



**POL1090: Politics of Race, Class and Gender
(4 units)**

Department of History and Political Science

Fall 2021

Meeting days/times: MWF 8:30 – 9:35 am	Instructor: Dr. Linda Beail (she/her), I prefer being called Dr. Beail
Meeting location: Bond Academic Center 103	Phone: 619-849-2408
Final Exam: Friday, December 17, 7:30-10 am	Email: LindaBeail@pointloma.edu
Office location: Colt Hall 116	
<p>Getting in touch with me: For short questions – email me at LindaBeail@pointloma.edu. 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; ask questions about 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 look forward to talking with you!</p> <p>**Due to Covid and in an effort to keep everyone in our class as safe & healthy as possible -- until further changes in CDC guidance & school policy, office hours will be held via Zoom instead of face-to-face. Please check my calendar and set up a time to connect! To Zoom with me for that appointment, use my personal meeting link.</p>	

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.

FOUNDATIONAL EXPLORATIONS MISSION: PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world’s diverse societies and culture.

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, sociological and economic bases for the experiences of race, class and gender in the United States, as well as using documentary and cultural 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 Foundational Explorations 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 AND FOUNDATIONAL EXPLORATIONS 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 (FE Learning Outcome – weekly responses, experiential learning reflection).
- 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.
- Recommend an effective policy solution to some aspect of race, class & gender inequities, explaining possible causes/solutions and political feasibility.
- Articulate connections between your faith, personal experiences & values, and social issues.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all **synchronous** class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of 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.

PLNU’s credit hour policy is approximately 10 hours per week for a four-unit class (150 hours total over the semester). You should be spending about 3.25 hours in class each week and 6.75 hours reading or studying for our course outside of class time. I have designed the readings and assignments with this in mind.

**Due to our current pandemic conditions, there is the possibility that classes may periodically need to be held in an asynchronous or synchronous online format. The attendance policy still applies to these types of class formats. Our course will follow all of the PLNU policies related to Covid-19. Please see the [PLNU Covid-19 website](#), the Covid-19 Canvas course, and the [PLNU catalog](#) for the most current policies. All of us, including me, can show our respect and care for each other by not coming to class if we don’t pass the Campus Clear app or have any Covid symptoms. Covid-related absences are excused. You will still be responsible for getting the notes from a classmate for any classes you miss and turning in assignments on time. If I or a member of my household are in isolation or quarantine, our class may need to meet remotely for that time. Please check your PLNU email and Canvas announcements on a regular basis for any course updates.

FINAL EXAM 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.

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

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

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.

SPIRITUAL CARE

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If students have questions, a desire to meet with the chaplain or have prayer requests you can contact the [Office of Spiritual Development](#).

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. Some helpful **study strategies** that may assist you in this course can be found [here](#).

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](#). To search the library's

databases for books and articles, or to find quick and easy reference to our citation style guide and resources in political science, please visit our department's [research guide](#) from Ryan Library.

[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. T

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](#) are available. PLNU's Title IX Coordinator is [Danielle Brown Friberg](#) (619-849-2313). 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 if using citations in this class – examples are available at the hyperlink. For our short response papers and in-class exams, if you are referring to something from our shared syllabus, simply indicate the author's name or title as you are writing – you do not need formal footnotes or works cited. (For example: "As Karen Brodtkin explains in her essay, 'How Jews Became White Folks,' racial categories changed meaning over the course of the twentieth century.")

Language can be tricky, as it is always evolving in its usage. Some observations might be helpful. 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 considerate to refer to persons by the gender pronouns they prefer, I appreciate your kindness in using gendered language that feels respectful and hospitable to each person when possible. Please note: major publication style guides have begun capitalizing Black when used as an adjective describing race/ethnicity (as one might capitalize Asian, Latinx or Native American) and there is vigorous debate about whether White should also be capitalized.

CLASS EXPECTATIONS

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, I ask for your respectful behavior and engaged attention at all times.

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. Please silence your phones and don't use any devices for multi-tasking during class – social media, email, watching videos, etc. -- since this is distracting to your classmates and the instructor. Because of [research showing the greater value of taking notes by hand](#) rather than using a computer, I would strongly encourage you to just bring your books and a notebook to use in class instead of using a laptop.

There is a lot of polarization, controversy, miscommunication and misunderstanding swirling around discussions of race, social class, and gender issues in the US these days. We all bring different backgrounds, experiences and opinions with us into this semester, and I'm certainly not asking that you check those at the door! We are not disembodied learners, and our emotions as well as our reason can be a valid part of how we know things and grow intellectually. What I would request, however, is that you enter this class with an open heart and mind, curious about the experiences and opinions of others. This course is not designed to indoctrinate, nor to make anyone feel like their life experience is devalued. It is designed to help all of us become more informed of the complicated histories and realities of these issues, gaining information, facts and contexts, so that we can more wisely evaluate the causes of inequalities and the most effective or appropriate solutions.

I want to remind you that these can be difficult issues to address. I encourage each of you be brave and vulnerable in sharing your thoughts, and to be worthy of the trust your classmates are placing in you to receive their ideas. Each and every one of you have valuable insights, experiences, perspectives and questions to share. I don't want any of you to feel silenced – or to dominate the conversation – but to collaborate in gaining knowledge and insight. There is much to learn by wrestling with ideas, but not from attacking or belittling one another on a personal level. We are not here to doubt one another's intelligence, morality, or good faith. 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. None of us has all the answers to these complicated issues, and all of us will make mistakes or have blind spots in how we talk about these things. Our opportunity and privilege this semester is to help one another grow, hold one another accountable in love, have empathy and curiosity about our communities, and emerge with more knowledge, tools and practice at speaking & acting on difficult topics.

GRADED COURSE REQUIREMENTS

All papers and assignments should be submitted via our course's Canvas site and are generally due at 11:59 pm unless specified otherwise in the syllabus. Late assignments will lose 10% for each day they are late. ***Weekly reading responses should be turned in before class starts on Wednesday for any credit and cannot be made up.*

Assignment	Points Possible
Weekly Reading Responses (20%) (weekly, due by class start on Wednesday and cannot be made up; these should cover the reading assignments for both Monday & Wednesday of that week's module) – 14 @20 points	280
Weekly “Apply/Evaluate” writing/discussion board (20%) posted by Friday morning; due on Sundays by 11:59 pm) – 14 @20 points	280
Popular culture analysis paper (20%) – due Sunday October 3	280
Experiential learning activities/events and reflection essay (15%) -- due Wednesday November 10	210
Final policy proposal project and presentation (25%) <ul style="list-style-type: none"> • Topic statement and annotated bibliography – due Wednesday November 17, 50 points • Policy proposal – due at final exam time, 300 points 	350
TOTAL POINTS POSSIBLE	1400

GRADING SCALE (based on percentage of total points earned):

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

REQUIRED COURSE TEXTS:

Paula Rothenberg, ed. *Race, Class and Gender in the United States*. 11th edition. Worth, 2019.

Ijeoma Oluo, *So You Want to Talk about Race*. Seal Press, 2019.

Articles, podcast, films and documentaries online as assigned via modules on our course Canvas site.

****Whenever possible, the instructor will provide links to stream/read these for free; for 1-2 films, there may be a small streaming rental fee (approximately \$4) to access content. I encourage you to use streaming services you already have access to and to rent/watch with classmates if possible.**

COURSE OUTLINE (subject to revision as the semester unfolds – check Canvas modules):

	DATE	PREPARATION FOR CLASS	ASSIGNMENT DUE
WEEK 1 Introduction	August 31	Log in to our class Canvas site, see how our class modules will work, and read through syllabus. Please pay special attention to the course description & learning outcomes; class expectations; and course requirements.	

	September 1	Please listen to interview with historian Eric Foner , " The Unresolved Legacy of Reconstruction " (33 minutes)	Getting to Know You survey due Wednesday before class time
	September 3	No class meeting today Please watch or re-watch <i>Remember the Titans</i> (available via Disney+ or other streaming services)	Turn in first Apply/Evaluate paper on Canvas by 11:59 pm Sunday September 5
WEEK 2	September 6	Labor Day holiday – no class meeting	
Race and Racial Narratives	September 8	Tim Layden, " Does Anyone Remember the Titans? " <i>Sports Illustrated</i> , October 15, 2001 Rothenberg part I, chapter 2 – "Racial Formations," Michael Omni and Howard Winant Rothenberg part I, chapter 4 - "How Jews became White Folks," Karen Brodtkin	Week 2 Reading Response due on Canvas BEFORE start of Wednesday's class
	September 10	Ijeoma Oluo, <i>So You Want to Talk about Race?</i> , Introduction and chapter 1	Apply/Evaluate due Sunday 11:59 pm
WEEK 3	September 13	Watch " A Class Divided " segments 1-3 (minutes 1-28 AND final 2 minutes of film) Rothenberg part II, chapter 2 – "Defining Racism: Can We Talk?," Beverly Tatum Rothenberg part II, chapter 5 -- "Color-Blind Racism," Eduardo Bonilla-Silva	
	September 15	Ijeoma Oluo, chapter 2, "What is racism?" Ijeoma Oluo, chapter 3, "What if I talk about race wrong?" Rothenberg part VI, chapter 7 – "You are in the dark, in the car. . .," Claudia Rankine	Week 3 Reading Response due on Canvas BEFORE start of Wednesday's class

	September 17	<p>Rothenberg part II, ch 11 – “White Privilege: Unpacking the Invisible Knapsack,” Peggy MacIntosh</p> <p>Ijeoma Oluo, chapter 4, “Why am I always being told to ‘check my privilege?’”</p> <p>Rothenberg part II, chapter 12 – “My Class Didn’t Trump My Race,” Robin DiAngelo</p> <p>"Attacks on Asian-Americans in New York Stoke Fear, Anxiety and Anger," Alexandra Petri and Daniel Slotnik, <i>NYTimes</i>, February 26, 2021</p> <p>Ijeoma Oluo, chapter 14, “What is the model minority myth?”</p>	Apply/Evaluate due Sunday 11:59 pm
WEEK 4 Gender	September 20	<p><i>Miss Representation</i> documentary film (88 minutes)</p> <p>Rothenberg part I, chapter 5 – “Night to His Day: Social Construction of Gender,” Judith Lorber</p>	
	September 22	<p>“Oppression,” Marilyn Frye (posted in Canvas module)</p> <p>Rothenberg part VIII, chapter 2 – “Am I Thin Enough Yet?,” Sharlene Hesse-Biber</p> <p>Melanie Tannenbaum, “The Problem When Sexism Just Sounds So Darn Friendly,” April 2, 2013</p>	Week 4 Reading Response due on Canvas BEFORE start of Wednesday’s class
	September 24	<p>Ijeoma Oluo, chapter 5, “What is intersectionality and why do I need it?”</p> <p>Rothenberg part I, chapter 12 – “Domination and Subordination,” Jean Baker Miller</p> <p>Rothenberg part I, chapter 6 – “Masculinity as Homophobia: Fear, Shame and Silence in the Construction of Gender Identity,” Michael Kimmel</p>	Apply/Evaluate due Sunday 11:59 pm
WEEK 5	September 27	Rothenberg part II, chapter 10 – “Class in	

Social Class		America,” Gregory Mantsios Annie Lowrey, “ Changed Life of the Poor, ” <i>New York Times</i> April 30, 2014 Jodi Kantor, “ Working Anything but 9 to 5, ” <i>New York Times</i> , August 13, 2014	
	September 29	Rothenberg part 1, chapter 10 – “Debunking the pathology of poverty,” Susan Greenbaum Rothenberg part V, chapter 10 – “The New Face of Hunger,” Tracie McMillan Jason DeParle, “Biden Administration Prompts Largest Permanent Increase in Food Stamps,” <i>NYTimes</i> , August 15, 2021	Week 5 Reading Response due on Canvas BEFORE start of Wednesday’s class
	October 1	Watch Chicano! Struggle in the Fields documentary	Apply/Evaluate due Sunday 11:59 pm **Popular Culture Analysis paper due no later than 11:59 pm, Sunday October 3
WEEK 6 The Politics of Economics and Employment	October 4	Listen to “ The Economy that Slavery Built, ” 1619 podcast Read “ Nine Charts about Wealth Inequality in America ” Read Racial Wealth Gap	
	October 6	Ijeoma Oluo, chapter 7, “How can I talk about affirmative action?”	Week 6 Reading Response due on Canvas BEFORE start of Wednesday’s class
	October 8	Rothenberg part V, chapter 7 – “Gender and the Black Jobs Crisis,” Linda Burnham Rothenberg part V, chapter 8 – “Domestic Workers Bill of Rights,” Ai-jen Poo Parker and Funk, “ Gender Discrimination Comes in Many Forms, ” Pew Research Center, December 14, 2017	Apply/Evaluate due Sunday 11:59 pm

		Claire Miller, "How Society Has Turned Its Back on Mothers," 2021	
WEEK 7 Politics of Health and Healthcare	October 11	<i>Unnatural Causes: In Sickness and In Wealth</i> documentary streaming (link in Canvas module) Rothenberg part V, chapter 12 – "Cause of Death: Inequality," Alejandro Reuss	
	October 13	Case study: politics of maternal health Linda Villarosa, "A Life-or-Death Crisis for Black Mothers" – listen or read	Week 7 Reading Response due on Canvas BEFORE start of Wednesday's class
	October 15	Ezekiel Emanuel, " How Healthcare can stop Amplifying Racism ," September 2020 Damon Tweedy, " The Case for Black Doctors ," <i>New York Times</i> , May 17, 2015	
WEEK 8 Politics of Housing	October 18	Segregated By Design documentary short film (17 minutes) Brentin Mock, " Redlining is Alive and Well – and Evolving ," <i>City Lab</i> , 9/28/2015 Rothenberg part VI, chapter 10 – "Gentrification Will Drive My Uncle Out of His Neighborhood, and I Will Have Helped," Eric Rodriguez	
	October 20	Matthew Desmond, Poor Black Women are Evicted at Alarming Rates , MacArthur Foundation Policy Research Brief, March 2014 Brad Plumer and Nadja Popovich, How Decades of Racist Housing Policy Left Neighborhoods Sweltering , <i>New York Times</i> , August 24, 2020	Week 8 Reading Response due on Canvas BEFORE start of Wednesday's class
	October 22	Fall Break – No Class Meeting	Apply/Evaluate due Sunday 11:59 pm
WEEK 9	October 25	Watch " Separate and Unequal " on Frontline	

Politics of Education		(27 minutes) Rothenberg part VIII, chapter 7 – “Still Separate, Still Unequal: America’s Educational Apartheid,” Jonathan Kozol Rothenberg part V, chapter 9 – “Why America’s Schools Have a Money Problem”	
	October 27	EITHER read “Segregation Now” Nikole Hannah Jones, <i>The Atlantic</i> , May 2014 OR listen to “The Problem We All Live With,” This American Life	Week 9 Reading Response due on Canvas BEFORE start of Wednesday’s class
	October 29	Claire Cain Miller, “Does Teacher Diversity Matter?” Jennifer Oldham, “In Booming State, Public Schools Grapple with Asbestos, Leaks and Four-Day Weeks” , <i>Washington Post</i> , March 7, 2019 Moriah Balingit, “Can a Tax Credit Help Students in Poverty Learn?” <i>Washington Post</i> , July 15, 2021 Casey Parks, “Going Home: The Rise of Black Homeschooling,” <i>New Yorker</i> , June 21, 2021 OPTIONAL – good read if you are interested in the intersection of housing/homelessness & education: “The Children in the Shadows,” Samantha Shapiro, <i>NYTimes Magazine</i> , Sept 9, 2020 or listen to the story here	
WEEK 10 Politics of Criminal Justice	November 1	Rothenberg part IV, chapter 3 – “The New Jim Crow: Mass Incarceration in the Age of Color Blindness,” Michelle Alexander Watch <i>XIIIth</i> documentary film (available on Netflix)	
	November 3	Rothenberg part V, chapter 5 – “Ending the Debt Trap,” Alexandria Bastien	Week 10 Reading Response due on Canvas BEFORE start of

		Ijeoma Oluo, chapter 6, “Is police brutality really about race?”	Wednesday’s class
	November 5	<p>Rothenberg part IV, chapter 4 – “Living While Black and the Criminalization of Blackness,” PR Lockhart</p> <p>Ijeoma Oluo, chapter 8, “What is the school-to-prison pipeline?”</p> <p>Stacy Teicher Khaderoo, “Restorative Justice: One High School’s Path to Reducing Suspensions by Half,” <i>Christian Science Monitor</i>, March 31, 2013</p>	Apply/Evaluate due Sunday 11:59 pm
WEEK 11 Politics of Elections and Representation	November 8	<p>Watch Dr. Beail’s video lecture on representation</p> <p>Read Rothenberg part VII, chapter 22 – <i>Shelby County v. Holder</i> (2013)</p> <p>Voter Suppression, Then and Now (Marketplace, Sept. 18, 2020)</p>	
	November 10	<p>Watch “Whose Vote Counts?,” Frontline (54 minutes)</p> <p>Listen or read, Adam Johnson, The Appeal: The Backlash Against Expanding Voter Rights, March 7, 2019 (17 minutes)</p> <p>Levine and Paterson, “How Voting Laws Have Changed Since 2016,” June 25, 2018, ProPublica</p>	<p>Week 11 Reading Response due on Canvas BEFORE start of Wednesday’s class</p> <p>**Experiential Learning and Reflection Paper due Wednesday, November 10, 11:59 pm</p>
	November 12	<p>Claire Cain Miller, “Women Actually Do Govern Differently,” NYTimes Upshot 11/10/16</p> <p>Listen to (or read transcript) FiveThirtyEight podcast “When Women Run”</p>	Apply/Evaluate due Sunday 11:59 pm
WEEK 12	November 15	Listen to “ Lost Children, Shattered Families ,” NPR	
Politics of	November 17	Watch Having Children in Poverty: Kathryn	Week 12 Reading

Reproduction and Families		Edin (5 minutes) Rothenberg part IX, ch. 8 – “Reproductive Justice in the Twenty-First Century,” Loretta J. Ross and Rickie Solinger	Response due on Canvas BEFORE start of Wednesday’s class **Final Policy Recommendation Project TOPICS and 3 sources due in Canvas no later than 11:59 pm, Wednesday Nov. 17
	November 19	Watch Unequal Childhoods: Annette Lareau (6 minutes) Rachel Sugar, “ How did home cooking become a moral issue? ,” Vox, March 5, 2019	Apply/Evaluate due Sunday 11:59 pm
WEEK 13	November 22	Work on Final Projects	No Reading Response OR Apply/Evaluate due this week!
	November 24	Thanksgiving Break – no class meeting	
	November 26	Thanksgiving Break – no class meeting	
WEEK 14 Responding Personally and Politically	November 29	Krista Tippett interview with psychologist Mahzarin Banaji on implicit bias , read or listen (about 45 minutes) Rothenberg part VIII, chapter 12 – “When You Forgot to Whistle Vivaldi,” Tressie McMillan Cottom	
	December 1	Ijeoma Oluo, chapters 9, 10, 11, 12	Week 14 Reading Response due on Canvas BEFORE start of Wednesday’s class
	December 3	Watch Verna Meyers’ TED talk “ How to Overcome Our Biases ” Rothenberg part IX, chapter 4 – “Interrupting the Cycle of Oppression: The Role of Allies as Agents of Change,” Andrea Ayvazian Austin Channing Brown, “Justice, Then Reconciliation” (posted in Canvas module)	Apply/Evaluate due Sunday 11:59 pm

WEEK 15 Politics of the Future	December 6	<p>Rothenberg part IX, ch. 1 – “Age, Race, Class, and Sex: Women Redefining Difference,” Audre Lorde</p> <p>Rothenberg part IX, chapter 2 – “Feminism: A Transformational Politic,” bell hooks</p> <p>Rothenberg part IX, chapter 6 – “A Herstory of the #BlackLivesMatter Movement,” Alicia Garza</p>	
	December 8	<p>Ijeoma Oluo, chapter 16, “I just got called racist, what do I do now?”</p> <p>Ijeoma Oluo, chapter 17, “Talking is great, but what else can I do?”</p>	Week 15 Reading Response due on Canvas BEFORE start of Wednesday’s class
	December 10		Apply/Evaluate due Sunday 11:59 pm
Final Exam	Friday December 17, 7:30 – 10 am		Turn in final project Present/discuss with class