

**HON2010: POLITICS OF RACE, CLASS, AND GENDER**  
**Spring 2023**  
**MWF 8:30-9:35 am, Women's Studies Center Colt Hall**

**Dr. Linda Beail**  
**Colt 116, [lbeail@pointloma.edu](mailto:lbeail@pointloma.edu)**  
**Office Hours: MW 3-5 pm and by appointment**

**Getting in touch with me:** For short questions – email me at [lbeail@pointloma.edu](mailto:lbeail@pointloma.edu). As a general rule, I answer emails during the work day (9-4), and I try to answer emails within 24 hours, except on weekends. If I happen to miss your email, please follow up again with me. I want to make sure I get back to you! For everything else – come to office hours or make an appointment. Office hours are a chance for you to get help on class assignments; go over material covered in class; talk about connections between class material and other ideas; talk about the political science major/possible careers/vocation; and so on. I would love to get to know each of you better and help you succeed in this course, so I encourage you to take advantage of this time.

**PLNU MISSION: To Teach – To Shape – To Send.** Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

**FOUNDATIONAL EXPLORATIONS MISSION:** PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and culture.

**COURSE DESCRIPTION:** This course introduces and analyzes the construction of the social categories of race, class and gender and how these structures have shaped the experiences of people in the United States. It places a special emphasis on how these categories interact, creating intersecting systems of power, privilege and oppression. We will examine political, historical, legal, sociological and economic bases for the experiences of race, class and gender in the United States, as well as using documentary and cultural materials to understand how individuals experience their particular situations in this matrix. We will also discuss the political and public policy implications of current definitions of race, class and gender in American society. You will be expected to read critically, think analytically, write insightfully, and speak persuasively about these topics. You will also be expected to work cooperatively with other members of the class in small group discussions and presentations.

**COURSE AND FOUNDATIONAL EXPLORATIONS LEARNING OUTCOMES:**

At the end of this course, you will be able to

- Demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts (FE Learning Outcome – analytical essays).
- Understand how race, class and gender categories are defined and operate in the United States.
- Use social science methods and theories to analyze how power is institutionalized in economic, educational, familial, health and electoral structures.
- Compare possible causes and solutions to race, class & gender inequities, evaluating their effectiveness and explaining how policies impact members of race, class and gender groups differently.
- Articulate the connections between your faith, personal experiences & values, and social issues.



***Intercultural Pathways (IP)*** is a global citizenship skill-building program at PLNU. A desired marker of all PLNU graduates is that they are able to embody meaningful engagement in a complex world which demands intercultural awareness and skills. IP endeavors to make clear the various ways you can navigate the multiple options at PLNU which will help you grow in intercultural competency. In addition, the program incentivizes your participation in coursework, forums and experiential programs that prepare you for meaningful intercultural engagement throughout your life. This course is part of the Intercultural Pathways program.

### **SPIRITUAL CARE**

PLNU strives to be a place where students grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If you have questions, a desire to meet with the chaplain, or if you have prayer requests, you can contact the [Office of Student Life and Formation](#).

### **INCOMPLETES AND LATE ASSIGNMENTS**

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

### **PLNU COPYRIGHT POLICY**

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

### **PLNU ACADEMIC HONESTY POLICY**

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

### **PLNU ACADEMIC ACCOMMODATIONS POLICY**

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

## **SEXUAL MISCONDUCT AND DISCRIMINATION**

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. If you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available through the Title IX Office at [pointloma.edu/Title-IX](http://pointloma.edu/Title-IX). Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at [counselingservices@pointloma.edu](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/title-ix](http://pointloma.edu/title-ix)

## **PLNU ATTENDANCE AND PARTICIPATION POLICY**

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation.

## **CAMPUS RESOURCES**

The **PLNU [Tutoring Center](#)** offers support with everything you need to succeed — whether it's learning study strategies and test-taking techniques, getting help from a tutor, using technology to read and write, or editing a research paper. They also offer individual or small group tutorial sessions and special review sessions before exams for several courses. These services are **free** for PLNU undergraduate students. Some helpful **study strategies** that may assist you in this course can be found [here](#).

**Research librarians** are available to help you with your research papers and projects in Ryan Library. You can reach them by phone at (619) 849-2337, by text at (619)592-8884, or by [email](#). To search the library's databases for books and articles, or to find quick and easy reference to our citation style guide and resources in political science, please visit our department's excellent [research guide](#) from Ryan Library.

[The Wellness Center](#) is available for medical, counseling and nutrition services to students. Many college students experience strained relationships, stress, anxiety, depression, physical health challenges, and other barriers to learning. The Wellness Center offers help and resources to deal with these kind of issues. T

## **STYLE GUIDELINES**

In political science, the most common form of citations is the "**author-date**" format from the [Chicago Manual of Style](#). Please use this style if using citations in this class – examples are available at the hyperlink. For our short response papers and in-class exams, if you are referring to something from our shared syllabus, simply indicate the author's name or title and where to find the idea/quote in your text – you do not need formal

footnotes or works cited. For example: “As Plato says in the *Apology*, “it really is the greatest benefit for a person to converse every day about goodness” (paragraph 38a, p. 19).

Language can be tricky, as it is always evolving in its usage. Some observations might be helpful. Because of the changing standards of English usage, language that refers appropriately to all persons (inclusive of gender) should be used whenever possible. Some simple guidelines include replacing "man" or "mankind" with "humanity," "humankind," "persons," or "people." "He," "him" and "his"--when not referring to an actual male person –can be replaced with "he or she," "him or her," or "hers or his," or the singular “they,” “them,” and “their” is also grammatically appropriate. Gender specific terms may be replaced by their current alternatives: for example, "Congressman" has been correctly replaced by "Congressperson" or “member of Congress," etc. As it is becoming more prevalent and considerate to refer to persons by the gender pronouns they prefer, I appreciate your kindness in using gendered language that feels respectful and hospitable to each person when possible.

### **CLASS EXPECTATIONS**

Class time is precious. It is our opportunity to interact, discuss, and create knowledge together. It is not a passive experience, but one that you should be ready to participate actively in. Whether face-to-face or via Zoom, I hope our time together will be lively, valuable, energizing and irreplaceable. In this spirit, I’d ask for your respectful behavior and engaged attention at all times during class, in person or virtually.

There is a lot of polarization, controversy, miscommunication and misunderstanding swirling around discussions of race, social class, and gender issues in the US these days. We all bring different backgrounds, experiences and opinions with us into this semester, and I’m certainly not asking that you check those at the door! We are not disembodied learners, and our emotions as well as our reason can be a valid part of how we know things and grow intellectually. What I would request, however, is that you enter this class with an open heart and mind, curious about the experiences and opinions of others. This course is not designed to “brainwash” or indoctrinate, nor to make anyone feel like their life experience is devalued. It is designed to help all of us become more informed of the complicated histories and realities of these issues, gaining information, facts and contexts, so that we can more wisely evaluate the causes of inequalities and the most effective or appropriate solutions.

I want to remind you that these can be difficult issues to address. I encourage each of you be brave and vulnerable in sharing your thoughts, and to be worthy of the trust your classmates are placing in you to receive their ideas. Each of you have valuable insights, experiences, perspectives and questions to share. I don’t want any of you to feel silenced – or to dominate the conversation – but to collaborate in gaining knowledge and insight. There is much to learn by wrestling with ideas, but not from attacking or belittling one another on a personal level. We are not here to doubt one another’s intelligence, morality, or good faith. My expectation is that we will all strive to treat one another with respect, kindness and professionalism, which includes listening carefully and responding thoughtfully and with grace to the thoughts and opinions of our colleagues. None of us has all the answers to these complicated issues, and all of us will make mistakes or have blind spots in how we talk about these things. Our opportunity and privilege this semester is to help one another grow, hold one another accountable in love, have empathy and curiosity about our communities, and emerge with more knowledge, tools and practice at speaking & acting on difficult topics.

### **COURSE REQUIREMENTS:**

<b>Class Attendance &amp; Participation</b> – including short response papers assigned in class	15%
<b><i>Warmth of Other Suns</i> response/integration paper</b>	15%

<b>Three short analytical essays</b> – (750-1000 words each, due dates spread throughout the semester)	35%
<b>Experiential learning activities/events and reflection essay</b>	15%
<b>Final research project</b>	20%
<b>TOTAL</b>	<b>100%</b>

Exam and due dates are noted on the syllabus. You may have 2 days of grace period for turning in any of the analytical essays or final project (2 days per the entire semester, not 2 days per each assignment). You may use the 2 days together, or 1 day for one project, 1 for another – and you do not need to ask me for permission to use that extension. However, once you have used a total of 2 days’ worth of extensions, you will be docked 10% for every calendar day that your essay or project is late.

**GRADING SCALE:**

A	93-100%	C	73-76%
A-	90-92%	C-	70-72%
B+	87-89%	D+	67-69%
B	83-86%	D	63-66%
B-	80-82%	D-	60-62%
C+	77-79%	F	0-59%

**REQUIRED COURSE TEXTS:**

Paula Rothenberg, ed. *Race, Class and Gender in the United States*. 11th edition. Worth, 2019.

Isabel Wilkerson, *The Warmth of Other Suns*, Vintage, 2011.

Ijeoma Oluo, *So You Want to Talk about Race*. Seal Press, 2019.

“Under a Baseball Sky” and “The XIXth” performances at the Old Globe Theater, dates TBD (March-April 2023).

Articles, podcasts and documentaries online as assigned via modules on our course Canvas site.

**COURSE OUTLINE (subject to revision as the semester unfolds):**

	DATE	PREPARATION FOR CLASS	ASSIGNMENT DUE
<b>WEEK 1 Introduction</b>	January 10	Introduction and course plan	
	January 11	Isabel Wilkerson, <i>The Warmth of Other Suns</i> Part 1 and 2 (pp. 1-45).  Listen to interview with historian <a href="#">Eric Foner, “The Unresolved Legacy of Reconstruction”</a> (33 minutes)	
	January 13	Rothenberg part I, chapter 2 – “Racial Formations,” Michael Omni and Howard Winant  Rothenberg part I, chapter 4 - “How Jews became White Folks,” Karen Brodtkin	

		**Isabel Wilkerson, <i>The Warmth of Other Suns</i> Part 2 (pp. 47-95).	
<b>WEEK 2 Race</b>	January 16	<b>Martin Luther King Jr. Holiday – no class meeting</b>	
	January 18	Please watch or re-watch <i>Remember the Titans</i> (available via Disney+ or other streaming services)	
	January 20	Tim Layden, <a href="#">“Does Anyone Remember the Titans?”</a> <i>Sports Illustrated</i> , October 15, 2001  Jeanne Theoharis, “The Uses and Misuses of Civil Rights History. . . “  **Isabel Wilkerson, <i>The Warmth of Other Suns</i> Part 2 (pp. 95-179).	
<b>WEEK 3 Racism</b>	January 23	Ijeoma Oluo, <i>So You Want to Talk about Race?</i> , Introduction & chapter 1  Virtual Museum Visit: Please go through the New York Historical Society museum exhibit <a href="#">Black Citizenship in the Age of Jim Crow</a> (four parts/screens: Intro, Reconstructing Citizenship 1865-1877, Rise of Jim Crow 1877-1900, and Challenging Jim Crow 1900-1919).  **Keep reading Isabel Wilkerson, <i>The Warmth of Other Suns</i> Part 3 (pp. 181-221).	
	January 25	Watch <a href="#">“A Class Divided”</a> (segments 1-3, minutes 1-28 and final 2 minutes of film)  Rothenberg part II, chapter 2 – “Defining Racism: Can We Talk?,” Beverly Tatum  Rothenberg part II, chapter 5 -- “Color-Blind Racism,” Eduardo Bonilla-Silva	
	January 27	Ijeoma Oluo, chapter 2, “What is racism?”  Ijeoma Oluo, chapter 3, “What if I talk about race wrong?”  Rothenberg part VI, chapter 7 – “You are in the dark,	

		<p>in the car. . .,” Claudia Rankine</p> <p><a href="#">Racism Has a Cost for Everyone</a>, Heather McGhee (14 minute TED talk)</p>	
<b>WEEK 4 Privilege and Social Class</b>	January 30	<p>Rothenberg part II, ch 11 – “White Privilege: Unpacking the Invisible Knapsack,” Peggy McIntosh</p> <p>Ijeoma Oluo, chapter 4, “Why am I always being told to ‘check my privilege?’”</p> <p>Ijeoma Oluo, chapter 14, “What is the model minority myth?”</p> <p>**Isabel Wilkerson, <i>The Warmth of Other Suns</i> Part 4 (pp. 223-241).</p>	
	February 1	<p>Rothenberg part II, chapter 10 – “Class in America,” Gregory Mantsios</p> <p>Rothenberg part 1, chapter 10 – “Debunking the pathology of poverty,” Susan Greenbaum</p> <p>Rothenberg part V, chapter 10 – “The New Face of Hunger,” Tracie McMillan</p> <p>**Isabel Wilkerson, <i>The Warmth of Other Suns</i> Part 4 (pp.242-301).</p>	
	February 3	<p>Ijeoma Oluo, chapter 5, “What is intersectionality and why do I need it?”</p> <p>Rothenberg part II chapter 1, “Why Intersectionality Can’t Wait,” Kimberle Crenshaw</p>	<b>First analytical essay due in Canvas no later than 11:59 pm, Sunday February 5</b>
<b>WEEK 5 Gender</b>	February 6	<p><b>No live class meeting – watch <a href="#">“Zora Neale Hurston: Claiming a Space”</a></b></p> <p>Think about:</p> <ul style="list-style-type: none"> <li>• How her story relates to what we’ve learned about the Great Migration in Wilkerson</li> <li>• What we learn both about race, and gender, in the US from her story</li> <li>• How she does social science and is now recognized as an anthropologist</li> </ul>	

	February 8	<p>Rothenberg part I, chapter 5 – “Night to His Day: Social Construction of Gender,” Judith Lorber</p> <p>Rothenberg part VIII, chapter 2 – “Am I Thin Enough Yet?,” Sharlene Hesse-Biber</p> <p>“Oppression,” Marilyn Frye</p> <p>**Keep reading Isabel Wilkerson, <i>The Warmth of Other Suns</i> Part 4 (pp. 371-431)</p>	
	February 10	<p>Rothenberg Part I, chapter 12, “Domination and Subordination,” Jean Baker Miller</p> <p>Melanie Tannenbaum, “<a href="#">The Problem When Sexism Just Sounds So Darn Friendly</a>,” April 2, 2013</p> <p>**Keep reading Isabel Wilkerson, <i>The Warmth of Other Suns</i> Part 5 &amp; epilogue (pp. 433-538)</p>	
<b>WEEK 6</b>	February 13	<p>Rothenberg part I, chapter 7 – “Masculinity as Homophobia: Fear, Shame and Silence in the Construction of Gender Identity,” Michael Kimmel</p> <p>Rothenberg Part I, chapter 9 – “Transgender Feminism: Queering the Woman Question,” Susan Stryker</p> <p>Optional/watch with discretion: Watch “<a href="#">No Straight Lines</a>” on the history of queer comic book artists (85 minutes)</p>	
	February 15	<p>Watch <a href="#">Chicano! Struggle in the Fields</a> documentary (50 minutes)</p>	
	February 17	<p>Rothenberg part V, chapter 7 – “Gender and the Black Jobs Crisis,” Linda Burnham</p> <p>Rothenberg part V, chapter 8 – “Domestic Workers Bill of Rights,” Ai-jen Poo</p> <p>Parker and Funk, “<a href="#">Gender Discrimination Comes in Many Forms</a>,” Pew Research Center, December 14, 2017</p> <p>Claire Miller, “<a href="#">For Working Mothers, A Price to Pay</a>,” 2014</p>	<p><b>Response/Integration Paper on Wilkerson’s <i>Warmth of Other Suns</i> due no later than Sunday February 19, 11:59 pm</b></p>
<b>The Politics of Economics</b>			

		Experiential Activity Option: Smithsonian National Museum of American History online exhibit <a href="#">“All Work, No Pay: Women’s Invisible Labor”</a>	
<b>WEEK 7</b>  <b>Politics of Health and Healthcare</b>	February 20	<b>No live class meeting – please watch <i>Unnatural Causes: In Sickness and In Wealth</i> documentary</b> streaming at <a href="http://pointloma.idm.oclc.org/login?url=https://fod.infobase.com/PortalPlaylists.aspx?wID=107073&amp;xtid=165937">http://pointloma.idm.oclc.org/login?url=https://fod.infobase.com/PortalPlaylists.aspx?wID=107073&amp;xtid=165937</a>  Rothenberg part V, chapter 12 – “Cause of Death: Inequality,” Alejandro Reuss	
	February 22	Case study: politics of maternal health  Linda Villarosa, “A Life-or-Death Crisis for Black Mothers” – <a href="#">listen</a> or <a href="#">read</a>  Melinda Wenner Moyer, <a href="#">“Women are Calling Out ‘Medical Gaslighting,’”</a> <i>New York Times</i> March 28, 2022  Fradet and Greenwald, <a href="#">“Doula Care Improves Health Outcomes. . .”</a> National Health Law Program, August 8, 2022	
	February 24	<b>No live class meeting</b>  <b>Attend Feb. 23 Thursday evening Maria Hinojosa event (Writers by the Sea)</b>  <b>Attend Sunday Feb. 26 performance of “Under a Baseball Sky” at SD Old Globe, Balboa Park</b>	
<b>WEEK 8</b>  <b>Politics of Housing</b>	February 27	Watch <a href="#">“The dark legacy of this iconic baseball stadium,”</a> Vox, May 17, 2021 (13 minutes)  Rothenberg part VI, chapter 10 – “Gentrification Will Drive My Uncle Out of His Neighborhood, and I Will Have Helped,” Eric Rodriguez	
	March 1	<a href="#">Segregated By Design</a> documentary short film (17 minutes)  Brentin Mock, <a href="#">“Redlining is Alive and Well – and Evolving,”</a> <i>City Lab</i> , 9/28/2015	

	March 3	Brad Plumer and Nadja Popovich, <a href="#">How Decades of Racist Housing Policy Left Neighborhoods Sweltering</a> , New York Times, August 24, 2020	
	March 6-10	<b>Spring Break – no class meetings</b>	
<b>WEEK 9 Politics of Education</b>	March 13	Rothenberg part VIII, chapter 7 – “Still Separate, Still Unequal: America’s Educational Apartheid,” Jonathan Kozol  Rothenberg part V, chapter 9 – “Why America’s Schools Have a Money Problem”  Watch “ <a href="#">Separate and Unequal</a> ” on Frontline (27 minutes)	
	March 15	EITHER read “ <a href="#">Segregation Now</a> ” Nikole Hannah Jones, <i>The Atlantic</i> , May 2014 OR listen to “ <a href="#">The Problem We All Live With</a> ,” This American Life	
	March 17	Claire Cain Miller, “ <a href="#">Does Teacher Diversity Matter?</a> ”  Jennifer Oldham, “ <a href="#">In Booming State, Public Schools Grapple with Asbestos, Leaks and Four-Day Weeks</a> ”, <i>Washington Post</i> , March 7, 2019  <a href="#">Moriah Balingit, “Can a Tax Credit Help Students in Poverty Learn?,”</a> <i>Washington Post</i> , July 15, 2021	<b>Second analytical essay due in Canvas no later than 11:59 pm, Sunday March 20</b>
<b>WEEK 10 Politics of Criminal Justice</b>	March 20	Please watch <i>XIIIth</i> documentary film (Netflix)  Rothenberg part IV, chapter 3 – “The New Jim Crow: Mass Incarceration in the Age of Color Blindness,” Michelle Alexander	
	March 22	Rothenberg part V, chapter 5 – “Ending the Debt Trap,” Alexandria Bastien  Ijeoma Oluo, chapter 6, “Is police brutality really about race?”  Hansi Lo Wong, “ <a href="#">Your Body Being Used,</a> ” listen or read	

		(6 minutes)  Rothenberg part IV, chapter 5 – Mogul, Ritchie, Whitlock, "Ghosts of Stonewall: Policing Gender, Policing Sex"	
	March 24	<b>Politics of Family</b>  Listen to " <a href="#">A Population Slowdown in the US</a> ," The Daily, May 4, 2021 (23 minutes)  Bui and Miller, " <a href="#">The Age that Women Have Babies: How a Gap Divides America</a> ," NYTimes, August 4, 2018 (handout)  Rothenberg part IX, ch. 8 – "Reproductive Justice in the Twenty-First Century," Loretta J. Ross and Rickie Solinger  Read " <a href="#">Forced Sterilization Policies in the US</a> ". . . "  Read " <a href="#">Unwanted Sterilization and Eugenics Programs in the US</a> "	
<b>WEEK 11</b>  <b>Politics of Reproduction and Families</b>	March 27	Watch <a href="#">Unequal Childhoods: Annette Lareau</a> (6 minutes)  Rachel Sugar, " <a href="#">How did home cooking become a moral issue?</a> ," Vox, March 5, 2019	
	March 29	<b>Class today will be attending the Wiley Lecture at 8:30 am in Crill Performance Hall</b>  Dr. Adam Perez, "Contemporary Praise & Worship in Spiritual and Social Contexts"	
	March 31	<b>No live class today – Old Globe performance Sunday</b>  Read Clint Smith, "What We Ask of Black American Athletes," <i>The Atlantic</i>  Attend performance of "The XIXth" at SD Old Globe on Sunday, March 26	

<b>WEEK 12</b>  <b>Politics of Elections and Representation</b>	April 3	Read Rothenberg part VII, chapter 22 – <i>Shelby County v. Holder</i> (2013)  <a href="#">Voter Suppression, Then and Now</a> (Marketplace, Sept. 18, 2020)	
	April 5	Watch “ <a href="#">Whose Vote Counts?</a> ,” Frontline (54 minutes)  Listen to Adam Johnson, <a href="#">The Appeal: The Backlash Against Expanding Voter Rights</a> , March 7, 2019, listen (17 minutes) or read transcript of interview	
	April 7	<b>Easter Break – no class meeting</b>	
<b>WEEK 13</b>	April 10	<b>Easter Break – no class meeting</b>	
	April 12	<b>No regular class meeting – watch “<a href="#">Finish the Fight</a>” (80 minutes) or visit “<a href="#">Crusade for the Vote</a>” online museum exhibit (20 galleries, visit at least 15) on women’s suffrage</b>	
	April 14	<b>No regular class meeting – work day for final projects</b>	<b>Third analytical essay due in Canvas no later than 11:59 pm, Sunday April 16</b>
<b>WEEK 14</b>  <b>Responding to Racism, Classism, Sexism</b>	April 17	Claire Cain Miller, “ <a href="#">Women Actually Do Govern Differently,</a> ” NYTimes Upshot 11/10/16  Conroy, Thomson-DeVeaux and Wiederkehr, “ <a href="#">Women of Color Were Shut Out of Congress For Decades. Now They’re Transforming It,</a> ” FiveThirtyEight, January 18, 2021  Listen to (or read transcripts of) stories from FiveThirtyEight project’s “ <a href="#">When Women Run</a> ” to hear women officeholders tell their own stories about challenges & opportunities in elections and governing	
	April 19	Clint Smith, <i>How the Word is Passed</i> (excerpt)	
	April 21	Ijeoma Oluo, chapters 9, 10, 11, 12	<b>Experiential Learning Activities/Events and Reflection</b>

			<b>Essay due in Canvas no later than 11:59 pm, Sunday April 23</b>
<b>WEEK 15</b>	April 24	<p>Rothenberg part IX, ch. 1 – “Age, Race, Class, and Sex: Women Redefining Difference,” Audre Lorde</p> <p>Rothenberg part IX, chapter 2 – “Feminism: A Transformational Politic,” bell hooks</p> <p>Rothenberg part IX, chapter 6 – “A Herstory of the #BlackLivesMatter Movement,” Alicia Garza</p>	
<b>Politics of the Future</b>	April 26	<p>Watch Verna Meyers’ TED talk “<a href="#">How to Overcome Our Biases</a>”</p> <p>Rothenberg part IX, chapter 4 – “Interrupting the Cycle of Oppression: The Role of Allies as Agents of Change,” Andrea Ayvazian</p> <p>Austin Channing Brown, “Justice, Then Reconciliation”</p>	
	April 28	<p>Ijeoma Oluo, chapter 16, “I just got called racist, what do I do now?”</p> <p>Ijeoma Oluo, chapter 17, “Talking is great, but what else can I do?”</p>	
<b>Final Exam</b>	<b>Monday May 1, 8:30- 10 am</b>		<b>Turn in final project</b>