

## HON2010: POLITICS OF RACE, CLASS, AND GENDER

Spring 2025

MWF 8:30-9:35 am, Ryan Learning Center 103

Dr. Linda Beail

Colt 116, [lbeail@pointloma.edu](mailto:lbeail@pointloma.edu)

Office Hours: MWF 10:30 am – noon, Mondays 2:45-4 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.

### **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 – exams).
- 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.

### **AI POLICY**

In some class sessions, we may be using personal electronic devices for research. During this time, you can use generative AI tools to enhance your learning and help you explore their benefits and limitations. We'll discuss the implications of these tools together, *but their use will be limited to specific in-class exercises*. I will clearly indicate when and how AI tools can be used.

Allowed in-class activities may include: Brainstorming new ideas, developing outlines or approaches, generating different ways to discuss a problem. However, **students may not use AI tools to generate content for assignments submitted for a grade.**

These tools do not replace the essential skills outlined in the course objectives. Remember that AI-generated content can sometimes be inaccurate or biased. For example, AI tools are typically not able to reach "deep web" sources such as academic peer reviewed journals which are pay walled and need institutional access. You are responsible for all submitted work and must not pass off AI-generated content as your own, as this will be considered academic plagiarism and will result in a zero on the assignment.

### **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>Two midterm exams</b> (15% each)	30%
<b>Experiential learning activities/events and reflection essay</b>	10%
<b>Final Project</b>	15%
<b>Final Exam</b>	15%
<b>TOTAL</b>	<b>100%</b>

Exam and due dates are noted on the syllabus. You may have 2 days of grace period for turning in any of the papers (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 lose 10% for each calendar that paper 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*. 12th edition. Worth, 2024.  
 Isabel Wilkerson, *The Warmth of Other Suns*, Vintage, 2011.  
 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
<b>WEEK 1 Introduction</b>	January 13	Introduction and course plan	
	January 15	<p>Isabel Wilkerson, <i>The Warmth of Other Suns</i> Part 1 and 2 (pp. 1-45).</p> <p>Listen to interview with historian <a href="#">Eric Foner, "The Unresolved Legacy of Reconstruction"</a> (33 minutes)</p> <p>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).</p>	
	January 17	<p>Jeanne Theoharis, "The Uses and Misuses of Civil Rights History. . . "</p> <p>Robert P. Jones, "Beyond 'I Have a Dream'"</p> <p>Isabel Wilkerson, <i>The Warmth of Other Suns</i> Part 2 (pp. 47-95).</p>	
<b>WEEK 2 Race</b>	January 20	<b>Martin Luther King Jr. Holiday – no class meeting</b>	
	January 22	<p>Please watch or re-watch <i>Remember the Titans</i> (available via Disney+ or other streaming services)</p> <p>Tim Layden, "<a href="#">Does Anyone Remember the Titans?</a>" <i>Sports Illustrated</i>, October 15, 2001</p>	
	January 24	<p>Rothenberg part I, chapter 2 – "Racial Formations," Michael Omni and Howard Winant</p> <p>Rothenberg part I, chapter 4 - "How Jews became White Folks," Karen Brodtkin</p> <p>Isabel Wilkerson, <i>The Warmth of Other Suns</i> Part 2 (pp. 95-179).</p>	
<b>WEEK 3 Racism</b>	January 27	Isabel Wilkerson, <i>The Warmth of Other Suns</i> Part 3 (pp. 181-221).	
	January 29	Watch " <a href="#">A Class Divided</a> " (segments 1-3, minutes 1-28 and final 2 minutes of film)	

		<p>Rothenberg part II, chapter 3 – “Defining Racism: Can We Talk?,” Beverly Tatum</p> <p>Rothenberg part II, chapter 5 -- “Color-Blind Racism in Pandemic Times,” Eduardo Bonilla-Silva</p> <p>Rothenberg part VI, chapter 6 – “You are in the dark, in the car. . .,” Claudia Rankine</p>	
	January 31	<p>Rothenberg part II, ch 14 – “White Privilege: Unpacking the Invisible Knapsack,” Peggy MacIntosh</p> <p>Rothenberg part III, chapter 9 – “Digging into the Messy History of ‘Latinx’ Helped Me Embrace My Complex Identity,” John Paul Brammer</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>	February 3	<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.242-301).</p>	
	February 5	<p>Rothenberg part II, chapter 13 – “Class in America,” Gregory Mantsios</p> <p>Rothenberg part 1, chapter 8 – “Debunking the pathology of poverty,” Susan Greenbaum</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> <p>Isabel Wilkerson, <i>The Warmth of Other Suns</i> Part 4 (pp.302-350).</p>	
	February 7	<p>Read <a href="#">“Nine Charts about Wealth Inequality in America”</a></p> <p>Read <a href="#">Racial Wealth Gap</a></p> <p>Rothenberg part V, chapter 4 – “How Can We Close Our Racial Wealth Gap?,” Jamie Smith Hopkins</p>	

		Isabel Wilkerson, <i>The Warmth of Other Suns</i> Part 4 (pp.351-400).	
<b>WEEK 5</b> <b>Class and Gender</b>	February 10	<b>Midterm Exam One</b>	<b>In class exam</b>
	February 12	Watch " <a href="#">The Dangerous Ways Ads See Women</a> ," <a href="#">Jean Kilbourne TED talk</a> (15 minutes)  Rothenberg part I, chapter 5 – "Night to His Day: Social Construction of Gender," Judith Lorber  Rothenberg part VIII, chapter 2 – "Am I Thin Enough Yet?," Sharlene Hesse-Biber  Isabel Wilkerson, <i>The Warmth of Other Suns</i> Part 4 (pp.400-432).	
	February 14	Isabel Wilkerson, <i>The Warmth of Other Suns</i> Part 5 and epilogue (pp. 433-538)	<b>No class meeting</b> <b>Work on Wilkerson reflection</b>
<b>WEEK 6</b>  <b>The Politics of Gender</b>	February 17	"Oppression," Marilyn Frye (posted in Canvas)  Rothenberg part I, chapter 10 – "Domination and Subordination," Jean Baker Miller  Melanie Tannenbaum, "The Problem When Sexism Just Sounds So Darn Friendly," April 2, 2013	
	February 19	Jesmyn Ward, " <a href="#">On Witness and Repair</a> ," <i>Vanity Fair</i> , September 2020	
	February 21	<i>Warmth of Other Suns</i> activity in class	<b>Response/Integration Paper on Wilkerson's <i>Warmth of Other Suns</i> due Friday February 21, 8:30 am</b>
<b>WEEK 7</b>	February 24	Watch <a href="#">Chicano! Struggle in the Fields</a> documentary (50 minutes)  Sean Saldana, <a href="#">The Complicated Legacy of Cesar Chavez</a> , Texas Standard, October 17, 2022	



<b>Politics of Jobs &amp; the Workplace</b>	February 26	<p>Rothenberg part V, chapter 6 – “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, 2017</p> <p>Ammerman and Groysberg, <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>	<b>REQUIRED: Attend Writer’s Symposium Events with Jesmyn Ward today</b>
	February 28		<b>No Class Meeting (in lieu of attending Writer’s Symposium events this week)</b>
<b>WEEK 8 Politics of Health and Healthcare</b>	March 3	<p>Rothenberg part IV, chapter 1 – “Myths About Physical Racial Differences Were Used to Justify Slavery – and Are Still Believed by Doctors Today,” Linda Villarosa</p> <p>Rothenberg part IV, chapter 5 – “Living in an Immigrant Family in America: How Fear and Toxic Stress are Affecting Daily Life, Well-Being, and Health,” Samantha Artiga &amp; Petry Ubri</p> <p>In class today: watch <i>Unnatural Causes: In Sickness and In Wealth</i> documentary</p>	
	March 5	<p>Case study: politics of maternal health</p> <p>Linda Villarosa, “A Life-or-Death Crisis for Black 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 7	<p>Melinda Wenner Moyer, "<a href="#">Women are Calling Out 'Medical Gaslighting,'</a>" <i>New York Times</i> March 28, 2022</p> <p><a href="#">Williams and Cooper, "Reducing Racial Inequities in Health: Using What We Already Know to Take Action,"</a> <i>International Journal of Environmental Research and Public Health</i>, February 2019.</p> <p>Patrick Boyle, "<a href="#">Do Black Patients Fare Better with Black Doctors?</a>," Association of American Medical Colleges, June 6, 2023</p> <p>Jay Feldstein, "<a href="#">Why America Needs More Diversity in the Doctor's Office,</a>" <i>US News and World Report</i>, August 4, 2023</p>	
	March 10-14	<b>Spring Break – no class meetings</b>	
<b>WEEK 9 Politics of Education</b>	March 17	<p>Rothenberg part V, chapter 3 – “Why America’s Schools Have a Money Problem”</p> <p>Rothenberg part VIII, chapter 9 – “How Schools and the Criminal Justice System Both Fail Students with Disabilities,” Daja Henry &amp; Kimberly Rapanut</p> <p>Watch “<a href="#">Separate and Unequal</a>” on Frontline (27 minutes)</p>	
	March 19	<p>Listen to “<a href="#">The Problem We All Live With,</a>” This American Life (58 minutes)</p> <p>Claire Cain Miller, “<a href="#">Does Teacher Diversity Matter?</a>”</p> <p>Optional but recommended: Robert Putnam, <i>Our Kids</i> <a href="#">excerpt</a> on effect of extracurricular activities in schools (esp. pp.174-183)</p>	
	March 21	<b>Attend Wiley Lecture in Crill Hall, 8:30-9:20 am</b> Rev. Dr. Elizabeth Conde-Frazier, “You Are Befriended”	
<b>WEEK 10 Politics of Housing and the</b>	March 24	<a href="#">Segregated By Design</a> documentary short film (17 minutes)	
	March 26	Brad Plumer and Nadja Popovich, <a href="#">How Decades of Racist Housing Policy Left Neighborhoods Sweltering,</a>	

<b>Environment</b>		<p>New York Times, August 24, 2020 – gift link</p> <p>Listen to <a href="#">“Memphis, TN: The Sweetest Water in the World” podcast</a> (43 minutes)</p> <p>Rothenberg part IV, chapter II – “Environmental Racism is Poisoning America’s Waters,” Natalia Marques</p>	
	March 28	<b>Midterm Exam Two</b>	<b>In class exam</b>
<b>WEEK 11</b> <b>Politics of Elections and Representation</b>	March 31	<p><a href="#">Voter Suppression, Then and Now</a> (Marketplace, Sept. 18, 2020)</p> <p>Watch <a href="#">“Whose Vote Counts?”</a> Frontline (54 minutes)</p>	
	April 2	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	
	April 4	<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>	<p><b>No in-person class meeting – online class assignment instead</b></p> <p><b>(Dr. Beail presenting research at Midwest Political Science Association in Chicago)</b></p>
<b>WEEK 12</b> <b>Politics of Criminal Justice</b>	April 7	<p>Please watch <i>XIIIth</i> documentary film (Netflix)</p> <p>“The New Jim Crow: Mass Incarceration in the Age of Color Blindness,” Michelle Alexander</p>	
	April 9	<p>Hansi Lo Wong, <a href="#">“Your Body Being Used,”</a> listen or read (6 minutes)</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>	

	April 11	<p>Rothenberg part V, chapter 5 – “Ending the Debt Trap,” Alexandria Bastien</p> <p>Rothenberg part IX, chapter 6 – “Are Prisons Obsolete?,” Angela Davis</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, Overpoliced and Underprotected</a> Policy Report from Columbia Law School &amp; African American Policy Forum, 2015.</p>	
<b>WEEK 13</b>	April 14	Austin Channing Brown	
	April 16	<b>Experiential Learning Reflections Due in Canvas before 11:59 pm, Thursday April 17</b>	<b>Experiential Learning due 4/17</b> No in-class meeting Dr. Beail at Western Political Science Association meeting in Seattle
	April 18	<b>Easter Break – no class meeting</b>	
<b>WEEK 14</b>	April 21	<b>Easter Break – no class meeting</b>	
	April 23	<p>Listen to "<a href="#">A Population Slowdown in the US</a>," The Daily, May 4, 2021 (23 minutes)</p> <p>Rothenberg part VIII, chapter 7 – “Reproductive Rights Have Never Been Secure. Ask Black Women,” Fabiola Cineas with Dorothy Roberts</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> <p>Rothenberg part IX, ch. 5 – “Reproductive Justice in the Twenty-First Century,” Ross and Solinger</p>	

	April 25	<p>Bui and Miller, <a href="#">“The Age that Women Have Babies: How a Gap Divides America,”</a> NYTimes, August 4, 2018 – gift link</p> <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>	
<b>WEEK 15</b>  <b>Politics of the Future</b>	April 28	<p>Krista Tippett <a href="#">interview with psychologist Mahzarin Banaji on implicit bias</a>, read or listen (about 45 minutes)</p> <p>Watch Verna Meyers’ TED talk <a href="#">“How to Overcome Our Biases”</a></p> <p>Rothenberg part IX, chapter 9 – “The Pitfalls of Ally Performance: Why Coalition Work is More Effective than Ally Theater,” Kristin J. Anderson and Christina Hsu Accomando</p>	
	April 30	Rothenberg part IX, chapter 1 – “Age, Race, Class and Sex: Women Redefining Difference,” Audre Lorde	
	May 2	<b>Final Exam</b>	<b>In Class Exam</b>
<b>Final Exam Period</b>	<b>Friday May 9, 7:30- 10 am</b>		<b>Turn in final projects and present/discuss during final exam</b>