

Ethnoracial Inequities and Policies

SOC 489

Fall 2020

Instructor:	Dr. Alyasah Sewell
Days and Time:	M 1:00-2:15 PM (Asynchronous) W 1:00-2:15 PM (Synchronous)
Location:	https://emory.zoom.us/j/96707681374
Meeting ID:	96707681374
Passcode:	737679
Office	https://emory.zoom.us/j/94590088112
Meeting ID:	945 9008 8112
Passcode:	310769
Office Hours:	W 2:30 – 4:00 PM, or by appointment
Mailbox:	225 Tarbuton; box under “Sewell”
Email:	aasewel@emory.edu (preferred)
Class Webpage:	http://canvas.emory.edu

COURSE DESCRIPTION

This course troubles with the concept of “ethnoracial justice” by evaluating the philosophies and technologies of policies that shape ethnoracial inequities in the United States. Adopting a “womb to tomb” approach, we consider how the sociobiological etiologies of ethnoracial constructs (race, ethnicity, nationality, religion) governs the transitions of the life course (age and cohort) within the context of transformative periods of American history (pre-Civil War, Reconstruction, Jim Crow, Colorblind Racism, post-Racialism). This course grounds radical visions of ethnoracial futures in the racist systemic roots by breaking down how four sedimentations of racism: biological racism, medical racism, cultural racism, and structural racism. Anti-black ethnoracism is centered to understand the pyramidal logics with anti-indigenous and anti-immigrant ethnoracisms. Students will develop a critique of a single public policy, identifying the macrocosms that contextualize the microsystems governing processes of ethnoracialization, the scaffolds of ethnoracial life, and the faces of ethnoracial inequities.

LEARNING OBJECTIVES

Overall Course

Student will be able to:

1. Describe how colonialist projects shape the contour of ethnoraciality and ethnoracisms.
2. Examine the interdependence and interconnectedness of ethnoracial inequities across institutions and the life course
3. Identify how policies of socialization, opportunity, removal, and resources inform ethnoracial inequities.
4. Explain how inequities can be addressed at the local level by stakeholders and advocates.
5. Develop multisystem strategies to actualize an ethnoracially equitable society

Weekly Lessons

Unless otherwise noted, students will be able to:

1. Describe ethnoracial inequities in social outcomes related to a topic.
2. Identify policies that create or aggravate ethnoracial inequities in social outcomes.
3. Evaluate the long-term impact of ethnoracial social inequities on future opportunities.
4. Envision solutions to resolving ethnoracial inequities in social outcomes.

COURSE FORMAT

The course format is a seminar that meets twice a week – from 1:00 to 2:15pm EST via Zoom on both Monday and Wednesday.

You are expected to attend both seminars.

The Monday seminar format is set up to be completed asynchronously, if needed.

Both seminars will be recorded and made available via Canvas.

All due times are in the Eastern Standard Time (E.S.T.) zone.

For this course, I will rely on Canvas to distribute information about the course, including course materials (such as the syllabus, announcements, handouts, readings not in a required book, and grades). You can access the Canvas website at <http://canvas.emory.edu> with your university account. It is your responsibility to check the class Canvas website regularly (i.e., daily).

Technology Requirements

All seminars will be hosted virtually via Zoom, which you must access from a device of your choice via your Emory credentials. To access the virtual seminar room, use the following information.

Seminar Room Link: <https://emory.zoom.us/j/96707681374>

Meeting ID: 96707681374

Passcode: 737679

Access:

1. Click Seminar Room Link and then enter Passcode.
2. Login to Zoom. Press Join Room. Enter Meeting ID. Then, when prompted, enter Passcode.
3. Join Seminar Room with One-Click Access below:
<https://emory.zoom.us/j/96707681374?pwd=cWxzeyJpb2RhTXA0eit5RlE0QU1idz09>

STANDARD STRUCTURE OF A WEEK COURSE

Asynchronous (Monday)

PART 1. ASSESS ETHNORACIAL INEQUITY IN WEEKLY TOPIC

- 5 min. Freewrite on weekly topic
- 10 min. Brief Instructor-led presentation on ethnoracial inequities in weekly topic.
- 15 min. Describe the components of ethnoracial inequity considered in the reading [T]

5 min. Break

PART 2. EVALUATE REQUIRED READING

- 10 min. Summarize main thesis and supporting evidence for thesis
- 10 min. Identify 2-3 substantive contents you did not know
- 10 min. Critique reading: What does (not) make sense?
- 10 min. Critique reading: What do you (not) believe?

Synchronous (Wednesday)

PART 1. EVALUATE VISIONS OF SOCIETY IN THE LIGHT OF WEEKLY TOPIC

- 5 min. Freewrite on weekly Visionary reading
- 15 min. Assess themes of ethnoracial (in)equities in visions of the future.
- 15 min. Interrogate futuristic society described in required reading

5 min. Break

PART 2. ENVISION A PLAN TO MITIGATE AND FLATTEN INEQUITIES

- 10 min. Evaluate extant policies to reduce ethnoracial inequities in weekly topic.
- 10 min. Brainstorm possible solutions to achieve ethnoracial inequities in Break-out groups
- 15 min. Critique possible solutions to achieve ethnoracial inequities

VIRTUAL MEETING INVITATION (ZOOM)

Dr. Alyasah Ali Sewell is inviting you to a scheduled Zoom meeting.

Topic: Emory: SOC 489 - Ethnoracial Inequities and Policies

Time: M/W 01:00 -02:15 PM EST

Every week on Mon, Wed, until Nov 23, 2020, 28 occurrence(s)

Aug 19, 2020 01:00 PM

Aug 24, 2020 01:00 PM

Aug 26, 2020 01:00 PM

Aug 31, 2020 01:00 PM

Sep 2, 2020 01:00 PM

Sep 7, 2020 01:00 PM

Sep 9, 2020 01:00 PM

Sep 14, 2020 01:00 PM

Sep 16, 2020 01:00 PM

Sep 21, 2020 01:00 PM

Sep 23, 2020 01:00 PM

Sep 28, 2020 01:00 PM

Sep 30, 2020 01:00 PM

Oct 5, 2020 01:00 PM

Oct 7, 2020 01:00 PM

Oct 12, 2020 01:00 PM

Oct 14, 2020 01:00 PM

Oct 19, 2020 01:00 PM

Oct 21, 2020 01:00 PM

Oct 26, 2020 01:00 PM

Oct 28, 2020 01:00 PM

Nov 2, 2020 01:00 PM

Nov 4, 2020 01:00 PM

Nov 9, 2020 01:00 PM

Nov 11, 2020 01:00 PM

Nov 16, 2020 01:00 PM

Nov 18, 2020 01:00 PM

Nov 23, 2020 01:00 PM

Please download and import the following iCalendar (.ics) files to your calendar system.

Weekly:

<https://emory.zoom.us/meeting/tJIqd-6upjopHdAnEkkSeoT-n3Ph9aHESGWZ/ics?icsToken=98tyKuCuqTstHNyUsx6DRowAB4igKO7xiH5egqd8kjruCBNWbTe7OLFyOut-OP3j>

One-Click Access

Join Zoom Meeting

<https://emory.zoom.us/j/96707681374?pwd=cWxzzejJpb2RhTXA0eit5RlE0QU1idz09>

Meeting ID: 967 0768 1374

Passcode: 737679

One tap mobile

+14702509358,,96707681374# US (Atlanta)

+14703812552,,96707681374# US (Atlanta)

Dial by your location

+1 470 250 9358 US (Atlanta)

+1 470 381 2552 US (Atlanta)

+1 646 558 8656 US (New York)

+1 301 715 8592 US (Germantown)

+1 312 626 6799 US (Chicago)

+1 669 900 6833 US (San Jose)

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

Meeting ID: 967 0768 1374

Find your local number:

<https://emory.zoom.us/u/abuixLKSyY>

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162.255.37.11 (US West)

162.255.36.11 (US East)

115.114.131.7 (India Mumbai)

115.114.115.7 (India Hyderabad)

213.19.144.110 (Amsterdam Netherlands)

213.244.140.110 (Germany)

103.122.166.55 (Australia)

64.211.144.160 (Brazil)

69.174.57.160 (Canada)

207.226.132.110 (Japan)

Meeting ID: 967 0768 1374

Passcode: 73767

COURSE REQUIREMENTS

Ice Breaker (Introduction)	3%
4 of 8 Discussions (1 required per Unit)	12%
Stage 1: Choose 2 Topics	5%
Stage 2: Identify 2 Institutions	10%
Stage 3: Select 2 Policies	10%
Stage 4: 10 Extended Abstracts	20%
Final Paper: Policy Analysis	40%

ICEBREAKERS (3%)

Due Wednesday, August 26, 2020 by 1:00pm EST

Answer 3 of the 4 Icebreakers using the “IceBreakers” VoiceThread.

This assignment is not eligible for bonus points.

DISCUSSION (12%)

I will post at least one discussion prompt for each Unit. I will aim to post two discussions per Unit. Dates indicated in the Weekly Schedule are approximate. At least one discussion will be posted by the last Friday of each Unit – these are, Oct 9th, Oct 30th, Nov 20th.

All discussions are hosted on VoiceThread. You are responsible for contributing 12 substantive comments. Comments can be posted at any time during the semester for any discussion. One point will be credited per comment. Posts should contain original thoughts. Posts can be responses to a comment from other persons. One point will be credited per comment. Two points will be credited for contributing a question to the discussion. There is no limit to the number of points that can be accumulated. *Any comments contributed beyond the 12 required comments will be counted as bonus.*

Only comments posted before Emory’s designated Reading Days (Monday, November 30, 2020 – Wednesday, December 2, 2020) will be graded. All required course materials except the final exam materials must be concluded by Reading Days. As such, requirements for the Discussion portion of your graded must be submitted by 11:59pm of Sunday, November 29, 2020.

STAGE 1: CHOOSE TWO (2) TOPICS (5%)

Select 2 topics from which you will assess empirical articles describing ethnoracial inequities. Topics must pertain to 1 of the 12 policy domains. Both topics cannot be related to a single domain. Describe your interest in each topic within 1-2 sentences.

See Canvas for a rubric outlining how your assignment will be graded.

Upload files to Canvas. Only PDF, DOC, and DOCX file formats will be graded. Papers must be single-spaced with 1-inch margins all around. Only use 12-point font. The style of the font must be Times New Roman, Arial, Georgia, or Verdana.

This assignment is not eligible for bonus points.

STAGE 2: CHOOSE TWO (2) SOCIAL INSTITUTIONS (10%)

Social institutions are mechanisms, organizations, or patterns of social order focused on meeting social needs, such as government, economy, education, family, healthcare, and religion. Select two (2) social institutions to analyze in detail. Provide a 1.5-2 pages assessment of the rules, procedures, and organizations of your chosen institutions. Within this assessment identify the interdependency of ethnoracial inequities in both social institutions.

See Canvas for a rubric outlining how your assignment will be graded.

Upload files to Canvas. Only PDF, DOC, and DOCX file formats will be graded. Papers must be single-spaced with 1-inch margins all around. Only use 12-point font. The style of the font must be Times New Roman, Arial, Georgia, or Verdana.

This assignment is not eligible for bonus points.

STAGE 3: CHOOSE TWO (2) POLICIES (10%)

A policy is a course or principle of action adopted or proposed by a government, party, business, or individual. Select two (2) policies to analyze in detail. Provide a 1.5-2 pages of assessment of the rules, procedures, and organizations of said institutions. Within this assessment identify the interdependency of ethnoracial inequities in both policies.

See Canvas for a rubric outlining how your assignment will be graded.

Upload files to Canvas. Only PDF, DOC, and DOCX file formats will be graded. Papers must be single-spaced with 1-inch margins all around. Only use 12-point font. The style of the font must be Times New Roman, Arial, Georgia, or Verdana.

This assignment is not eligible for bonus points.

STAGE 4: EXTENDED ABSTRACT (20%)

Due: Friday, October 30, 2020 11:59pm EST

For every topic discussed in Units 1-4, identify one peer-reviewed journal article that is of relevance to your interests in the topic, a related institution, or a related policy.

Provide an extended abstract of 10 of the 12 chosen articles. The extended abstract should contain 3 items: 1) complete bibliographic reference (Chicago, Modern Language Association (MLA), American Sociological Association (ASA) styles only); 2) original abstract provided by author (if no abstract is given, do not use that article); and 3) a 3-5 sentence evaluation of how an article advances your thinking on your topic, institution, or policy of choice.

Assessments must be single-spaced. Upload files to Canvas. Only PDF, DOC, and DOCX file formats will be graded. See Canvas for a rubric outlining how your extended abstract will be graded.

For each article: 0.25 pts will be allocated for the bibliography; 0.25 pts will be allocated for the original abstract; 1.5 pts will be allocated for the article evaluation. No more than 2 pts can be accrued for each article.

This assignment is eligible for bonus points.

Bonus: If you fulfill the requirements for the assignment, you are eligible to accrue additional points. For each additional article that you include in your abstract, points can be accrued based on the criteria of assessment for each of the 10 articles. Up to two (2) additional articles will be evaluated. The additional articles can come from any of the 12 topics, including topics that are already addressed to fulfill the requirements for the assignment. No more than 3 additional points will be allocated.

FINAL PAPER: POLICY ANALYSIS (40%)

Due: Monday, December 14, 2020 11:59pm EST

This assignment is not eligible for bonus points.

Overview. The final paper should provide a detailed analysis of ethnoracial inequities in a topical domain, critique the institutions and policies that buttress ethnoracial inequities in a social outcome related to this domain, and evaluate the viability of 2 policies in eliminating ethnoracial inequities in this domain.

Objectives

1. Inscribe a future of ethnoracial equity along a topical dimension and a path to achieve this future.
2. Describe how ethnoracial inequities are interdependent across the life course and across institutions.
3. Critique how policies contribute to ethnoracial inequities.
4. Describe how a new policy can mitigate ethnoracial inequities.

Tasks

1. Provide a brief overview of ethnoracial inequities in related social outcomes for a topic of your choice.
2. Assess how ethnoracial inequities in your topic are interdependent across at least two stages of the life course.
3. Assess the interdependence of at least two institutions in maintaining ethnoracial inequities in your topic.
4. Critique how historical and extant policies contribute to ethnoracial inequities in your topic.
5. Describe at least 2 policies that have the greatest potential for eliminating ethnoracial inequities in your topic.
6. Detail a five (5) step plan to bring such policies to fruition. List specific strategies, social agents, sociopolitical processes, and social institutions that are involved at each step of the plan.
7. Evaluate how at least two (2) aspects of society will be transformed by the successful implementation of these policies.

Final paper must be double-spaced. Upload files to Canvas. Only PDF, DOC, and DOCX file formats will be graded. Aim for a final paper that is between 20 and 25 pages. See Canvas for a rubric outlining how your final paper will be graded.

LATE PAPERS WILL BE ACCEPTED – WITH PENALTY – UP UNTIL THURSDAY, DECEMBER 17, 2020 11:59PM EST, AFTER WHICH NO PAPERS WILL BE ACCEPTED.

PARTICIPATION AND ATTENDANCE

Participation is encouraged, especially on Wednesday – the synchronous virtual meeting.

Recordings of Monday and Wednesday will be available through links on the Pages tool of Canvas to Zoom cloud materials.

All assignments will be graded up until Reading Days. Any work submitted after the commencement of Reading Days (Monday, November 30, 2020) will be considered on a case-by-case basis.

READING MATERIALS

REQUIRED

[T]

Benjamin, Ruha. 2019. *Race After Technology: Abolitionist Tools for the New Jim Code*. United Kingdom: Wiley.

Itzigsohn, José, and Karida L. Brown. 2020. *The Sociology of WEB Du Bois: Racialized Modernity and the Global Color Line*: NYU Press.

[V]

Womack, Ytasha. 2013. *Afrofuturism: The world of black sci-fi and fantasy culture*. Chicago: Lawrence Hill Press.

NOT REQUIRED

[C]

Commentary

Short accessible essays on a topic; typically, not peer-reviewed but demonstrative of topical themes

[S]

Supplementary

Description: *An example of a strong, impactful peer-reviewed article on topic
Can use for extended abstract, but does not have to.*

[E]

Exemplars

Strongly suggest to read in entirety if writing on a topic related to this exemplar. Does not count towards extended abstract.

WEEKLY SCHEDULE

OVERVIEW OF SEMESTER TOPICS AND DELIVERABLES						
Week	Date	Topic	Required Readings		VoiceThread	Policy Analysis
			<i>Monday (A)</i>	<i>Wednesday (S)</i>	<i>Post by Friday @ 11:59p EST</i>	<i>Friday @ 11:59p EST</i>
Introduction						
W1	Aug 19	Overview	N/A	Syllabus/E-R-I		
W2	Aug 24	Colonialism	Pre-1776	Post-1776	Ice Breaker	
Unit 1: Socialization						
W3	Aug 31	Birth	IB0	YW1	Discussion 1	Stage 1: Topics (F)
W4	Sep 7	Caregiving	IB1	YW2		
W5	Sep 14	Discipline	IB2	YW3	Discussion 2	
Unit 2: Opportunity						
W6	Sep 21	Tracking	IB3	YW4		
W7	Sep 28	Credentials	IB4	YW5		Stage 2: Institutions (F)
W8	Oct 5	Employment	IB5	YW6	Discussion 3	
Unit 3: Removal						
W9	Oct 12	Military	RH0	YW7		
W10	Oct 19	Incarceration	RH1	YW8		
W11	Oct 26	Psychiatric	RH2	YW9	Discussion 4	Stage 3: Policies (F)
Unit 4: Resources						
W12	Nov 2	Health	RH3	YW10		
W13	Nov 9	Wealth	RH4	YW11		
W14	Nov 16	Death	RH5	YW12	Discussion 5	
Conclusion						
W15	Nov 23	Conclusion	Pandemic Policy	N/A		Stage 4: Abstracts (M)
W16	Nov 29	Discussions	N/A	N/A	All Comments	
W17	Dec 14	Final Paper	N/A	N/A		Final Paper (M)

Note: W = Week;

Sources: IB = Itzigsohn, José and Karida Brown, “The Sociology of W.E.B. Du Bois”; RH = Ruha Benjamin “Race After Technology”; YW = Ytasha Womack, “Afrofuturism”. Brackets denote chapter numbers, where “0” indicates “Introduction”

READING SCHEDULE

UNIT 0: INTRODUCTION

Week 1. Overview

Objective:

1. Describe the overall framework for this course.
2. Conceptualize the relationship between ethnicity, race, and immigration.
3. Identify conceptualization of ethnoracial differences in social outcomes.

Wednesday, August 19, 2020 [*Synchronous*]

[S]

Carter-Pokras, Olivia, and Claudia Baquet. 2002. "What is a "health disparity"?" *Public health reports* (Washington, D.C.: 1974) 117(5):426-34.

Week 2. Colonialism

Objective:

1. Describe the policies of colonialism before and after Independence Day in 1776 that aid in the establishment of ethnoracial inequities.
2. Assess how these policies contribute to the development of ethnoracial inequities.
3. Describe how these policies – and their effects – change after 1776.

Monday, August 24, 2020 [*Asynchronous*]

[T]

Solow, Barbara L. 2001. "The Transatlantic Slave Trade: A New Census." *The William and Mary Quarterly* 58(1):9-16.

Wednesday, August 26, 2020 [*Synchronous*]

[T]

Burawoy, Michael. 1974. "Race, Class, and Colonialism." *Social and Economic Studies* 23(4):521-50.

UNIT 1: SOCIALIZATION

Week 3. Birth

Monday, August 31, 2020 [Asynchronous]

[T]

Itzigsohn, José, and Karida L. Brown. 2020. "Introduction." Pp. 1-26 in *The Sociology of WEB Du Bois: Racialized Modernity and the Global Color Line*. New York: NYU Press.

Wednesday, September 2, 2020 [Synchronous]

[V]

Womack, Ytasha. 2013. "Evolution of a Space Cadent." Pp. 3-24 in *Afrofuturism: The World of Black Sci-Fi and Fantasy Culture*. Chicago, IL: Chicago Review Press.

[E]

Roberts, Dorothy. *Fatal invention: How science, politics, and big business re-create race in the twenty-first century*. New Press/ORIM, 2011.

Required Course Assignment

DISCUSSION 1

Due: Wednesday, September 23, 2020 @ 1:00pm EST

STAGE 1: TOPICS

Task: Pick 2 topics of your choice.

Due: Friday, September 4, 2020 11:59pm EST

A PENALTY OF 1 PT WILL BE ASSIGNED FOR LATE PAPERS.

Week 4. Caregiving

Monday, September 7, 2020 [*Asynchronous*]

[T]

Itzigsohn, José, and Karida L. Brown. 2020. "Double Consciousness: The Phenomenology of Racialized Subjectivity." Pp. 27-61 in *The Sociology of WEB Du Bois: Racialized Modernity and the Global Color Line*. New York: NYU Press.

[C]

Collins Jr, James W., Richard J. David, Arden Handler, Stephen Wall, and Steven Andes. "Very low birthweight in African American infants: the role of maternal exposure to interpersonal racial discrimination." *American journal of public health* 94, no. 12 (2004): 2132-2138.

[S]

Lu, Michael C., and Neal Halfon. "Racial and ethnic disparities in birth outcomes: a life-course perspective." *Maternal and child health journal* 7, no. 1 (2003): 13-30.

Wednesday, September 9, 2020 [*Synchronous*]

[V]

Womack, Ytasha. 2013. "A Human Fairy Tale Named Black." Pp. 25-38 in *Afrofuturism: The World of Black Sci-Fi and Fantasy Culture*. Chicago, IL: Chicago Review Press.

[E]

Collins, Patricia Hill. *Black feminist thought: Knowledge, consciousness, and the politics of empowerment*. routledge, 2002.

Week 5. Discipline

Monday, September 14, 2020 [Asynchronous]

[T]

Itzigsohn, José, and Karida L. Brown. 2020. "Racial and Colonialism." Pp. 62-96 in *The Sociology of WEB Du Bois: Racialized Modernity and the Global Color Line*. New York: NYU Press.

[C]

McClain, Dani. 2019. What's Lost When Black Children Are Socialized Into a White World. The Atlantic. <https://www.theatlantic.com/education/archive/2019/11/how-black-mothers-prepare-their-children-school/599578/>. November 21.

[S]

Peters, M. F. (1985). *Racial socialization of young Black children*. In H. P. McAdoo & J. L. McAdoo (Eds.), *Sage focus editions, Vol. 72. Black children: Social, educational, and parental environments* (p. 159–173). Sage Publications, Inc.

Wednesday, September 16, 2020 [Synchronous]

[V]

Womack, Ytasha. 2013. "Project Imagination." Pp. 39-50 in *Afrofuturism: The World of Black Sci-Fi and Fantasy Culture*. Chicago, IL: Chicago Review Press.

[E]

Kendi, Ibram X. *Stamped from the beginning: The definitive history of racist ideas in America*. Random House, 2017.

DeGruy Leary, Joy. "Post Traumatic Slave Syndrome: America's Legacy of Enduring Injury and Healing." (2005). Uptown Press.

Required Course Assignment

DISCUSSION 2

Due: Wednesday, September 16, 2020 @ 1:00pm EST

UNIT 2: OPPORTUNITY

Week 6. Tracking

Monday, September 21, 2020 [Asynchronous]

[T]

Itzigsohn, José, and Karida L. Brown. 2020. "Du Bois's Urban and Community Research Program." Pp. 97-129 in *The Sociology of WEB Du Bois: Racialized Modernity and the Global Color Line*. New York: NYU Press.

[C]

Duster, Troy. 2005. "Medicine. Race and reification in science." *Science* 307(5712): 1050-1051.

[S]

Oakes, Jeannie. "Multiplying inequalities: The effects of race, social class, and tracking on opportunities to learn mathematics and science." (1990). Department of Education, United States.

Wednesday, September 23, 2020 [Synchronous]

[V]

Womack, Ytasha. 2013. "Mothership in the Key of Mars." Pp. 51-76 in *Afrofuturism: The World of Black Sci-Fi and Fantasy Culture*. Chicago, IL: Chicago Review Press.

[E]

Tyson, Karolyn, ed. *Integration interrupted: Tracking, Black students, and acting White after Brown*. Oxford University Press, 2011.

Required Course Assignment

DISCUSSION 3

Due: Wednesday, September 23, 2020 @ 1:00pm EST

Week 7. Credential

Monday, September 28, 2020 [Asynchronous]

[T]

Itzigsohn, José, and Karida L. Brown. 2020. "Public Sociology and Du Bois's Evolving Program for Freedom." Pp. 130-84 in *The Sociology of WEB Du Bois: Racialized Modernity and the Global Color Line*. New York: NYU Press.

[C]

Meatto, Keith. 2019. "Still Separate, Still Unequal: Teaching about School Segregation and Educational Inequality." *The New York Times*
<https://www.nytimes.com/2019/05/02/learning/lesson-plans/still-separate-still-unequal-teaching-about-school-segregation-and-educational-inequality.html>. April 2.

[S]

Ladson-Billings, Gloria, and William F. Tate. 2006. "Toward a critical race theory of education." *Critical race theory in education: All God's children got a song* 1: 30.

Wednesday, September 30, 2020 [Synchronous]

[V]

Womack, Ytasha. 2013. "The Divine Feminine in Space." Pp. 97-116 in *Afrofuturism: The World of Black Sci-Fi and Fantasy Culture*. Chicago, IL: Chicago Review Press.

[E]

Davis, Angela Y. *Are Prisons Obsolete?* Seven Stories Press, 2011.

Espinoza-Herold, Mariella, and Ricardo González-Carriedo. *Issues in Latino education: Race, school culture, and the politics of academic success*. Taylor & Francis, 2017.

Required Course Assignment

STAGE 2: INSTITUTIONS

Task: Pick 2 Institutions of your choice.

Due: Friday, October 2, 2020 11:59pm EST

Week 8. Employment

Monday, October 5, 2020 [Asynchronous]

[T]

Itzigsohn, José, and Karida L. Brown. 2020. "A Manifesto for a Contemporary Du Boisian Sociology." Pp. 185-212 in *The Sociology of WEB Du Bois: Racialized Modernity and the Global Color Line*. New York: NYU Press.

[C]

Bureau of Labor Statistics. 2018. "Labor Force Characteristics by Race and Ethnicity, 2018." <https://www.bls.gov/opub/reports/race-and-ethnicity/2018/home.htm>. Report 1058. October.

[S]

Pager, Devah, and Hana Shepherd. "The sociology of discrimination: Racial discrimination in employment, housing, credit, and consumer markets." *Annu. Rev. Sociol* 34 (2008): 181-209.

Wednesday, October 7, 2020 [Synchronous]

[V]

Womack, Ytasha. 2013. "Pen My Future." Pp. 117-128 in *Afrofuturism: The World of Black Sci-Fi and Fantasy Culture*. Chicago, IL: Chicago Review Press.

[E]

Carmichael, Stokely, Charles V. Hamilton, and Kwame Ture. *Black power: The politics of liberation in America*. Vintage, 1992.

Required Course Assignment

DISCUSSION 4

Due: Wednesday, October 7, 2020 @ 1:00pm EST

UNIT 3: REMOVAL

Week 9. Military

Monday, October 12, 2020 [Asynchronous]

[T]

Benjamin, Ruha. 2019. "Introduction." Pp. 1-48 in *Race After Technology: Abolitionist Tools for the New Jim Code*. Cambridge: Polity Press.

[C]

Kim Parker, Anthony Cilluffo And Renee Stepler. 2017. "6 Facts About The U.S. Military And Its Changing Demographics" *Pew Research Center*: [Http://Pewrsr.Ch/2p0kaox](http://Pewrsr.Ch/2p0kaox). April 13.

[S]

Lutz, Amy. "Who Joins The Military? A Look At Race, Class, And Immigration Status." *Journal of Political And Military Sociology* 36, No. 2 (2008): 167-188.

Wednesday, October 14, 2020 [Synchronous]

[V]

Womack, Ytasha. 2013. "Moonwalkers in Paint and Pixels." Pp. 129-50 in *Afrofuturism: The World of Black Sci-Fi and Fantasy Culture*. Chicago, IL: Chicago Review Press.

[E]

Parker, Christopher S. *Fighting for democracy: Black veterans and the struggle against white supremacy in the postwar South*. Vol. 107. Princeton University Press, 2009.

Katznelson, Ira. *When affirmative action was white: An untold history of racial inequality in twentieth-century America*. WW Norton & Company, 2005.

Required Course Assignment

DISCUSSION 5

Due: Wednesday, October 14, 2020 @ 1:00pm EST

Week 10. Incarceration

Monday, October 19, 2020 [Asynchronous]

[T]

Benjamin, Ruha. 2019. "Engineered Inequity." Pp. 49-76 in *Race After Technology: Abolitionist Tools for the New Jim Code*. Cambridge: Polity Press.

[C]

Sewell, Alyasah Ali. 2020. "Policing the Block: Pandemics, Systemic Racism, and the Blood of America." *City and Community* in press

[S]

Pettit, Becky, and Bruce Western. "Mass imprisonment and the life course: Race and class inequality in US incarceration." *American sociological review* 69, no. 2 (2004): 151-169.

Wednesday, October 21, 2020 [Synchronous]

[V]

Womack, Ytasha. 2013. "The African Cosos for Modern Mermaids (Mermen)." Pp. 77-96 in *Afrofuturism: The World of Black Sci-Fi and Fantasy Culture*. Chicago, IL: Chicago Review Press.

[E]

Alexander, Michelle. *The new Jim Crow: Mass incarceration in the age of colorblindness*. The New Press, 2020.

Week 11. Psychiatric

Monday, October 26, 2020 [Asynchronous]

[T]

Benjamin, Ruha. 2019. "Default Discrimination." Pp. 77-96 in *Race After Technology: Abolitionist Tools for the New Jim Code*. Cambridge: Polity Press.

[C]

Moffic, H. Stevens. 2015. "ICD-10 and the Diagnosis of Racism." *Psychiatric Times*.
<https://www.psychiatrictimes.com/view/icd-10-and-diagnosis-racism>. April 15.

[S]

Mossakowski, Krysia N. "Coping with perceived discrimination: Does ethnic identity protect mental health?" *Journal of health and social behavior* (2003): 318-331.

Williams, David R., Yan Yu, James S. Jackson, and Norman B. Anderson. "Racial differences in physical and mental health: Socio-economic status, stress and discrimination." *Journal of health psychology* 2, no. 3 (1997): 335-351.

Wednesday, October 28, 2020 [Synchronous]

[V]

Womack, Ytasha. 2013. "A Clock for Time Travelers." Pp. 151-62 in *Afrofuturism: The World of Black Sci-Fi and Fantasy Culture*. Chicago, IL: Chicago Review Press.

[E]

Metzl, Jonathan M. *The protest psychosis: How schizophrenia became a black disease*. Beacon Press, 2010.

Required Course Assignment

DISCUSSION 6

Due: Wednesday, October 28, 2020 @ 1:00pm EST

STAGE 3: POLICIES

Task: Choose 2 policies of your choice.

Due: Friday, October 30, 2020 11:59pm EST

UNIT 4: RESOURCES

Week 12. Health

Monday, November 2, 2020 [Asynchronous]

[T]

Benjamin, Ruha. 2019. "Coded Exposure." Pp. 97-136 in *Race After Technology: Abolitionist Tools for the New Jim Code*. Cambridge: Polity Press.

[C]

Feagin, Joe, and Zinobia Bennefield. "Systemic racism and US health care." *Social science & medicine* 103 (2014): 7-14.

[S]

Williams, David R., and Chiquita Collins. "US socioeconomic and racial differences in health: patterns and explanations." *Annual review of sociology* 21, no. 1 (1995): 349-386.

Wednesday, November 4, 2020 [Synchronous]

[V]

Womack, Ytasha. 2013. "The Surreal Life." Pp. 163-74 in *Afrofuturism: The World of Black Sci-Fi and Fantasy Culture*. Chicago, IL: Chicago Review Press.

[E]

Washington, Harriet A. *Medical apartheid: The dark history of medical experimentation on Black Americans from colonial times to the present*. Doubleday Books, 2006.

Required Course Assignment

DISCUSSION 7

Due: Wednesday, November 4, 2020 @ 1:00pm EST

Week 13. Wealth

Monday, November 9, 2020 [Asynchronous]

[T]

Benjamin, Ruha. 2019. "Technological Benevolence." Pp. 137-59 in *Race After Technology: Abolitionist Tools for the New Jim Code*. Cambridge: Polity Press.

[C]

Hamilton, Darrick, William Darity Jr, Anne E. Price, Vishnu Sridharan, and Rebecca Tippett. "Umbrellas don't make it rain: Why studying and working hard isn't enough for Black Americans." *New York: The New School* (2015).

[S]

Addo, Fenaba R., Jason N. Houle, and Daniel Simon. "Young, black, and (still) in the red: Parental wealth, race, and student loan debt." *Race and Social Problems* 8, no. 1 (2016): 64-76.

Wednesday, November 11, 2020 [Synchronous]

[V]

Womack, Ytasha. 2013. "Agent Change." Pp. 175-86 in *Afrofuturism: The World of Black Sci-Fi and Fantasy Culture*. Chicago, IL: Chicago Review Press.

[E]

Oliver, Melvin L., Thomas M. Shapiro, and Thomas Shapiro. *Black Wealth, White Wealth: A New Perspective on Racial Inequality*. Taylor & Francis, 2006.

Week 14. Death

Monday, November 16, 2020 [Asynchronous]

[T]

Benjamin, Ruha. 2019. "Retooling Solidarity, Reimagining Justice." Pp. 160-97 in *Race After Technology: Abolitionist Tools for the New Jim Code*. Cambridge: Polity Press.

[C]

Golestaneh et al, Laden, et al. in press. The association of race and COVID-19 mortality, *EClinicalMedicine* (2020), <https://doi.org/10.1016/j.eclinm.2020.100455>

[S]

Crenshaw, K., 1991. Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color. *Stanford Law Review*, 43(6), pp.1241-1299.

Wednesday, November 18, 2020 [Synchronous]

[V]

Womack, Ytasha. 2013. "Future World." Pp. 187-94 in *Afrofuturism: The World of Black Sci-Fi and Fantasy Culture*. Chicago, IL: Chicago Review Press.

[E]

Anderson, Carol. *White Rage: The Unspoken Truth of Our Racial Divide*. Bloomsbury Publishing USA, 2016.

Required Course Assignment

DISCUSSION 8

Due: Wednesday, October 28, 2020 @ 1:00pm EST

UNIT 5: CONCLUSION

Week 15. Conclusion

Monday, November 23, 2020 [Asynchronous]

Objective: Critique predominant policies that organize current advocacy efforts to weaken the ethnoracial inequities.

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#8CantWait
#8toAbolition
The BREATHE Act

Required Course Assignment

STAGE 4: EXTENDED ABSTRACTS

Task: Choose 10 peer-reviewed journal articles. Write extended abstracts for each peer-reviewed journal article – includes bibliographic citation, original abstract, and unique abstract

Due: Monday, December 14, 2020 11:59pm EST

Week 16. Final Paper

Monday, December 14, 2020

Due: Monday, December 14, 2020 11:59pm EST

Overview

The final paper should provide a detailed analysis of ethnoracial inequities in a topical domain, critique the institutions and policies that buttress ethnoracial inequities in a social outcome related to this domain, and evaluate the viability of 2 policies in eliminating ethnoracial inequities in this domain.

Objectives

1. Inscribe a future of ethnoracial equity along a topical dimension and a path to achieve this future.
2. Describe how ethnoracial inequities are interdependent across the life course and across institutions.
3. Critique how policies contribute to ethnoracial inequities.
4. Describe how a new policy can mitigate ethnoracial inequities.

Tasks

1. Provide a brief overview of ethnoracial inequities in related social outcomes for a topic of your choice.
2. Assess how ethnoracial inequities in your topic are interdependent across at least two stages of the life course.
3. Assess the interdependence of at least two institutions in maintaining ethnoracial inequities in your topic.
4. Critique how historical and extant policies contribute to ethnoracial inequities in your topic.
5. Describe at least 2 policies that have the greatest potential for eliminating ethnoracial inequities in your topic.
6. Detail a five (5) step plan to bring such policies to fruition. List specific strategies, social agents, sociopolitical processes, and social institutions that are involved at each step of the plan.
7. Evaluate how at least two (2) aspects of society will be transformed by the successful implementation of these policies.

This assignment is not eligible for bonus points.

LATE PAPERS WILL BE ACCEPTED – WITH PENALTY – UP UNTIL THURSDAY, DECEMBER 17, 2020 11:59PM EST, AFTER WHICH NO PAPERS WILL BE ACCEPTED.