

POL 1090: POLITICS OF RACE, CLASS AND GENDER (4 units)

Fall 2020

Section 1 meets MWF 8:30-9:35 am

Section 2 meets MWF 12:15-1:20 pm

Professor: Dr. Linda Beail

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Office Hours: Mondays on Zoom during your normal class time 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.

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 – 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.

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. The time estimations are provided in the Canvas modules.

STATE AUTHORIZATION

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

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 Disability Resource Center (DRC), located in the Bond Academic Center (DRC@pointloma.edu or 619-849-2486). 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 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.

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 (virtual or face-to-face), 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. In some courses, a portion of the credit hour content will be delivered **asynchronously** and attendance will be determined by submitting the assignments by the posted due dates. See [Academic Policies](#) in the Undergraduate Academic Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

Asynchronous Attendance/Participation Definition

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

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](#) .

USE OF TECHNOLOGY

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers compatible with their computer available to use. If a student is in need of technological resources please contact student-tech-request@pointloma.edu.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

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 for books and articles, please visit their [website](#).

[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 this link. 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 if using citations in this class. 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.

IN-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. Despite the fact that this is an unusual semester, and our time together will be “virtual,” I hope it will be lively, valuable, energizing and irreplaceable. In this spirit, I'd ask for your respectful behavior and engaged attention at all times during our Zoom classes.

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 short writing assignments, discussion boards, small group assignments	30% of course grade
Midterm exam	20%
Final exam	20%
Final project	20%
Experiential learning activities/events and reflection	10%

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%

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

COURSE OUTLINE (subject to revision as the semester unfolds – see modules each week on Canvas for specific readings and assignments):

I. DEFINING RACE, GENDER AND CLASS

WEEK ONE, August 17-21: Introduction -- The politics of race in America

Remember the Titans

Tim Layden, [“Does Anyone Remember the Titans?”](#) *Sports Illustrated*, October 15, 2001

WEEK TWO, August 24-28: Race, Gender, History

Rothenberg part I, chapter 2 – “Racial Formations,” Michael Omni and Howard Winant

Rothenberg part I, chapter 4 - “How Jews became White Folks,” Karen Brodtkin

Ijeoma Oluo, Introduction and chapter 1

They Called Us Enemy, George Takei

Centennial of 19th Amendment and Women’s Suffrage movement

WEEK THREE, August 31-September 4: The politics of racism

Rothenberg part II, chapter 2 – “Defining Racism: Can We Talk?,” Beverly Tatum

Before coming to class, watch [“A Class Divided”](#) (segments 1-3, minutes 1-27)

Rothenberg part II, chapter 5 -- “Color-Blind Racism,” Eduardo Bonilla-Silva

Rothenberg part II, ch 11 – “White Privilege: Unpacking the Invisible Knapsack,” Peggy MacIntyre

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

Ijeoma Oluo, chapter 2, “What is racism?”

Ijeoma Oluo, chapter 3, “What if I talk about race wrong?”

WEEK FOUR, September 7-11: 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

“Oppression,” Marilyn Frye

Melanie Tannenbaum, [“The Problem When Sexism Just Sounds So Darn Friendly,”](#) April 2, 2013

Ijeoma Oluo, chapter 5, “What is intersectionality and why do I need it?”

Rothenberg part VIII, chapter 2 – “Am I Thin Enough Yet?,” Sharlene Hesse-Biber

Rothenberg part I, chapter 12 – “Domination and Subordination,” Jean Baker Miller

Miss Representation documentary film via Netflix

WEEK FIVE, September 14-18: The politics of social class

Rothenberg part II, chapter 10 – “Class in America,” Gregory Mantsios

Annie Lowrey, [“Changed Life of the Poor,”](#) *New York Times* April 30, 2014

Jodi Kantor, [“Working Anything but 9 to 5,”](#) *New York Times*, August 13, 2014

Rothenberg part 1, chapter 10 – “Debunking the pathology of poverty,” Susan Greenbaum

Rothenberg part V, chapter 10 – “The New Face of Hunger,” Tracie McMillan
Ijeoma Oluo, chapter 4, “Why am I always being told to ‘check my privilege?’”
Ijeoma Oluo, chapter 14, “What is the model minority myth?”

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

WEEK SIX, September 21-25: The politics of economics

[Chicano! Struggle in the Fields](#) documentary

Read “[Nine Charts about Wealth Inequality in America](#)”

Listen to “[The Economy that Slavery Built](#),” 1619 podcast

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

Claire Miller, “[The Motherhood Penalty](#)”

Ijeoma Oluo, chapter 7, “How can I talk about affirmative action?”

WEEK SEVEN, September 28-October 2: The politics of housing

Rothenberg part VI, chapter 10 – “Gentrification Will Drive My Uncle Out of His
Neighborhood, and I Will Have Helped,” Eric Rodriguez

[Segregated By Design](#) documentary short film

Brentin Mock, “[Redlining is Alive and Well – and Evolving](#),” *City Lab*, 9/28/2015

John Eligon and Robert Gebeloff, “[Affluent and Black, and Still Trapped by Segregation](#),”
New York Times 8/20/2016

Matthew Desmond, “[Forced Out](#),” *New Yorker* 2/8/2016

****MIDTERM EXAM MONDAY, OCTOBER 5 ****

WEEK EIGHT, October 5-9: The politics of health and healthcare

Unnatural Causes: In Sickness and In Wealth documentary streaming

Rothenberg part V, chapter 12 – “Cause of Death: Inequality,” Alejandro Reuss

Damon Tweedy, “[The Case for Black Doctors](#),” *New York Times*, May 17, 2015

Jonathan Metzel, *Dying of Whiteness* (excerpt)

Case study: politics of maternal health

Linda Villarosa, “A Life-or-Death Crisis for Black Mothers” – [listen](#) or [read](#)

Dan Charles, “[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

WEEK NINE, October 12-16: The politics of education

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”

EITHER read “[Segregation Now](#)” Nikole Hannah Jones, *The Atlantic*, May 2014

OR listen to “[The Problem We All Live With](#),” This American Life

Claire Cain Miller, “[Does Teacher Diversity Matter?](#)”

Jennifer Oldham, “[In Booming State, Public Schools Grapple with Asbestos, Leaks and Four-Day Weeks](#)”, *Washington Post*, March 7, 2019

WEEK TEN, October 19-23: The politics of the criminal justice system

Rothenberg part IV, chapter 3 – “The New Jim Crow: Mass Incarceration in the Age of Color Blindness,” Michelle Alexander

XIIIth documentary film

Rothenberg part IV, chapter 4 – “Living While Black and the Criminalization of Blackness,” PR Lockhart

Rothenberg part V, chapter 5 – “Ending the Debt Trap,” Alexandria Bastien

Rothenberg part IX, chapter 9 – “Are Prisons Obsolete? Abolitionist Alternatives,” Angela Davis

Ijeoma Oluo, chapter 6, “Is police brutality really about race?”

Ijeoma Oluo, chapter 8, “What is the school-to-prison pipeline?”

Stacy Teicher Khaderoo, “[Restorative Justice: One High School’s Path to Reducing Suspensions by Half](#),” *Christian Science Monitor*, March 31, 2013

WEEK ELEVEN, October 26-30: The politics of voting and elections

Rothenberg part VII, chapter 22 – *Shelby County v. Holder* (2013)

Rothenberg part IV, chapter 2 – “The Georgia Governor’s Race Has Brought Voter Suppression into Full View,” Vann Newkirk

Levine and Paterson, “[How Voting Laws Have Changed Since 2016](#),” June 25, 2018, ProPublica

Claire Cain Miller, “[Women Actually Do Govern Differently](#),” NYTimes Upshot 11/10/16

WEEK TWELVE, November 2-6: The politics of reproduction and families

Watch [Unequal Childhoods: Annette Lareau](#) (6 minutes)

Watch [Having Children in Poverty: Kathryn Edin](#) (5 minutes)

Listen to “[Lost Children, Shattered Families](#),” NPR

Rothenberg part IX, ch. 8 – “Reproductive Justice in the Twenty-First Century,” Loretta J. Ross and Rickie Solinger

III. RESPONDING TO RACISM, CLASSISM AND SEXISM

WEEK THIRTEEN, November 9-13: Stereotype threat, implicit bias and interpersonal relationships – change on campus?

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

Ijeoma Oluo, chapters 9, 10, 11 and 12

Readings on identity expansion experiments

WEEK FOURTEEN, November 16-20: 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

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 Ayzian

Ijeoma Oluo, chapter 16, “I just got called racist, what do I do now?”

Ijeoma Oluo, chapter 17, “Talking is great, but what else can I do?”

WEEK FIFTEEN, November 23-27: FINISH FINAL PROJECTS

***Turn in final project no later than 11:59 pm, Tuesday November 24**

***SECTION 1, MWF 8:30 class – FINAL EXAM WEDNESDAY DECEMBER 2, 7:30 am**

***SECTION 2, MWF 12:15 class – FINAL EXAM MONDAY NOVEMBER 30, 10:30 am**