

SOC 517
Race and Ethnic Relations
Spring 2005
Tuesdays 1-4pm , Tarbutton 206

Dr. Regina Werum
Tarbutton 205
404-727-7514
rwerum@emory.edu

Office Hours:

Mondays 11am-1pm pm or by appointment

COURSE OVERVIEW:

The main purpose of this course is to introduce students to classic and contemporary research on racial and ethnic relations in the U.S. But in that context we will also examine how U.S. foreign policy has affected ethnic relations in other countries as well as the relationship between the U.S. and those particular nations. For that purpose, we will simply put a "spotlight" on a select number of foreign countries: Haiti & Liberia, Yugoslavia, and Israel. Rather than approaching this as a special topics course, this class is designed to provide students with a overview of issues concerning race/ethnic relations. As such, it will help students prepare for preliminary exams in any of the macro-sociological fields. We will examine historical as well as current trends and pay special attention to how class and gender differences in outcomes intersect with race-specific patterns.

During the first month, we will cover a variety of theories about race/ethnic relations and address issues of racial identities and the social construction of race and ethnicity. For the remainder of the semester, we will concentrate on racial/ethnic stratification by looking at various public policy arenas and social institutions (e.g., immigration, education, housing, social movements). During the few weeks, we will spend one week each on above-mentioned international case studies. By the end of the semester, students should be familiar with theoretical and empirical literature on racial/ethnic relations in this country and abroad. Each student will write a grant proposal due at the end of the semester.

I expect students to be familiar with the most important developments in sociological theories of race and ethnic relations during the past 20 years. Knowledge of a typical undergraduate sociology course in stratification or race/ethnic relations is sufficient. Students who have no background in the area should discuss this course with me and consider reading a few introductory text books before enrolling in the course.

Particulars: regular attendance and participation, 3 papers, 2 in-class presentations, 1 grant proposal.

REQUIREMENTS:

I expect students to come to class prepared; this includes having read and "digested" all the materials for each class before we meet. In addition to participating in class on a regular basis, students will turn in several written assignments, give in-class presentations, and write a research paper. I reserve the right to change the syllabus and course requirements..

1. Written Assignments: 25% of final grade

This course is designed to provide students with an overview of theoretical and empirical research in the field. The best way to learn new material and retain it is through critical evaluation--i.e., discussion and writing. In the best possible scenario, this course will influence your research interests for years to come.

More pragmatically, it should also prepare you for a possible prelim area.

All your written assignments must be turned in to me by noon on Tuesday (the day we meet). Please give me a "hard copy." You must also distribute your assignment over email to all seminar participants as well as myself by noon on Tuesday. We will collect everyone's email address on the first day of class. All students should read the set of comments created by their peers before we meet each week. This will greatly enliven seminar discussions.

a. Theory paper: 10% of final grade

Students will turn a total of three, relatively short, written assignments. The first paper is due on February 8, by noon. That week marks the end of the theory section. Its purpose is to have you compare/contrast/critique 2 theoretical frameworks of your choice with regard to their usefulness in explaining ethnic stratification. That paper should be 8-10 pages long and will count for 10% of your final grade. More details in class.

b. Reflection papers: 15% of final grade

Throughout the rest of the semester, you will do 2 more papers of your choice. My advice: pace yourself; do not let them interfere with research requirements at the end of the semester. Shoot for 4-5 pages each; each paper is weighted equally, altogether comprising 15% of your final grade. Please take these essays seriously. I do not accept late assignments. I will give more hints in class. But contemplate this:

The purpose of these three short papers is to have you reflect on the readings, and put them in perspective. This means: relate them to each other (where feasible), to readings from other weeks (where feasible) and pay close attention to the theoretical frameworks on which they draw. Use this lens to ascertain how/why arguments complement or contradict each other.

Another way to approach these three assignments is to start out with a question that begs an accompanying response/ explanation for each of the week's readings. You may but do not have to ask a question that encompasses all readings, nor do you need to write several questions (or answers) for different readings. One good question and one comprehensive answer will do. Draw on all relevant materials from this course to answer your question and feel free to draw on related, relevant materials you have encountered in other seminars. Just make sure you stick to the issue you raised in the beginning.

I prefer that these assignments contain three parts:

- Your summary (brief!) of the most important point(s) of the week's core readings. This should include a discussion of the links between the readings (or lack thereof).
- One or several question(s) of clarification, interpretation, relevance etc. you would like us to address in class. You may ask abstract theoretical questions, raise conceptual issues, issues concerning textual analysis/interpretation, or even methodological questions for the empirical pieces assigned.
- For the question you ask, make sure you explain why is that question important? What's at stake? Try to find an answer to your question, but keep in mind that you do not have to have answers to everything in advance. It is my hope that the seminar discussion will serve that purpose--finding answers to questions.

We meet for 14 weeks. You must turn in these 2 written assignments by the last day we meet, May 2, 2005. As I said, pace yourself well. I strongly advise against "blowing these assignments off" until the end of the semester. The more thoughtful your essays, the more lively the seminar discussions will be.

2. **In-Class Presentations and Participation: 30% of grade.**

In all, each student will give two oral presentations during the semester, in pairs. Together with your general in-class participation, these presentations will comprise a total of 30% of your final grade.

We will discuss explicit presentation guidelines in class. For these presentations, you will provide an integrated summary and guide to the week's readings. Please make these papers available by email to every seminar participant **BY 1:00 P.M. MONDAY** before class, so that everyone has a day to read and ponder it. Your papers should discuss each required reading (main point; strength and weaknesses) and explain how it fits in the theoretical and empirical literature at large (e.g., in terms of the theoretical framework or related research on that topic).

Rather than thinking of this as giving a lecture, the purpose of your presentation should be to *lead class discussion that day* and to involve your peers in an in-depth debate about the readings. Working in pairs, you will lead the course for that week. The students who wrote the integrated summary will provide integrative, summative, and empirical questions and serve as interlocutor, responding to questions and inviting peers into conversation based on the written paper. *It might make sense to do these for the same weeks for which you plan to turn in your reflection papers.*

That day, you will be in charge for class discussion during the first hour of the seminar. The presentations consist of two parts; please divide the oral presentation responsibilities:

- (1) Raise an interesting question (or set thereof) about the required readings and try to provide an answer. Though everyone has done those readings, I am sure your peers would appreciate a succinct, written summary of each reading.
- (2) Summarize the week's supplemental readings and raise an interesting question to the class, relating the supplemental material to the required readings everyone has done. All group participants must complete the supplemental readings that week and be ready to discuss them in seminar. Remember that your peers have not read them! Providing them with a written summary will certainly help.

For the first part, you should stimulate discussion about your own group's question(s) about the week's readings. This may be a question you take from your written assignments, or you may come up with a different one which interests your group. You should also prepare to answer your own questions in ways that complement answers emerging from group discussions.

For the second part, you should provide us with a succinct summary of the main points raised by the supplemental readings, including explanations of new concepts. Try to relate these readings to or "bounce them off" of the week's required readings – or other readings that relate to the issue.

Please provide me with a written version of both sets of summaries (and the question(s) you plan to use as an organizing tool for your presentation). You will present your argument orally to your peers, but feel free to provide students with written summaries. These assignments are also due by noon on Monday (the day before we meet). I do not accept late assignments.

In your presentations, please aim for interaction rather than lecture style. Remember to adjudicate what's conceptually important and what's interesting for discussion purposes..

The assignments outlined above serve as preparation for seminar discussions. Nonetheless, your active participation in seminar throughout the semester constitutes a separate element of your final grade. I expect active and constructive participation.

3. Grant Proposal: 45% of final grade

The final paper, which will comprise the remaining 45% of your course grade, should be modeled after a grant proposal. Depending on the student's status, this may be a pre-dissertation, dissertation, or even post-doctoral grant proposal. In selecting your audience/agency for this mock-proposal, you will be able to choose between different formats. Part of your challenge will be to figure out who your audience and thus your potential grantors might be. Examples include e.g., NSF, Spencer, SSRC, the American Educational Research Association, or the National Academy of Education. Again, more detailed information on different funding agencies and their priorities is forthcoming. I also encourage you to contact the graduate school concerning external funding sources, as well as consult our online grants site (<http://www.emory.edu/GSOAS/grants.html>).

The main purpose of this assignment is to help you integrate issues raised in this seminar with your own research interests. Some of you may choose to write a research proposal (including but not limited to a literature review), while others may prefer to use this opportunity to write a dissertation chapter or provide an ongoing research project with the theoretical framework necessary to submit a paper for publication. The length of these proposals will vary depending on their purpose, but you should aim for about 20 pages. To help you get an early start on this paper, please discuss your paper ideas with me before March 8 (week before Spring Break).

An initial 5-page prospectus is due by noon on March 22; we will discuss the proposals in small group discussions, *outside regular class meetings*, the following week (March 28-April 1). Please distribute your proposal to everyone over email and give us a paper copy. In turn, please provide your peers with written comments on their own proposals by 5pm on March 28.

I will gladly read early drafts of your papers, provided you turn them in at least two weeks before the final paper is due, i.e., by April 18. The due date is May 2 (5pm). I will not accept late papers. The paper will comprise the final 45% of your course grade.

Summary:

To help you get an early start on this paper, please discuss your paper ideas with me before March 8 (Tuesday before Spring Break).

- **An initial 5-page prospectus is due right after Spring Break on Tuesday, March 22.**
- **We will schedule an extraordinary meeting, outside of regular class time, where we will discuss each proposal in small groups during the week of March 28-April 1. Please provide your peers with constructive written comments of their own proposals by 5pm on March 28.**
- **The due date for the final paper is May 2 (5pm). I will not accept late papers.**

READINGS:

All readings (required and supplemental) are available online or on hold at the Reserve Desk in Woodruff Library. To download scanned items, please go to an on-campus computer (library, office), as downloading from home (via modem) can be very slow and time-consuming. If all else fails, you may borrow items from me for a few hours at a time. Please let me know if there are pages missing or you cannot find specific items. If you do check out paper copies of articles or books, you may do so for two hours at a time. Please return them promptly and do not lose/keep any of the master copies--your peers appreciate it, and so do I.

In addition, the following books are available at the campus bookstore:

- Anderson, Elijah. 1990. Streetwise. University of Chicago Press. ISBN 0-226-01816-4
- Bloom, Jack. 1987. Class, Race, and the Civil Rights Movement. Bloomington: Indiana University Press. ISBN 0-253-31212-4
- Collins, Patricia Hill. 2000. Black Feminist Thought. 2nd edition. NY: Routledge. ISBN 0-415-90597-4
- Lieberson, Stanley. 1980. A Piece of the Pie. University of California Press. ISBN 0-520-04362-6
- Massey, Douglas and Nancy Denton. 1993. American Apartheid. Harvard University Press. ISBN 0-674-01821-4
- Omi, Michael and Howard Winant. 1991. Racial Formation in the US. NY: Routledge. ISBN 0-415-90864-7
- Quadagno, Jill. 1994. The Color of Welfare. Oxford University Press. ISBN 0-19-510122-7
- Steinberg, Stephen. 1989. The Ethnic Myth. Boston: Beacon Press. ISBN 0-8070-4151-3
- Wilson, William J. 1987/1990. The Truly Disadvantaged. Chicago: University of Chicago Press. ISBN 0-226-90131-9

Sociologists: There is one more book I strongly recommend you buy IF you are interested in stratification issues. This book is especially useful for background and prelim readings in stratification and political economy areas. It's a bit pricey (\$32.-) but worth every penny:

- Grusky, David. 1994. Social Stratification in Sociological Perspective. Westview Press. ISBN 0-8133-1065-2.

WEEKLY SCHEDULE:

Thursday, Jan 20 -- beginning of classes

Jan 25 -- Introduction: Race/Ethnic Relations Theories (assimilation and pluralism)

Required Readings: (please read before class; no written comments due this week)

Van den Berghe, P. 1978. "Race and Ethnicity: A Socio-Biological Perspective." Ethnic and Racial Studies 1:4:401-411.

Park, Robert. 1914. "Racial Assimilation in Secondary Groups." AJS 19:5:606-623.

Glazer, N. 1978. Chapter 6 in Affirmative Discrimination. NY: Basic Books.

Sowell, T. 1994. "A World View." Chapter 1 (p. 1-31) in Race and Culture. NY: Basic Books.

D'Souza, D. "The End of Racism." Chapter 13 (pp. 525-556) in The End of Racism. NY: Free Press.

Feb 1 -- Introduction: Race/Ethnic Relations Theories (class and status)

Required Readings:

Liebertson, S. 1961. "A Societal Theory of Race and Ethnic Relations."

Steinberg, S. 1981. Chapters 1, 4, and 10 in The Ethnic Myth. Boston: Beacon Press.

Wilson, W. J. 1987/1990. "Cycles of Deprivation and the Ghetto Underclass Debate." Chapter 1 in The Truly Disadvantaged. Chicago: University of Chicago Press.

Gans, H. 1990. "Deconstructing the Underclass." pp. 271-277 in APA Journal (Summer).

Supplemental Readings:

Hechter, M. 1994. "Towards a Theory of Ethnic Change," pp. 487-499 in Social Stratification in Sociological Perspective, edited by D. Grusky. Westview Press.

Bonacich, E. 1994. "A Theory of Ethnic Antagonism: The Split Labor Market," pp. 474-486 in Social Stratification in Sociological Perspective, edited by D. Grusky. Westview Press.

Feb 8 -- Introduction: Race/Ethnic Relations Theories (race and gender)

Required Readings:

Blauner, R. 1972. "Colonized and Immigrant Minorities." Ch. 2 in Racial Oppression in America. Harper & Row.

DuBois, W.E.B. 1971. "The Talented Tenth." pp. 31-51 in W.E.B. DuBois: A Reader, edited by A. Paschal. MacMillan.

Omi, M. and H. Winant. 1994. Chapters 1, 2, and 3 in Racial Formation in the United States. Routledge.

King, D. 1988. "Multiple Jeopardy, Multiple Consciousness." Signs 14:1:42-73.

Supplemental Readings:

Cox, O. 1959. "Race and Caste." pp. 423-453 in Caste, Class, and Race. Monthly Review Press.

Du Bois, W.E.B. 1971. "A Negro Nation within the Nation," "The Negro and Socialism," "The Dark Workers of the World." pp. 69-78, 179-193, 261-263 in W.E.B. DuBois: A Reader.

Collins, P.H. 2000. Chapter 1 & 2 in Black Feminist Thought. Routledge.

Feb 15 -- The Social Construction of Race and Ethnicity

Required Readings:

- Nagel, J. 1994. "Constructing Ethnicity." Social Problems 41:1:152-176.
- Winant, H. 1994. Chapters 1 and 2 (pp. 1-21) in Racial Conditions. Univ. of MN Press.
- Gans, H. 1979. "Symbolic Ethnicity." Ethnic and Racial Studies. 2:1:1-20.
- Waters, M. 1990. "Flux and Choice in American Ethnicity." Chapter 2 (pp. 16-51) in Ethnic Options. Univ. of CA Press.
- Rogoff, L. 1997. "Is the Jew White? The Racial State of the Southern Jew." American Jewish History 85:195-230.

Supplemental Readings:

- Spickard, P. 1989. "Conclusion." Chapter 12 in Mixed Blood. Univ. of WI Press.
- Davis, F. J. 1991. "Other Places, Other Definitions." Chapter 5 in Who's Black? One Nation's Definition. Penn State Press.

Feb 22 -- Migration and Immigration

Required Readings:

- Steinberg, S. Chapters 3 & 6 in The Ethnic Myth.
- Daniels, R. 1993. "U.S. Policy Towards Asian Immigrants." International Journal 48:2:310-324.
- Estrada, L. et al. 1981. "Chicanos in the United States." Daedalus 110:2.
- Santa Ana, O. 2002. "Proposition 187: Misrepresenting Immigrants and Immigration," ch. 3 in Brown Tide Rising (pp. 65-103).

Supplemental Readings:

- Rodriguez, C. 1989. "The Colonial Relationship: Migration and History." Pp. 1-25 in Puerto Ricans – Born in the USA. Boston: Unwin Hyman.
- Lieberson, S. 1980. Chapter 4 in A Piece of the Pie.
- Kibria, N. 1994. "Migration and Vietnamese American Women: Remaking Ethnicity." Ch. 13 in Women of Color in U.S. Society, ed. By Maxine Baca Zinn and Bonnie Thornton Dill. Temple UP.

Mar 1 -- Education I: Macro Issues (supply and demand)

Required Readings:

- Steinberg, S. 1981. Chapters 5 and 9 in The Ethnic Myth.
- Lieberson, S. 1980. Chapters 6, 7 and 11 in A Piece of the Pie.
- Anderson, J. 1988. Chapter 6 in The Education of Blacks in the South, 1860-1935. Univ. of NC Press.
- Werum, Regina. 2001. "Warehousing the Unemployed? Federal Job Training Programs in the Depression-Era South." American Journal of Education 109:2:228-265.
- Ralph, J. & R. Rubinson. 1980. "Immigration and the Expansion of Education in the U.S." ASR 45:6: 943-954.

Supplemental Readings:

- Anderson, J. 1988. Chapter 3 in The Education of Blacks in the South, 1860-1935. Univ. of NC Press.
- James, D. 1989. "City Limits on Racial Equality." ASR 54:963-985.

Mar 8 – Please talk to me about your research paper topic before today (week before Spring Break).

Mar 8 -- Education II: Micro Issues (achievement)

Required Readings:

- Herrnstein, R. and C. Murray. 1994. Chapter 13 in The Bell Curve. Free Press.
- Massey, D. 1995. "Review Essay." AJS 101:3:747-753.
- Hauser, R. et al. 1995. "Symposium: The Bell Curve." Contemporary Sociology 24:2:149-161.
- Grant, L. 1994. "Helpers, Enforcers, and Go-Betweens." Pp. 43-63 in Women of Color in U.S. Society, ed. by M.B. Zinn. Temple Univ. Press.
- Mickelson, R. 1990. "The Attitude-Achievement Paradox among Black Adolescents." Sociology of Education 63:1:44-61.
- Ainsworth-Darnell, J. and D. Downey. 1998. "Assessing the Oppositional Culture Explanation for Racial/Ethnic Differences in School Performance." American Sociological Review 63:4:536 - 553.

Supplemental Readings:

- Steelman, L. and B. Powell. 1993. "Doing the Right Thing: Race and Parental Locus of Responsibility for Funding College." Sociology of Education 66:4:223-244.
- Farkas, G., C. Lleras and S. Maczuga. 2002. "Does Oppositional Culture Exist in Minority and Poverty Peer Programs?" American Sociological Review 67:1:148-155.
- Downey, D. and Ainsworth-Darnell, J. 2002. "The Search for Oppositional Culture among Black Students." American Sociological Review 67:1:156-164.

Mar 15-18 -- Spring Break

Mar 22 *** 5-page paper prospectus is due -- please send copies to everyone *******

Mar 22 -- Housing

Required Readings:

- Du Bois, W.E.B. 1899. Chapters 2 (p. 5-9) and 12 (p. 197-234) in The Philadelphia Negro.
- Massey, D. and N. Denton. 1993. American Apartheid. Harvard University Press.
- Anderson, E. 1990. Chapters 2 & 5 in Streetwise.

Supplemental Readings:

- Hirsch, A. 1983. Chapter 1 in Making the Second Ghetto. Cambridge Univ. Press.
- Lieberson, S. 1980. Chapter 9 in A Piece of the Pie.

Mar 29 -- Public Policy I

Required Readings:

- Werum, R. 1997. "Sectionalism and Racial Politics." Social Science History.
- James, D. 1988. "The Transformation of the Southern Racial State." ASR 53:191-208.
- Steinberg, S. 1981. Chapter 7 in The Ethnic Myth.
- Wilson, W.J. 1987. Chapters 5 and 6 in The Truly Disadvantaged.
- Davies, G. 2002. "The Great Society after Johnson: The Case of Bilingual Education." The Journal of American History. 88:4: 1405-1430.

Supplemental Readings:

- Cohen, W. 1976. "Negro Involuntary Servitude." Journal of Southern History 1:31-60.
- Skrentny, J. 1996. "Conclusion: Culture, Politics, and Affirmative Action." Ch. 8 (pp. 222-242) in Ironies of Affirmative Action.

*Please submit written comments on each of the proposals you received last week and disseminate your set of comments to your peers and to me by **5pm on Monday, March 28**. Comments should address theoretical, methodological, and empirical concerns; approximately 1 page in length per proposal. Please be constructive in your criticism.*

Apr 5 -- Public Policy II

Required Readings:

Quadagno, J. 1994. The Color of Welfare. Oxford University Press.
Feagin, J. 1991, "The Continuing Significance of Race." ASR 56:101-116.
Meyer-Harrington, M. 1994. "Gender, Race, and the Distribution of Social Assistance. Gender and Society 8:1:8-28.

Supplemental Readings:

Lee, S. 1994. "Poverty and the U.S. Asian Population." SSQ 75:3:541-559.
Wilson, W.J. 1987. Chapter 3 in The Truly Disadvantaged.

Apr 12 *** Paper drafts due (optional but recommended) *******

Apr 12 -- Social Structure and Political Action

Required Readings:

Bloom, Jack. 1987. Class, Race, and the Civil Rights Movement. Bloomington: Indiana Univ. Press.
Mooney, P. and T. Majka. 1995. "The United Farm Workers Era." Ch. 6 (p. 150-183) in Farmers' and Farm Workers' Movements. Twayne.

Supplemental Readings:

Omi, M. and H. Winant. 1994. Chapters 6 and 7 in Racial Formation in the United States. Routledge.

Apr 19 -- Haiti and Liberia

Required Readings:

Haiti:

Chomsky, Noam. 1993. "The Tragedy of Haiti." Ch. 8 in Year 501: The Conquest Continues. Boston: South End Press.
Tulchin, J. 1994. "The Formulation of U.S. Foreign Policy in the Caribbean." Annals, AAPSS 533:177-187.
Constable, P. 1992/3. "Dateline Haiti: Caribbean Stalemate." Foreign Policy 89:175-190.
Muniz & Beruff. 1994. "US Military Policy toward the Caribbean in the 1990s." AAPSS 533:112-124.
Portes, A. and A. Stepick. "Unwelcome Immigrants:...Cuban & Haitian Refugees." ASR 50:493-514.

Supplemental Readings:

Liberia:

- DuBois, W.E.B. 1897/1996. "The Conservation of Races." Pp. 229-240 and
Garvey, M. 1919/1996. "Address at Newport News." Pp. 241-250 in Classical Black Nationalism,
ed. by W.J. Moses. NYU Press.
- Kieh, George K. 1992. "Combatants, Patrons, Peacemakers, and the Liberian Civil Conflict." Studies
in Conflict and Terrorism 15:125-143.
- Sawyer, A. 1992. "The Idea of Liberia," Chapter 2 (pp. 13-43) in The Emergence of Autocracy in
Liberia. ICS Press.

Apr 28 To be discussed

You will need to help me decide in advance, which of the following country-studies you prefer:

Option 1: Israel

Required Readings:

- Wilkinson, J. 1994. "Britain's Role in Boundary Drawing in Arabia: A Synopsis." Chapter 3 (pp. 94-
108) in Territorial Foundations of the Gulf States, edited by Richard Schofield. NY: St.
Martin's Press.
- Schwartz, S. et al. 1991. "Separating Class and Ethnic Prejudice: A Study of North African and
European Jews in Israel." Social Psychology Quarterly 54:4:287-298.
- Ayalon, H. 1994. "Monopolizing Knowledge? The Ethnic Composition and Curriculum of Israeli High
Schools." Sociology of Education 67:4:264-278.
- Semyonov, M. and N. Lewin-Epstein. 1994. "Ethnic Labor Markets, Gender, and Socioeconomic
Inequality: A Study of Arabs in the Israeli Labor Force." Sociological Quarterly 35:1:51-68.

Supplemental Readings:

- Shavit, Yossi. 1990. "Segregation, Tracking, and the Educational Attainment of Minorities: Arabs and
Oriental Jews in Israel." American Sociological Review. 55:1:115-26.
- Ojanuga, D. 1993. "The Ethiopian Jewish Experience as Blacks in Israel." Journal of Black Studies
24:2:147-158.
- Wolkinson, B. 1994. "Recruitment and Selection of Workers in Israel." Ethnic and Racial Studies
17:2:260-281.

Option 2: Yugoslavia

Required Readings:

- Hechter, M. and M. Levi. 1994. "Ethno-Regional Movements in the West." Pp. 184-195 in _____
_____Nationalism, ed. by J. Hutchinson and A. Smith. Oxford.
- Nagel, J and S. Olzak. 1982. "Ethnic Mobilization in New and Old States." Social Problems 30:127-143.
- Denitch, B. 1994. "Essential Background on Yugoslavia." Chapter 1 in Ethnic Nationalism. Univ. of
MN Press.
- Sofos, S. 1996. "Culture, Politics, and Identity in Former Yugoslavia." Chapter 11 in Nation and Identity
in Contemporary Europe, ed. by B. Jenkins and S. Sofos. Routledge.
- Massey, G. et al. 1999. "Ethnic Enclaves and Intolerance: The Case of Yugoslavia." Social Forces
78:2:669-691.

May 2 – last day of classes: RESEARCH PAPER DUE BY 5 PM

May 16 – end of the semester: GRADES DUE