

HON2010: POLITICS OF RACE, CLASS AND GENDER

Dr. Linda Beail

Spring 2022

MWF 8:30-9:35 am, Evans 122

Office Hours: M 2-4 pm, W 10-11am and by appointment

Getting in touch with me: For short questions – email me at lbeail@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; 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.

To [make an appointment](#) with me, see my appointment calendar in Google.

To Zoom with me for that appointment, use my [personal meeting link](#).

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 – analytical essays).
- 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 & gender inequities, evaluating their effectiveness and explaining how policies impact members of race, class and gender groups differently.
- Articulate the connections between your 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.

COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 4 unit class delivered over 15 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 150 total hours meeting the course learning outcomes.

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due (or the due date specified on Canvas & the syllabus)—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

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

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 Educational Access Center (EAC), located in the Bond Academic Center (eac@pointloma.edu or 619-849-2533). The EAC'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 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 EAC, 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. Please feel free to talk with me directly about accommodations that you are entitled to in the course and how we can best implement those for you.

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 consistently wearing our masks and by not coming to class if we have any Covid symptoms. Covid-related absences are excused, however: *You are still responsible for getting the notes from a classmate for any classes you miss and turning in assignments on time.* Please let me know if you are seriously ill and need accommodations for some period of time, and we will work together on a plan to help you successfully meet course requirements. If I or a member of my household are in ill or quarantined, 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. No requests for early examinations or alternative days will be approved.

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

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: in 2020, 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. Whether face-to-face or via Zoom, I hope our time together will be lively, valuable, energizing and irreplaceable. In this spirit, I'd ask for your respectful behavior and engaged attention at all times during class, in person or virtually.

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 "brainwash" or 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.

COURSE REQUIREMENTS:

Participation in weekly responses	140 points
<i>Warmth of Other Suns</i> response/integration paper	150 points
Three short analytical essays – (750-1000 words each, due dates spread throughout the semester)	360 points (120@)
Experiential learning activities/events and reflection essay	150 points
Final research project	200 points
TOTAL	1000 points

Exam and due dates are noted on the syllabus. You may have 2 days of grace period for turning in any of the analytical essays or final project (2 days per the entire semester, not 2 days per each assignment). You may use the 2 days together, or 1 day for one project, 1 for another – and you do not need to ask me for permission to use that extension. However, once you have used a total of 2 days' worth of extensions, you will be docked 10% for every calendar day that your essay or project 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%

REQUIRED COURSE TEXTS:

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

Isabel Wilkerson, *The Warmth of Other Suns*, Vintage, 2011.

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

“Trouble In Mind” performance at the Old Globe Theater, date TBD (February 2022).

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

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

	DATE	PREPARATION FOR CLASS	ASSIGNMENT DUE
WEEK 1 Introduction	January 11	Log in to our class Canvas site, become familiar with 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.	
	January 12	Isabel Wilkerson, <i>The Warmth of Other Suns</i> Part 1 and 2 (pp. 1-45). Recommended: listen to interview with historian Eric Foner, “The Unresolved Legacy of Reconstruction” (33 minutes)	
	January 14	No synchronous class meeting today Please watch or re-watch <i>Remember the Titans</i> (available via Disney+ or other streaming services) **Isabel Wilkerson, <i>The Warmth of Other Suns</i> Part 2 (pp. 47-95).	First “Apply/Evaluate” weekly response assignment due Sunday night before 11:59 pm
WEEK 2 Race	January 17	Martin Luther King Jr. Holiday – no class meeting	
	January 19	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	
	January 21	Ijeoma Oluo, <i>So You Want to Talk about</i>	

		<p><i>Race?</i>, Introduction and chapter 1</p> <p>**Isabel Wilkerson, <i>The Warmth of Other Suns</i> Part 2 (pp. 95-179).</p>	
WEEK 3 Racism	January 24	<p>Watch "A Class Divided" (segments 1-3, minutes 1-28 and final 2 minutes of film)</p> <p>Rothenberg part II, chapter 2 – "Defining Racism: Can We Talk?," Beverly Tatum</p> <p>Rothenberg part II, chapter 5 -- "Color-Blind Racism," Eduardo Bonilla-Silva</p>	
	January 26	<p>Ijeoma Oluo, chapter 2, "What is racism?"</p> <p>Ijeoma Oluo, chapter 3, "What if I talk about race wrong?"</p> <p>Rothenberg part VI, chapter 7 – "You are in the dark, in the car. . .," Claudia Rankine</p> <p>**Isabel Wilkerson, <i>The Warmth of Other Suns</i> Part 3 (pp. 181-221).</p>	
	January 28	<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>"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> <p>**Isabel Wilkerson, <i>The Warmth of Other Suns</i> Part 4 (pp. 223-241).</p>	
WEEK 4 Gender	January 31	<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> <p>Rothenberg part VIII, chapter 2 – “Am I Thin Enough Yet?,” Sharlene Hesse-Biber</p>	
	February 2	<p>“Oppression,” Marilyn Frye</p> <p>Melanie Tannenbaum, “The Problem When Sexism Just Sounds So Darn Friendly,” April 2, 2013</p> <p>Rothenberg part I, chapter 12 – “Domination and Subordination,” Jean Baker Miller</p> <p>**Isabel Wilkerson, <i>The Warmth of Other Suns</i> Part 4 (pp.242-301).</p>	
	February 4	<p>Cornel West, “Black Sexuality: The Taboo Subject” from <i>Race Matters</i></p> <p>Ijeoma Oluo, chapter 5, “What is intersectionality and why do I need it?”</p>	<p>First analytical essay due in Canvas no later than 11:59 pm, Sunday February 6</p>
WEEK 5 Social Class	February 7	<p>Cornel West, “Nihilism in Black America”, from <i>Race Matters</i></p> <p>**Isabel Wilkerson, <i>The Warmth of Other Suns</i> Part 4 (pp. 302-370).</p>	
	February 9	<p>Rothenberg part II, chapter 10 – “Class in America,” Gregory Mantsios</p> <p>Annie Lowrey, “Changed Life of the Poor,” <i>New York Times</i> April 30, 2014</p> <p>Rothenberg part 1, chapter 10 – “Debunking the pathology of poverty,” Susan Greenbaum</p>	
	February 11	<p>Rothenberg part V, chapter 10 – “The New Face of Hunger,” Tracie McMillan</p> <p>Jodi Kantor, “Working Anything but 9 to 5,”</p>	

		<p><i>New York Times</i>, August 13, 2014</p> <p>**Isabel Wilkerson, <i>The Warmth of Other Suns</i> Part 4 (pp. 371-431).</p>	
WEEK 6	February 14	<p>Watch Chicano! Struggle in the Fields documentary (50 minutes)</p> <p>**Isabel Wilkerson, <i>The Warmth of Other Suns</i> Part 5 & epilogue (pp. 433-538).</p>	
	February 16	<p>Listen to "The Economy that Slavery Built," 1619 podcast (30 minutes)</p> <p>Read "Nine Charts about Wealth Inequality in America"</p> <p>Read Racial Wealth Gap</p> <p>Ijeoma Oluo, chapter 7, "How can I talk about affirmative action?"</p>	
	February 18	<p>Rothenberg part V, chapter 7 – "Gender and the Black Jobs Crisis," Linda Burnham</p> <p>Rothenberg part V, chapter 8 – "Domestic Workers Bill of Rights," Ai-jen Poo</p> <p>Parker and Funk, "Gender Discrimination Comes in Many Forms," Pew Research Center, December 14, 2017</p> <p>Patricia Cohen, "Recession With a Difference"</p> <p>Claire Miller, "For Working Mothers, A Price to Pay," 2014</p>	<p>Response/Integration Paper on Wilkerson's <i>Warmth of Other Suns</i> due no later than Sunday February 20, 11:59 pm</p>
WEEK 7	February 21	<p><i>Unnatural Causes: In Sickness and In Wealth</i> documentary streaming</p> <p>Rothenberg part V, chapter 12 – "Cause of Death: Inequality," Alejandro Reuss</p>	
	February 23	<p>Case study: politics of maternal health</p> <p>Linda Villarosa, "A Life-or-Death Crisis for</p>	
The Politics of Economics and Employment			

		Black Mothers” – listen or read	
	February 25	<p>Nowlin et. al., Inequalities behind COVID-19 Disparities in Indianapolis, May 15, 2020</p> <p>Lucy Erickson, "The Disproportionate Impact of COVID-19 on Women of Color," April 30, 2020 (this is an overview with links in it to research on several different dimensions of the issue, so feel free to follow some of those links to read more about parts of the issue that interest you)</p> <p>Damon Tweedy, "The Case for Black Doctors", <i>New York Times</i>, May 17, 2015</p> <p>Ezekiel Emanuel, "How Healthcare can stop Amplifying Racism," September 2020</p>	<p>Friday February 25, 7 pm – Cornell West</p> <p>Sunday February 27, 2 pm, Old Globe Theater in San Diego’s Balboa Park – “Trouble in Mind”</p>
WEEK 8 Politics of Housing	February 28	Debriefing and Reflecting: Cornel West and Alice Childress	
	March 2	<p>Segregated By Design documentary short film (17 minutes)</p> <p>Brentin Mock, "Redlining is Alive and Well – and Evolving," <i>City Lab</i>, 9/28/2015</p> <p>Rothenberg part VI, chapter 10 – “Gentrification Will Drive My Uncle Out of His Neighborhood, and I Will Have Helped,” Eric Rodriguez</p>	
	March 4	<p>Matthew Desmond, Poor Black Women are Evicted at Alarming Rates, MacArthur Foundation Policy Research Brief, March 2014</p> <p>Brad Plumer and Nadja Popovich, How Decades of Racist Housing Policy Left Neighborhoods Sweltering, <i>New York Times</i>, August 24, 2020</p>	

	March 7-11	Spring Break – no class meetings	
WEEK 9 Politics of Education	March 14	<p>Rothenberg part VIII, chapter 7 – “Still Separate, Still Unequal: America’s Educational Apartheid,” Jonathan Kozol</p> <p>Rothenberg part V, chapter 9 – “Why America’s Schools Have a Money Problem”</p> <p>Watch “Separate and Unequal” on Frontline (27 minutes)</p>	
	March 16	<p>EITHER read “Segregation Now” Nikole Hannah Jones, <i>The Atlantic</i>, May 2014</p> <p>OR listen to “The Problem We All Live With,” This American Life</p>	
	March 18	<p>Claire Cain Miller, “Does Teacher Diversity Matter?”</p> <p>Jennifer Oldham, “In Booming State, Public Schools Grapple with Asbestos, Leaks and Four-Day Weeks”, <i>Washington Post</i>, March 7, 2019</p> <p>OPTIONAL -- a great longer read if you are interested in the intersection of housing/homelessness and education: “The Children in the Shadows,” Samantha Shapiro, <i>NYTimes Magazine</i>, September 9, 2020 or listen to the story here</p>	Second analytical essay due in Canvas no later than 11:59 pm, Sunday March 20
WEEK 10 Politics of Criminal Justice	March 21	<p><i>XIIIth</i> documentary film</p> <p>Rothenberg part IV, chapter 3 – “The New Jim Crow: Mass Incarceration in the Age of Color Blindness,” Michelle Alexander</p> <p>Rothenberg part V, chapter 5 – “Ending the Debt Trap,” Alexandria Bastien</p> <p>Ijeoma Oluo, chapter 6, “Is police brutality really about race?”</p>	

	March 23	<p>Class today will be attending the Wiley Lecture at 8:30 am in Crill Performance Hall</p> <p>Dr. Willie Jennings, Yale Divinity School, "Revolution of Relationships"</p>	
	March 25	<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>	
WEEK 11 Politics of Reproduction and Families	March 28	<p>Listen to "Lost Children, Shattered Families," NPR</p> <p>Watch video lecture by Dr. Beail on history of family in US</p>	
	March 30	<p>Watch Having Children in Poverty: Kathryn Edin (5 minutes)</p> <p>Rothenberg part IX, ch. 8 – "Reproductive Justice in the Twenty-First Century," Loretta J. Ross and Rickie Solinger</p>	
	April 1	<p>Watch Unequal Childhoods: Annette Lareau (6 minutes)</p> <p>Rachel Sugar, "How did home cooking become a moral issue?," Vox, March 5, 2019</p>	
WEEK 12 Politics of Elections and Representation	April 4	<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>	

	April 6	Watch " Whose Vote Counts? " Frontline (54 minutes) Listen to Adam Johnson, The Appeal: The Backlash Against Expanding Voter Rights , March 7, 2019, listen (17 minutes) or read transcript of interview	
	April 8	Claire Cain Miller, " Women Actually Do Govern Differently ," NYTimes Upshot 11/10/16 Listen to (or read transcript) 538 Podcast " When Women Run "	Third analytical essay due in Canvas no later than 11:59 pm, Sunday April 10
WEEK 13	April 11	Set up and work on final projects in class	
	April 13	Ijeoma Oluo, chapters 9, 10, 11, 12	
	April 15	Easter Break – no class meeting	
WEEK 14 Responding to Racism, Classism, Sexism	April 18	Easter Break – no class meeting	
	April 20	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	
	April 22	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 6 – "A Herstory of the #BlackLivesMatter Movement," Alicia Garza	Experiential Learning Activities/Events and Reflection Essay due in Canvas no later than 11:59 pm, Sunday April 24
WEEK 15	April 25	No regular class meeting – group work day for final projects	
Politics of the	April 27	Watch Verna Meyers' TED talk " How to	

Future		<p><u>Overcome Our Biases</u></p> <p>Rothenberg part IX, chapter 4 – “Interrupting the Cycle of Oppression: The Role of Allies as Agents of Change,” Andrea Ayvazian</p> <p>Austin Channing Brown, “Justice, Then Reconciliation”</p>	
	April 29	<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>	
Final Exam	Friday May 6, 7:30- 10 am		Turn in final project