

POL 190: THE POLITICS OF RACE, CLASS AND GENDER
Fall 2016
MWF 8:30-9:35 am, Evans 114

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Office Hours: Mondays & Wednesdays 1-2:30 pm; Fridays 1:30-3; and by appointment

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, 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.

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 REQUIREMENTS:

Weekly short writing assignments and participation in class discussion – 20% of course grade

Midterm exam -- 25%

Final exam – 25%

Policy analysis paper – 15%

Service learning experiences and reflection – 15%

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.

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%

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

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.

PLNU ACADEMIC ACCOMMODATIONS POLICY

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at DRC@pointloma.edu. See [Disability Resource Center](#) for additional information.

PLNU ATTENDANCE AND PARTICIPATION POLICY

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 can file a written report which may result in 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. See [Academic Policies](#) in the Undergraduate Academic Catalog.

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 in any work for this class. Examples can be found at:

http://www.chicagomanualofstyle.org/tools_citationguide.html.

Because of the changing standards of English usage, language that refers appropriately to all persons (inclusive of gender) 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 –can be replaced with "he or she," "him or her," or "hers or his," or the singular "they," "them," and "their" is also grammatically appropriate. Gender specific terms may be replaced by their current alternatives: for example, "Congressman" has been correctly replaced by "Congressperson" or "member of Congress," etc. As it is becoming more prevalent and more considerate to refer to persons by the gender pronouns they prefer, when possible, I appreciate your kindness in using gendered language that feels respectful and hospitable to each person.

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 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. Cell phones should be turned off during class time, and no electronic devices (including laptop computers and 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. Because of this, and because of research showing the greater value of taking notes by hand rather than using a computer (<http://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>), **I am asking students NOT to use laptops during class at all.** Please see me privately if there are extenuating circumstances that you feel might necessitate using a computer during class and we can discuss possible limited adjustments to this policy.

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. All of these behaviors will lead to a more fruitful learning environment for all of us.

COURSE TEXTS:

Paula Rothenberg, ed. *Race, Class and Gender in the United States*. 10th edition. Worth, 2016.

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

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

Articles online as assigned – please see our course Canvas site online. For help with accessing the Canvas site for POL190, please check out <https://community.canvaslms.com/community/answers/guides>.

Documentary films as assigned (via link online or in class).

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

I. DEFINING RACE, GENDER AND CLASS

August 30: Introduction

August 31: The politics of race in America

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

September 2: Where are we? From Ferguson to Charleston, Orlando, Dallas and beyond

Rothenberg part VIII, chapter 9 -- "Michael Brown's Unremarkable Humanity," Ta-Nehisi Coates
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 5: Labor Day, no class meeting

September 7: The politics of race

Rothenberg part I, chapter 1 – "Racial Formations," Michael Omni and Howard Winant

Rothenberg part I, chapter 3 - "How Jews became White Folks," Karen Brodtkin

Rothenberg part III, chapter 2 – "Impossible Subjects: Illegal Aliens and the Making of America," Mae Ngai

Rothenberg part VII, chapter 10 – "The Black Codes," W.E.B. DuBois

Rothenberg part VII, chapter 11 – "Chinese Exclusion Act"

Bonnie Tsui, "Choose Your Own Identity," *New York Times*, December 14, 2015 at

<http://www.nytimes.com/2015/12/14/magazine/choose-your-own-identity.html>

September 9: The politics of racism

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

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/>

September 12: Rothenberg part II, chapter 2 -- "Color-Blind Racism," Eduardo Bonilla-Silva

Rothenberg part II, ch 9 – "White Privilege: Unpacking the Invisible Knapsack," Peggy MacIntyre

Rothenberg part VI, chapter 7 – "You are in the dark, in the car. . .," Claudia Rankine

September 14: The politics of gender

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

Rothenberg part I, chapter 6 – "Masculinity as Homophobia: Fear, Shame and Silence in the Construction of Gender Identity," Michael Kimmel

September 16: 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/>

September 19: Difference into Dominance

Rothenberg part VIII, chapter 2 – "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 10 – "Domination and Subordination," Jean Baker Miller

September 21: The politics of class

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

September 23: Rothenberg part II, chapter 6 – "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 1, chapter 8 – "Debunking the pathology of poverty," Susan Greenbaum
Rothenberg part V, chapter 9 – "The New Face of Hunger," Tracie McMillan

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

September 28: 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>

September 30: Rothenberg part V, chapter 1 – "Imagine a Country," Holly Sklar
Rothenberg part V, chapter 2 – "Wealth Inequality Has Widened," Kochhar and Fry
Rothenberg part V, chapter 4 – "The New Latino Underclass," Douglas Massey
Rothenberg part V, chapter 5 – "For Asians Wealth Stereotypes Don't Fit Reality," Seth Freed Wessler

October 3: Rothenberg part V, chapter 6 – "Gender and the Black Jobs Crisis," Linda Burnham
Rothenberg part V, chapter 7 – "Valuing Domestic Work," Ai-jen Poo
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 5: William Julius Wilson, "When Work Disappears," *The New York Times Magazine*, 8/18/96

October 7: The politics of housing

John Eligon and Robert Gebeloff, "Affluent and Black, and Still Trapped by Segregation," *New York Times* 8/20/2016 at <http://www.nytimes.com/2016/08/21/us/milwaukee-segregation-wealthy-black-families.html>

Matthew Desmond, "Forced Out," *New Yorker* 2/8/2016 at <http://www.newyorker.com/magazine/2016/02/08/forced-out>

October 10: The politics of education

Rothenberg part VII, chapter 16 – "*Brown v. Board of Education*"
Rothenberg part V, chapter 8 – "*Savage Inequalities* Revisited," Bob Feldman
Beyond Brown: Pursuing the Promise documentary (in class)

October 12: Rothenberg part VIII, chapter 5 – "Still Separate, Still Unequal: America's Educational Apartheid," Jonathan Kozol
Rothenberg part IV, chapter 11 – "The Segregated Classrooms of a Proudly Diverse School," Gittleman
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 14:** Putnam, *Our Kids* chapter 4 (pp. 135-190)
- October 17:** *Beyond Brown: Pursuing the Promise* documentary (in class)
- October 19:** **MIDTERM EXAM**
- October 21:** **Fall Break, no class meeting**
- October 24:** **The politics of reproduction and families**
Putnam, *Our Kids* chapter 2
- October 26:** Reading from Kathryn Edin, *Promises I Can Keep* on teenage pregnancy (on Canvas)
- October 28:** Rothenberg part II, ch. 7 – “Unequal Childhoods: Class, Race and Family Life,” Annette Lareau
Putnam, *Our Kids* chapter 3
- October 31:** Listen to “Native Foster Care” at <http://www.npr.org/2011/10/25/141672992/native-foster-care-lost-children-shattered-families> (20 minutes)
- November 2:** **The politics of health and healthcare**
Rothenberg part V, chapter 11 – “Cause of Death: Inequality,” Alejandro Reuss
Rothenberg part IV, chapter 14 – “More Blacks Live with Pollution”
Rothenberg part IV, chapter 7 – “My Black Skin Makes My White Coat Vanish,” M. Lumumba-Kasongo
Damon Tweedy, “The Case for Black Doctors” at <http://www.nytimes.com/2015/05/17/opinion/sunday/the-case-for-black-doctors.html>
- November 4:** **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>
Rothenberg part IV, chapter 13 – “Sex Crimes on Campus,” Dave Gustafson
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 7-9:** **The politics of voting and elections**
Rothenberg part V, chapter 12 – “Inequality Undermines Democracy,” Eduardo Porter
Voting Rights Act (history and current cases)—readings TBA on Canvas site
- November 11 -14:** **The politics of the criminal justice system**
Rothenberg part IV, chapter 2 – “The New Jim Crow: Mass Incarceration in the Age of Color Blindness,” Michelle Alexander
Rothenberg part V, chapter 10 – “Race, Disability, and the School to Prison Pipeline,” Julianne Hing

Rothenberg part VI, chapter 4 – “Between the World and Me,” Ta-Nehisi Coates
Sendhil Mullainathan, “Ban the Box?,” *New York Times* August 19, 2016 at
<http://www.nytimes.com/2016/08/21/upshot/ban-the-box-an-effort-to-stop-discrimination-may-actually-increase-it.html>

III. RESPONDING TO RACISM, CLASSISM AND SEXISM

November 16: The politics of Christianity

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

November 18: Heuertz and Pohl, *Friendship at the Margins* – introduction and chapters 3-4

November 21: Heuertz and Pohl, *Friendship at the Margins* – chapter 5, epilogue
Kristina LaCelle-Peterson, *Liberating Tradition* (excerpt)

November 23-25: Thanksgiving Break – No Class Meetings

November 28: The politics of communities

David Bornstein, “How Community Networks Stem Childhood Traumas,” *New York Times*,
August 17, 2016 at <http://www.nytimes.com/2016/08/17/opinion/how-community-networks-stem-childhood-traumas.html>

Paper Tigers

November 30: Putnam, *Our Kids* chapters 5-6 (pp. 191-261)

December 2: Stereotype threat, implicit bias, and interpersonal relationships – change on campus?
Readings TBA on Canvas

December 5: ** Policy Papers Due at beginning of class time**

December 7: 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 9: The politics of the future

Watch Verna Meyers’ TED talk at

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

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

Rothenberg part IX, chapter 7, “On Solidarity, ‘Centering Anti-Blackness,’ and Asian Americans,”
Scott Nakagawa

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/>

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

*****MONDAY DECEMBER 12, 7:30-10am -- FINAL EXAM*****