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| Mark Brown, Ph.D.  Department of Political Science  California State University, Sacramento  Email: [mark.brown@csus.edu](mailto:mark.brown@csus.edu) | Student Hours: **Tues./Thurs., 10:30-11:30 a.m.**  **Wed., 11:00 a.m.–12:00 p.m.,** and by appointment.  Campus Office: Tahoe 3124  Zoom link: <https://csus.zoom.us/j/6923582692> |

# POLS 119D Shaping the Modern World

TuTh 3:00 PM – 4:15 PM Alpine Hall 212

Spring 2022

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# Catalog Description

This course examines major problems that have shaped the modern world, the historical and intellectual roots of the modern world, and debates over the meaning of modernity. Considers how both advocates and critics of modernity have understood the relation of history, philosophy, politics, nature, religion, economics, and other key concepts. Specific topics may include: the development of modern science, technological progress, democratic institutions, capitalism, colonialism, secularization, religious tolerance, and individual freedom.

# Course Description

This semester we're going to study one of the most important problems that has shaped the modern world: the history and politics of race and racism. We're going to focus on Germany and the United States, exploring the similarities and differences in how people in each country have created, experienced, and responded to race and racism. We will start the semester with several historical topics: the origins of race and racism in early modern Europe; the rise of scientific theories of race in the nineteenth century; the emergence of racist antisemitism; and the development of antiracist movements. Then we will devote a few weeks to the history and politics of white racial identities, white privilege, and white antiracist activism. In the last part of the course, we will take up the question of reparations for historical injustice in Germany and the United States. We will compare how these countries have responded to their histories of racism, as well as ongoing racism today. The goal is not to determine which country is better or worse, but what each might learn from the other.

# Learning Objectives

* Knowledge: You know and remember selected basic facts about racism in Germany and the United States.
* Understanding: You can use the course texts to interpret and explain key aspects of the history and politics of racism.
* Analysis: You can critically compare the history and politics of racism in Germany and the United States.
* Application: You can apply knowledge and information from the course to contemporary debates about racism, especially questions about reparations for past injustice.
* Evaluation and Critique: You can critically assess the course texts with regard to their treatment of the history and politics of racism, and you can formulate an argument of your own about them.

# Course Modality, Attendance, Grading Policy

In addition to in-person class meetings, this course will use the course management system Canvas, which you can find on your [My Sac State](https://my.csus.edu/) page.

Due to the ongoing pandemic, the first two weeks of this course will meet online on Zoom. You can find the Zoom link on the left-side of the course Canvas page. For the rest of the semester, unless there’s a change in University policy, this will be a traditional in-person course. I expect students to attend every class for the entire class period. You may miss two classes without penalty. Additional absences, unless excused, will affect your participation grade. I will only excuse absences for serious and non-work-related reasons (e.g., illness, quarantine, family emergency, military duty, jury duty, religious holiday). However, you do not need to provide documentation, and given the pandemic, please err on the side of caution. If you feel sick do not come to class. And whatever your reason for missing class, you do not need to email me about your absence. If you want me to excuse an absence, then when you return to class, give me a note with the date(s) of your absence and the reason. In most cases, more than six unexcused absences will result in a failing grade. Repeated tardiness will affect your grade, but if you arrive late, please enter quietly and take a seat. If you ever need to leave early, please let me know before class and sit near the door.

If you cannot meet the deadline for one of the exams, or for a significant number of small assignments, please let me know. Late submissions will usually receive a grade penalty, but it’s better to submit work late than not at all. And if there are serious factors beyond your control, I will be glad to arrange alternative deadlines for you. Any missing exams or assignments not submitted by the end of finals week will receive a score of zero.

# Course Texts

All the required texts for this course are available in a printed course reader. I think you’ll find that it’s extremely convenient to have all the readings in one place. And some of the readings are printed in two columns per page, which may be difficult to read online. (Many students have told me they love having a printed reader instead of reading everything on a screen!) The reader will be printed on-demand at Krishna Copy in Berkeley. (I've been going there since high school, and I couldn't find a copy shop in Sacramento that does course readers.) They'll mail it directly to you. Or you can pick it up from the store. Cost: $27 + tax + $12 flat-rate shipping = about **$40.** Just click on this link and go to the tab for "Select your School" on the right side of the page:

<https://www.24hrproprint.com/readers-winterspring-2022/>

Having said that, all the required texts are also available on Canvas. Click on the “Modules” tab on the course Canvas page for links to the required readings, as well as many recommended readings, videos, podcasts, and other resources. We will be using significant portions of a few books, and for convenience you may want to purchase them:

* **George M. Fredrickson, *Racism: A Short History* (Princeton: Princeton University Press, 2015),** available used or new at this link: <https://isbn.nu/9780691167053>
* Emma Dabiri, *What White People Can Do Next: From Allyship to Coalition* (London: Harper Perennial, 2021), available here: <https://isbn.nu/9780063112711>
* Susan Neiman, *Learning from the Germans: Confronting Race and the Memory of Evil* (New York: Farrar, Straus and Giroux*,* 2019), available here <https://isbn.nu/9780141983424> or here <https://isbn.nu/9781250750112>

# How to Contact Me, Student Hours, Community Forum

If you have any questions or concerns about the course, please see me after class or email me with the Canvas messaging system. (Or you can email me at [mark.brown@csus.edu](mailto:mark.brown@csus.edu), in which case please put the course number in the email header.) During the week, I will usually reply to emails within a few hours, but generally not before 9:00 AM or after 6:00 PM. I may not reply during the weekend.

I'm also glad to meet with you either in person or online during my student hours, which are listed at the top of the syllabus. You can make an appointment in advance at <https://calendly.com/mark-brown-sac-state/student-hours>. Or feel free to just stop by my office! If you would like to meet but can't make it during my scheduled student hours, please email me with a few time slots (day and time) that would fit your schedule.

One of the Canvas discussion boards is a Community Forum for you to ask any questions about assignments, due dates, educational technology, or anything else about the course. It's also a place for you to ask random questions about the course readings and other materials. Posting your questions here will benefit other students, since many probably have the same questions as you.

Most importantly, if you are having trouble with any aspect of the course, or if you would just like to talk over the material, please let me know. Don't wait until the end of the semester!

# Activities and Assignments

Attendance and Participation (10 percent): Active participation in class discussions will help you to understand the course material, and it will help to prepare you for the exams and other assignments. This course also requires a lot of reading, some of it quite difficult, so be sure to set aside sufficient time to complete it. Study questions to guide your reading are posted in each week’s module on Canvas. You should read allthe assigned reading *before* we’re scheduled to discuss it in class. While you’re reading, write down specific questions, including basic questions of understanding. *Please* *bring at least one written question about the assigned reading to each class*. Your questions might be about a difficult passage in the reading, a key idea from the study questions, or how the reading relates to current events. To accommodate diverse students, participation grades will be based on several indicators, including the extent to which students: a) attend class ready to discuss the assigned reading; b) prepare thoughtful questions about the reading; c) actively participate in class discussion, group work, writing exercises, and other in-class activities. In calculating your workload for the semester, please consider that this course requires at least six hours per week outside of class (see the Sacramento State [Credit Hour Policy](https://www.csus.edu/academic-affairs/_internal/_documents/credit-hour-policy.pdf)). We will often look up specific passages in the texts during class, so please bring the appropriate text to each class.

**Reflection Journal (15 percent). This assignment will give you an opportunity to reflect on the course and your own learning process. It will also help you to prepare your research project.** Write five entries of about 300 words each and submit them on Canvas by the dates indicated. In each entry, discuss your ideas, opinions, emotions, or concerns about the course material and themes. Do not simply summarize the course reading. How does the reading compare to what you’ve learned elsewhere on similar topics? How does it relate to your personal experience? Has anything in this course surprised you? Has anything challenged your assumptions? This journal will only be read by the instructor. Entries will be graded pass/fail based on whether they show detailed and thoughtful reflection on the course readings and themes. Late entries will receive a grade penalty of 5 percent per day, up to a maximum of 20 percent.

**Research Project (30 percent). Choose a research topic early in the semester and either write a 7-page paper or prepare an audio or video presentation. Your research must make use of both course texts and additional sources. Your sources may include scholarly books and articles, popular media, or interviews that you conduct yourself. There will be several interim deadlines during the semester that will contribute to your grade. A project outline (topic statement, abstract, preliminary sources) will be due in Week 8, and a rough draft will be due in Week 13. The final product will be due in Week 14. A detailed assignment page with suggested topics and guidelines on sources is available on Canvas.**

**Bonus Reviews.** You can receive bonus points by writing thoughtful reviews of the films, podcasts, and videos that are posted in the Canvas modules for each week. You may submit up to four reviews, and each review will give you up to 5 bonus points on the next exam. Guidelines are on Canvas.

**Take-home Midterm Exam (20 percent) and Final Exam (25 percent)**. The exams will ask you to demonstrate a clear understanding of the main ideas from the course readings and lectures. The midterm will cover the first half of the course; the final exam will cover the entire course. Each exam will consist of five short-answer questions and two essay questions.

# Course Grades

Final letter grades for the course will be calculated as follows: A (100% to 94.0%), A- (<94.0% to 90.0%), B+ (< 90.0% to 87.0%), B (< 87.0% to 84.0%), B- (< 84.0 % to 80.0%), C+ (< 80.0% to 77.0%), C (< 77.0% to 74.0%), C- (<74.0% to 70.0%), D+ (<70.0% to 67.0%), D (<67.0% to 64.0%), D- (64.0% to 60.0%), F (<60.0%).

# Academic Honesty, Plagiarism, Recordings

Please review the University’s [Academic Honesty Policy](https://www.csus.edu/umanual/student/stu-100.htm). Plagiarism may be defined simply as presenting someone else's work as your own. It is a serious violation of academic integrity and university policy. Plagiarism will be punished in proportion to the severity of the case, but any plagiarism is likely to result in a failing grade for the course and may lead to additional penalties, including expulsion from the University. If you are not sure what plagiarism is, please ask me or consult the [library plagiarism website.](http://csus.libguides.com/plagiarism)

Audio or video recordings of lectures or class discussions are not allowed without the instructor’s permission. Distribution of the recorded course lectures to anyone not enrolled in the course is not allowed without the instructor's permission.

# Course Drops

Students can drop the course online during the first two weeks. The last day to drop with approval of both the instructor and department chair is the census date of February 18. Further information on drops and withdrawals is [available here.](https://catalog.csus.edu/financial-registration-information/registration/#text)

# Student Health & Support Services

[Services to Students with Disability (SSWD)](https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/): Sacramento State is committed to ensuring an accessible learning environment where course or instructional content are usable by all students and faculty. If you believe that you require disability-related academic adjustments for this class, please immediately contact Services for Students with Disabilities (SSWD) to discuss eligibility. A current accommodation letter from SSWD is required before any modifications, above and beyond what is otherwise available for all other students in this class will be provided.

[Student Health and Counseling Services](https://www.csus.edu/student-life/health-counseling/): Your physical and mental health are important to your success as a college student. Student Health and Counseling Services (SHCS) in The WELL offers medical, counseling, and wellness services to help you get and stay healthy during your time at Sac State. SHCS offers: Primary Care medical services, including sexual and reproductive healthcare, transgender care, and immunizations; urgent care for acute illness, injuries, and urgent counseling needs; pharmacy for prescriptions and over-the-counter products; mental health counseling, including individual sessions, group counseling, support groups, mindfulness training, and peer counseling; athletic training for sports injury rehabilitation; wellness services, including nutrition counseling, peer-led health education and wellness workshops, and free safer sex supplies; violence and sexual assault support services. Most services are covered by the Health Services fee and available at no additional cost.

[Crisis Assistance & Resource Education Support (CARES)](https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/): If you are experiencing challenges with food, housing, financial or other unique circumstances that are impacting your education, help is just a phone call or email away. The CARES office provides case management support for any enrolled student.

[Title IX](https://www.csus.edu/title-ix/): The University requires faculty and staff to report any personal disclosures of sexual misconduct including rape, dating/domestic violence and stalking to the Title IX Coordinator. Students who do not wish to report their experience to me or the Title IX Coordinator may speak to someone confidentially by contacting Student Health and Counseling Services.

# University Information and Policies

* [Drop and Withdrawal Policy](https://www.csus.edu/academic-affairs/internal/_internal/_documents/drop-and-withdrawal-policy.pdf)
* [Grading Policy](https://www.csus.edu/umanual/acad/umg05150.htm)
* [Sacramento State Academic calendar](https://catalog.csus.edu/academic-calendar/#spring2022text)
* [Hornet Honor Code](https://www.csus.edu/student-affairs/_internal/_documents/hornet-honor-code.pdf)
* [Student Rights and Responsibilities](https://www.csus.edu/umanual/student/stu-0119.htm)

**Campus Resources**

* [Odyssey Mentoring Program](https://www.csus.edu/college/social-sciences-interdisciplinary-studies/spotlights/odyssey-mentorship.html)
* [Peer and Academic Resource Center](http://www.csus.edu/parc/index.html)
* [Academic Advising](https://www.csus.edu/student-life/academic-advising/)
* [Support Centers and Programs](https://www.csus.edu/student-affairs/centers-programs/)
* [Reading & Writing Center](https://www.csus.edu/undergraduate-studies/writing-program/reading-writing-center.html)
* [University Library](http://library.csus.edu/)

# Technical Assistance

* [Information Resources and Technology](https://www.csus.edu/information-resources-technology/)
* [Zoom for Students](https://www.csus.edu/information-resources-technology/zoom/student-resources.html#zoom)
* Canvas for Students
* [Schedule a Consultation](https://www.csus.edu/information-resources-technology/get-support-consultation/consultation.html) for assistance with Canvas and other academic technologies
* [Submit a Ticket](https://csus.service-now.com/service/?id=help) to report a problem to Information Resources and Technology Support
* [Canvas Video Guides](https://community.canvaslms.com/community/answers/guides/video-guide#jive_content_id_Students)
* [Canvas Student Web Tutorials](https://community.canvaslms.com/docs/DOC-10701)

# Course Schedule

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|  | **1. Definitions of Race and Racism** |
| 1  Jan. 25/27 | Kendi, Ibram X. 2019. *How to Be an Antiracist.* New York: One World, Introduction and Chap. 1-3, pp. 3-43.  Recommended:  [Videos: Race Forward, What Is Systemic Racism?](https://www.raceforward.org/videos/systemic-racism)  [McWhorter, John. 2020. The Dictionary Definition of Racism Has to Change. *The Atlantic.* June 22.](https://www.theatlantic.com/ideas/archive/2020/06/dictionary-definition-racism-has-change/613324/)  [Sanneh, Kelefa. 2019. The Fight to Redefine Racism. *The New Yorker.* August 12.](https://www.newyorker.com/magazine/2019/08/19/the-fight-to-redefine-racism) |
| 2  Feb. 1/3 | Shelby, Tommie. 2012. Race. In *The Oxford Handbook of Political Philosophy*, ed. David Estlund. Oxford: Oxford University Press.  [Witting, Volker. 2020. 'Race' has no place in the German constitution — or does it? *Deutsche Welle*, June 13.](https://www.dw.com/en/race-has-no-place-in-the-german-constitution-or-does-it/a-53790056)  Recommended:  [Radio program: Should the word ‘Rasse’ (or ‘race’) be removed from Germany’s constitution? (KCRW Berlin)](https://www.kcrw.com/culture/studio-berlin/should-the-word-rasse-or-race-be-removed-from-germanys-constitution)  [Illing, Sean. 2021. The anti-antiracist: John McWhorter on white privilege, Black communities, and the excesses of wokeness. *Vox.* November 2.](https://www.vox.com/vox-conversations-podcast/2021/11/2/22728801/vox-conversations-john-mcwhorter-woke-racism) |
|  | **2. History of Race and Racism in the u.s. and Germany** |
| 3  Feb. 8/10 | [George M. Fredrickson, *Racism: A Short History,*](https://csus-primo.hosted.exlibrisgroup.com/permalink/f/1047r1k/TN_cdi_askewsholts_vlebooks_9781400873678) Intro. and Chap. 1, pp. 1-13, 17-47.  Recommended:  [Video: U.S. Holocaust Memorial Museum, "Why the Jews: History of Antisemitism."](https://www.ushmm.org/antisemitism/what-is-antisemitism/why-the-jews-history-of-antisemitism)  [Full episode: Race: The Power of an Illusion: Episode 3: The House We Live In (Sac State Library)](https://csu-csus.primo.exlibrisgroup.com/permalink/01CALS_USL/o45rnp/alma99257855067601671)  [Videos and companion website for Race: The Power of an Illusion](https://www.racepowerofanillusion.org/clips/) |
| 4  Feb. 15/17 | [George M. Fredrickson, *Racism: A Short History,*](https://csus-primo.hosted.exlibrisgroup.com/permalink/f/1047r1k/TN_cdi_askewsholts_vlebooks_9781400873678) Chap. 2, pp. 51-95.  Recommended: [Video (12min.): Antisemitism from the Enlightenment to World War I (Facing History and Ourselves)](https://www.facinghistory.org/resource-library/video/antisemitism-enlightenment-world-war-i) [Podcast: Seeing White, Episode 2: How Race Was Made (Origins of "race.")](http://www.sceneonradio.org/episode-32-how-race-was-made-seeing-white-part-2/)  [Podcast: Seeing White, Episode 3: Made in America (Race in the early United States.)](http://www.sceneonradio.org/episode-33-made-in-america-seeing-white-part-3/)  [Podcast: Seeing White, Episode 4: On Crazy We Built a Nation (Race and Thomas Jefferson)](http://www.sceneonradio.org/episode-34-on-crazy-we-built-a-nation-seeing-white-part-4/)  [Podcast: Seeing White, Episode 8: Skulls and Skin. (History of early "racial science.")](http://www.sceneonradio.org/episode-38-skulls-and-skins-seeing-white-part-8/) |
| 5  Feb. 22/24 | [George M. Fredrickson, *Racism: A Short History,*](https://csus-primo.hosted.exlibrisgroup.com/permalink/f/1047r1k/TN_cdi_askewsholts_vlebooks_9781400873678) Chap. 3 (excerpt), pp. 99-132.  Recommended:  [Wiesen, Jonathan. 2017. Nazis, Jews, and African Americans at Charlottesville. *Tikkun*, August 25.](https://www.tikkun.org/nazis-jews-and-african-americans-at-charlottesville/)  [Video, panel discussion: Hate and Its Impact: Nazi Ideology and Racism in the Jim Crow South (United States Holocaust Memorial Museum, 2019)](https://youtu.be/GNHdyeljvhI?t=20).  [Video (38 min.): The Path to Nazi Genocide (United States Holocaust Memorial Museum)](https://www.ushmm.org/learn/holocaust/path-to-nazi-genocide/the-path-to-nazi-genocide/full-film) |
|  | **3. Whiteness and White Identities** |
| 6  Mar. 1/3 | **The History of “White People”**  Haney López, Ian. 2006. *White by Law: The Legal Construction of Race.* New York University Press, 2006, Chap. 3, “Ozawa and Thind,” pp. 56-77.  [Sacks, Karen Brodkin. 1997. How Did Jews Become White Folks? In *Critical White Studies*, ed. Delgado and Stefancic, pp. 395-401.](https://www-jstor-org.proxy.lib.csus.edu/stable/j.ctt1bw1kc5.87)  Baldwin, James. 1984/1998. On Being White . . . And Other Lies. In In *Black on White: Black Writers on What it Means to Be White*, ed. David R. Roediger. New York: Shocken Books, pp. 177-180.  Recommended:  [Podcast: Seeing White, Episode 1: Turning the Lens](http://www.sceneonradio.org/episode-31-turning-the-lens-seeing-white-part-1/)  [Podcast: Seeing White, Episode 10: Citizen Thind](http://www.sceneonradio.org/episode-40-citizen-thind-seeing-white-part-10/)  [Green, Emma. 2016. Are Jews White? The Atlantic, December 5.](https://www.theatlantic.com/politics/archive/2016/12/are-jews-white/509453/)  [Film: Peck, Raoul (dir). 2016. *I Am Not Your Negro*. Documentary on James Baldwin, available on Amazon, Netflix, and other platforms.](https://www.imdb.com/title/tt5804038/) |
| 7  Mar. 8  (No class Mar 10) | **White Supremacy and White Privilege**  Mills, Charles W. 2003. White Supremacy as Sociopolitical System: A Philosophical Perspective. In *White Out: The Continuing Significance of Racism*, ed. Ashley W. Doane and Eduardo Bonilla-Silva. New York: Routledge, pp. 35-48.  Shannon, Sullivan. 2019. *White Privilege*. Cambridge, UK: Polity Press, Intro., Chap. 1-2, pp. 1-47.  Recommended:  McIntosh, Peggy. 1989. White Privilege: Unpacking the Invisible Knapsack. *Peace and Freedom.* July-August: 10-12.  [Radio interview with Shannon Sullivan: Taking on White Privilege (2019).](https://www.ksfr.org/post/taking-white-privilege-author-shannon-sullivan-good-white-people)  [Malik, Kenan. 2020. “White privilege” is a distraction, leaving racism and power untouched. *The Guardian*, June 14.](https://www.theguardian.com/commentisfree/2020/jun/14/white-privilege-is-a-lazy-distraction-leaving-racism-and-power-untouched)  Take-home Midterm Exam available on Canvas on Thursday, March 10, 5:00 p.m., due on Canvas by Sunday, March 13, 11:59 p.m. |
| 8  Mar. 15/17 | **White Identity Politics 1: Protecting Whiteness**  Jardina, Ashley. 2019. *White Identity Politics.* Cambridge: Cambridge University Press, Chap. 1, pp. 1-20.  [Sommers, Samuel, and Michael Norton. 2016. White people think racism is getting worse. Against white people. *Washington Post*, July 21.](https://www.washingtonpost.com/posteverything/wp/2016/07/21/white-people-think-racism-is-getting-worse-against-white-people/)  Recommended:  [Illing, Sean. 2019. White identity politics is about more than racism. Vox. April 27.](https://www.vox.com/2019/4/26/18306125/white-identity-politics-trump-racism-ashley-jardina)  **RESEARCH PROJECT OUTLINE DUE FRIDAY, MARCH 18, 11:59 PM.** |
|  | *Spring Break* |
| 9  Mar. 29  No class Mar. 31., Cesar Chavez Holiday | **White Identity Politics 2: Dismantling Whiteness?**  Bennett Jr., Lerone. 1966. The White Problem in America. In *The White Problem in America,* ed. The Editors of *Ebony.* Chicago: Johnson Publishing Co., 1-10.  Dabiri, Emma. 2021. *What White People Can Do Next*. New York: Harper Perennial, pp. excerpts.  [Film: Wise, Tim. 2013. *White Like Me.* Media Education Foundation.](https://www.vialogues.com/vialogues/play/23718)  Recommended:  [Film: Bergman, Sunny. 2017. The Colour White. Film. VPRO.](https://www.vpro.nl/speel~WO_VPRO_8420474~the-colour-white~.html) [Video: Late Night with Seth Meyers, White Savior: The Movie Trailer (YouTube)](https://www.youtube.com/watch?v=T_RTnuJvg6U&list=ULt7K8fjIR0r8&index=881)[Video: Cracking the Codes: Joy DeGruy "A Trip to the Grocery Store" (YouTube)](https://www.youtube.com/watch?v=Wf9QBnPK6Yg) [Yglesias, Matthew. 2019. The Great Awokening. *Vox*. April 1.](https://www.vox.com/2019/3/22/18259865/great-awokening-white-liberals-race-polling-trump-2020)  Schildkraut, Deborah J. 2019. The Political Meaning of Whiteness for Liberals and Conservatives. *The Forum* 17(3): 421–446. |
|  | **4. Confronting the Past in the U.S. and Germany** |
| 10  Apr. 5/7 | Neiman, Susan. 2019. *Learning from the Germans: Confronting Race and the Memory of Evil*. New York: Farrar, Straus and Giroux*,* Chap. 1, “On the Use and Abuse of Historical Comparison,” pp. 23-39.  Recommended:  [Susan Neiman website: http://www.susan-neiman.de](http://www.susan-neiman.de/) [Video: Susan Neiman and Jelani Cobb: "Learning from the Germans: Race and the Memory of Evil" (2020)](https://www.youtube.com/watch?v=SpraqNL_7lg). |
| 11  Apr. 12/14 | **Historical Responsibility**  Neiman, *Learning from the Germans,* Chap. 2, “The Sins of the Fathers,” pp. 40-80.  Recommended:  [Video: CBC News, How Germany grapples with its dark Nazi past (2017)](https://www.youtube.com/watch?v=XeRCEp4XzXI)  [Video: DW, Hitler, Nazis and World War II: How Germany Deals with Its Dark Past, Meet the Germans (2020)](https://www.youtube.com/watch?v=L90ehLuSrKI)  [Video: DW, AfD again questions German memorials to Nazi era (2018](https://www.youtube.com/watch?v=yVX8qyiBD58)). |
| 12  Apr. 19/21 | **Debating Reparations**  [Neiman, *Learning from the Germans*](https://csus-primo.hosted.exlibrisgroup.com/permalink/f/tu2a5d/01CALS_ALMA71534180600002901)*,* Chap. 8, “Rights and Reparations,” pp. 308-350.  Recommended:  [Kahn, Mattie. 2020. The German Model for America. Vox (October 5).](https://www.vox.com/the-highlight/21405900/germany-holocaust-atonement-america-slavery-reparations)  [Website: Berlin Holocaust Memorial](https://www.stiftung-denkmal.de/en/category/latest-news/) |
| 13  Apr. 26/28 | [Taylor, Keeanga-Yamahtta, and Adolf Reed, Jr. 2019. The Reparations Debate, *Dissent,* June 24.](https://www.dissentmagazine.org/online_articles/the-reparations-debate)[Jones, William P. 2021. What Is Owed: William Darity and A. Kirsten Mullen’s case for reparations. *The Nation*, September 20.](https://www.thenation.com/article/culture/darity-mullen-reparations) Recommended:  [Video: NBC, Interview: Bryan Stevenson Reflects on America’s Painful Past (2018).](https://www.youtube.com/watch?v=vlJhvInlkr4)  [Coates, Ta-Nehisi, 2014. The Case for Reparations. *The Atlantic,* June.](https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/)  [Collection of articles on reparations at The Atlantic.](https://www.theatlantic.com/projects/reparations/)  [Website: The National Memorial for Peace and Justice](https://museumandmemorial.eji.org/memorial)  [Website: University of Minnesota, #Reparations Syllabus,](https://reparations.lib.umn.edu/)  Website: California AB 3121: Task Force to Study and Develop Reparation Proposals for African Americans, <https://oag.ca.gov/ab3121>  [Video: Intelligence Squared. 2020. The West Should Pay Reparations for Slavery, Feb. 4.](https://www.youtube.com/watch?v=HboI2t5_M4I)  RESEARCH PROJECT DRAFT DUE SUNDAY, MAY 1, 11:59 PM |
|  | **5. LOOKING FORWARD IN THE u.s. and Germany Today** |
| 14  May 3/5 | [Safronova, Varleiya. 2019. Black Germans Say It’s Time to Look Inward. The New York Times, October 4.](https://csus.instructure.com/courses/66627/files/8068016/download?wrap=1)  [Sanyal, Mithu. 2019. Suddenly, it’s OK to be German and to talk about race. *The Guardian,* September 18.](https://www.theguardian.com/commentisfree/2019/sep/18/germany-race-conversation-afd-openness)  [Moffitt, Urusla. 2020. Germany is not the anti-racist model the US is looking for. *DW,* July 17.](https://www.dw.com/en/germany-anti-racist-nazi-past/a-54210136)  Recommended:  [Kelly, Natasha A. 2020. Why Germany Is in Need of a Racial Turn. *Frieze*, Sept. 30.](https://www.frieze.com/article/why-germany-need-racial-turn)  [Video: Bloomberg. 2020. Counting Germany’s ‘Invisible’ Black Population for the First Time, June 4.](https://youtu.be/RY1j7m85FHY)  [Video: DW News. 2020. Foreigners in their own country: Racial bias in Germany. February 22.](https://youtu.be/eqNs2HZ9qAs)  FINAL RESEARCH PROJECT DUE SUNDAY, MAY 8, 11:59 PM |
| 15  May 10/12 | Reading TBA  Recommended:  [Video: VPRO documentary, The Rise of Black Lives Matter (2016)](https://youtu.be/tgFI0phqRIY) |
|  | Take-home Final Exam available on Canvas on Thursday, May 12, 5:00 p.m., due on Canvas by Tuesday, May 17, 11:59 p.m. |