

	<p>POL1090: Politics of Race, Class and Gender (4 units)</p> <p>Department of History and Political Science</p>
<p>Fall 2025</p>	
<p>Meeting days/times: MWF 12:15-1:20 pm (section 1) MWF 1:30 – 2:35 am (section 2)</p>	<p>Instructor: Dr. Linda Beail</p>
<p>Meeting location: Fermanian School of Business 102</p>	<p>Phone: 619-849-2408</p>
<p>Final Exam:</p>	<p>Email: LindaBeail@pointloma.edu</p>
<p>Office location: Colt Hall 116 Office hours: Mondays & Wednesdays 2:45-3:45 pm, Tuesdays 1-3 pm, and by appointment</p> <p>Getting in touch with me: For short questions – email me at LindaBeail@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; ask questions about 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 look forward to talking with you!</p>	

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 and privilege. 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 own 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.

This course is one of the components of the Foundational Explorations Program at Point Loma Nazarene University, under the category of “Exploring an Interdependent World.” By including this course in a shared educational experience for undergraduates, the faculty supports an introduction to the natural and social sciences as tools for exploring the world, with emphasis on collecting and interpreting empirical data for both theoretical and practical purposes.

Course and FE 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 – Apply/Evaluate responses, experiential learning reflection).
- 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 operates in economic, educational, familial, health and electoral structures.
- Articulate connections between your faith, personal experiences & values, and social issues.
- Recommend an effective policy solution to some aspect of race, class & gender inequities, explaining possible causes/solutions and political feasibility.

Final Exam Policy

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the [Traditional Undergraduate Records: Final Exam Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

Content Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In POL1090, all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include racial discrimination and violence, maternal & infant mortality, sexual violence, and incarceration. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of social science, and I will support you throughout your learning in this course.

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.

The use of Artificial Intelligence (AI) tools (e.g. ChatGPT, iA Writer, Marmot, Botowski, GrammarlyGo, Perplexity, etc.) is prohibited in this course for any aspect of your work, including idea generation, drafting, editing, or final submissions. This course is designed to assess your independent critical thinking, writing, and research skills without the assistance of AI technologies. Violations of this policy will be treated as breaches of academic integrity.

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2533). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan (AP) that outlines allowed accommodations. Professors are able to view a student's approved accommodations through Accommodate.

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. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

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. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

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.

Spiritual Care

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

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

Language and Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class,

ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality. If you (or someone you know) have experienced forms of discrimination, you can find more information on reporting and resources at www.pointloma.edu/nondiscrimination.

Sexual Misconduct and Discrimination

In support of a safe learning environment, 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 accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are 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 or find a list of campus pastors at pointloma.edu/title-ix.

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 [research guide](#) from Ryan Library.

Getting feedback from the **Loma Writing Center** while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. See their website for [information](#) about how to make in-person or online appointments or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

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

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 withdrawal date or, after that date, receive an “F” grade.

Style Guide

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 as you are writing – you do not need formal footnotes or works cited. (For example: “As Karen Brodtkin explains in her essay, ‘How Jews Became White Folks,’ racial categories changed meaning over the course of the twentieth century.”)

Class Time 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. In this spirit, I ask for your respectful behavior and engaged attention at all times.

In this spirit, here are a few basic expectations to make the most of our class time together: Please be on time to class each day. Please silence your phones and don’t use any devices for multi-tasking during class – social media, email, watching videos, etc. -- since this is distracting to your classmates and the instructor. Because of [research showing the greater value of taking notes by hand](#) rather than using a computer, I would strongly encourage you to just bring your books and a notebook to use in class instead of using a laptop.

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 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 and contentious 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 and every one 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.

Graded Course Requirements and Assignments

Exam and due dates are noted on the syllabus. Papers and assignments should be submitted via our course's Canvas site and are generally due at 11:59 pm unless specified otherwise in the syllabus and Canvas.

You may have 3 days of grace period for turning in any of the non-reading response assignments – an Apply/Evaluate, the pop culture analysis paper, or the experiential learning essay (3 days per the entire semester, not 2 days per each assignment). You may use the 3 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 3 days' worth of extensions, you will begin to lose 10% of the assignment's worth for every calendar day that your essay or project is late, and no assignments will be accepted after 4 days past the due date.

Assignment	Percentage of final grade
Reading Responses and Class Attendance/Participation	20%
Weekly "Apply/Evaluate" writing assignment or discussion board (will be posted by Friday noon; due on Sundays by 11:59 pm)	25%
Popular culture analysis paper – due Sunday October 5, 11:59 pm	20%
Experiential learning activities/events and reflection essay -- due Monday November 24, 11:59 pm	15%
Final Project – Policy Analysis	20%
TOTAL	100%

Grading Scale (based on percentage of total points earned):

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:

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

****Whenever possible, the instructor will provide links to stream/read these for free; for 1-2 films, there may be a small streaming rental fee (approximately \$4) to access content. I encourage you to use streaming services you already have access to and to rent/watch with classmates if possible.**

COURSE OUTLINE (subject to revision as the semester unfolds – check Canvas modules):

	DATE	PREPARATION FOR CLASS	ASSIGNMENTS DUE
WEEK 1			
	September 3	Introduction to this course and each other	
	September 5	The Hidden History of Brown v. Board of Education (13 minutes) Paul Solman, A Look at What's Behind the Efforts to Reshape How American History Is Taught , July 1, 2025	Turn in first Apply/Evaluate paper on Canvas by 11:59 pm Sunday Sept. 3
WEEK 2 Racial Narratives	September 8	Please watch or re-watch <i>Remember the Titans</i> (available via Disney+ or to rent from Amazon Prime)	
	September 10	Tim Layden, "Does Anyone Remember the Titans?" <i>Sports Illustrated</i> , October 15, 2001	Week 2 Reading Response due on Canvas BEFORE start of Wednesday's class
	September 12	"Racial Formations," Michael Omni & Howard Winant "How Jews became White Folks," Karen Brodtkin	Apply/Evaluate due Sunday 11:59 pm
WEEK 3 Racism	September 15	Please listen to interview with historian Eric Foner , "The Unresolved Legacy of Reconstruction" (33 minutes) Please visit (virtually) the New York Historical Society museum exhibit Black Citizenship in the Age of Jim Crow (four parts/screens: Intro, Reconstructing Citizenship 1865-1877, Rise of Jim Crow 1877-1900, and Challenging Jim Crow 1900-1919)	
	September 17	Watch "A Class Divided" segments 1-3 (minutes 1-28 AND final 2 minutes of film) Rothenberg part II, "Defining Racism: Can We Talk?," Beverly Tatum Rothenberg part II, chapter 5 -- "Color-Blind Racism," Eduardo Bonilla-Silva	Week 3 Reading Response due on Canvas BEFORE start of Wednesday's class

	September 19	“White Privilege: Unpacking the Invisible Knapsack,” Peggy MacIntosh, pp. 1-4 Listen to “How Race Science Shows Up at the Doctor’s Office,” Code Switch podcast (35 minutes)	Apply/Evaluate due Sunday 11:59 pm
WEEK 4 Social Class	September 22	Catherine Rampell, “Where Do Socioeconomic Classes Mix? Not Church, but Chili’s,” Washington Post, August 22, 2023	
	September 24	“The New Face of Hunger,” Tracie McMillan, National Geographic Magazine	Week 4 Reading Response due on Canvas BEFORE start of Wednesday’s class
	September 26	Watch Chicano! Struggle in the Fields documentary (52 minutes) Sean Saldana, The Complicated Legacy of Cesar Chavez , Texas Standard, October 17, 2022	Apply/Evaluate due Sunday 11:59 pm
WEEK 5 Gender and Sexism	September 29	Watch “The Dangerous Ways Ads See Women,” Jean Kilbourne TED talk (15 minutes) “Night to His Day: Social Construction of Gender,” Judith Lorber	
	October 1	“Oppression,” Marilyn Frye (posted in Canvas module) “Domination and Subordination,” Jean Baker Miller Melanie Tannenbaum, “The Problem When Sexism Just Sounds So Darn Friendly,” April 2, 2013	Week 5 Reading Response due on Canvas BEFORE start of Wednesday’s class
	October 3	Watch The Triangle Fire: Response, Reform and Reverberations , Tenement Museum (watch from minute 4:45 to 1 hour 14 minutes)	Apply/Evaluate due Sunday 11:59 pm **Popular Culture Analysis paper due no later than 11:59 pm, Sunday October 5 on Canvas**

WEEK 6 The Politics of Economics: Jobs, Wealth and Homeownership	October 6	<p>Rakesh Kochhar, “The Enduring Grip of the Gender Pay Gap,” Pew Research Center, March 1, 2023</p> <p>Chabeli Carrazana, “Even when women make more than their husbands, they are doing more childcare and housework,” <i>The 19th</i>, April 13, 2023</p> <p>Parker and Funk, “Gender Discrimination Comes in Many Forms,” Pew Research Center, December 14, 2017</p> <p>Ammerman and Groyberg, “How to Close the Gender Gap,” Harvard Business Review, May-June 2021</p> <p>Optional: Chabeli Carrazana, “Caregiving costs women nearly \$300,000,” <i>The 19th</i>, May 11, 2023</p>	
	October 8	<p>Read “Nine Charts about Wealth Inequality in America”</p> <p>How Can We Close Our Racial Wealth Gap?, Jamie Smith Hopkins, Center for Public Integrity, March 22, 2022</p> <p>Racism Has a Cost for Everyone, Heather McGhee (14 minute TED talk)</p>	Week 6 Reading Response due on Canvas BEFORE start of Wednesday’s class
	October 10	<p>Segregated By Design documentary short film (17 minutes)</p> <p>Brentin Mock, “Redlining is Alive and Well – and Evolving,” <i>City Lab</i>, 9/28/2015</p>	Apply/Evaluate due Sunday 11:59 pm
WEEK 7 Politics of Education	October 13	<p>Watch “Separate and Unequal” on Frontline (27 minutes)</p> <p>Read “Why America’s Schools Have a Money Problem,” April 18, 2016, NPR Ed</p> <p>“Forced Out: Schools Feed the Juvenile Prison Population,” Daja Henry, Patrick Linehan, Gabriela Szymanowska, Chloe Jones & Brody Ford, Carnegie-Knight News 21, August 21,</p>	

		2020	
	October 15	Listen to “The Problem We All Live With,” This American Life (58 minutes)	Week 7 Reading Response due on Canvas BEFORE start of Wednesday’s class
	October 17	Claire Cain Miller, “Does Teacher Diversity Matter?” Robert Putnam, Our Kids excerpt on effect of extracurricular activities in schools (esp. pp.174-183) Read “Can More Money Fix America’s Schools,” April 25, 2016, NPR Ed	
WEEK 8 Politics of the Environment	October 20	Read Brad Plumer and Nadja Popovich, How Decades of Racist Housing Policy Left Neighborhoods Sweltering , New York Times, August 24, 2020	
	October 22	Listen to “Memphis, TN: The Sweetest Water in the World” podcast (43 minutes)	Week 8 Reading Response due on Canvas BEFORE start of Wednesday’s class
	October 24	Fall Break – No Class Meeting	Apply/Evaluate due Sunday 11:59 pm
WEEK 9 Politics of Health & Healthcare	October 27	Watch <i>Unnatural Causes: In Sickness and In Wealth</i> documentary streaming	
	October 29	Case study: politics of maternal health Linda Villarosa, “A Life-or-Death Crisis for Black Mothers” – listen or read Fradet and Greenwald, “Doula Care Improves Health Outcomes...” National Health Law Program, August 8, 2022	Week 9 Reading Response due on Canvas BEFORE start of Wednesday’s class
	October 31	Melinda Wenner Moyer, “Women are Calling Out ‘Medical Gaslighting,’” <i>New York Times</i> March 28, 2022	

		<p>Williams and Cooper, "Reducing Racial Inequities in Health: Using What We Already Know to Take Action," <i>International Journal of Environmental Research and Public Health</i>, February 2019.</p> <p>Patrick Boyle, "Do Black Patients Fare Better with Black Doctors?," Association of American Medical Colleges, June 6, 2023</p> <p>Jay Feldstein, "Why America Needs More Diversity in the Doctor's Office." US News and World Report, August 4, 2023</p>	
WEEK 10 Politics of Criminal Justice	November 3	XIIth documentary film (available on Netflix)	
	November 5	<p>Hansi Lo Wong, "Your Body Being Used," listen or read (6 minutes)</p> <p>Listen to "What Happens When a Prison Comes to Town?" on Trending Globally podcast, January 18, 2023 (25 minutes)</p>	Week 10 Reading Response due on Canvas BEFORE start of Wednesday's class
	November 7	<p>Alexandria Bastien, "Ending the Debt Trap," PolicyLink March 2017</p> <p>Karen Tumulty, "One simple fix for our broken policing system: hiring more women," <i>Washington Post</i>, September 21, 2023 – gift link</p>	Apply/Evaluate due Sunday 11:59 pm
WEEK 11 Politics of Elections and Representation	November 10	Voter Suppression, Then and Now (Marketplace, Sept. 18, 2020)	
	November 12	<p>Watch "Whose Vote Counts?," Frontline (54 minutes)</p> <p>Listen or read, Adam Johnson, The Appeal: The Backlash Against Expanding Voter Rights, March 7, 2019 (17 minutes)</p>	Week 11 Reading Response due on Canvas BEFORE start of Wednesday's class
	November 14	Claire Cain Miller, " Women Actually Do Govern Differently, " NYTimes Upshot 11/10/16	Apply/Evaluate due Sunday 11:59 pm

		Conroy, Thomson-DeVeaux and Wiederkehr, "Women of Color Were Shut Out of Congress For Decades. Now They're Transforming It," FiveThirtyEight, January 18, 2021	
WEEK 12	November 17	Listen to " A Population Slowdown in the US ," The Daily, May 4, 2021 (23 minutes) Bui and Miller, " The Age that Women Have Babies: How a Gap Divides America ," NYTimes, August 4, 2018.	
Politics of Reproduction and Families	November 19	Ross & Solinger, "Reproductive Justice in the Twenty-First Century" Read " Forced Sterilization Policies in the US " Read " Unwanted Sterilization and Eugenics Programs in the US "	Week 12 Reading Response due on Canvas BEFORE start of Wednesday's class
	November 21	Watch Unequal Childhoods: Annette Lareau (6 minutes) Rachel Sugar, " How did home cooking become a moral issue? ," Vox, March 5, 2019	Apply/Evaluate due Sunday 11:59 pm
WEEK 13	November 24	No class meeting – finish Experiential Learning Reflection and turn in	No Reading Response OR Apply/Evaluate due this week! **Experiential Learning and Reflection Paper due Monday, November 24, 11:59 pm
	November 26	Thanksgiving Break – no class meeting	
	November 28	Thanksgiving Break – no class meeting	
WEEK 14	December 1	Krista Tippett interview with psychologist Mahzarin Banaji on implicit bias , read or listen (about 45 minutes) Watch Verna Meyers' TED talk " How to Overcome Our Biases "	
Responding Personally and Politically	December 3	Audre Lorde	Week 14 Reading Response due on

			Canvas BEFORE start of Wednesday's class
	December 5	Imagining the world you want to live in: Bryan Stevenson & Ruth Wilson Gilmore	Apply/Evaluate due Sunday 11:59 pm
WEEK 15 Politics of the Future	December 8	Finding Joy and Rest: Tricia Hersey	
	December 10		Week 15 Reading Response due on Canvas BEFORE start of Wednesday's class
	December 12	Final Policy Analysis Projects Due in class	Apply/Evaluate due Sunday 11:59 pm