

POL 1090: POLITICS OF RACE, CLASS AND GENDER
Fall 2019
MWF 8:30-9:35 am, Evans 114

Professor: Dr. Linda M. Beail, PGP: she/her/hers, I prefer being called Dr. Beail

You: Who you are isn't defined by records or bureaucracies, so if you prefer a name or pronoun other than the one listed/suggested on the class roster, please let me know.

Office: 116 Colt Hall, 849-2408

Email: lbeail@pointloma.edu

Office Hours: Monday 1-4, Wednesday 1-2:30 pm and by appointment

How to get in touch with me: For short questions – email me. 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; go over 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 I encourage you to take advantage of this time.

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

- Demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts (General Education Learning Outcome – essay exam).
- 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.



Intercultural Pathways (IP) is a global citizenship skill-building program at PLNU. A desired marker of all PLNU graduates is that they are able to embody meaningful community engagement in a complex world which demands intercultural awareness and skills. IP endeavors to make clear the various ways you can navigate the multiple options at PLNU which will help you grow in intercultural competency. In addition, the program incentivizes your participation in coursework, forums and experiential programs that prepare you for meaningful intercultural engagement throughout your life. This course is part of the Intercultural Pathways program.

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.

The norm course time ratio for university is 3:1 (3 hours of preparation per each (1) class credit unit). That means I expect you are spending about 3.25 hours in class each week and 9.75 hours reading or studying for our course outside of class time. I have designed the readings and assignments with this in mind.

**** Please note: all communication outside of class will be sent to your PLNU e-mail account. It is absolutely necessary that you regularly check your email for any announcements regarding this class. ****

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.

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 ACCOMMODATIONS POLICY

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center. (DRC@pointloma.edu or 619-849-2486, hours Monday-Friday 8 am-4:30 pm). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

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. You should schedule appointments 24 hours in advance by phone, email, or in person. The Tutoring Center is located in Bond Academic Center and can be reached at (619) 849-2593 or tutorialservices@pointloma.edu. Their hours are Monday/Wednesday 11 am – 8 pm; Tuesday/Thursday 9 am – 8 pm; and Friday 11 am – 3 pm. Some helpful study strategies that may assist you in this course can be found here:

<https://www.vox.com/2014/6/24/5824192/study-smarter-learn-better-8-tips-from-memory-researchers>.

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 at reflib@pointloma.edu. To search the library for books and articles, please visit their main website at <https://libguides.pointloma.edu/ryanlibrary>.

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. The Wellness Center is located on the first floor of Nicholson Commons and is open Monday-Friday, 8 am-12:30 pm and 1:30-4 pm. They can be reached at sdwellnesscenter@pointloma.edu or at (619)849-2574. In an emergency after hours, call 911 and PLNU Public Safety at (619)849-2525.

Title IX at PLNU: As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep any information you share private to the greatest extent possible. You should know that I have a mandatory reporting responsibility under PLNU policy and federal law, and am required to share any information I receive regarding sexual harassment, discrimination, and related conduct with PLNU's Title IX Coordinator.

PLNU strives to provide a learning and living environment that promotes safety, transparency, personal integrity, civility, mutual respect, and freedom from unlawful discrimination or sexual harassment. Detailed

information on discrimination, harassment, and sexual assault policies and processes for getting help and for reporting are available at <https://www.pointloma.edu/title-ix>. PLNU's Title IX Coordinator is Dr. Caye Smith, Vice President for Student Development (619-849-2479, Room 303 Nicholson Commons). The Title IX office will seek to maintain your privacy to the greatest extent possible, but cannot guarantee absolute confidentiality. Students can receive *confidential* support (with the exception of a few critical situations) from the Wellness Center (619-849-2574) or campus pastors in the Office of Spiritual Development (619-849-2655).

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, watch videos, 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 REQUIREMENTS:

Weekly short writing assignments and participation in class discussion – 23% of course grade

Midterm exam -- 20%

Final exam – 25%

Policy analysis paper – 20%

Experiential and service learning reflection – 12%

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 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%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D+	67-69%
D	63-66%
D-	60-62%
F	0-59%

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 and podcasts online as assigned – please see our course Canvas site online. For help with accessing the Canvas site for POL1090, 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

September 4: Introduction

September 6: The politics of race in America

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

September 9: 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 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 11: 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, minutes 1-27) at
<http://www.pbs.org/wgbh/pages/frontline/shows/divided/>

September 13: 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 16: Ijeomo Oluo, “What if I talk about race wrong?” (pp 37-52) – on Canvas site
Ijeomo Oluo, “What are microaggressions?” (pp 168-178) – on Canvas site

September 18: 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 20: 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,
at <http://blogs.scientificamerican.com/psysociety/2013/04/02/benevolent-sexism/>

September 23: 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 25: The politics of class

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

September 27: 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 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 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

October 2: The politics of economics

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

- October 4:** Listen to “The Economy that Slavery Built,” 1619 Podcast at <https://www.nytimes.com/2019/08/30/podcasts/1619-slavery-cotton-capitalism.html>
Read “Nine Charts about Wealth Inequality in America” at <https://apps.urban.org/features/wealth-inequality-charts/>
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 Wessler
- October 7:** Rothenberg part V, chapter 6 – “Gender and the Black Jobs Crisis,” Linda Burnham
Rothenberg part V, chapter 7 – “Valuing Domestic Work,” Ai-jen Poo
Parker and Funk, “Gender Discrimination Comes in Many Forms,” Pew Research Center, December 14, 2017 at <http://www.pewresearch.org/fact-tank/2017/12/14/gender-discrimination-comes-in-many-forms-for-todays-working-women/>
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 11:** **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 14:** **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>
- October 16:** **The politics of maternal health**
Linda Villarosa, “A Life-or-Death Crisis for Black Mothers” – listen at <https://www.nytimes.com/2018/05/11/podcasts/the-daily/mortality-black-mothers-babies.html>, or read at <https://www.nytimes.com/2018/04/11/magazine/black-mothers-babies-death-maternal-mortality.html>
- October 18:** **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>
Maria LaMagna, “People on food stamps may no longer be able to shop at farmers’ markets,” *Market Watch*, July 17, 2018 at <https://www.marketwatch.com/story/people-on-food-stamps-may-no-longer-be-able-to-shop-at-farmers-markets-2018-07-16>
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>

- October 21:** **MIDTERM EXAM**
- October 23:** “Crossing the Lines” Conference on campus
- October 25:** FALL BREAK, no class meeting
- October 28:** **The politics of reproduction and families**
Putnam, *Our Kids* chapter 2
- October 30:** Reading from Kathryn Edin, *Promises I Can Keep* on teenage pregnancy (on Canvas)
- November 1:** Rothenberg part II, ch. 7 – “Unequal Childhoods: Class, Race and Family Life,” Annette Lareau
Putnam, *Our Kids* chapter 3
- November 4:** **The politics of education**
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”
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>
- November 6:** Putnam, *Our Kids* chapter 4 (pp. 135-190)
- November 8:** Claire Cain Miller, “Does Teacher Diversity Matter?” at
<https://www.nytimes.com/2018/09/10/upshot/teacher-diversity-effect-students-learning.html>?
Jennifer Oldham, “In Booming State, Public Schools Grapple with Asbestos, Leaks and Four-Day Weeks,” at https://www.washingtonpost.com/local/education/in-a-booming-state-public-schools-grapple-with-asbestos-leaks-and-four-day-weeks/2019/03/07/18412946-3fa8-11e9-9361-301ffb5bd5e6_story.html
- November 11:** **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
XIIIth documentary film
- November 13:** Rothenberg part V, chapter 10 – “Race, Disability, and the School to Prison Pipeline,” J. Hing
Rothenberg part VI, chapter 4 – “Between the World and Me,” Ta-Nehisi Coates
POLICY ANALYSIS RESEARCH PAPER TOPIC & BIBLIOGRAPHY DUE on Canvas by noon today
- November 15:** 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>
Stacy Teicher Khaderoo, “Restorative Justice: One High School’s Path to Reducing Suspensions by Half,” *Christian Science Monitor*, March 31, 2013 at

<https://www.csmonitor.com/USA/Education/2013/0331/Restorative-justice-One-high-school-s-path-to-reducing-suspensions-by-half>

Thomas Fuller, "California is First State to Scrap Cash Bail," August 28, 2018, at <https://www.nytimes.com/2018/08/28/us/california-cash-bail.html>

November 18: The politics of voting and elections

Rothenberg part V, chapter 12 – “Inequality Undermines Democracy,” Eduardo Porter Levine and Paterson, “How Voting Laws Have Changed Since 2016,” June 25, 2018, ProPublica at <https://projects.propublica.org/graphics/voting-changes-2018>

Vann Newkirk, “How Shelby County v. Holder Broke America,” July 10, 2018, *The Atlantic* at https://www.theatlantic.com/politics/archive/2018/07/how-shelby-county-broke-america/564707/?utm_campaign=the-atlantic&utm_source=facebook&utm_medium=social&utm_content=edit-promo&utm_term=2018-07-10T15%3A00%3A2

November 20 - November 22: Women in politics: Making a difference?

Claire Cain Miller, “Women Actually Do Govern Differently,” 11/10/16 at <https://www.nytimes.com/2016/11/10/upshot/women-actually-do-govern-differently.html>

Li Zhou on young women as politically powerful force, <https://www.vox.com/2018/10/31/17566066/young-women-congress>

Miss Representation documentary

III. RESPONDING TO RACISM, CLASSISM AND SEXISM

November 25: The politics of Christianity

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

November 27-29: THANKSGIVING BREAK, no class meetings

December 2: Heuertz and Pohl, *Friendship at the Margins* – chapter 3-5, epilogue
SERVICE LEARNING EXPERIENCES REFLECTION PAPER DUE on Canvas by 8 am

December 4: The politics of communities
Putnam, *Our Kids* chapters 5-6 (pp. 191-261)

December 6: Stereotype threat, implicit bias and interpersonal relationships – change on campus?
Krista Tippett interview with psychologist Mahzarin Banaji on implicit bias, read or listen here: <https://onbeing.org/programs/mahzarin-banaji-the-mind-is-a-difference-seeking-machine-aug2018/> (about 45 minutes)
Readings TBA on Canvas

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: ** Policy Papers (hard copy) due IN CLASS at 8:30 am **

December 13: 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_t_hem?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

Ijeomo Oluo, “I just got called racist, what do I do now?” and “Talking is great, but what else can I do?” (pp 216-224, 227-238)

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