

**HON2010: POLITICS OF RACE, CLASS, AND GENDER**  
**Spring 2024**  
**MWF 8:30-9:35 am, Evans 121**

**Dr. Linda Beail**  
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**Office Hours: Monday 1-4 pm, Wednesday 1-3 pm and by appointment**

**Getting in touch with me:** For short questions – email me at [lbeail@pointloma.edu](mailto: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.

**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.

**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 connections between your faith, personal experiences & values, and social issues.

## **SPIRITUAL CARE**

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

If you have questions, a desire to meet with the chaplain, or if you have prayer requests, you can contact the [Office of Student Life and Formation](#).

## **INCOMPLETES AND LATE ASSIGNMENTS**

All assignments are to be submitted/turned in by the beginning of the class session when they are due—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.

## **ARTIFICIAL INTELLIGENCE (AI) POLICY**

You are allowed to use Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

## **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 drop date or, after that date, receive the appropriate grade for their work and participation.

## **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.

## **SEXUAL MISCONDUCT AND DISCRIMINATION**

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. 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 help and support 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, it is 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)

## **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 excellent [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.

**The Loma Writing Center** exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see [Loma Writing Center webpage](#) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

## 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 and where to find the idea/quote in your text – you do not need formal footnotes or works cited. For example: “As Plato says in the *Apology*, “it really is the greatest benefit for a person to converse every day about goodness” (paragraph 38a, p. 19).

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.

## 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 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:**

<b>Class Attendance &amp; Participation</b> – including short response papers/activities assigned in class	15%
<b><i>Warmth of Other Suns</i> response/integration paper</b>	15%
<b>Three analytical essays</b> – (3-5 pages each, due dates spread throughout the semester)	30%
<b>Experiential learning activities/events and reflection essay</b>	15%
<b>Final research project – policy podcasts</b>	25%
<b>TOTAL</b>	<b>100%</b>

Exam and due dates are noted on the syllabus. You will lose 5% of the assignment's worth 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.

Heather McGhee, *The Sum of Us*, One World, 2021.

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):**

	<b>DATE</b>	<b>PREPARATION FOR CLASS</b>	<b>ASSIGNMENT DUE</b>
<b>WEEK 1 Introduction</b>	January 8	Introduction and course plan	
	January 10	Isabel Wilkerson, <i>The Warmth of Other Suns</i> Part 1 and 2 (pp. 1-45).  Listen to interview with historian <a href="#">Eric Foner, "The Unresolved Legacy of Reconstruction"</a> (33 minutes)  Recommended for more information on the Jim Crow era: Virtual Museum Visit to 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).	
	January 12	Jeanne Theoharis, "The Uses and Misuses of Civil Rights History. . . "  Robert P. Jones, "Beyond 'I Have a Dream'"  Isabel Wilkerson, <i>The Warmth of Other Suns</i> Part 2 (pp. 47-95).	
<b>WEEK 2 Race</b>	January 15	<b>Martin Luther King Jr. Holiday – no class meeting</b>	
	January 17	Please watch or re-watch <i>Remember the Titans</i> (available via Disney+ or other streaming services)  Tim Layden, " <a href="#">Does Anyone Remember the Titans?</a> " <i>Sports Illustrated</i> , October 15, 2001	
	January 19	Rothenberg part I, chapter 2 – "Racial Formations," Michael Omni and Howard Winant  Rothenberg part I, chapter 4 - "How Jews became White Folks," Karen Brodtkin  Isabel Wilkerson, <i>The Warmth of Other Suns</i> Part 2 (pp. 95-179).	
<b>WEEK 3 Racism</b>	January 22	McGhee, <i>The Sum of Us</i> chapters 1 and 2  Isabel Wilkerson, <i>The Warmth of Other Suns</i> Part 3 (pp. 181-221).	
	January 24	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	
	January 26	Ijeoma Oluo, chapter 2, "What is racism?"  Ijeoma Oluo, chapter 3, "What if I talk about race wrong?"	

		<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 4 (pp. 223-241).</p>	
<b>WEEK 4 Privilege and Social Class</b>	January 29	<p>Rothenberg part II, ch 11 – “White Privilege: Unpacking the Invisible Knapsack,” Peggy MacIntosh</p> <p>Isabel Wilkerson, <i>The Warmth of Other Suns</i> Part 4 (pp.242-301).</p>	
	January 31	<p>Rothenberg part II chapter 1, “Why Intersectionality Can’t Wait,” Kimberle Crenshaw</p> <p>Isabel Wilkerson, <i>The Warmth of Other Suns</i> Part 4 (pp.302-370)</p>	<b>First analytical essay due in Canvas no later than 11:59 pm, Thursday February 1</b>
	February 2	<p>Isabel Wilkerson, <i>The Warmth of Other Suns</i> Part 4 (pp. 301-431)</p>	
<b>WEEK 5 Class and Gender</b>	February 5	<p>Rothenberg part II, chapter 10 – “Class in America,” Gregory Mantsios</p> <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>Catherine Rampell, <a href="#">“Where do socioeconomic classes mix? Not church, but Chili’s”</a>, <i>Washington Post</i> August 22, 2023 – gift link</p>	
	February 7	<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> <p>Isabel Wilkerson, <i>The Warmth of Other Suns</i> Part 5 &amp; epilogue (pp. 433-538)</p>	

	February 9	<p>Watch <a href="#">“The Dangerous Ways Ads See Women,” Jean Kilbourne TED talk</a> (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>	
<b>WEEK 6</b>  <b>The Politics of Gender</b>	February 12	<p>“Oppression,” Marilyn Frye (posted in Canvas)</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>	
	February 14	<b>Attend Wiley Lecture in Crill Hall, 8:30-9:20 am</b> “On Earth As It Is In Heaven: Prayer as Disability Justice,” Dr. Sarah Jean Barton, Duke University	
	February 16		<b>Response/Integration Paper on Wilkerson’s <i>Warmth of Other Suns</i> due no later than Thursday February 15, 11:59 pm</b>
<b>WEEK 7</b>  <b>Politics of Jobs &amp; the Workplace</b>	February 19	Watch <a href="#">Chicano! Struggle in the Fields</a> documentary (50 minutes)	
	February 21	<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>Rakesh Kochhar, <a href="#">“The Enduring Grip of the Gender Pay Gap,”</a> Pew Research Center, March 1, 2023</p> <p>Chabeli Carrazana, <a href="#">“Even when women make more than their husbands, they are doing more childcare and housework,”</a> <i>The 19<sup>th</sup></i>, April 13, 2023</p> <p>Parker and Funk, <a href="#">“Gender Discrimination Comes in Many Forms,”</a> Pew Research Center, December 14,</p>	

		<p>2017</p> <p>Ammerman and Groyberg, <a href="#">“How to Close the Gender Gap,”</a> Harvard Business Review, May-June 2021</p> <p>Optional: Chabeli Carrazana, <a href="#">“Caregiving costs women nearly \$300,000,”</a> <i>The 19<sup>th</sup></i>, May 11, 2023</p>	
	February 23	McGhee, <i>The Sum of Us</i> , chapter 5	
<b>WEEK 8</b> <b>Politics of Education</b>	February 26	<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 <a href="#">“Separate and Unequal”</a> on Frontline (27 minutes)</p>	
	February 28	<p>Listen to <a href="#">“The Problem We All Live With,”</a> This American Life (58 minutes)</p> <p>Read McGhee, <i>The Sum of Us</i>, chapter 7</p>	
	March 1	<p>Claire Cain Miller, <a href="#">“Does Teacher Diversity Matter?”</a></p> <p>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</p> <p><a href="#">Moriah Balingit, “Can a Tax Credit Help Students in Poverty Learn?,”</a> <i>Washington Post</i>, July 15, 2021</p>	
	March 4-8	<b>Spring Break – no class meetings</b>	
<b>WEEK 9</b> <b>Politics of Health &amp; Healthcare</b>	March 11	<p>Rothenberg part V, chapter 12 – “Cause of Death: Inequality,” Alejandro Reuss</p> <p>In class today: watch <i>Unnatural Causes: In Sickness and In Wealth</i> documentary</p>	
	March 13	<p>Case study: politics of maternal health</p> <p>Linda Villarosa, “A Life-or-Death Crisis for Black</p>	

		<p>Mothers” – <a href="#">listen</a> or <a href="#">read</a></p> <p>Fradet and Greenwald, "<a href="#">Doula Care Improves Health Outcomes. . .</a>" National Health Law Program, August 8, 2022</p>	
	March 15	<p>Damon Tweedy, "<a href="#">The Case for Black Doctors</a>", <i>New York Times</i>, May 17, 2015</p> <p>Ezekiel Emanuel, "<a href="#">How Healthcare can stop Amplifying Racism</a>," September 2020</p> <p>Melinda Wenner Moyer, "<a href="#">Women are Calling Out 'Medical Gaslighting,'</a>" <i>New York Times</i> March 28, 2022</p>	<p><b>Second analytical essay due in Canvas no later than 11:59 pm, Sunday March 17</b></p>
<p><b>WEEK 10</b>  <b>Politics of Housing and the Environment</b></p>	March 18	<p><a href="#">Segregated By Design</a> documentary short film (17 minutes)</p> <p>Rothenberg part VI, chapter 10 – “Gentrification Will Drive My Uncle Out of His Neighborhood, and I Will Have Helped,” Eric Rodriguez</p> <p>McGhee, <i>The Sum of Us</i> chapter 4</p>	
	March 20	<p>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 – gift link</p> <p>Listen to "<a href="#">Memphis, TN: The Sweetest Water in the World</a>" <a href="#">podcast</a> (43 minutes)</p>	
	March 22	<p>McGhee, <i>The Sum of Us</i> chapter 8</p>	
<p><b>WEEK 11</b>  <b>Politics of Elections and Representation</b></p>	March 25	<p>McGhee, <i>The Sum of Us</i> chapter 6</p> <p><a href="#">Voter Suppression, Then and Now</a> (Marketplace, Sept. 18, 2020)</p>	
	March 27	<p>Watch "<a href="#">Whose Vote Counts?</a>" Frontline (54 minutes)</p> <p>Listen to Adam Johnson, <a href="#">The Appeal: The Backlash Against Expanding Voter Rights</a>, March 7, 2019, listen (17 minutes) or read transcript of interview</p>	

	March 29	<b>Easter Break – No class meeting</b>	
<b>WEEK 12</b>	April 1	<b>Easter Break – no class meeting</b>	
	April 3	<p>Watch <a href="#">“Finish the Fight”</a> (80 minutes) OR visit <a href="#">“Crusade for the Vote”</a> online museum exhibit (20 short galleries, visit at least 15) on women’s suffrage</p> <p>Claire Cain Miller, <a href="#">“Women Actually Do Govern Differently,”</a> NYTimes Upshot 11/10/16</p> <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>	
	April 5	<p>Please watch <i>XIIIth</i> documentary film (Netflix)</p> <p>Rothenberg part IV, chapter 3 – “The New Jim Crow: Mass Incarceration in the Age of Color Blindness,” Michelle Alexander</p>	<b>Third analytical essay due in Canvas no later than 11:59 pm, Friday April 5</b>
<b>WEEK 13</b> <b>Politics of Criminal Justice</b>	April 8	<p>Rothenberg part IV, chapter 4 – “Living While Black and the Criminalization of Blackness,” PR Lockhart</p> <p>Ijeoma Oluo, chapter 6, “Is police brutality really about race?”</p> <p>Hansi Lo Wong, <a href="#">“Your Body Being Used,”</a> listen or read (6 minutes)</p>	
	April 10	<p>Rothenberg part V, chapter 5 – “Ending the Debt Trap,” Alexandria Bastien</p> <p>Ijeoma Oluo, chapter 8, “What is the school-to-prison pipeline?”</p> <p>Listen to <a href="#">“What Happens When a Prison Comes to Town?”</a> on Trending Globally podcast, January 18, 2023 (25 minutes)</p> <p>Karen Tumulty, <a href="#">“One simple fix for our broken policing system: hiring more women,”</a> <i>Washington Post</i>, September 21, 2023 – gift link</p> <p>Optional resource: <a href="#">Black Girls Matter: Pushed Out,</a></p>	

		<a href="#">Overpoliced and Underprotected</a> Policy Report from Columbia Law School & African American Policy Forum, 2015.	
	April 12	McGhee, <i>The Sum of Us</i> , chapter 9  Austin Channing Brown, "Justice, Then Reconciliation"	
<b>WEEK 14</b>  <b>Politics of Reproduction and Family</b>	April 15	Listen to " <a href="#">A Population Slowdown in the US</a> ," The Daily, May 4, 2021 (23 minutes)  Rothenberg part IX, ch. 8 – "Reproductive Justice in the Twenty-First Century," Ross and Solinger  Read " <a href="#">Forced Sterilization Policies in the US</a> ." . . .  Read " <a href="#">Unwanted Sterilization and Eugenics Programs in the US</a> "	
	April 17	Bui and Miller, " <a href="#">The Age that Women Have Babies: How a Gap Divides America</a> ," NYTimes, August 4, 2018 – gift link  Watch <a href="#">Unequal Childhoods: Annette Lareau</a> (6 minutes)  Rachel Sugar, " <a href="#">How did home cooking become a moral issue?</a> ," Vox, March 5, 2019	<b>Experiential Learning Activities Reflection Essay due in Canvas no later than 11:59 pm, Thursday April 18</b>
	April 19	Group work on final podcast projects	
<b>WEEK 15</b>	April 22	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 Ayzvazian	
<b>Politics of the Future</b>	April 24	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?"	

	April 26	McGhee, <i>The Sum of Us</i> chapter 10	
<b>Final Exam</b>	<b>Wednesday May 1, 7:30- 10 am</b>		<b>Turn in final projects and present/discuss during final exam</b>