

	POL1090: Politics of Race, Class and Gender (4 units) Department of History and Political Science
Fall 2026	
Meeting days/times: MWF 12:15-1:20 pm (section 1) MWF 1:30 – 2:35 am (section 2)	Instructor: Dr. Linda Beail
Meeting location: Evans 114	Office Phone: 619-849-2408
Final Exam: Monday December 14, 10:30 am-1 pm (section 1) Monday December 14, 1:30 pm – 4 pm (section 2)	Email: LindaBeail@pointloma.edu
Office location: Colt Hall 116 Office hours: Mondays & Wednesdays 2:45-4:30 pm, Tuesdays 1-2:30 pm, and by appointment 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 feel free to stop by!	

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.

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 & activities.

General Education 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 cultures.

Course and General Education 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 (GE 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

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.

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 the [Office of Spiritual Development](#).

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 Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

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. For all student appeals, faculty and students should follow the procedures in the University Catalog. Please consult the [Academic Honesty Policy](#) in the [University Catalog](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU Artificial Intelligence (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. Violations of this policy will be treated as breaches of academic integrity.

PLNU Academic Behavior Policy

Both faculty and students at Point Loma Nazarene University have the right to expect a safe and ordered environment for learning. Students are expected to take the initiative to learn and conduct themselves in a mature and civil manner in the classroom environment. Any student behavior that is disruptive or threatening is a serious affront to Point Loma Nazarene University as a learning community. Students who fail to adhere to these behavioral standards may be subject to disciplinary action, including removal from class or further university sanctions. For a full definition of disruptive behavior, response procedures, and the appeal process, please consult the [Academic Behavior Policy](#) in the [University Catalog](#).

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, [by email](#) or phone at 619-849-2533. 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 approved 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 approved accommodations in that particular course. Accommodations are not retroactive; as such, 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-related need should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. In accordance with ADA, accommodations cannot constitute a fundamental alteration to course outcomes; therefore, planning ahead is vital in establishing appropriate accommodations for equal access to this course. 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 eligibility 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) has experienced other forms of discrimination, you can find more information on reporting and resources via the [Nondiscrimination and Anti-harassment Policy](#).

Sexual Misconduct and Discrimination

Point Loma Nazarene University faculty are committed to helping createIn 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](#). 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](#) or [consult the list of campus pastors](#).

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.

Loma Writing Center

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.

Walk-ins are welcome, but we recommend making an appointment in advance. 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.

- [Appointment Calendar](#)
- [Website](#)
- [Email](#)

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.

[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.

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 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 do not use technology and personal devices to distract yourself or other students from the focus that we need in this class to examine ideas and evidence, actively listen and converse with one another, and hone our critical thinking skills. Please be ready to put away your phones and laptops and be

fully present with one another, without leaving the classroom during class time. 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. We have an opportunity this semester 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

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 outside of class writing assignments – an Apply/Evaluate, the pop culture analysis paper, or the experiential learning essay (3 days per the entire semester, not for every 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 3 days past the due date.

Assignment	Percentage of final grade
In-Class Writing Responses and Class Attendance/Participation	25%
Weekly "Apply/Evaluate" writing assignments (will be posted each week by Friday 3 pm; due on Sundays by 11:59 pm)	25%
Popular culture analysis paper – due Sunday October 4, 11:59 pm	15%

Experiential learning activities/events and reflection essay -- due Monday November 23, 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.

Student subscription (free through PLNU) to both the *Wall Street Journal* and the *New York Times*.

Instructions on how to set up and access your free subscriptions is available in our 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	Monday August 31	Introduction to this course and each other	
	Wednesday September 2	Watch The Hidden History of Brown v. Board of Education (13 minutes) Watch Paul Solman, A Look at What's Behind the Efforts to Reshape How American History Is Taught , July 1, 2025 (9 minutes)	
	Friday September 4	Please watch or re-watch <i>Remember the Titans</i> (available via Disney+ or to rent from Amazon Prime)	Turn in first Apply/Evaluate paper on Canvas by 11:59 pm Sunday Sept. 6
WEEK 2	Monday September 7	Labor Day Holiday – No Class Meeting	

Racial Narratives	Wednesday September 9	Tim Layden, “Does Anyone Remember the Titans?” <i>Sports Illustrated</i> , October 15, 2001	
	Friday September 11	“Racial Formations,” Michael Omni & Howard Winant “How Jews became White Folks,” Karen Brodtkin	Apply/Evaluate due Sunday 11:59 pm
WEEK 3 Race and Racism	Monday September 14	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)	
	Wednesday September 16	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	
	Friday September 18	“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	Monday September 21	Catherine Rampell, “Where Do Socioeconomic Classes Mix? Not Church, but Chili’s,” Washington Post, August 22, 2023	
	Wednesday September 23	“The New Face of Hunger,” Tracie McMillan, National Geographic Magazine	
	Friday September 25	Watch Chicano! Struggle in the Fields documentary (52 minutes)	Apply/Evaluate due Sunday 11:59 pm

		Read Sean Saldana, The Complicated Legacy of Cesar Chavez, Texas Standard, October 17, 2022 <i>Warning: discussion of sexual abuse -- watch</i> “New report says Cesar Chavez sexually abused girls and women at the height of his power,” NBC News, March 18, 2026 (6 minutes)	
WEEK 5 Gender and Sexism	Monday September 28	Watch “The Dangerous Ways Ads See Women,” Jean Kilbourne TED talk (15 minutes) “Night to His Day: Social Construction of Gender,” Judith Lorber	
	Wednesday September 30	“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	
	Friday October 2	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 4 on Canvas**
WEEK 6 The Politics of Economics: Jobs, Wealth and Homeownership	Monday October 5	Rakesh Kochhar, “The Enduring Grip of the Gender Pay Gap,” Pew Research Center, March 1, 2023 Chabeli Carrazana, “Even when women make more than their husbands, they are doing more childcare and housework,” <i>The 19th</i>, April 13, 2023 Parker and Funk, “Gender Discrimination Comes in Many Forms,” Pew Research Center, December 14, 2017 Ammerman and Groysberg, “How to Close the Gender Gap,” Harvard Business Review, May-June 2021	

		Optional: Chabeli Carrazana, “Caregiving costs women nearly \$300,000,” <i>The 19th</i> , May 11, 2023	
	Wednesday October 7	Read “Nine Charts about Wealth Inequality in America” How Can We Close Our Racial Wealth Gap? , Jamie Smith Hopkins, Center for Public Integrity, March 22, 2022 Listen to Racism Has a Cost for Everyone , Heather McGhee (14 minute TED talk)	
	Friday October 9	Segregated By Design documentary short film (17 minutes) Brentin Mock, “Redlining is Alive and Well – and Evolving,” <i>City Lab</i> , 9/28/2015	Apply/Evaluate due Sunday 11:59 pm
WEEK 7 Politics of the Education	Monday October 12	Watch “Separate and Unequal” on Frontline (27 minutes) Read “Why America’s Schools Have a Money Problem” , April 18, 2016, NPR Ed “Forced Out: Schools Feed the Juvenile Prison Population,” Daja Henry, Patrick Linehan, Gabriela Szymanowska, Chloe Jones & Brody Ford, Carnegie-Knight News 21, August 21, 2020	
	Wednesday October 14	Listen to “The Problem We All Live With,” This American Life (58 minutes)	
	Friday October 16	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	Monday October 19	Read Brad Plumer and Nadja Popovich, How Decades of Racist Housing Policy Left	

Politics of the Environment		Neighborhoods Sweltering , New York Times, August 24, 2020	
	Wednesday October 21	Listen to “Memphis, TN: The Sweetest Water in the World” podcast (43 minutes)	
	Friday October 23	Fall Break – No Class Meeting	Apply/Evaluate due Sunday 11:59 pm
WEEK 9	Monday October 26	No in-person class meeting. Watch Unnatural Causes: In Sickness and In Wealth documentary streaming	
Politics of Health & Healthcare	Wednesday October 28	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	
	Friday October 30	Melinda Wenner Moyer, “Women are Calling Out ‘Medical Gaslighting,’” <i>New York Times</i> March 28, 2022 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. Jay Feldstein, “Why America Needs More Diversity in the Doctor's Office,” US News and World Report, August 4, 2023	
WEEK 10	Monday November 2	<i>X/1th</i> documentary film (available on Netflix)	
Politics of Criminal Justice	Wednesday November 4	Hansi Lo Wong, “Your Body Being Used,” listen or read (6 minutes) Listen to “What Happens When a Prison Comes to Town?” on Trending Globally podcast, January 18, 2023 (25 minutes)	

	Friday November 6		Apply/Evaluate due Sunday 11:59 pm
WEEK 11 Politics of Elections and Representation	Monday November 9	Voter Suppression, Then and Now (Marketplace, Sept. 18, 2020) Claire Cain Miller, “Women Actually Do Govern Differently,” NYTimes Upshot 11/10/16	
	Wednesday November 11	Watch “Whose Vote Counts?” Frontline (54 minutes) Listen or read, Adam Johnson, The Appeal: The Backlash Against Expanding Voter Rights , March 7, 2019 (17 minutes)	
	Friday November 13	Please read “The Art of Suffrage: Cartoons Reflect America’s Struggle for Equal Voting Rights,” Constitutional Accountability Center, December 7, 2020 Please watch “Finish the Fight,” a virtual play about unsung heroes of women's suffrage (first 55 minutes -- the 25 minute discussion afterward is very interesting but can be optional)	Apply/Evaluate due Sunday 11:59 pm
WEEK 12 Politics of Reproduction and Families	Monday November 16	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.	**Final Policy Project Topics Due Monday November 16 by 11:59 pm
	Wednesday November 18	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”	
	Friday November 20	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	Monday November 23	No in-person class meeting. Use class time to: • Finish Experiential Learning Reflection • Work on research/annotated bibliography for final policy project	**Experiential Learning/Reflection Paper due Monday, November 23, 11:59 pm
	Wednesday November 25	Thanksgiving Break – no class meeting	
	Friday November 27	Thanksgiving Break – no class meeting	
WEEK 14 Responding Personally and Politically	Monday November 30	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 "	
	Wednesday December 2		
	Friday December 4	Audre Lorde, " The Uses of Anger " bell hooks	Apply/Evaluate due Sunday 11:59 pm
WEEK 15 Politics of the Future	Monday December 7	Workshop Policy Projects in class	*Draft of policy project due at beginning of class for workshopping
	Wednesday December 9	Hope in the face of injustice: Bryan Stevenson " Four Rules for Achieving Peace and Justice " (3.5 minutes) " We Need to Talk About an Injustice " TED talk (23 minutes)	
	Friday December 11	Podcast: " Is Joy An Act of Resistance? ," Code Switch, July 30, 2025 (36 minutes)	Apply/Evaluate due Sunday 11:59 pm
Final Exam	Monday December 14	10:30 am-1 pm (section 1) 1:30 pm – 4 pm (section 2)	*Final Policy Analysis Projects Due in Canvas before exam time begins