

POL 190: THE POLITICS OF RACE, CLASS AND GENDER
Fall 2013
MWF 8:30-9:35 am
Taylor 105

Dr. Linda M. Beail
Office: 116 Colt Hall, 849-2408
Email: lbeail@pointloma.edu

Office Hours: Mondays 1-4 pm; Wednesdays 1:15-2:45 pm; other times by appointment

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, and economic bases for the experiences of race, class and gender in the United States, as well as using autobiographical 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.

This course is one of the components of the General Education 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 requirements:

Class participation (includes attendance, discussion and brief weekly writing assignments) – 10% of final course grade
Midterm exam one – 15%
Midterm exam two – 15%
Final exam – 15%
Autobiography book review – 15%
Policy analysis paper – 20%
Service learning experience and reflection – 10%

Exam and due dates are noted on the syllabus. Please make special arrangements with the instructor ahead of time if you have a problem completing any of the requirements at the scheduled time, as absolutely no make-up exams will be given. Any written assignment that is turned in late will be penalized one-half of a letter grade (5% of the assignment's worth) for each calendar day that it is late.

Student Learning Outcomes:

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

- Understand how race, class and gender categories are defined and operate in the United States.
- Analyze how power is institutionalized in economic, educational, familial, health and electoral structures.
- Use social science methods and theories to analyze race, class and gender identities at an individual and systemic level.
- Compare possible causes and solutions to race, class and gender inequities.
- Evaluate the effectiveness of public policies using social science evidence and research, and explain how policies impact members of race, class and gender groups differently.
- Articulate the connections between your Christian faith, personal experiences & values, and social issues.
- Write and communicate more clearly, persuasively and insightfully.

Course policies:

1. **Academic Honesty:** The Point Loma Nazarene University community holds the highest standards of honesty and integrity in all aspects of university life. Any violation of the university's commitment is a serious affront to the very nature of Point Loma's mission and purpose. Violations of academic honesty include cheating, plagiarism, falsification, aiding academic dishonesty, and malicious interference. Please see the full policy in the undergraduate catalog at Academic Honesty. You are responsible for familiarizing yourself with all of these policies. Please be aware that I take any sort of academic dishonesty very seriously: **Academic dishonesty in any form, including cheating and plagiarism, are grounds for failing the course and disciplinary action by the dean.**

2. **Academic Accommodation** – My main goal is to help you learn and engage with the material of this course, and I am happy to help meet unique learning needs when I am notified of them. While all students are expected to meet the minimum academic standards for completion of this course as established by the instructor, students with disabilities may require academic accommodations. At Point Loma Nazarene University, students requesting academic accommodations must file documentation with the Disability Resource Center (DRC), located in the Bond Academic Center. Once the student files documentation, the Disability Resource Center will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual needs of the student. This policy assists the University in its commitment to full compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities (ADA) Act of 1990, and ADA Amendments Act of 2008, all of which prohibit discrimination against students with disabilities and guarantees all qualified students equal access to and benefits of PLNU programs and activities.

3. **Inclusive Language** -- Because of the changing standards of English usage, language that refers appropriately to both men and women inclusively 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 --should be avoided by alternate sentence constructions or replaced with "he or she," "him or her," or "hers or his." Gender specific terms may be replaced by their current alternatives: for example, "Congressman" has been correctly replaced by "Congressperson" or "member of Congress," etc.

4. **Classroom behavior** – While coming to this class will hopefully be an enjoyable experience, it is not like attending a movie, viewing a sporting event, or watching television; your respectful behavior and engaged attention is expected at all times. 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 that spirit, here are some basic expectations for class time: Please be on time to class each day. Cell phones should be turned off during class time, and no electronic devices (including laptop computers, smart phones or iPads) may be used to surf the web, check email, text, network on Instagram/Facebook/Twitter/etc., play games, or engage in other multi-tasking activities during class; this is distracting to your classmates and the instructor. Please do not leave the room (for a drink, to use the restroom, etc.) unless it is absolutely necessary; no one is allowed to leave the classroom for ANY reason whatsoever during exam periods. 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. These behaviors will lead to a more fruitful learning environment for all of us.

Texts:

Paula Rothenberg, ed. *Race, Class and Gender in the United States*. 8th edition. Worth, 2010.

Paul Tough, *Whatever it Takes: Geoffrey Canada's Quest to Save Harlem and America*. 2009.

Chris Heuertz and Christine Pohl, *Friendship at the Margins*. Intervarsity, 2010.

Articles and book chapters on reserve and online as assigned; documentary films as assigned.

Course outline (subject to revision as the semester unfolds):

I. DEFINING RACE, GENDER AND CLASS

- September 4: Introduction**
- September 6: The politics of race**
Tim Layden, "Does Anyone Remember the Titans?" *Sports Illustrated*, October 15, 2001(p.71-82)
- September 9:** Rothenberg part I, chapter 1 – "Racial Formations," Michael Omni and Howard Winant
Rothenberg part I, chapter 4 - "How Jews became White Folks," Karen Brodtkin
Rothenberg part III, chapter 1 – "A Nation of None and All of the Above," Sam Roberts
- September 11: The politics of racism**
Watch "A Class Divided" (ch.1-3 of program) at <http://www.pbs.org/wgbh/pages/frontline/shows/divided/>
Rothenberg part II, chapter 1 – "Defining Racism: Can We Talk?," Beverly Tatum
Rothenberg part II, chapter 2 -- "Color-Blind Racism," Eduardo Bonilla-Silva
Rothenberg part II, chapter 8 – "White Privilege: Unpacking the Invisible Knapsack," MacIntyre
****Choose book for autobiography assignment by class time today**
- September 13: The politics of gender**
DVD 808 Killing Us Softly 4
Rothenberg part I, chapter 5 – "Night to His Day: Social Construction of Gender," Judith Lorber
Rothenberg part II, chapter 6 – "Patriarchy," Allan G. Johnson
- September 16: The politics of sexism**
Rothenberg part II, chapter 5 – "Oppression," Marilyn Frye
Melanie Tannenbaum, "The Problem When Sexism Just Sounds So Darn Friendly," April 2, 2013, Scientific American blog at <http://blogs.scientificamerican.com/psysociety/2013/04/02/benevolent-sexism/>
Rothenberg part II, chapter 7 – "Homophobia as a Weapon of Sexism," Suzanne Pharr
- September 18:** Rothenberg part VI, chapter 4 – "The Myth of the Latin Woman," Judith Ortiz Cofer
Rothenberg part VI, chapter 5 – "The Arab Woman and I," Mona Fayad
Rothenberg part VIII, chapter 4 – "Am I Thin Enough Yet?," Sharlene Hesse-Biber
- September 20: Difference into Dominance**
Rothenberg part I, chapter 9 – "Disability and the Justification of Inequality," Douglas Baynton
Rothenberg part I, chapter 11 – "Domination and Subordination," Jean Baker Miller
Rothenberg part VIII, chapter 9 – "Sex and Race: the Analogy of Social Control," William Chafe
- September 23: The politics of class**
VC 3397 People Like Us: Social Class in America
Rothenberg part II, chapter 9 – "Class in America 2009" Gregory Mantsios
- September 25:** David K. Shipler, "A Poor Cousin of the Middle Class," *New York Times Magazine* 1-18-04
Rothenberg part VIII, chapter 7 – "Media Magic: Making Class Invisible," Gregory Mantsios
- September 27: AUTOBIOGRAPHY BOOK REVIEW DUE at beginning of class**

II. RACE, CLASS, AND GENDER IN PUBLIC POLICY AND SOCIAL INSTITUTIONS

September 30: **The politics of economics**

Before coming to class this morning, please watch all of *Chicano! Struggle in the Fields* documentary :
<http://www.youtube.com/watch?v=Flglal5AVpY>

October 2: Rothenberg part V, chapter 1 – “Imagine a Country,” Holly Sklar
Rothenberg part V, chapter 8 – “Forty Acres and a Gap in Wealth,” Henry Louis Gates Jr.
Rothenberg part V, chapter 9 – “The Economic Reality of Being Latino/a in the US,” Lui
Rothenberg part V, chapter 10 – “The Economic Reality of Being Asian American,” Lui
Rothenberg part IV, chapter 14 – “Closing Doors on Americans’ Housing Choices,” Margery Austin Turner
and Carla Herbig

October 4: Rothenberg part V, chapter 11 – “Women Losing Ground,” Ruth Conniff
Rothenberg part V, chapter 12 – “Lilly’s Big Day,” Gail Collins
Rothenberg part V, chapter 13 – “The Wage Gap and Its Costs”

October 7: William Julius Wilson, “When Work Disappears,” *The New York Times Magazine*, 8/18/96

October 9: **MIDTERM EXAM ONE**

October 11: **The politics of education**

DVD 105 Beyond Brown: Pursuing the Promise

VC 3726 School, the story of American public education – vol.2, As American as Public School

Rothenberg part VII, chapter 19 – “*Brown v. Board of Education*”

Rothenberg part V, chapter 16 – “*Savage Inequalities Revisited*,” Bob Feldman
Beyond Brown: Pursuing the Promise documentary (in class)

October 14: Rothenberg part VIII, chapter 8 – “Still Separate, Still Unequal: America’s Educational Apartheid,”
Jonathan Kozol
Rothenberg part IV, chapter 15 – “The Segregated Classrooms of a Proudly Diverse School,” Jeffrey
Gettleman

October 16: Emily Bazelon, “The Next Kind of Integration,” *New York Times*, July 20, 2008.
Marcia Clemmitt, “Fixing Urban Schools: Has No Child Left Behind helped minority students?,” *CQ
Researcher*, 4/27/2007. <http://library.cqpress.com/cqresearcher/cqresrre2007042701>.

October 18: Elizabeth Weil, “Teaching Boys and Girls Separately,” *New York Times Magazine*, 3/2/2008.

October 21: **The politics of health and healthcare**

DVD 508 Unnatural Causes

Rothenberg part V, chapter 17 – “Cause of Death: Inequality,” Alejandro Reuss

Rothenberg part IV, chapter 21 – “More Blacks Live with Pollution”

Rothenberg part IV, chapter 13 – “My Black Skin Makes My White Coat Vanish,” Mana Lumumba-
Kasongo

October 23: *Class Matters* chapter 2 -- “Life at the Top in America Isn’t Just Better, It’s Longer”

October 25: **Fall Break, no class meeting**

- October 28: The politics of reproduction and families**
 Rothenberg part IV, chapter 10 – “Tennessee Judge Tells Immigrant Mothers: Learn English or Else,”
 Ellen Barry
 Listen to “Native Foster Care” at <http://www.npr.org/2011/10/25/141672992/native-foster-care-lost-children-shattered-families>
- October 30:** Reading from Kathryn Edin, *Promises I Can Keep* on teenage pregnancy (eClass)
- November 1:** Sarah Glazer, “Future of Feminism” *CQ Researcher* April 14, 2006 – find at <http://library2.cqpress.com/cqresearcher/cqresrre2006041401>.
- November 4: The politics of electoral structures and results**
 Vanessa Gezari, “Where to Now?,” *Washington Post* 3/15/2009
- November 6:** Douglas Amy et. Al., “New Means for Political Empowerment: Proportional Voting”
 James Raskin, “Race, Poverty, and the ‘Wealth Primary,’” *Challenges to Equality*
- November 8-11:** Douglas Amy, “Electing More Women”
DVD 864 Miss Representation documentary (in class)
- November 13: MIDTERM EXAM TWO**

III. RESPONDING TO RACISM, CLASSISM AND SEXISM

- November 15: The politics of community-based change**
 Paul Tough, *Whatever It Takes* chapters 1-3
- November 18:** Paul Tough, *Whatever It Takes* chapters 4-7
- November 20:** Paul Tough, *Whatever It Takes* chapters 8-11
- November 22: The politics of Christianity**
 John Wesley, “The Uses of Money” http://wesley.nnu.edu/john_wesley/Sermons/050.htm
 Heuertz and Pohl, *Friendship at the Margins* – introduction and chapters 1-2 (pp. 9-68)
- November 25:** Heuertz and Pohl, *Friendship at the Margins* – chapters 3-5, epilogue (pp. 69-142)
- November 27-29: Thanksgiving Break – No Class Meetings**
- December 2:** “Affirmative Action,” Peter Katel, October 17, 2008, available CQ Researcher database, Ryan Library
****Service Learning Reflections Due at beginning of class time****
- December 4: The politics of affirmative action**
 “The New Affirmative Action,” *New York Times Magazine* 9/30/2007
 Naomi Schaefer Riley, “Bridging the Race Gap: Can Faith Solve the Lunch Table Problem?,” from *God on the Quad*, St. Martin’s Press, 2005
- December 6: The politics of stereotype threat**
 Claude Steele, *Whistling Vivaldi* (excerpt)
- December 9: ** Policy Papers Due at beginning of class time****

December 11: The politics of the future

Rothenberg part IX, ch. 1 – “Age, Race, Class, and Sex: Women Redefining Difference,” Audre Lorde

Rothenberg part IX, chapter 2 – “Feminism: A Transformational Politic,” bell hooks

Rothenberg part IX, chapter 3 – “A New Vision of Masculinity,” Cooper Thompson

December 13: The politics of the future

Rothenberg part IX, chapter 4 – “Interrupting the Cycle of Oppression: The Role of Allies as Agents of Change,” Andrea Ayzazian

Rothenberg part IX, chapter 7 – “Upload Real Change,” Roberto Lovato

*****MONDAY DECEMBER 16, 7:30-10am -- FINAL EXAM*****

Autobiography Book Review Assignment: Suggested Works

Note: You are welcome to read an autobiography not on this list; however, you MUST have it approved by Dr. Beail first.

Alexander, Meena. *Fault Lines: A Memoir*. New York, 1993. (Arab-American woman)

Angelou, Maya. *I Know Why the Caged Bird Sings*. New York: Random House, 1970.

Anzaldua, Gloria. *Borderlands/La Frontera*. San Francisco: Spinsters/Aunt Lute Book Company, 1987. (Latina women)

Arana, Marie. *American Chica: Two Worlds, One Childhood*. Dell, 2002.

Balakian, Peter. *Black Dog of Fate: A Memoir*. Broadway Books, 1998. (Armenian man)

Baszile, Jennifer. *The Black Girl Next Door*. Simon & Schuster, 2009.

Benedeck, Emily. *Beyond the Four Corners of the World: A Navajo Woman's Journey*. University of Oklahoma Press, 1998.

Buhler, Danalee. *Running from Coyote: A White Family Among the Navajo*. IUniverse Press, 2007.

Canada, Geoffrey. *Fist Stick Knife Gun*. Random House, 2011 updated edition (African-American man).

Chambers, Veronica. *Mama's Girl*. 1996. (African-American woman)

Childers, Mary. *Welfare Brat: A Memoir*. Bloomsbury USA, 2005.

Clemens, Paul. *Made in Detroit: A South of 8-Mile Memoir*. Knopf, 2006. (White working class man)

Cohen, Edward. *The Peddler's Grandson: Growing Up Jewish in Mississippi*. University of Mississippi, 1999. (Working class white man)

Davis, Sampson, with George Jenkins, Rameck Hunt, Lisa Frazier Page. *The Pact: Three Young Men Make a Promise and Fulfill a Dream*. Putnam, 2002. (African-American men)

Gates, Henry Louis Jr. *Colored People*. New York: Vintage, 1995. (African-American man)

Golden, Marita. *Don't Play in the Sun: One Woman's Journey Through the Color Complex*. Doubleday, 2004.

Greer, Pedro Jose with Liz Balmaseda. *Waking Up in America: How One Doctor Brings Hope to Those Who Need it Most*. Simon & Schuster, 1999. (Latino man)

Hart, Elva Trevino. *Barefoot Heart: Stories of a Migrant Child*. 1999. (Latina woman)

Hunter-Gault, Charlayne. *In My Place*. New York: Vintage, 1993. (African-American woman)

Johnson, Kevin R. *How Did you Get to be Mexican? A White/Brown Man's Search for Identity*. Temple University Press, 1999.

Kingston, Maxine Hong. *The Woman Warrior: Memoir of a Girlhood Among Ghosts*. New York: Vintage, 1989. (Chinese-American woman)

LaNier, Carolotta Walls. *A Mighty Long Way: My Journey to Justice at Little Rock Central High School*, Random House, 2010. (African-American woman)

Lee, Mary Paik. *Quiet Odyssey: A Pioneer Korean Woman in America*. Edited by Sucheng Chan, 1990.

MacDonald, Michael Patrick. *All Souls: A Family Story from Southie*. 1999. (Working class man)

Majozo, Estella Conwill. *Come Out the Wilderness: Memoir of a Black Woman Artist*. 2000.

Mar, M. Elaine. *Paper Daughter: A Memoir*. Harperflamingo, 1999. (Asian-American woman)

Martin, Patricia Preciado. *Songs My Mother Sang to Me: An Oral History of Mexican-American Women*.

McBride, James. *The Color of Water: A Black Man's Tribute to His White Mother*. New York: Riverhead Books, 1996.

McCall, Nathan. *Makes Me Wanna Holler: A Young Black Man in America*. New York: Vintage, 1995.

Moody, Anne. *Coming of Age in Mississippi*. New York: Dial Press, 1968. (African-American woman)

Moore, Wes. *The Other Wes Moore: One Name, Two Fates*. Random House, 2011 (African-American man).

Morales, Aurora Levins, and Rosario Morales. *Getting Home Alive*. New York: Firebrand Books, 1986.

Nissel, Angela. *Mixed: My Life in Black and White*. Villard, 2006.

Michele Norris, *Grace of Silence*, Pantheon, 2010 (African-American woman).

Obama, Barack. *Dreams from My Father*. Three Rivers Press, 2004.

Parker, Gwendolyn. *Trespassing: My Sojourn in the Halls of Privilege*. Houghton Mifflin, 1999. (African-American woman)

Ragusa, Kym. *The Skin Between Us: A Memoir of Race, Beauty and Belonging*. WW Norton, 2006. (African-Italian-American woman)

Register, Cherie. *Packinghouse Daughter*. Harper Collins, 2001. (White working class woman)

Sepulveda-Pulvirenti, Emma. *From Border Crossings to Campaign Trail: Chronicle of a Latina in Politics*. Azul Editions, 1998.

Tywniak, Frances Esquibel. *Migrant Daughter: Coming of Age as a Mexican-American Woman*. University of California Press, 2000.

Uchida, Yoshika. *Desert Exile: The Uprooting of a Japanese American Family* (Asian woman).

Wells-Barnett, Ida. *Crusade for Justice: The Autobiography of Ida B. Wells*, ed. Alfreda Duster. Chicago: University of Chicago Press, 1970. (African-American woman)

Williams, Gregory Howard. *Life on the Color Line: The True Story of a White Boy Who Discovered He Was Black*. New York: Plume, 1995.