

SOCI 420 001: RACE AND INEQUALITY

Professor: Dr. Elizabeth Korver-Glenn

Email: ekg@unm.edu

Office Hours: TBD

Office Room: SSCO #1078

When: TBD

Where: TBD

Blackboard: <https://learn.unm.edu>**COURSE DESCRIPTION**

As an upper division undergraduate course, this class is structured as a preparation for graduate level coursework examining the sociology of race, ethnicity, and inequality. This course is structured in a seminar format that will introduce students to core theories, concepts, and debates in the sociology of race, ethnicity, and inequality in the U.S. and around the world. In addition to covering core scholarly works, this class will also engage current events and social movements (e.g. Black Lives Matter, Standing Rock DAPL Protests).

There are two primary aims for this course. First, students who successfully complete the course will understand race and ethnicity as mutable, or changeable, social constructs that are linked to society-wide inequalities through interpersonal, institutional, and structural forms of racism. Race, ethnicity, and inequality have been and are constructed through historic and contemporary struggles over economic resources, political power, and cultural identity. Second, students who successfully complete this course will understand the close relationship between race and inequality as de-constructible. From everyday acts of resistance to big-picture public policy changes, the unequal effects of race can be un-made.

REQUIRED COURSE MATERIALS

Emerson, Michael O., Jenifer L. Bratter, and Sergio Chávez. 2016. (Un)Making Race and Ethnicity: A Reader. New York: Oxford University Press.

Additional course reading materials will also be made available through UNM Learn.

Textbook Availability And Printing Resources

A physical copy of the required textbook for this class will be placed on reserve at the UNM Zimmerman Library. Students may check the book out for limited periods of time.

Additionally, for students who are on the lookout for free printing options, please consider each of the following options:

- LGBTQ+ Resource Center
- Women's Resource Center
- El Centro de la Raza

OBJECTIVES AND LEARNING OUTCOMES

- Recognize, assess, and apply the major theoretical frameworks for understanding racial and ethnic inequality across a variety of social outcomes, including housing, education, employment, and criminal justice.
- Learn to recognize the macro (global, national, municipal), meso (institutional) and micro (experiential/individual) dimensions of racialization processes in a given sociohistorical context.

- Develop the sociological imagination, in particular critical thinking about the multi-dimensional concept of race and its intersections with other social domains, such as class, ethnicity, gender, sexuality, citizenship, etc.
- Enhance research, writing skills, and public speaking skills; prepare for graduate level work in sociology.
- Create a respectful and democratic seminar where everyone feels free to develop and share her or his scholarly voice as we engage in crossing boundaries (e.g., race, class, gender, religion, sexuality, disability, teacher/student, age, etc.).

COURSE CONTEXT

This is a reading and discussion heavy course. You are expected to be able to form clear and accurate assessments of the readings, both the strengths and limitations of the material. In order to have productive and engaging discussions, you must actively participate and do so in an informed manner. You can expect to spend between three to five hours a week on the course readings.

Critical thinking is also a requirement for this course. You will be expected to ask and answer tough questions related to race and ethnicity as “social facts.” In doing so, you will be asked to evaluate the readings over the course of the semester that affect what and how we think about race and ethnicity. As such, you should ask yourself some of the following questions: Why do I think or believe what I believe about race and ethnicity? Where did I get these ideas about human differences? What role did my socialization play in shaping how I view and interact with people of different racial/ethnic backgrounds? How has my socialization shaped the way I view my racial/ethnic affiliation? How do I explain the difference seen between racial and ethnic groups? This is based on what evidence? What evidence is available? Is this evidence reliable? Is it unbiased? Is it relevant? What must we know in order to make sense of things?

Critical thinking demands that we move beyond definitions and reiterations of the material and engage in analyses of the complex and nuanced ways race and ethnicity are constructed and how these constructs influence social realities and inequalities.

COURSE OUTLINE

(Note: Course Outline is Subject to Change)

UNIT 1: CORE CONCEPTS AND FOUNDATIONS

Week 1: Defining Race and Ethnicity

January 16th

- Course Overview/Syllabus Review
- Defining ‘Race/Ethnicity’ Activity

January 18th

- Reader: What is Race? What is Ethnicity? What is the Difference?
 - Intro (Chukhray and Bratter)
 - Constructing Ethnicity (Nagel) (**RW**)
 - Racialization of Kurdish Identity (Ergin)
 - Mexican Immigrant Replenishment (Jiménez)

Week 2: Why Race Matters

January 23rd

- Reader: Why Race Matters
 - Intro (Essenburg and Bratter)
 - Racial Formation excerpt (Omi and Winant) (**RW**)
 - Structural/Cultural Forces (Wilson)
 - Traditional to Liberal Racism (Zamudio and Rios)

January 25th

- Reader: Why Race Matters, cont.
 - Policing/Racialization Rural Migrant Workers (Han)
 - Group Membership Matters (Killmister) (**RW**)

Week 3: Defining Racism

January 30th

- Reader: What is Racism? Does Talking about Race and Ethnicity Make Things Worse?
 - Intro (Essenburg and Bratter)
 - Racial Domination (Desmond and Emirbayer) (**RW**)
 - Discursive Colorlines (Embrick and Henricks)

February 1st

- Reader: What is Racism? Does Talking about Race and Ethnicity Make Things Worse?, cont.
 - Ideology Clashes with Reality (Clealand)
 - Raceblindness in Mexico (Sue)

UNIT 2: ROOTS: MAKING RACE AND ETHNICITY

Week 4: Origins of Race/Ethnicity

February 6th

- Reader: Origins of Race and Ethnicity
 - Intro (García and Emerson)
 - Antecedents (Smedley and Smedley) (**RW**)
 - Building the Racist Foundation (Feagin) (**RW**)

February 8th

- Reader: Origins of Race and Ethnicity, cont.
 - Racialization of the Globe (Dikotter) (**RW**)
- UNM Learn
 - Creating Chinese Ethnicity excerpt (Honig)

Week 5: Exam 1 + Migrations

February 13th

- ***FIRST EXAM, in-class***
 - The first exam will cover material from weeks 1 (defining race and ethnicity) through 4 (origins of race/ethnicity).

February 15th

- Reader: Migrations
 - Intro (Alvear)
 - Becoming Mexican American excerpt, pp. 178-187 (Sánchez) (**RW**)
 - Migration to Europe (Hansen) (**RW**)
 - When Identities Become Modern (Tsuda)

Week 6: Ideologies

February 20th

- Reader: Ideologies
 - Intro (Howell)
 - Racism excerpt (Fredrickson) (**RW**)
 - Latin American Beliefs (Telles and Bailey)

February 22nd

- Reader: Ideologies, cont.
 - Buried Alive (Duster) (**RW**)
- UNM Learn
 - Racial Remittances (Zamora)

UNIT 3: TODAY: REMAKING RACE AND ETHNICITY

Week 7: Racial and Ethnic Identity and Hierarchy

February 27th

- Reader: Aren't We All Just Human? Who We Are and How Race and Ethnicity Help Us Answer the Question
 - Intro (García)
 - Young Children Learning (Ausdale and Feagin) (**RW**)
- UNM Learn
 - American Indian Racial Formation (Garrouette) (**RW**)

March 1st

- Reader: Aren't We All Just Human? Who We Are and How Race and Ethnicity Help Us Answer the Question, cont.
 - Bi-Racial to Tri-Racial (Bonilla-Silva)
- UNM Learn

- Mapping the Margins (Crenshaw) (**RW**)

Week 8: Exam 2 + Contemporary Racial and Ethnic Inequality - Housing

March 6th

- ***SECOND EXAM, in-class***
 - This exam will cover material from weeks 5 (Migrations) to 7 (Racial and Ethnic Identity and Hierarchy).

March 8th

- Reader: The Company You Keep: How Ethnicity and Race Frame Social Relationships AND The Uneven Playing Field: How Race and Ethnicity Impact Life Chances
 - Intro (Rothwell)
 - Intro (Whitehead and Bratter)
 - Who We'll Live With (Lewis et al.)
 - Racial Housing Discrimination (Roscigno et al.)

Week 9: SPRING BREAK

March 13th

NO CLASS

March 15th

NO CLASS

Week 10: Contemporary Racial and Ethnic Inequality – Housing; Wealth/Income

March 20th

- UNM Learn
 - Racial Inequality in Appraisal Industry (Howell and Korver-Glenn) (**RW**)
 - Brokering Ties and Inequality (Korver-Glenn) (**RW**)

March 22nd

- Reader: The Uneven Playing Field: How Race and Ethnicity Impact Life Chances
 - Wealth in Extended Family (Chiteji) (**RW**)
- UNM Learn
 - Socioeconomic Attainments of Native Americans (Huyser et al.)
 - Wealth Inequality Has Widened (Kochhar and Fry)

Week 11: Contemporary Racial and Ethnic Inequality – Education; Employment

March 27th

- UNM Learn
 - Despite the Best Intentions excerpt (Lewis and Diamond) (**RW**)

- ASA Amicus Brief – Affirmative Action
- NMPL Education Press Release

March 29th

- UNM Learn
 - Race and the Invisible Hand – chapters 1, 7, 8 (Royster) **(RW)**
 - The Sociology of Discrimination (Pager and Shepherd) **(RW)**

Week 12: Contemporary Racial and Ethnic Inequality –Incarceration ; Exam 3

April 3rd

- UNM Learn
 - New Jim Crow excerpt (Alexander) **(RW)**
 - OPTIONAL - Black Family in Age of Mass Incarceration (Coates)

April 5th

- *****THIRD EXAM, IN CLASS*****
 - This exam will cover material from weeks 8 (Housing Inequality) to 12 (Mass Incarceration).

UNIT 4: UNMAKING RACE AND ETHNICITY

Week 13: Strategy ; Individuals and Relationships

April 10th

- Reader: Thinking Strategically
 - Intro (Howell and Emerson)
 - Return of Assimilation? (Brubaker)
 - Multiracial Democracy (Feagin) **(RW)**
 - Destabilizing Racial Order (Hochschild et al.)

April 12th

- Reader: Altering Individuals and Relationships
 - Intro (Duffy and Bratter)
 - A More Perfect Union (Obama)
 - What Can Be Done? (Van Ausdale and Feagin) **(RW)**

Week 14: Individuals and Relationships ; Structures

April 17th

- Reader: Altering Individuals and Relationships
 - Multiple Dimensions (Moraes da Silva and Reis)
- UNM Learn
 - Democracy in Black excerpt (Glaude, Jr.) **(RW)**

April 19th

- Reader: Altering Structures
 - Intro (Smiley and Bratter)
 - Case for Reparations (Coates) (**RW**)
 - Cross-Status Coalition (Enriquez) (**RW**)

Week 15: Structures

April 24th

- Reader: Altering Structures
 - Racial Solutions (Emerson and Yancey)
 - DREAM Act College (Creamer)
- UNM Learn
 - Toward Everyday Justice (Pollock) (**RW**)

April 26th

- No additional reading
- In-Class Big Audacious Goal Activity

Week 16: Wrap-up and Exam 4

May 1st

- No additional reading
- In-Class Open Forum on Race and Inequality

May 3rd

- *****FOURTH EXAM, IN-CLASS*****
 - This exam will focus on material from Weeks 13 (Strategy) to 15 (Structures), but could include material from Weeks 1-12 as well.

COURSE EXPECTATIONS

- Complete all assigned readings prior to class and be prepared to discuss the materials at a 400-course level (since this is a 400-level sociology course). This means more than just a cursory read: read with your brains turned on—take notes, ask questions, and think critically.
- Attend and participate in all class sessions. See participation expectations below.
- Respect the identities, ideas, contributions, and beliefs of all members of the class (student, professor, etc.) and any invited guests. Under no circumstances will disrespectful or demeaning behavior be tolerated.
- Be encouraged (and encouraging) to rethink the assumptions and knowledge you bring to the course: approach this, and all courses, with an open and eager mind.

POLICY ON PHONES & OTHER DISTRACTIONS

Phones must be completely out of sight and silent for the entirety of every session of class unless otherwise directed by the professor or with express professor approval. Violation of this policy can result in the professor asking the student to leave for the day, dropping the student from the course, or any other form of informal or formal social control she sees fit. Any behavior disruptive to the class (talking out of turn, 'trolling,' etc.) can also result in an 'instructor-drop.'

POLICY ON NON-PHONE ELECTRONIC DEVICE USAGE

Students may use a tablet or laptop computer in class during discussions or lectures, but these devices are to be used only for taking notes or other instructor-approved activities. Texting, checking email, browsing the web, and so on are absolutely prohibited during class. No exceptions. Students who use their tablets or laptops for non-instructor approved purposes will lose their tablet and laptop privileges.

Repeated violations of any of the above phone and electronic device guidelines will result in the student being dropped from the class.

ACADEMIC MISCONDUCT

Merriam-Webster's (2017) definition of plagiarism is as follows, "an act of copying the ideas or words of another person without giving credit to that person." (Retrieved January 12, 2017 from <https://www.merriam-webster.com/dictionary/plagiarism>.)

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Students therefore are expected to comply with the UNM Student Code of Conduct (<http://pathfinder.unm.edu/campus-policies/student-code-of-conduct.html>), which prohibits academic dishonesty. The UNM Catalog and the UNM Pathfinder state that "Academic dishonesty includes, but not limited to dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; and nondisclosure or misrepresentation in filling out applications or other university records."

If a student is suspected of violating the academic dishonesty guidelines, then I will address the issue in accordance with the guidelines put forth by the Dean of Students. If a student is found to be in violation of the academic dishonesty guidelines, then I will report the matter in writing to the Dean of Students Office, and may impose a grade reduction up to an 'F' in the course and/or involuntarily withdraw the student from the course and/or request to have the Dean of Students Office keep record of the incident or pursue the situation as a violation of the UNM Student Code of Conduct.

COURSE ACCOMMODATIONS AND SUPPORT

If you need course adaptations or accommodations because of a disability, please inform me as soon as possible, as I am not legally permitted to inquire. You must also provide documentation to the Office of Accessibility Services (phone: 277-3506). UNM will make every effort to accommodate all qualified students with disabilities.

American Disabilities Act, U.S. Department Of Labor

"In accordance with University Policy 2310 and the American Disabilities Act (ADA), reasonable academic accommodations may be made for any qualified student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to the instructor's attention, as the instructor is not legally permitted to inquire. The student is responsible for demonstrating the need for an academic adjustment by providing Student Services with complete and appropriate current

documentation that establishes the disability, and the need for and appropriateness of the requested adjustment(s). However, students with disabilities are still required to adhere to all University policies, including policies concerning conduct and performance. Students who may require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow. Contact Accessibility Services at 505-277-3506 for additional information.” The UNM Accessibility Resource Center’s web site is at this link: <http://arc.unm.edu>

TITLE IX, EDUCATION AMENDMENTS OF 1972

In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered “responsible employees” by the Department of Education. This means that any report of gender discrimination (which includes sexual harassment, sexual misconduct, and sexual violence) that is made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu).

Please note that UNM has three offices where you can discuss incidents and concerns confidentially, meaning that the staff there will not contact the Office of Equal Opportunity without your consent. If you are uncertain about how to respond to an act of gender discrimination, I encourage you to contact one of the following:

- LoboRespect <http://loborespect.unm.edu>
- The Womens' Resource Center <https://women.unm.edu>
- LGBTQ Resource Center <http://lgbtqrc.unm.edu>

CLASS ASSIGNMENTS

Participation (10%)

Participation will be evaluated for each day of class. You earn participation credit for discussing the readings as well as sharing stories, thoughts, and opinions, asking questions, and responding to student inquiries. Physical presence + silence ≠ participation. You must be engaged in class discussion to receive full participation points. Part of your participation grade will be determined by your performance on pop quizzes or other in-class activities that I will collect and grade.

Students are expected to attend all sessions of the course, from the time the session begins until the scheduled time it ends (or the professor dismisses the class): In other words, get here on time and don’t leave early! Absences are considered unexcused unless the student provides the professor with written documentation as to the reason for the absence upon the student’s return to class (subject to professor approval). It is also a good idea to notify the professor in advance of any potential absences. Students are responsible for any work or reading missed. The professor will not provide notes for missed sessions. Any graded materials (e.g. reading reflections) are due upon the student’s return to class.

UNM Pathfinder policies apply, which in part means that instructor drops based on non-attendance are possible. This policy applies regardless of the grading option you have chosen.

The professor will automatically consider dropping students with more than four (4) absences.

Exams (15% each)

We will have four in-class exams based on the readings and classroom discussions. These exams provide you with an opportunity to demonstrate your understandings and applications of some of the key sociological concepts we will be studying. The exams may consist of short answers for key concepts discussed in specific readings (e.g., a

short paragraph to a page depending on the question), multiple choice or true/false questions, and longer essay responses to prompts (2-3 pages). You are responsible for all assigned readings: even if they are not discussed in class, they may be needed for the exams.

These ARE NOT open book/note tests. I will provide paper as well as the citations for the readings relevant to short answer and essay questions. More information about exams will be provided in the week prior to each exam.

Exam make-up policy. Students are allowed to miss one exam -- a second exam missed cannot be made up. Students who miss an exam must wait at least three weeks after the original test date before taking the make-up exam. Make-up exams happen in one of two ways:

(1) After three weeks have passed (but before 5/4 -- the last day of the regularly scheduled semester), students can come to my office during my office hours and take the make-up exam. I do not need to be notified when precisely the test will be taken, although some advanced notice will ensure that the test is printed-out and ready.

(2) After three weeks have passed (but before 5/4 -- the last day of the regularly scheduled semester), students can set-up a day to take the make-up exam by contacting via email the GA for the course. The make-up test will be made available on that date for the student to pick-up in the Sociology Department office; office personnel will administer the test. Students can take the test at any time on the chosen date of the make-up, keeping in mind that the office is open only from 9-5 pm M-F. Two caveats: (a) once a make-up exam day has been set (as documented by the student's email), the make-up exam must be taken on that date. Students who fail to show up for the make-up exam (for whatever reason) will receive a score of zero on the missed exam; (b) the student is responsible to make sure the make-up exam gets delivered to Professor Korver-Glenn -- exam lost will be scored a zero.

- Students who miss exam 4 will receive an incomplete for this course only if I have been informed that the student wants an incomplete by 5:00 pm on the date of exam 4 (5/3). If I have not been informed by 5:00 pm on the date of exam 4 that the student wishes to receive an incomplete, the student will receive a W. Students who wish to make-up exam 4 must wait at least three weeks before taking the make-up and the make-up exam must be completed within a year; otherwise the "T" grade automatically reverts to an F following University procedures.
- Students who fail to make-up exam 1, 2, or 3 by 5/4 (the last day of the regularly scheduled semester) will receive a score of zero on the missed exam.

Special testing procedures include: bring a #2 pencil with erasure; hats with brims (such as baseball caps) must be removed or turned around; students in the back row must leave one seat between you and next student; all phones and the like must be turned-off; earphones and the like cannot be worn; and computerized wristwatches and other wearable computers must be removed.

Facilitate Class Discussion (15%)

Because of the size of our seminar, you will co-facilitate two seminar discussions during the semester. This means you will work in a group to prepare a 5-10 minute presentation on 5-7 key concepts, findings, sociological contribution(s) from the assigned readings for the day. These 5-7 insights must be followed by 3 questions for class discussion. It is important that you facilitate class discussion -- there should be no 'yes/no' questions, and groups should make an effort to engage as many students as possible in the discussion. You should consult the Facilitation Rubric on UNM Learn to ensure you are completing all required components of the assignment.

You **should not** try to provide a summary of all readings, but instead, focus on the "nuggets" or key take-away points, such as concepts, theories, methods or findings that emerged from the readings.

As you prepare your facilitation notes, refer to the following reflection questions to guide you:

- What are the basic assumptions about race or ethnicity? Is there an explicit or implicit definition of race and/or ethnicity?
- What are the empirical and theoretical questions and the methods and data used to answer these questions?
- What are the key concepts or theories utilized or presented in the study?
- What are the key findings/arguments?
- What are the overall strengths and limitations? What is your critique? What questions does this raise for you?
- How, if at all, do the readings help you understand the world around you?

Late Work Policy – Class Facilitation. Students who have an excused absence the day they are scheduled to facilitate class discussion can make up a missed assignment for full credit by doing the following:

- Reschedule their class facilitation date within two days of the missed assignment. For example, if the student is scheduled to lead class discussion on September 7th but comes down with food poisoning the night prior, they must contact me by September 9th to reschedule their facilitation date.
- Students who have an unexcused absence the day they are scheduled to facilitate class discussion cannot make up the assignment. No exceptions.

Reading Worksheets (15%)

To enable engagement with and foster mastery of the course material, you are required to complete 10 reading worksheets for designated course readings (denoted as ‘RW’ in the course schedule). There are 27 opportunities to turn in RWs throughout the semester. At least 5 RWs must be turned in before Spring Break. The Instructor will not accept more than 5 RWs for each student after Spring Break. This means, for example, that if a student turns in 3 RWs before Spring Break and 7 RWs after Spring Break, the maximum overall RW grade the student can receive is an 80. The RW template is available on UNM Learn. It consists of the following questions:

- Briefly summarize the thesis of this reading. In the fewest words possible, what is the author’s central claim or assertion regarding the character of race, ethnicity, and/or inequality?
- Write a brief outline of the reading.
- Select two key quotes (write and cite them below).
- Specify why you have selected these quotes. How are they linked to the thesis?
- Briefly summarize other key points/concepts/themes in the reading?
- Where does this piece fit in the broader landscape of race research and theory (refer to secondary readings)?
- What is one specific question you have about this reading? What is something you don’t understand from the reading?

RWs must be turned in (by uploading to the appropriate Assignments tab on UNM Learn) before the start of the class session in which the relevant reading will be covered. You should also bring a hard copy of your RWs to class, as I will ask you to refer to them on a regular basis.

Half (50%) of your grade for each RW will be the act of turning it in on time. The other half (50%) of your grade for each RW will be based on how thoroughly you answer the above questions.

Late Work for Reading Worksheets: Please note that late Reading Worksheets are accepted only in the case of documented family and medical emergencies. Providing false information about an emergency is a violation of the student conduct policy regarding academic dishonest and can result in sanctions ranging from failing this course to being expelled from the University.

GRADING POLICIES

There will be no extra credit in this course.

Graduating seniors are graded on the same scale as all other students.

The grading scale cut-offs are firm – scores are not rounded up (or down) to the nearest grade just because a student is “close” to another grade. Thus, for instance, a 72.99% is a C- and not a C. There are no exceptions to this policy.

Exams are not curved.

GRADE DISTRIBUTION

| Assignment | Total Percent of Final Grade |
|----------------------------|------------------------------|
| In-Class Participation | 10% |
| Exams (15% each x 4 exams) | 60% |
| Reading Worksheets | 15% |
| Class Facilitation | 15% |

Final Grade Scale: A+ 100 - 97.00; A 96.99 - 93.00; A- 92.99 - 90.00; B+ 89.99 - 87.00; B 86.99 - 83.00; B- 82.99 - 80.00; C+ 79.99 - 77.00; C 76.99 - 73.00; C- 72.99 - 70.00; D+ 69.99 - 67.00; D 66.99 - 63.00; D- 62.99 - 60.00; F below 60.00.

CONTACTING YOUR PROFESSOR

If you have questions or concerns, you may visit me during my office hours. Your GA will also be available for office hours.

Communication and Etiquette: Emails should be reserved for brief questions; otherwise you should come to office hours for more lengthy discussions. When communicating via email, please avoid informal email style. That is, be sure to have a salutation ('Dr.,' or 'Professor'), use correct grammar, provide your name, and clearly express the topic of your email in the subject line so that I know it is class-related. I will make reasonable efforts to respond to emails that pertain to course issues. However, I do not check my email frequently and will only respond to course-related emails once a day. Thus, you should not expect a reply from me any faster than 24 hours after your original email was sent. And, I do not respond to emails on the weekends (Friday afternoon-Sunday night).