

POL 190: THE POLITICS OF RACE, CLASS AND GENDER
Fall 2015

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 and Wednesdays 12:45-1:25; Thursdays 10-noon; 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:

Weekly short writing assignments and participation in class discussion – 25% of course grade

Midterm exam -- 25%

Final exam – 25%

Policy analysis paper – 15%

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 letter grade (10% 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.
- 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 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.

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*. 9th edition. Worth, 2013.

Robert Putnam, *Our Kids: The American Dream in Crisis*. Simon & Schuster, 2015.

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

Elizabeth Irwin, "My Manana Comes," performance at San Diego Repertory Theater, October 1-25.

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 1: Introduction

September 2: The politics of race in America

Tim Layden, "Does Anyone Remember the Titans?" *Sports Illustrated*, October 15, 2001

September 4: *Do The Right Thing*: Comparing narratives in American culture about race

September 7: Labor Day, no class meeting

September 9: Where are we? Ferguson, Charleston, and *Do the Right Thing*

Jamelle Bouie, "How Ferguson Changed America" at

http://www.slate.com/articles/news_and_politics/politics/2015/08/the_ferguson_anniversary_michael_brown_s_death_12_months_ago_led_to_america.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/>

Adam Duvernay, and Zach Beard, "#BlackLivesMatter is the Race Issue in America" at <http://www.shreveporttimes.com/story/news/local/2015/08/15/blacklivesmatter-race-issue-america/31806191/>

September 11: 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

September 14: The politics of racism

Before coming to class, watch "A Class Divided" (segments 1-3 of "watch full program") at

<http://www.pbs.org/wgbh/pages/frontline/shows/divided/>

Rothenberg part II, chapter 1 – "Defining Racism: Can We Talk?," Beverly Tatum

September 16: Rothenberg part II, chapter 2 -- "Color-Blind Racism," Eduardo Bonilla-Silva

Rothenberg part II, ch 8 – "White Privilege: Unpacking the Invisible Knapsack," Peggy McIntyre

September 18: 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 21: 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 23: 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 25: The politics of class

Robert Putnam, *Our Kids* chapter 1 (pp. 1-45)

September 28: 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 30: 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

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

October 2: 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 5:

Rothenberg part V, chapter 1 – “Imagine a Country,” Holly Sklar
Rothenberg part V, chapter 7 – “Weath 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 7:

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
Claire Miller, “The Motherhood Penalty” at <http://www.nytimes.com/2014/09/07/upshot/a-child-helps-your-career-if-youre-a-man.html>

- October 9:** William Julius Wilson, "When Work Disappears," *The New York Times Magazine*, 8/18/96
- October 12:** **The politics of reproduction and families**
Putnam, *Our Kids* chapter 2
- October 14:** Reading from Kathryn Edin, *Promises I Can Keep* on teenage pregnancy
- October 16:** Rothenberg part II, ch. 9 – "Unequal Childhoods: Class, Race and Family Life," Annette Lareau
Putnam, *Our Kids* chapter 3
- October 19:** Listen to "Native Foster Care" at <http://www.npr.org/2011/10/25/141672992/native-foster-care-lost-children-shattered-families> (20 minutes)
- October 21:** **MIDTERM EXAM**
- October 23:** **Fall Break, no class meeting**
- October 26:** **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 28:** 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
EITHER Read "Segregation Now" at
<http://www.theatlantic.com/features/archive/2014/04/segregation-now/359813/>
OR listen to <http://www.thisamericanlife.org/radio-archives/episode/562/the-problem-we-all-live-with>
- October 30:** Emily Bazelon, "The Next Kind of Integration," *New York Times*, July 20, 2008 at <http://www.nytimes.com/2008/07/20/magazine/20integration-t.html>
- November 2:** Elizabeth Weil, "Teaching Boys and Girls Separately," *New York Times Magazine*, 3/2/2008.
Alan Schwarz, "Attention Disorder or Not, Pills to Help in School," *NYTimes*, October 9, 2012.
- November 4:** Putnam, *Our Kids* chapter 4 (pp. 135-190)
- November 6:** **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

November 9: Politics of addressing public health problems

Dan Charles, "How Double Bucks for Food Stamps Conquered Capitol Hill" at <http://www.npr.org/sections/thesalt/2014/11/10/361803607/how-double-bucks-for-food-stamps-conquered-capitol-hill>

Damon Tweedy, "The Case for Black Doctors" at <http://www.nytimes.com/2015/05/17/opinion/sunday/the-case-for-black-doctors.html>

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>

November 11-13: The politics of electoral structures and results

Vanessa Gezari, "Where to Now?," *Washington Post*, 3/15/2009 at <http://www.washingtonpost.com/wp-dyn/content/article/2009/03/06/AR2009030601712.html>

CAWP statistics on under-representation
Miss Representation documentary (in class)

November 16: Douglas Amy et. al., "New Means for Political Empowerment: Proportional Voting" (on Canvas)
Bernard Fraga, "Voting Rights Act Turns 50" at

<http://www.washingtonpost.com/blogs/monkey-cage/wp/2015/08/06/the-voting-rights-act-turns-50-today-here-are-three-trends-in-minority-voting-you-should-know-about/>

Jess Bravin, "Appeals Court Rules Texas Voter ID Law Must Be Relaxed," *Wall Street Journal*, August 5, 2015 at <http://www.wsj.com/articles/appeals-court-rules-texas-voter-id-law-must-be-relaxed-1438812629>

****Policy paper topics due to Dr. Beail by class today****

III. RESPONDING TO RACISM, CLASSISM AND SEXISM

November 18: The politics of Christianity

Naomi Schaefer Riley, "God on the Quad" (excerpt)

Bradley Wright, "Pastor, Can I Come to Your Church?" at

<http://www.christianitytoday.com/ct/2015/july-august/dear-pastor-can-i-come-to-your-church.html>

November 20: Heuertz and Pohl, *Friendship at the Margins* – intro and chapters 1-2

November 23: Heuertz and Pohl, *Friendship at the Margins* – introduction and chapters 3-4

November 25-27: Thanksgiving Break – No Class Meetings

November 30: Heuertz and Pohl, *Friendship at the Margins* – chapter 5, epilogue
Kristina LaCelle-Peterson, *Liberating Tradition* (excerpt)

December 2: The politics of communities

Putnam, *Our Kids* chapters 5-6 (pp. 191-261)

December 4: The politics of stereotype threat and implicit bias

Claude Steele, *Whistling Vivaldi* (excerpt)

December 7: ** Policy Papers Due at beginning of class time**

December 9: 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 11: 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

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

Watch Verna Meyers’ TED talk at

http://www.ted.com/talks/verna_myers_how_to_overcome_our_biases_walk_boldly_toward_them?language=en

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****

*****FRIDAY DECEMBER 18, 7:30-10am -- FINAL EXAM*****