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 Tarbutton; 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=cWxzejJpb2RhxTXA0eit5RlE0QU1idz09
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. Interogate 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-n3Ph9aHE5GWZ/ics?icsToken=98tyKuCuqTstHNgYUsx6DRoAB4igK07xiH5egqd8kJruCBNWbTe7OLFyOut-OP3j

**Meeting ID:** 967 0768 1374

**Passcode:** 737679

**One-Click Access**

Join Zoom Meeting

https://emory.zoom.us/j/96707681374?pwd=cWxzejJpb2RhTXA0eit5RIe0QU1idz09

Dial by your location

Meeting ID: 967 0768 1374

- +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)

Find your local number:

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

Join by SIP

96707681374@zoomcrc.com

Join by H.323

Meeting ID: 967 0768 1374

Passcode: 73767
COURSE REQUIREMENTS

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ice Breaker (Introduction)</td>
<td>3%</td>
</tr>
<tr>
<td>4 of 8 Discussions (1 required per Unit)</td>
<td>12%</td>
</tr>
<tr>
<td>Stage 1: Choose 2 Topics</td>
<td>5%</td>
</tr>
<tr>
<td>Stage 2: Identify 2 Institutions</td>
<td>10%</td>
</tr>
<tr>
<td>Stage 3: Select 2 Policies</td>
<td>10%</td>
</tr>
<tr>
<td>Stage 4: 10 Extended Abstracts</td>
<td>20%</td>
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<tr>
<td>Final Paper: Policy Analysis</td>
<td>40%</td>
</tr>
</tbody>
</table>

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 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.
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 considered on a case-by-case basis.

**READING MATERIALS**

**REQUIRED**

[T]


[V]

**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

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

Note: W = Week;

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]

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]

Wednesday, August 26, 2020 [Synchronous]

[T]
UNIT 1: SOCIALIZATION

Week 3. Birth

Monday, August 31, 2020 [Asynchronous]


Wednesday, September 2, 2020 [Synchronous]


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]

[C]

[S]

**Wednesday, September 9, 2020 [Synchronous]**

[V]

[E]
**Week 5. Discipline**

**Monday, September 14, 2020 [Asynchronous]**

[T]

[C]

[S]

**Wednesday, September 16, 2020 [Synchronous]**

[V]

[E]


**Required Course Assignment**

**DISCUSSION 2**

Due: Wednesday, September 16, 2020 @ 1:00pm EST
UNIT 2: OPPORTUNITY

Week 6. Tracking

Monday, September 21, 2020 [Asynchronous]


Wednesday, September 23, 2020 [Synchronous]


Required Course Assignment

DISCUSSION 3

Due: Wednesday, September 23, 2020 @ 1:00pm EST
Week 7. Credential

Monday, September 28, 2020 [Asynchronous]

[T]

[C]

[S]

Wednesday, September 30, 2020 [Synchronous]

[V]

[E]


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]**


**Wednesday, October 7, 2020 [Synchronous]**


**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]

[C]

[S]

Wednesday, October 14, 2020 [Synchronous]

[V]

[E]

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]

[C]

[S]

Wednesday, October 21, 2020 [Synchronous]

[V]

[E]
**Week 11. Psychiatric**

**Monday, October 26, 2020 [Asynchronous]**

[T]

[C]

[S]

**Wednesday, October 28, 2020 [Synchronous]**

[V]

[E]

**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]

[C]

[S]

**Wednesday, November 4, 2020 [Synchronous]**

[V]

[E]

**Required Course Assignment**

**DISCUSSION 7**

Due: Wednesday, November 4, 2020 @ 1:00pm EST
Week 13. Wealth

Monday, November 9, 2020 [Asynchronous]


Wednesday, November 11, 2020 [Synchronous]


Week 14. Death

Monday, November 16, 2020 [Asynchronous]

[T]

[C]

[S]

Wednesday, November 18, 2020 [Synchronous]

[V]

[E]

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.

[T]
#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.

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