MA, and MAPS - My Theology of Racial Justice – 300 points**

<b>Criteria</b>	<b>Excellent</b>	<b>Good</b>	<b>Borderline</b>
<p><b>Content – 100 points</b></p> <p>1. Outlines the student's theology of racial justice</p> <p>2. Addresses the priority and integration of Catholic Social Teaching in her or his understanding of racial justice</p> <p>3. Clearly demonstrates the grounding of the theology of racial justice in Catholic Social Teaching and in the major tenets of Catholic theology</p>	<p>Covers 96-100% of the following topic areas in a coherent manner</p> <ol style="list-style-type: none"> <li>1. Images and Vision - God, Christ, Church, Origins &amp; Ends; The Reign of God; Values of the Reign of God</li> <li>2. Heritage of Faith – biblical; Early Christian; local church</li> <li>3. Catholic Social Teaching – Key concepts and themes</li> <li>4. Social Mission &amp; Liturgical Practices</li> <li>5. Spirituality – What is the role of the Spirit in social ministry?</li> <li>6. Sense of Justice, Love, Mutuality</li> <li>7. Preferred ethical method</li> <li>8. Preferred pastoral method</li> <li>9. Pastoral tools, techniques or strategies</li> </ol>	<p>Covers more than 80% of the suggested topics in a coherent manner</p>	<p>Covers only 80% or fewer of the suggested topics in a coherent manner</p>
<p><b>Evidence of Integration – 150 points</b></p>	<p>Evidences a superior ability which is well above the average level to critically engage the materials covered in the course.</p> <ol style="list-style-type: none"> <li>a. analyze texts and ideas in a way that provides a coherence between topics</li> <li>b. not only is one topic placed into conversation with the other(s) but illuminates it (them)</li> <li>c. demonstrates a clear grasp of the Catholic social ethical and social teaching tradition</li> <li>d. appropriately links Catholic social teaching with its biblical and doctrinal underpinnings</li> <li>e. The work presents a coherent and well-formulated theology of social ministry that not only makes sense, but the reader should find it compelling.</li> </ol>	<p>Evidences work that is above average. It is obvious that thought has been given to the topic.</p> <ol style="list-style-type: none"> <li>a. topics are clearly described, but not always critically analyzed or coherently related</li> <li>b. topics are placed into conversation with the other(s)</li> <li>c. demonstrates a very good grasp of Catholic social ethical and social teaching tradition</li> <li>d. for the most part appropriate links are drawn between and among Catholic social teaching and its biblical and doctrinal underpinnings - though there are some inaccuracies or omissions of no more than one or two key points</li> <li>e. The work presents a coherent &amp; adequately developed theology of social ministry that is clear and makes sense</li> </ol>	<p>Evidences competence, but also exhibits problems. Sufficient thought may not have been given to the project.</p> <ol style="list-style-type: none"> <li>a. discussion of the various topics relies on summary, narrative, or quoting from the work of other authors rather than argument and critical analysis.</li> <li>b. topics either are not placed in conversation with others or the engagement is inappropriate or incoherent</li> <li>c. little or no evidence of a solid grasp of Catholic social ethical and social teaching tradition</li> <li>d. some effort is made to draw links between and among Catholic social teaching and its biblical and doctrinal underpinnings - though there are numerous omissions or errors..</li> <li>e. The work lacks unity, logical progression or connection of thoughts resulting in an incoherent effort at a theology of social ministry</li> </ol>
<p><b>Criteria</b></p> <p><b>Written Expression – 50 points</b></p> <p>1. The paper presents a coherent academic essay.</p> <p>2. The argument progresses logically between and within paragraphs.</p> <p>3. The writing is grammatically correct; it makes sense.</p>	<ol style="list-style-type: none"> <li>1. The paper follows a solid academic style with a clear introduction, body and conclusion.</li> <li>2. The writing is fluid, clear, and precise.</li> <li>3. The writing is grammatically correct.</li> <li>4. ESL students will be given due consideration.</li> </ol>	<ol style="list-style-type: none"> <li>1. The paper follows a solid academic style, but lacks discretion in the placement of material in the introduction, body or conclusion.</li> <li>2. The work generally flows well.</li> <li>3. The writing contains a few grammatical and spelling errors.</li> <li>4. ESL students will be given due consideration.</li> </ol>	<ol style="list-style-type: none"> <li>1. The style of writing is too colloquial or obscure.</li> <li>2. The writing is disjointed making the central point or position of the paper unintelligible.</li> <li>3. There are numerous grammar and spelling errors.</li> <li>4. ESL students will be given due consideration.</li> </ol>

### CTU Bechtold Library Reserve Books

Call Number	Author	Title
BX1795.R33 I584 2007	L. Cassidy & A. Mikulich	<i>Interrupting White Privilege : Catholic Theologians Break The Silence</i>
E184.A1 K58 2002	Paul. Kivel	<i>Uprooting Racism : How White People Can Work For Racial Justice</i>
F548.9.A1 W374 2005	Sylvia Hood Washington	<i>Packing Them In: An Archaeology of Environmental Racism in Chicago, 1865-1954</i>
GE220 .E246 2006	Sylvia Hood Washington, Paul C. Rosier and Heather Goodall	<i>Echoes From The Poisoned Well: Global Memories of Environmental Injustice</i>
GE235.I3 P45 2004	David N. Pellow	<i>Garbage Wars: The Struggle For Environmental Justice In Chicago</i>
BX1792.P72 P73 2005	Kenneth G. Davis and Leopoldo Pérez, editors	<i>Preaching The Teaching : Hispanics, Homiletics, And Catholic Social Justice Doctrine</i>
RA566.4.I62 N68 2004	Dawn Nothwehr and Sylvia Hood Washington	<i>Struggles For Environmental Justice &amp; Health In Chicago: An African American And Catholic Perspectives</i>
E185.61.O44 R33 2012	Daniel Martinez HoSang, Oneka LaBennett, Laura Pulido	<i>Racial Formation in the Twenty-First Century</i>
BJ1249 .C1992 2011	James F. Keenan, ed.	<i>Catholic Theological Ethics, Past, Present, and Future: the Trento Conference</i>
RA566.4.I62 S77 2006 VIDEO	Knights of Peter Claver, Inc., Knights of Peter Claver Ladies Auxiliary.	<i>Struggles for Environmental Justice and Health in Chicago: African American Catholic Perspectives</i>
GN269 .R33 2003 VIDEO	Pounder, C. C. H.   Adelman, Larry.   Herbes-Sommers, Christine.   Strain, Tracy Heather.   Smith, Llewellyn M.	<i>Race The Power of An Illusion – V.1, V-2, V-3</i>
BF575.P9 A74 2010	Jason Marsh, Rodolfo Mendoza-Denton, and Jeremy Adam Smith, Eds.	<i>Are we Born Racist? : New Insights from Neuroscience and Positive Psychology</i>
HT1521 .W545 2002	Clarence Earl Williams, Jr.	<i>Racial Sobriety : A Journey from Hurts to Healing</i>
E184.A1 W256 2010	Mark R. Warren.	<i>Fire in the Heart : How White Activists Embrace Racial Justice</i>
BT30.I5 R434 1990	editor, Arvind P. Nirmal	<i>A Reader in Dalit theology</i>
BR1155 .R345 2010	Peniel Rajkumar	<i>Dalit theology and Dalit Liberation: Problems, Paradigms and Possibilities</i>
BT30.I5 F766 1997	editor, V. Devasahayam	<i>Frontiers of Dalit theology</i>
BR563.N4 C648 2011	James H. Cone	<i>The Cross and the Lynching Tree</i>
BX1753 .N668 2008	Dawn M. Nothwehr	<i>That They May Be One : Catholic Social Teaching On Racism, Tribalism, And Xenophobia</i>
BX1795.R33 M37 2010	Bryan N. Massingale	<i>Racial justice and the Catholic Church</i>
E185.61 O44 2014	Michael Omi & Howard Winant.	<i>Racial Formation in the United States. 3rd Ed.2015</i>

#### E-Books Available through CTU Bechtold Library

Eric S. Yellin. *Racism in the Nation's Service: Government Workers and the Color Line in Woodrow Wilson's America*  
 Wodak, Ruth. Mral, Brigitte. | KhosraviNik, Majid. *Right-Wing Populism in Europe: Politics and Discourse*  
 Kalpana Wilson. *Race, Racism and Development: Interrogating History, Discourse and Practice*  
 Ann Morning. *The Nature of Race: How Scientists Think and Teach about Human Difference*  
 Michael Keevak. *Becoming Yellow: A Short History of Racial Thinking.*  
 Vanessa Sheared. *The Handbook of Race and Adult Education [electronic resource] : A Resource for Dialogue on Racism*  
 David Scott FitzGerald, David Cook-Martín. *Culling the Masses : the Democratic Origins of Racist Immigration Policy in the Americas*  
 George Cotkin. *Morality's Muddy Waters: Ethical Quandaries in Modern America.* Project Muse

#### Available Through Inter-library Loan

Stephen E. Cornell, (Stephen Ellicott). *Ethnicity and Race: Making Identities in a Changing World.*  
 Faye V. Harrison, ed. *Resisting Racism and Xenophobia: Global Perspectives on Race, Gender, and Human Rights.*  
 Marilyn Lake. *Drawing the Global Colour Line: White Men's Countries and the International Challenge of Racial Equality*  
 Kevin Reilly, Stephen Kaufman, and Angela Bodino, eds. *Racism: a Global Reader.*  
 George Yancy. *Black Bodies, White Gazes: The Continuing Significance of Race.*