

## HON2010: POLITICS OF RACE, CLASS, AND GENDER

Spring 2026

MWF 8:30-9:35 am, Fermanian 114

Dr. Linda Beail

Colt 116, [lbeail@pointloma.edu](mailto:lbeail@pointloma.edu)

**Office Hours: Mondays and Wednesdays 2:45-4:15 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.

### **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 – exams).
- 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 connections between your faith, personal experiences & values, and social issues.

### **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 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.

### **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.

### **AI Policy**

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.

### **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 work with the student to create an 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.

### **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 other forms of discrimination, you can find more information on reporting and resources at [www.pointloma.edu/nondiscrimination](http://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](http://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](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/Title-IX](http://pointloma.edu/Title-IX).

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at [www.pointloma.edu/bias](http://www.pointloma.edu/bias)

### **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.

**The Loma Writing Center** exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

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. For information about how to make in-person or online appointments, see [Loma Writing Center webpage](#) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

### **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).

### **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, Participation, and Weekly Reading Responses</b>	20%
<b><i>Warmth of Other Suns</i> response/integration paper</b>	20%
<b>Weekly Apply/Evaluate Responses</b>	20%
<b>Experiential learning activities/events and reflection essay</b>	15%
<b>Final Project</b>	25%
<b>TOTAL</b>	<b>100%</b>

Due dates are noted on the syllabus. Weekly reading responses are due each Wednesday by 8:30 am (class time). Apply/Evaluate responses are due each week by 11:59 am Sunday. Weekly reading responses and Apply/Evaluate responses cannot be turned in late, as being prepared for class using these assignments is part of their value & importance.

For the *Warmth of Other Suns*, Experiential Learning, and Final Project, you may have 2 days of grace period for turning in any of the papers (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 lose 5% for each calendar that paper is late. No final projects will be accepted after 11:59 pm on Friday, May 8<sup>th</sup> in order for final course grades to be turned in on time.

**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*. 12th edition. Worth, 2024.

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

Articles, podcasts and documentaries online as assigned via modules on our course Canvas site. Please visit [libguides.pointloma.edu/NYT](http://libguides.pointloma.edu/NYT) for more information and instructions about creating your free New York Times subscription, which you will use at times for articles on the syllabus.

This course is part of our course material delivery program, **LomaBooks**. The bookstore will provide each student with a convenient package containing all required physical materials; all digitally delivered materials will be integrated into Canvas.

You should have received an email from the bookstore confirming the list of materials that will be provided for each of your courses and asking you to select how you would like to receive any printed components (in-store pickup or home delivery). If you have not done so already, please confirm your fulfillment preference so the bookstore can prepare your materials. For more information about **LomaBooks**, please go [HERE](#).

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

	DATE	PREPARATION FOR CLASS	ASSIGNMENT DUE
<b>WEEK 1 Introduction</b>	January 12	Introduction and course plan	
	January 14	<p>Isabel Wilkerson, <i>The Warmth of Other Suns</i> Part 1 and 2 (pp. 1-45).</p> <p>Listen to interview with historian <a href="#">Eric Foner, “The Unresolved Legacy of Reconstruction”</a> (33 minutes)</p> <p>Recommended for more information on the Jim Crow era: Virtual Museum Visit to 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).</p>	
	January 16	<p>Jeanne Theoharis, “The Uses and Misuses of Civil Rights History. . . “</p> <p><a href="#">The Hidden History of Brown v. Board of Education</a> (13 minutes)</p> <p>Paul Solman, <a href="#">A Look at What’s Behind the Efforts to Reshape How American History Is Taught</a>, July 1, 2025</p> <p>Isabel Wilkerson, <i>The Warmth of Other Suns</i> Part 2 (pp. 47-95).</p>	
<b>WEEK 2 Race</b>	January 19	<b>Martin Luther King Jr. Holiday – no class meeting</b>	
	January 21	<p>Please watch or re-watch <i>Remember the Titans</i> (available via Disney+ or other streaming services)</p> <p>Tim Layden, “Does Anyone Remember the Titans?”</p>	

		<i>Sports Illustrated</i> , October 15, 2001	
	January 23	Isabel Wilkerson, <i>The Warmth of Other Suns</i> Part 2 (pp. 95-179).	
<b>WEEK 3 Racism</b>	January 26	Watch " <a href="#">A Class Divided</a> " (segments 1-3, minutes 1-28 and final 2 minutes of film)  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 3 (pp. 181-221).	
	January 28	Rothenberg part II, chapter 3 – "Defining Racism: Can We Talk?," Beverly Tatum  Rothenberg part II, chapter 5 -- "Color-Blind Racism in Pandemic Times," Eduardo Bonilla-Silva  Rothenberg part VI, chapter 6 – "You are in the dark, in the car. . .," Claudia Rankine	
	January 30	Rothenberg part II, ch 14 – "White Privilege: Unpacking the Invisible Knapsack," Peggy MacIntosh  Rothenberg part III, chapter 9 – "Digging into the Messy History of 'Latinx' Helped Me Embrace My Complex Identity," John Paul Brammer  Listen to " <a href="#">How Race Science Shows Up at the Doctor's Office</a> ," Code Switch podcast (35 minutes)  Isabel Wilkerson, <i>The Warmth of Other Suns</i> Part 4 (pp. 223-241).	
<b>WEEK 4 Social Class</b>	February 2	Catherine Rampell, " <a href="#">Where do socioeconomic classes mix? Not church, but Chili's</a> ", <i>Washington Post</i> August 22, 2023 – gift link  Isabel Wilkerson, <i>The Warmth of Other Suns</i> Part 4 (pp.242-301).	
	February 4	<a href="#">"The New Face of Hunger," Tracie McMillan</a> , National	

		<p>Geographic Magazine</p> <p>Isabel Wilkerson, <i>The Warmth of Other Suns</i> Part 4 (pp.302-350).</p>	
	February 6	<p>Watch <a href="#">Chicano! Struggle in the Fields</a> documentary (50 minutes)</p> <p>Sean Saldana, <a href="#">The Complicated Legacy of Cesar Chavez</a>, Texas Standard, October 17, 2022</p> <p>Isabel Wilkerson, <i>The Warmth of Other Suns</i> Part 4 (pp.351-400).</p>	
<b>WEEK 5</b>  <b>The Politics of Gender</b>	February 9	<p>Watch "<a href="#">The Dangerous Ways Ads See Women</a>," <a href="#">Jean Kilbourne TED talk</a> (15 minutes)</p> <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>Isabel Wilkerson, <i>The Warmth of Other Suns</i> Part 4 (pp.400-432).</p>	
	February 11	<p>"Oppression," Marilyn Frye (posted in Canvas)</p> <p>Rothenberg part I, chapter 10 – "Domination and Subordination," Jean Baker Miller</p> <p>Melanie Tannenbaum, "The Problem When Sexism Just Sounds So Darn Friendly," April 2, 2013</p>	
	February 13	<p>Watch <a href="#">The Triangle Fire: Response, Reform and Reverberations</a>, Tenement Museum (watch from minute 4:45 to 1 hour 14 minutes)</p> <p>Isabel Wilkerson, <i>The Warmth of Other Suns</i> Part 5 and epilogue (pp. 433-538)</p>	
<b>WEEK 6</b>  <b>Politics of Workplace and Wealth</b>	February 16	<p>Rothenberg part V, chapter 6 – "Domestic Workers Bill of Rights," Ai-jen Poo</p> <p>Rakesh Kochhar, "<a href="#">The Enduring Grip of the Gender Pay Gap</a>," Pew Research Center, March 1, 2023</p> <p>Chabeli Carrazana, "<a href="#">Even when women make more</a></p>	

		<p><a href="#">than their husbands, they are doing more childcare and housework,”</a> <i>The 19<sup>th</sup></i>, April 13, 2023</p> <p>Parker and Funk, “<a href="#">Gender Discrimination Comes in Many Forms</a>,” Pew Research Center, December 14, 2017</p> <p>Ammerman and Groysberg, “<a href="#">How to Close the Gender Gap</a>,” Harvard Business Review, May-June 2021</p> <p>Optional: Chabeli Carrazana, “<a href="#">Caregiving costs women nearly \$300,000</a>,” <i>The 19<sup>th</sup></i>, May 11, 2023</p>	
	February 18	<p>Read “<a href="#">Nine Charts about Wealth Inequality in America</a>”</p> <p>Rothenberg part V, chapter 4 – “How Can We Close Our Racial Wealth Gap?,” Jamie Smith Hopkins</p> <p>Listen to <a href="#">Racism Has a Cost for Everyone</a>, Heather McGhee (14 minute TED talk)</p>	
	February 20	<p><i>Warmth of Other Suns</i> activity in class</p>	<p><b>Response/Integration Paper on Wilkerson’s <i>Warmth of Other Suns</i> due Friday February 20, 8:30 am</b></p>
<b>WEEK 7</b>	February 23	<p><a href="#">Segregated By Design</a> documentary short film (17 minutes)</p> <p>Brentin Mock, Redlining is Alive and Well – and Evolving,” <i>City Lab</i>, September 28, 2015</p>	
	February 25	<p>Brad Plumer and Nadja Popovich, <a href="#">How Decades of Racist Housing Policy Left Neighborhoods Sweltering</a>, New York Times, August 24, 2020 (use free PLNU subscription)</p>	
	February 27	<p>Listen to “<a href="#">Memphis, TN: The Sweetest Water in the World</a>” podcast (43 minutes)</p> <p>Rothenberg part IV, chapter II – “Environmental Racism is Poisoning America’s Waters,” Natalia Marques</p>	
<b>Politics of Housing and the Environment</b>			

<b>WEEK 8</b> <b>Politics of Education</b>	March 2	<p>Rothenberg part V, chapter 3 – “Why America’s Schools Have a Money Problem”</p> <p>Rothenberg part VIII, chapter 9 – “How Schools and the Criminal Justice System Both Fail Students with Disabilities,” Daja Henry &amp; Kimberly Rapanut</p> <p>Watch “<a href="#">Separate and Unequal</a>” on Frontline (27 minutes)</p>	
	March 4	Listen to “ <a href="#">The Problem We All Live With</a> ,” This American Life (58 minutes)	
	March 6	<p>Claire Cain Miller, “<a href="#">Does Teacher Diversity Matter?</a>”</p> <p>Putnam, <i>Our Kids</i> <a href="#">excerpt</a> on effect of extracurricular activities in schools (esp. pp.174-183)</p>	
	March 9-13	<b>Spring Break – no class meetings</b>	
<b>WEEK 9</b> <b>Politics of Health and Healthcare</b>	March 16	<p>Rothenberg part IV, chapter 1 – “Myths About Physical Racial Differences Were Used to Justify Slavery – and Are Still Believed by Doctors Today,” Linda Villarosa</p> <p>Rothenberg part IV, chapter 5 – “Living in an Immigrant Family in America: How Fear and Toxic Stress are Affecting Daily Life, Well-Being, and Health,” Samantha Artiga &amp; Petry Ubri</p> <p>In class today: watch <i>Unnatural Causes: In Sickness and In Wealth</i> documentary</p>	
	March 18	<p>Case study: politics of maternal health</p> <p>Linda Villarosa, “A Life-or-Death Crisis for Black Mothers” – <a href="#">listen</a> or <a href="#">read</a></p> <p>Fradet and Greenwald, "<a href="#">Doula Care Improves Health Outcomes. . .</a>” National Health Law Program, August 8, 2022</p>	
	March 20	Melinda Wenner Moyer, “ <a href="#">Women are Calling Out</a> ”	

		<p><a href="#">‘Medical Gaslighting,’</a> <i>New York Times</i> March 28, 2022</p> <p><a href="#">Williams and Cooper, "Reducing Racial Inequities in Health: Using What We Already Know to Take Action,"</a> <i>International Journal of Environmental Research and Public Health</i>, February 2019.</p> <p>Jay Feldstein, "<a href="#">Why America Needs More Diversity in the Doctor's Office,</a>" <i>US News and World Report</i>, August 4, 2023</p>	
<b>WEEK 10</b>  <b>Politics of Criminal Justice</b>	March 23	Please watch <i>XIIIth</i> documentary film (Netflix)	
	March 25	<b>Attend Wiley Lecture in Crill Hall, 8:30-9:20 am</b> Dr. Catherine Keller	
	March 27	Hansi Lo Wong, " <a href="#">Your Body Being Used,</a> " listen or read (6 minutes)  Listen to " <a href="#">What Happens When a Prison Comes to Town?</a> " on Trending Globally podcast, January 18, 2023 (25 minutes)	
<b>WEEK 11</b>  <b>Politics of Elections and Representation</b>	March 30	Rothenberg part V, chapter 5 – “Ending the Debt Trap,” Alexandria Bastien  Rothenberg part IX, chapter 6 – “Are Prisons Obsolete?,” Angela Davis  Karen Tumulty, " <a href="#">One simple fix for our broken policing system: hiring more women,</a> " <i>Washington Post</i> , September 21, 2023 – gift link	
	April 1	<a href="#">Voter Suppression, Then and Now</a> (Marketplace, Sept. 18, 2020)  Listen to Adam Johnson, <a href="#">The Appeal: The Backlash Against Expanding Voter Rights</a> , March 7, 2019 (17 minutes) or read transcript of interview	
	April 3	<b>Easter Break – no class meeting</b>	
<b>WEEK 12</b>	April 6	<b>Easter Break – no class meeting</b>	

	April 8	Voting in US - TBD	
	April 10	Women's Suffrage TBD  Claire Cain Miller, " <a href="#">Women Actually Do Govern Differently</a> ," NYTimes Upshot 11/10/16	
<b>WEEK 13</b>  <b>Politics of Reproduction and Family</b>	April 13	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 – use free PLNU subscription for access	
	April 15	Rothenberg part VIII, chapter 7 – “Reproductive Rights Have Never Been Secure. Ask Black Women,” Fabiola Cineas with Dorothy Roberts  Read " <a href="#">Forced Sterilization Policies in the US</a> ... ”  Read " <a href="#">Unwanted Sterilization and Eugenics Programs in the US</a> ”  Rothenberg part IX, ch. 5 – “Reproductive Justice in the Twenty-First Century,” Ross and Solinger	
	April 17	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	
<b>WEEK 14</b>	April 20	Krista Tippett <a href="#">interview with psychologist Mahzarin Banaji on implicit bias</a> , read or listen (about 45 minutes)  Watch Verna Meyers' TED talk " <a href="#">How to Overcome Our Biases</a> "	
	April 22	No class meeting – work on and turn in Experiential Learning reflection papers	<b>Experiential Learning Reflections Due in Canvas before 11:59 pm, Wednesday April 22</b>
	April 24	No class meeting – work on research for final policy projects	

<b>WEEK 15</b>	April 27	Workshop Policy Projects in class today	<b>Bring research and hard copy of outline/draft of policy project with you to class today</b>
<b>Politics of the Future</b>	April 29	<p>Hope in the face of difference and injustice</p> <p>Watch <a href="#">“We Need to Talk About an Injustice”</a> TED talk (23 minutes), Bryan Stevenson and <a href="#">“Four Rules for Achieving Peace and Justice”</a> (3.5 minutes)</p> <p>Read Rothenberg part IX, chapter 1 – “Age, Race, Class and Sex: Women Redefining Difference,” Audre Lorde</p>	
	May 1	Podcast: <a href="#">“Is Joy An Act of Resistance?”</a> Code Switch, July 30. 2025 (36 minutes)	
<b>Final Exam Period</b>	<b>Monday May 4, 8-10 am</b>		<b>Turn in final projects before 8 am May 4, and present/discuss during final exam period</b>