

POL 190: THE POLITICS OF RACE, CLASS AND GENDER
Fall 2014
MWF 8:30-9:35 am
Ryan Learning Center 103

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) – 15% of final course grade
Midterm exam one – 15%
Midterm exam two – 15%
Final exam – 15%
Autobiography book review – 13%
Policy analysis paper – 20%
Service learning experience and reflection – 7%

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:

ATTENDANCE AND PARTICIPATION

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member has the option of filing a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of W or WF consistent with university policy in the grading section of the catalog. See [Academic Policies](#) in the (undergrad/graduate as appropriate) academic catalog.

ACADEMIC HONESTY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As explained in the university catalog, 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. Violations of university academic honesty include cheating, plagiarism, falsification, aiding the academic dishonesty of others, or malicious misuse of university resources. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course following the procedure in the university catalog. Students may appeal also using the procedure in the university catalog. See [Academic Policies](#) for further information. 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.**

ACADEMIC ACCOMMODATIONS

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 request academic accommodations. At Point Loma Nazarene University, students must request that academic accommodations by filing 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. See [Academic Policies](#) in the (undergrad/graduate as appropriate) academic catalog.

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.

IN-CLASS EXPECTATIONS

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 3: Introduction

September 5: The politics of race

Tim Layden, "Does Anyone Remember the Titans?" *Sports Illustrated*, October 15, 2001(p.71-82)

September 8: Ferguson and Do the Right Thing

"What Happened in Ferguson?" at <http://www.nytimes.com/interactive/2014/08/13/us/ferguson-missouri-town-under-siege-after-police-shooting.html>

Robert P. Jones, "Self-Segregation: Why It's So Hard for Whites to Understand Ferguson," *The Atlantic*, August 21, 2014 at <http://www.theatlantic.com/politics/archive/2014/08/self-segregation-why-its-hard-for-whites-to-understand-ferguson/378928/>

Nicholas Kristof, "When Whites Just Don't Get It," *New York Times*, August 30, 2014 at <http://www.nytimes.com/2014/08/31/opinion/sunday/nicholas-kristof-after-ferguson-race-deserves-more-attention-not-less.html>

September 10: The politics of race

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

****Choose book for autobiography assignment by class time today**

September 12: 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

September 15: Rothenberg part II, chapter 2 -- "Color-Blind Racism," Eduardo Bonilla-Silva

Rothenberg part II, chapter 8 – "White Privilege: Unpacking the Invisible Knapsack," MacIntyre

September 17: The politics of gender

Rothenberg part I, chapter 5 – "Night to His Day: Social Construction of Gender," Judith Lorber

Rothenberg part II, chapter 5 – "Patriarchy," Allan G. Johnson

September 19: The politics of sexism

Rothenberg part II, chapter 4 – "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 I, chapter 8 – "Masculinity as Homophobia: Fear, Shame and Silence in the Construction of Gender Identity," Michael Kimmel

September 22: Difference into Dominance

Rothenberg part VIII, chapter 4 – “Am I Thin Enough Yet?,” Sharlene Hesse-Biber
Rothenberg part I, chapter 9 – “Disability and the Justification of Inequality,” Douglas Baynton
Rothenberg part I, chapter 11 – “Domination and Subordination,” Jean Baker Miller

September 24: The politics of class

Rothenberg part II, chapter 10 – “Class in America 2012,” Gregory Mantsios
Annie Lowrey, “Changed Life of the Poor,” *New York Times* April 30, 2014 at <http://www.nytimes.com/2014/05/01/business/economy/changed-life-of-the-poor-squeak-by-and-buy-a-lot.html>
Tressie McMillan Cottom, “The Logic of Stupid Poor People” at <http://tressiemc.com/2013/10/29/the-logic-of-stupid-poor-people/>

September 26: Jodi Kantor, “Working Anything but 9 to 5,” *New York Times*, August 13, 2014 at <http://www.nytimes.com/interactive/2014/08/13/us/starbucks-workers-scheduling-hours.html>
Rothenberg part VIII, chapter 7 – “Media Magic: Making Class Invisible,” Gregory Mantsios

September 29: AUTOBIOGRAPHY BOOK REVIEW DUE at beginning of class

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

October 1: 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 3: Rothenberg part V, chapter 1 – “Imagine a Country,” Holly Sklar
Rothenberg part V, chapter 7 – “Wealth Gap Rises to Record Highs Between Whites, Blacks, Hispanics,” Kochhar, Fry and Taylor
Rothenberg part V, chapter 8 – “The Economic Reality of Being Asian American,” Lui
Rothenberg part V, chapter 9 – “The Economic Reality of Being Latino/a in the US,” Lui

October 6: Rothenberg part V, chapter 11 – “Gender Gap on Wages is Slow to Close,” Motoko Rich
Rothenberg part V, chapter 12 – “Women Losing Ground,” Ruth Conniff
Rothenberg part V, chapter 13 – “Lilly’s Big Day,” Gail Collins

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

October 10: MIDTERM EXAM ONE

October 13: The politics of education

Rothenberg part VII, chapter 19 – “*Brown v. Board of Education*”
Rothenberg part V, chapter 14 – “*Savage Inequalities* Revisited,” Bob Feldman
Beyond Brown: Pursuing the Promise documentary (in class)

October 15: Rothenberg part VIII, chapter 8 – “Still Separate, Still Unequal: America’s Educational Apartheid,” Jonathan Kozol
Rothenberg part IV, chapter 13 – “The Segregated Classrooms of a Proudly Diverse School,” Gettleman

October 17: 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 20:** Elizabeth Weil, "Teaching Boys and Girls Separately," *New York Times Magazine*, 3/2/2008.
- October 22:** **The politics of health and healthcare**
 Rothenberg part V, chapter 15 – "Cause of Death: Inequality," Alejandro Reuss
 Rothenberg part IV, chapter 18 – "More Blacks Live with Pollution"
 Rothenberg part IV, chapter 12 – "My Black Skin Makes My White Coat Vanish," M. Lumumba-Kasongo
- October 24:** **Fall Break, no class meeting**
- October 27:** Information on College Campus Sexual Assault at
<http://womenvotepa.org/category/domestic-sexual-violence/sexual-assault-college-campus/>
 Laura Starecheski, "The Power of the Peer Group in Preventing Campus Rape," NPR August 18, 2014,
 listen to or read story at <http://www.npr.org/blogs/health/2014/08/18/339593542/the-power-of-the-peer-group-in-preventing-campus-rape>
- October 29:** **The politics of immigration**
 Rothenberg part III, chapter 3, "Impossible Subjects," Mae Ngai
 Rothenberg part V, chapter 16, "Undocumented Immigrants Find Paths to College, Careers," Wozniacka
 Rothenberg part IV, chapter 10 – "Tennessee Judge Tells Immigrant Mothers: Learn English or Else,"
 Ellen Barry
- October 31:** **The politics of reproduction and families**
 Listen to "Native Foster Care" at <http://www.npr.org/2011/10/25/141672992/native-foster-care-lost-children-shattered-families>
- November 3:** Kathryn Edin, *Promises I Can Keep* on teenage pregnancy (excerpt)
- November 5:** Rothenberg part II, chapter 9 – "Unequal Childhoods: Class, Race and Family Life," Annette Lareau
- November 7:** **MIDTERM EXAM TWO**
- November 10:** **The politics of electoral structures and results**
 Douglas Amy et. Al., "New Means for Political Empowerment: Proportional Voting"
 James Raskin, "Race, Poverty, and the 'Wealth Primary,'" *Challenges to Equality*
 Seth Masket, "Ferguson is a Serious Outlier" at <http://www.psmag.com/navigation/politics-and-law/fergusons-missouri-city-council-black-white-race-different-88564/>
****Policy Project Paper Topics finalized by today**
- November 12-14:** Vanessa Gezari, "Where to Now?," *Washington Post*, 3/15/2009 at <http://www.washingtonpost.com/wp-dyn/content/article/2009/03/06/AR2009030601712.html>
Miss Representation documentary (in class)

III. RESPONDING TO RACISM, CLASSISM AND SEXISM

- November 17:** **The politics of community-based change**
 Paul Tough, *Whatever It Takes* chapters 41-3
- November 19:** Paul Tough, *Whatever It Takes* chapters 4-7
- November 21:** Paul Tough, *Whatever It Takes* chapters 8-11

November 24: Policy Project Work Day

November 26-28: Thanksgiving Break – No Class Meetings

December 1: 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)

December 3: Heuertz and Pohl, *Friendship at the Margins* – chapters 3-5, epilogue (pp. 69-142)

December 5: The politics of stereotype threat

Claude Steele, *Whistling Vivaldi* (excerpt)

December 8: ** Policy Papers Due at beginning of class time**

December 10: 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 12: The politics of the future

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

Janee Woods blog post, <http://janeewoods.com/2014/08/14/becoming-a-white-ally-to-black-people-in-the-aftermath-of-the-michael-brown-murder/>

[Recommended: Ta-Nehisi Coates, "The Case for Reparations," *The Atlantic*, May 21, 2014 at

<http://www.theatlantic.com/features/archive/2014/05/the-case-for-reparations/361631/#ix-toward-a-new-country>]

****Service Learning Reflections Due at beginning of class time****

*****WEDNESDAY DECEMBER 17, 7:30-10am -- FINAL EXAM*****