

UMBC UGC New Course Request: AFST 394/SOCY 394: Race, Social Inequality, and Institutional Structure Advocacy

Date Submitted: 1/16/2020

Proposed Effective Date: Fall 2020

	Name	Email	Phone	Dept
Dept Chair or UPD	Gloria Chuku	chuku@umbc.edu	410-455-2921	AFST
Other Contact				

COURSE INFORMATION:

Course Number(s)	AFST 394/SOCY 394
Formal Title	Race, Social Inequality, and Institutional Structure
Transcript Title (≤30c)	Social and Institutional Inequality
Recommended Course Preparation	AFST 100 and SOCY 101 or a lower level SS course (with at least a C grade)
Prerequisite NOTE: Unless otherwise indicated, a prerequisite is assumed to be passed with a "D" or better.	N/A
# of Credits Must adhere to the UMBC Credit Hour Policy	3
Repeatable for additional credit?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Max. Total Credits	3.0 This should be equal to the number of credits for courses that cannot be repeated for credit. For courses that may be repeated for credit, enter the maximum total number of credits a student can receive from this course. E.g., enter 6 credits for a 3 credit course that may be taken a second time for credit, but not for a third time. Please note that this does NOT refer to how many times a class may be retaken for a higher grade.
Grading Method(s)	<input checked="" type="checkbox"/> Reg (A-F) <input type="checkbox"/> Audit <input type="checkbox"/> Pass-Fail

PROPOSED CATALOG DESCRIPTION (Approximately 75 words in length. Please use full sentences.):

This course examines theoretical and empirical analyses of race, social inequality, and institutional racism in the United States. It focuses on the historical development of race and racism, social inequalities in the United States with an emphasis on institutional racism in health and mass incarceration, as well as past and current efforts to foster positive changes through public policy and individual agency. Patterns and processes associated with racial inequities, political inequality, ideology, and global issues will also be examined.

RATIONALE FOR NEW COURSE:

This is a required course for the department's proposed new certificate program in Race and Social Justice Studies. The course is needed at this point because it is one of the three required (core) courses for the proposed Race and Social Justice Studies Certificate Program without which the program will not be approved. It adds to the department's social science curriculum on social structures and the experiences of people of African descent in the United States. It can also fulfill AFST and SAHAP upper-level elective, which our majors need. This course will be practically useful to students in a wide-range of majors and minors who are interested in social inequalities and institutional structures that affect African Americans. It is a cross-listed course because AFST does not currently have a course or a faculty that focuses on social and institutional structures that affect black people in the U.S. Having a focused upper-level cross-listed course will help both AFST and SAHAP to supplement our general course offerings in this area.

The course is intended for those who have advanced beyond the introductory level courses in Africana Studies, Sociology or a lower level Social Sciences. This is because we want students to demonstrate a general

understanding of Africana and sociological theories as well as fundamental knowledge and philosophical base for understanding society and human behavior. The proposed grading of Regular A-F grading system is consistent with how our AFST courses are graded. As with all AFST course offerings, we anticipate that this course will be offered once per academic year; and it cannot be repeated for credit.

ATTACH COURSE SYLLABUS (mandatory):

AFST 394/SOCY 394
Race, Social Inequality, and Institutional Structure

Fall 2020

Monday and Wednesday 4:00-5:15

Sherman Hall 014

Instructor: Loren Henderson PhD.

Phone: 410-455-2087

E-mail: loren@umbc.edu
Please expect a response within 48 hours. Provide your name and a subject heading within the subject line.

Office: PUP 252

Office Hours: 1:30-2:15 Tuesday and Thursday, or by appointment.

Course Description

This course examines theoretical and empirical analyses of race, social inequality, and institutional racism in the United States. The focus is on the historical development of race and racism, social inequalities in the United States with an emphasis on institutional racism in health and mass incarceration. We will discuss social inequality and review past and current efforts to change it, focusing on public policy. As we examine the patterns and processes associated with racial inequities, we will also discuss political inequality, ideology, and global issues. We will explore the following themes in class. What is social inequality? What are the dimensions and role of public policy in establishing institutional racism? What is the role of individual choices and social forces in inequality of outcomes? What factors influence institutional racism, and what actions can individuals take to dismantle systems of oppression?

Course Objectives

At the end of the course, students should be able to:

- Discuss, compare, and analyze key concepts in race, racism, and particularly “equality of opportunity” and “inequality of conditions/outcomes”
- Discuss and critique theories and ideologies associated with social inequality.
- Recognize the interplay between race and class and how these factors relate to wealth, health and prisons.
- Analyze the role of public policy in changing or maintaining inequalities.
- Write two critical essays utilizing peer reviewed sources and statistical data
- Demonstrate understanding of the course material by completing two closed book examinations

Method of Instruction

Due to the various learning styles anticipated in class, several methods of instruction will be used: interactive lectures using PowerPoint presentations, classroom discussions, peer discussion leaders, films, analytical papers and collaborative learning through the use of small group projects/activities. The course texts, supplemental readings and classroom discussions will be multidisciplinary and draw from sociology, public policy, economics, geography and political science. Various websites are provided to encourage students to supplement what is learned in class with national and international perspectives on social inequality.

Reading assignments

A schedule for the required readings is provided in this syllabus. Although this schedule is generally followed, occasionally slight alterations in the schedule are needed. Not all readings are discussed in class. Students who do well in this course read all material two or three times and take detailed notes as well. Most of the material in this course will be very unfamiliar to students. You also need to know that I do not have time in lecture to discuss all assigned readings. It is your responsibility to read the material and find the basic points of a reading. Of course, I encourage you to ask questions if there are aspects of a reading that need clarification.

Group Projects

The group projects will be designed in such a way that students will periodically evaluate their own teamwork skills and their contributions to the group's process using a self-assessment tool during the process of developing the project.

Course Materials

Marger, Martin. 2014. *Social Inequality Patterns and Processes*. New York, NY. Publisher: McGraw-Hill ISBN-13: 9780073528304 ISBN-10: 0073528307.

The course book is available on reserve at the Undergraduate Library.
<http://aok2.lib.umbc.edu/reserves>.

Omi, Michael, and Howard Winant. *Racial formation in the United States*. Routledge, 2014.

Alexander, Michelle. "The new jim crow." *Ohio St. J. Crim. L.* 9 (2011): 7.

Golash-Boza T. 2015. *Deported: Immigrant Policing, Disposable Labor and Global Capitalism*. New York: NYU

Diversity and Inclusion:

Each person has a rich personal, social, and intellectual history, one that continues to develop with new experiences. This diversity is part of what we study in the social sciences. It is also

what makes a classroom experience and a university education at a place like UMBC so engaging. The Department of Sociology, Anthropology, and Health, Administration, and Policy Program is committed to creating an inclusive environment for students of all backgrounds to learn and to thrive. We expect our students to be part of this work. We encourage anyone who has concerns or suggestions to talk with their faculty and advisers.

Librarian: Joanna Gadsby email: gadsby@umbc.edu

Suggested Websites:

WYPR: <http://wypr.org/>

British Broadcasting Corporation (BBC): <http://www.bbc.co.uk/>

<https://www.house.gov/representatives/find-your-representative>

https://www.senate.gov/general/contact_information/senators_cfm.cfm

Grading Schema

First Exam	20%
Second Exam	20%
Paper:	10%
Paper:	10%
Proposal	5%
Research Paper	10%
Presentation	10%
Class Participation	15%
Total	100%

Final Grade

A	90- 100%
B	80-89.9%
C	70-79.9%
D	60-69.9%
F	Below 59.9%

Grades will not be rounded up.

Assignments

Requirements

All students are expected to do the required week's readings prior to the start of Monday's class meeting in which the readings are due; to participate actively in class discussions and complete assignments, reading quizzes and activities.

Students are required to email a copy of their completed assignments to their university email and save them for the duration of the semester. This will help to make sure that students maintain an accurate record of their assignments. Students should have a 1 inch 3 ring binder to store all exams and materials provided by the instructor.

You will write two essay papers (3-4 pages) (10%). The papers are not only for summarizing the readings, but more importantly for commenting on some aspect that you found interesting or thought-provoking. They may be related to something which you would like to raise during the discussion. The ultimate goal is to discuss the leading theoretical frameworks that are used to help explain stratification in wealth and health.

Late papers will not be accepted without a valid excuse (i.e., hospitalization, or other issue that makes it impossible to submit the paper on-time), reason must accompany documentation, and approval from Professor Henderson is required. If the paper is accepted, it will receive an automatic 20% grade reduction off the total grade and re-writes will **not** be allowed.

The primary goal of critical reading is to understand the author's argument, identify key assumptions, and evaluate the evidence and influences leading to that conclusion. Never assume a “passive” position when reading a text. The (3-4 page) essays will need to answer the following questions:

- What are the central issues being discussed concerning racial, wealth or health disparities?
- What are the author’s theoretical arguments concerning racial, wealth or health disparities?
- Are you convinced by the arguments? If not, what is the nature of your reservations?
- Do the authors have a stated or unstated point of view?
- Are the author's goals, viewpoints, or agendas revealed in the introduction or preface of the articles?
- What evidence do the author’s provide to support their arguments and is it persuasive?
- Does the author present convincing evidence to support his/her views?
- Are you convinced by the arguments? If not, what is the nature of your reservations?
- What competing explanations could be put forth? Would they be more valid? Why/why not?
- What additional data, theories and or insights beyond the reading are being analyzed?

Group Project

Health Disparities Proposal Paper (10%): As a group, students will write a paper (length depends on group size: 3-4 people 6-8 pages, 5-6 people 10-12 pages) that examines Racism and Inequality in the Educational, Criminal Justice, or Health Care System as an issue that impacts groups differently. The topics can include but are not limited to graduation outcomes, student loans, police violence (state, local, or interpersonal), incarceration or deportation, patient care or access. Students will provide a 1-2 page proposal of their topic worth 20% of the paper’s final grade. Students will include the theoretical framework they plan to use as the perspective they are taking on the Disparity and Inequality within their proposal. Please note that students will

periodically provide an evaluation of their group member's participation skills and their contributions to the group's process using a self-assessment during the process of developing the project. Negative evaluations will factor into the individual grade.

Public Awareness Campaign Video for Health Disparities (10%): Each group will complete a 5-7 minute video that they make concerning their topic and present it to the class. This video will use a stratification perspective to highlight their major public health disparity such as obesity, violence or other health related disparity based on the group's topic and paper. The video should highlight basic facts documenting the disparity, have a clear perspective and provide public policy suggestions for reducing the disparity. The video can be made using a cell phone or other multimedia device. The video should be creative and fun. If no one in the group has access to a cell phone with video capability please let me know. Each group must create a 30 second video saying hello and email it to me by October 10th to make sure there is compatibility with the equipment in the room. Please note that students will periodically provide an evaluation of their group member's participation skills and their contributions to the group's process using a self-assessment during the process of developing the project. Negative evaluations will factor into the individual grade.

Exams and Quizzes

There will be two in-class exams on the dates shown on the schedule. They consist of multiple choice and short essay questions. There will also be short reading quizzes and response questions to ensure reading progress.

First Exam (20%): The exam will cover material from the first half of the class.

Second Exam (20%): The exam will cover material from the second half of the class.

Make-up Exams will not be provided without a valid excuse (i.e., hospitalization, or other issue that makes it impossible to attend the exam on-time), the reason must accompany documentation, and approval from Professor Henderson is required. Exams should be taken within a week of the original exam date when Professor Henderson's schedule permits.

Class Participation (15%): Participation will be earned in several ways, including attendance (sign-in sheets), participation in class activities (such as analyzing data), reading quizzes, answering questions, and asking questions in class.

Extra Credit: Students can attend three events sponsored by Sociology, Africana Studies, Latina/Latino Studies, American Indian Studies, Asian-American Studies, Women's Studies, or a community event focusing on some aspect of human sexuality, discussed in class. The student must write a two-page paper for each event. One page should summarize the event, and the second page should describe your insights and reactions using the sociological imagination, themes and concepts dealing with sexuality discussed in class to analyze the event. Each paper

must have a flyer of the event attached and emailed to the professor. The last day to turn in an extra credit paper is December 9th. The papers will be used to help students who may be on the margins of the final grade. For example, if a student earned 88.5% for the class grade and completed all three extra credit assignments, attended and participated in class regularly, they may receive extra credit that could increase their grade to 90% or an A. This is just one possible scenario. Extra credit tends to help and never hurts!

Plagiarism:

Academic integrity is an highly valued at UMBC. By enrolling in this course, each student assumes the responsibilities of an active participant in UMBC's scholarly community in which everyone's academic work and behavior are held to the highest standards of honesty. Cheating, fabrication, plagiarism, and helping others to commit these acts are all forms of academic dishonesty, and they are wrong. Academic misconduct could result in disciplinary action that may include, but is not limited to, suspension or dismissal.

Guides to Avoiding Plagiarism

Indiana University

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Purdue University

<http://owl.english.purdue.edu/owl/resource/589/01/>**Student Disability Services (SDS)**

UMBC is committed to eliminating discriminatory obstacles that may disadvantage students based on disability. Services for students with disabilities are provided for all students qualified under the Americans with Disabilities Act (ADA) of 1990, the ADAAA of 2009, and Section 504 of the Rehabilitation Act who request and are eligible for accommodations. The Office of Student Disability Services (SDS) is the UMBC department designated to coordinate accommodations that would allow for students to have equal access and inclusion in all courses, programs, and activities at the University.

If you have a documented disability and would like to request academic accommodations, please refer to the SDS website at sds.umbc.edu for registration information and to begin the process, or alternatively you may visit the SDS office in person in the Math/Psychology Building, Room 212. For any questions or concerns, you may contact us through email at disAbility@umbc.edu or phone at (410) 455-2459.

If you require accommodations for this class, please make an appointment to meet with me the instructor to discuss your SDS-approved accommodations.

REQUIRED READINGS

I. OVERVIEW OF SOCIAL Inequality Schedule

Week 1. 8/28-8/31

Course Introduction

Marger, Chapter 1: “An Introduction to the Study of Social Inequality”

II. CONTEMPORARY THEORETICAL PERSPECTIVES

Week 2. 9/01-9/07

Kerbo, Harold R. 2000. “Social Stratification Theory: Early Statements.” Pp. 79-112 in *Social Stratification and Inequality: Class Conflict in Historical, Comparative, and Global Perspective*. Boston, MA: McGraw Hill.

Week 3. 9/08-9/14

Note: This is a heavy reading week. Please start to read early!

Martin, Patricia Yancey. "Gender as social institution." *Social forces* 82.4 (2004): 1249-1273. Bonilla-

Marger, Chapter 11: “Gender Inequality.”

III. The Historical Development of Race and Racism in the United States

Week 4. 9/15-9/21

Omi, Michael, and Howard Winant. *Racial formation in the United States*. Routledge, 2014.

Week 5. 9/22-9/28

Golash-Boza, Tanya. “A critical and comparative sociological theory of race and racism.” *Sociology of Race and Ethnicity* 2, no. 2 (2016): 129-141

Silva, Eduardo. 1997. “Rethinking Racism: Toward a Structural Analysis.” *American Sociological Review* 62:465-480.

******* First Essay/Critique of Stratification Readings
Due on Tuesday, 9/29 uploaded to BB by the start of class.**

V. Institutional Racism

Week 6. 09/29-10/05

Murji, Karim. "Sociological engagements: Institutional racism and beyond." *Sociology* 41, no. 5 (2007): 843-855.

Thornhill, Ted. "We Want Black Students, Just Not You: How White Admissions Counselors Screen Black Prospective Students." *Sociology of Race and Ethnicity* (2018): 2332649218792579.

******* In-Class Exam 1, Thursday. *******

Week 7. 10/06-10/12

Exam Review

Midterm Exam

VI. Institutional Racism and Criminal Justice

Week 8. 10/13-10/19.

Alexander, Michelle. "The new jim crow." *Ohio St. J. Crim. L.* 9 (2011): 7.

****Public Awareness Campaign Proposal posted to BB by the start of class, Thurs 03/29****

Week 9. 10/20-10/26

Jacques, Scott. "'A Run-In with the Cops is Really Few and Far Between': Negative Evidence and Ethnographic Understanding of Racial Discrimination by Police." *Sociological Focus* 50, no. 1 (2017): 7-17.

******* Second Essay/Critique of Institutional Racism Readings
Due on BB by the start of class, Tuesday 10/27 *******

Week 10. 10/27-11/02

Golash-Boza, Tanya Maria. *Deported: Immigrant policing, disposable labor and global capitalism*. NYU Press, 2015.

VII. Institutional Racism and Health Disparities

Week 11. 11/03-11/09

Phelan, Jo C., and Bruce G. Link. "Is racism a fundamental cause of inequalities in health?." *Annual Review of Sociology* 41 (2015): 311-330.

Week. 12. 11/10 - 11/16.

Spencer, Karen Lutfey, and Matthew Grace. "Social foundations of health care inequality and treatment bias." *Annual Review of Sociology* 42 (2016): 101-120.

****Public Awareness Campaign Videos and Research Paper posted to BB by the Start of Class Tuesday 11/17****

Week 13. 11/17-11/23.

Group Public Awareness Campaign Videos and Class Presentations.

Week 14 11/24-11/30

Group Public Awareness Campaign Videos and Class Presentations.

******* In-Class Exam 2, Thursday 12/07 *******

Week 15.12/1-12/07

Exam Review

Exam 2

Week 16. 12/08-12/14.

Individual Conferences.