

	<p><b>POL1090: Politics of Race, Class and Gender (4 units)</b></p> <p><b>Department of History and Political Science</b></p>
<p><b>Fall 2023</b></p>	
<p><b>Meeting days/times:</b> MWF 12:15-1:20 pm (section 1) MWF 1:30 – 2:35 am (section 2)</p>	<p><b>Instructor:</b> Dr. Linda Beail (she/her), I prefer being called Dr. Beail</p>
<p><b>Meeting location:</b> Bond Academic Center, room 156</p>	<p><b>Phone:</b> 619-849-2408</p>
<p><b>Final Exam:</b> Monday December 11 10:30 am – 1 pm (section 1) 1:30 – 4 pm (section 2)</p>	<p><b>Email:</b> <a href="mailto:LindaBeail@pointloma.edu">LindaBeail@pointloma.edu</a></p>
<p><b>Office location:</b> Colt Hall 116 <b>Office hours:</b> Mondays &amp; Wednesdays 3-4 pm, Tuesdays 1-3 pm, and by appointment</p> <p><b>Getting in touch with me:</b> For short questions – email me at <a href="mailto:LindaBeail@pointloma.edu">LindaBeail@pointloma.edu</a>. 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>	

**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 FE 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.
- Articulate connections between your faith, personal experiences & values, and social issues.
- Recommend an effective policy solution to some aspect of race, class & gender inequities, explaining possible causes/solutions and political feasibility.

### **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. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

### **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 your professor or the [Office of Spiritual Life and Formation](#).

### **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**

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](mailto: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.

### **Language and Belonging**

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

You may report an incident(s) using the [Bias Incident Reporting Form](#).

### **Sexual Misconduct and Discrimination**

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at [pointloma.edu/Title-IX](http://pointloma.edu/Title-IX). Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at [counselingservices@pointloma.edu](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/title-ix](http://pointloma.edu/title-ix).

### **PLNU Attendance and Participation Policy**

Regular and punctual attendance at all 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 withdrawal date or, after that date, receive an "F" grade.

### 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.

### Style Guide

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.”)

### Class Time 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



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

### 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	ASSIGNMENTS DUE
<b>WEEK 1</b> <b>Race in America</b>	August 28	Introduction to this course and each other	
	August 30	Please watch or re-watch <i>Remember the Titans</i> (available via Disney+ or to rent from Amazon Prime)	
	September 1	Tim Layden, <a href="#">“Does Anyone Remember the Titans?”</a> <i>Sports Illustrated</i> , October 15, 2001	Turn in first Apply/Evaluate paper on Canvas by 11:59 pm Sunday Sept. 3
<b>WEEK 2</b> <b>Racism and Racial Narratives</b>	September 4	<b>Labor Day holiday – no class meeting</b>	
	September 6	Rothenberg part I, chapter 2 – “Racial Formations,” Michael Omni & Howard Winant  Rothenberg part I, chapter 4 - “How Jews became White Folks,” Karen Brodtkin  Ijeoma Oluo, <i>So You Want to Talk about Race?</i> , Introduction and chapters 1-2	Week 2 Reading Response due on Canvas BEFORE start of Wednesday’s class
	September 8	Watch <a href="#">“A Class Divided”</a> 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	Apply/Evaluate due Sunday 11:59 pm

		Rothenberg part VI, chapter 7 – “You are in the dark, in the car. . .,” Claudia Rankine	
<b>WEEK 3</b>	September 11	<p>Please listen to interview with historian <a href="#">Eric Foner, “The Unresolved Legacy of Reconstruction”</a> (33 minutes)</p> <p>Please visit (virtually) the New York Historical Society museum exhibit <a href="#">Black Citizenship in the Age of Jim Crow</a> (four parts/screens: Intro, Reconstructing Citizenship 1865-1877, Rise of Jim Crow 1877-1900, and Challenging Jim Crow 1900-1919)</p> <p>Rothenberg part VII, chapter 13, “The Chinese Exclusion Act”</p>	
	September 13	<p>Rothenberg part II, ch 11 – “White Privilege: Unpacking the Invisible Knapsack,” Peggy McIntosh</p> <p>Rothenberg part III, chapter 10, “The Myth of the Model Minority,” Noy Thrupkaew</p> <p>Ijeoma Oluo, chapter 3, “What if I talk about race wrong?”</p> <p>Ijeoma Oluo, chapter 4, “Why am I always being told to ‘check my privilege’?”</p>	Week 3 Reading Response due on Canvas BEFORE start of Wednesday’s class
	September 15	<p><a href="#">Racism Has a Cost for Everyone</a>, Heather McGhee (14 minute TED talk)</p> <p>Listen to <a href="#">“The Economy that Slavery Built,”</a> 1619 podcast (31 minutes)</p> <p>Read <a href="#">“Nine Charts about Wealth Inequality in America”</a></p> <p>Read <a href="#">Racial Wealth Gap</a></p>	Apply/Evaluate due Sunday 11:59 pm
<b>WEEK 4 Social Class</b>	September 18	<p>Rothenberg part II, chapter 10 – “Class in America,” Gregory Mantsios</p> <p>Annie Lowrey, <a href="#">“Changed Life of the Poor,”</a> <i>New York Times</i> April 30, 2014</p> <p>Jodi Kantor, <a href="#">“Working Anything but 9 to 5,”</a> <i>New York Times</i>, August 13, 2014</p>	

	September 20	<p>Rothenberg part 1, chapter 10 – “Debunking the pathology of poverty,” Susan Greenbaum</p> <p>Rothenberg part V, chapter 10 – “The New Face of Hunger,” Tracie McMillan</p> <p><a href="#">Jason DeParle, “Biden Administration Prompts Largest Permanent Increase in Food Stamps,”</a> <i>NYTimes</i>, August 15, 2021</p>	Week 4 Reading Response due on Canvas BEFORE start of Wednesday’s class
	September 22	Watch <a href="#">Chicano! Struggle in the Fields</a> documentary	Apply/Evaluate due Sunday 11:59 pm
<b>WEEK 5 Gender and Sexism</b>	September 25	<p>Watch <a href="#">“The Dangerous Ways Ads See Women,”</a> Jean Kilbourne TED talk (15 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>	
	September 27	<p>“Oppression,” Marilyn Frye (posted in Canvas module)</p> <p>Rothenberg part I, chapter 12 – “Domination and Subordination,” Jean Baker Miller</p> <p>Melanie Tannenbaum, <a href="#">“The Problem When Sexism Just Sounds So Darn Friendly,”</a> April 2, 2013</p>	Week 5 Reading Response due on Canvas BEFORE start of Wednesday’s class
	September 29	<p>Ijeoma Oluo, chapter 5, “What is intersectionality and why do I need it?”</p> <p>Rothenberg part II, chapter 1 – “Why Intersectionality Can’t Wait,” Kimberle Crenshaw</p>	<p>Apply/Evaluate due Sunday 11:59 pm</p> <p><b>**Popular Culture Analysis paper due no later than 11:59 pm, Sunday October 1</b></p>
<b>WEEK 6 The Politics of E</b>	October 2	<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, <a href="#">“Gender Discrimination Comes in Many Forms,”</a> Pew Research Center,</p>	



		December 14, 2017  Ammerman and Groysberg, <a href="#">“How to Close the Gender Gap,”</a> Harvard Business Review, May-June 2021  Claire Miller, <a href="#">“For Working Mothers, A Price to Pay,”</a> 2014	
	October 4	Watch <a href="#">“Separate and Unequal”</a> on Frontline (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”	Week 6 Reading Response due on Canvas BEFORE start of Wednesday’s class
	October 6	EITHER read <a href="#">“Segregation Now”</a> Nikole Hannah Jones, <i>The Atlantic</i> , May 2014 OR listen to <a href="#">“The Problem We All Live With,”</a> This American Life	Apply/Evaluate due Sunday 11:59 pm
<b>WEEK 7</b>  <b>Politics of Education</b>	October 9	Robert Putnam, <i>Our Kids</i> (excerpt)	
	October 11	Claire Cain Miller, <a href="#">“Does Teacher Diversity Matter?”</a>  Jennifer Oldham, <a href="#">“In Booming State, Public Schools Grapple with Asbestos, Leaks and Four-Day Weeks”</a> , <i>Washington Post</i> , March 7, 2019  <a href="#">Moriah Balingit, “Can a Tax Credit Help Students in Poverty Learn?,”</a> <i>Washington Post</i> , July 15, 2021	Week 7 Reading Response due on Canvas BEFORE start of Wednesday’s class
	October 13	No regular class meeting – please attend this year’s Colt Lecture by Beth Allison Barr on “The Making of Biblical Womanhood” on THURSDAY, October 12, 3:30 pm	<b>Required: Attend Colt Lecture, Thursday October 12, 3:30 pm in Colt Hall Forum</b>
<b>WEEK 8</b>	October 16	<a href="#">Segregated By Design</a> documentary short film	

Politics of Housing		(17 minutes)  Brentin Mock, <a href="#">“Redlining is Alive and Well – and Evolving,”</a> <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 18	Read Brad Plumer and Nadja Popovich, <a href="#">How Decades of Racist Housing Policy Left Neighborhoods Sweltering</a> , <i>New York Times</i> , August 24, 2020  Listen to <a href="#">“Memphis, TN: The Sweetest Water in the World”</a> podcast (43 minutes)	Week 8 Reading Response due on Canvas BEFORE start of Wednesday’s class
	October 20	<b>Fall Break – No Class Meeting</b>	Apply/Evaluate due Sunday 11:59 pm
WEEK 9 Politics of Health & Healthcare	October 23	Watch <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 25	Case study: politics of maternal health  Linda Villarosa, “A Life-or-Death Crisis for Black Mothers” – <a href="#">listen</a> or <a href="#">read</a>	Week 9 Reading Response due on Canvas BEFORE start of Wednesday’s class
	October 27	Damon Tweedy, <a href="#">“The Case for Black Doctors”</a> , <i>New York Times</i> , May 17, 2015  Ezekiel Emanuel, <a href="#">“How Healthcare can stop Amplifying Racism,”</a> September 2020  Melinda Wenner Moyer, <a href="#">“Women are Calling Out ‘Medical Gaslighting,’”</a> <i>New York Times</i> March 28, 2022  Nowlin et. al., <a href="#">Inequalities behind COVID-19 Disparities in Indianapolis</a> , May 15, 2020	

<b>WEEK 10</b> <b>Politics of Criminal Justice</b>	October 30	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 streaming on Netflix)	
	November 1	Rothenberg part IV, chapter 4 – “Living While Black and the Criminalization of Blackness,” PR Lockhart  Ijeoma Oluo, chapter 6, “Is police brutality really about race?”  Hansi Lo Wong, <a href="#">“Your Body Being Used,”</a> listen or read (6 minutes)	Week 10 Reading Response due on Canvas BEFORE start of Wednesday’s class
	November 3	Rothenberg part V, chapter 5 – “Ending the Debt Trap,” Alexandria Bastien  Ijeoma Oluo, chapter 8, “What is the school-to-prison pipeline?”  Listen to <a href="#">“What Happens When a Prison Comes to Town?”</a> on Trending Globally podcast, January 18, 2023 (25 minutes)  Optional resource: <a href="#">Black Girls Matter: Pushed Out, Overpoliced and Underprotected</a> Policy Report from Columbia Law School & African American Policy Forum, 2015.	Apply/Evaluate due Sunday 11:59 pm
<b>WEEK 11</b> <b>Politics of Elections and Representation</b>	November 6	Read Rothenberg part VII, chapter 22 – <i>Shelby County v. Holder</i> (2013)  <a href="#">Voter Suppression, Then and Now</a> (Marketplace, Sept. 18, 2020)	
	November 8	Watch <a href="#">“Whose Vote Counts?”</a> Frontline (54 minutes)  Listen or read, Adam Johnson, <a href="#">The Appeal: The Backlash Against Expanding Voter Rights</a> , March 7, 2019 (17 minutes)	Week 11 Reading Response due on Canvas BEFORE start of Wednesday’s class
	November 10	Claire Cain Miller, <a href="#">“Women Actually Do Govern Differently,”</a> NYTimes Upshot 11/10/16	Apply/Evaluate due Sunday 11:59 pm

		<p>Conroy, Thomson-DeVeaux and Wiederkehr, <a href="#">“Women of Color Were Shut Out of Congress For Decades. Now They’re Transforming It,”</a> FiveThirtyEight, January 18, 2021</p> <p>Listen to (or read transcripts of) stories from FiveThirtyEight project’s <a href="#">“When Women Run”</a> to hear women officeholders tell their own stories about challenges &amp; opportunities in elections and governing</p>	
<b>WEEK 12</b>	November 13	<p>Listen to "<a href="#">A Population Slowdown in the US,</a>" The Daily, May 4, 2021 (23 minutes)</p> <p>Bui and Miller, <a href="#">“The Age that Women Have Babies: How a Gap Divides America,”</a> NYTimes, August 4, 2018.</p>	
	November 15	<p>Rothenberg part IX, ch. 8 – “Reproductive Justice in the Twenty-First Century,” Loretta J. Ross and Rickie Solinger</p> <p>Read "<a href="#">Forced Sterilization Policies in the US</a>)." . "</p> <p>Read "<a href="#">Unwanted Sterilization and Eugenics Programs in the US</a>)"</p>	Week 12 Reading Response due on Canvas BEFORE start of Wednesday’s class
	November 17	<p>Watch <a href="#">Unequal Childhoods: Annette Lareau</a> (6 minutes)</p> <p>Rachel Sugar, <a href="#">“How did home cooking become a moral issue?”</a> Vox, March 5, 2019</p>	Apply/Evaluate due Sunday 11:59 pm
<b>WEEK 13</b>	November 20		<p>No Reading Response OR Apply/Evaluate due this week!</p> <p><b>**Experiential Learning and Reflection Paper due Monday, November 20, 11:59 pm</b></p>
	November 22	Thanksgiving Break – no class meeting	
	November 24	Thanksgiving Break – no class meeting	
<b>WEEK 14</b>	November 27	Guest speaker: Robin Lang	

<b>Responding Personally and Politically</b>		Please read: Voice of San Diego: <a href="#">You may never look at the Sports Arena the same again</a>  and <a href="#">Heather McGhee, "Ignoring the Canary,"</a> from <i>The Sum of Us</i>	
	November 29	Ijeoma Oluo, chapters 9, 10, 11, 12	Week 14 Reading Response due on Canvas BEFORE start of Wednesday's class
	December 1	Krista Tippett <a href="#">interview with psychologist Mahzarin Banaji on implicit bias</a> , read or listen (about 45 minutes)  Watch Verna Meyers' TED talk " <a href="#">How to Overcome Our Biases</a> "  Rothenberg part IX, chapter 4 – "Interrupting the Cycle of Oppression: The Role of Allies as Agents of Change," Andrea Ayzajian	Apply/Evaluate due Sunday 11:59 pm
<b>WEEK 15 Politics of the Future</b>	December 4	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	
	December 6	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 15 Reading Response due on Canvas BEFORE start of Wednesday's class
	December 8	In class prep for final exam	Apply/Evaluate due Sunday 11:59 pm
<b>Final Exam</b>	<b>Monday December 11</b>	<b>Final Exam Times: 10:30 am – 1 pm (section 1)</b>	<b>Final Exam</b>

		<b>1:30 – 4 pm (section 2)</b>	
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