

## **SOCI 595 001: GLOBAL RACIAL SYSTEMS**

**Professor:** Elizabeth Korver-Glenn

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**Professor Office:** Zoom

**Student Hours:** Zoom, by appointment

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

**Class Place & Time:** Zoom

### **COURSE DESCRIPTION & GOALS**

This course will examine the history and contemporary expressions of racism around the world. Specifically, it aims to illuminate the entwinement of racist systems with capitalism, gender, science/knowledge production, and politics over time, focusing on global convergences and localized manifestations of such overlapping structures. The course aims to highlight the effects of global racism across spectrums of (dis)advantage as well as social movements, programs, and policies resisting racism and its effects.

### **COURSE OBJECTIVES**

- Understand the historical and contemporary co-constitution of racism and other systems of oppression around the world.
- Examine global anti-racist resistance and counter-movements.
- Critically evaluate and reflect on current global events through reference to theoretical and empirical work covered throughout the class.
- Write a review of the current literature on global racial systems and generate recommendations for future research.
- Craft public-facing media product (e.g. podcast, vlog, op-ed) that 1) identifies a major, global issue related to racism and 2) communicates concrete ways to resist and counter these systems.

### **COURSE TEXTS**

- Most required readings are articles or book chapters located on UNM Learn. You have one required textbook, which we will read at the end of the semester:
- INCITE! Women of Color Against Violence. 2016. *Color of Violence*. Durham, NC: Duke University Press. ISBN: 978-0-8223-6295-1

### **COURSE RESPONSIBILITIES**

**Total possible course points: 100**

**A. Attendance + Participation (28 possible points / 15 attendance + 13 posted Qs):**

You are required to attend all classes via Zoom. (If there are medical or family emergencies that prevent your attendance, you must communicate this to the Instructor as soon as possible.) You are also required to actively participate in all classes. In order to actively participate, you must do the required readings and come prepared to discuss them each week. I recommend reading the required/recommended pieces in the order they are listed in the syllabus. We meet 15 times during the semester; attending + participating in each class/Zoom session is worth **1 point** (total 15 points).

Additionally, part of your participation entails posting four questions regarding the readings to their respective Discussion Board each week that new readings/topics are covered (e.g. post four questions from Week 5

readings to the Week 5 Discussion Board). These questions should not be summary-focused (e.g. ‘How did the author define racial capitalism?’). Instead, your four questions should be *critical* and *analytical*. (e.g. ‘How does Robinson’s ‘racial capitalism’ concept help us understand the police state?’) You will generally have about four readings per week; you may distribute your questions however you like, provided that they cover at least two of the week’s readings. Post your four questions by 4pm on Mondays (the day before the class covering those readings meets). There are 13 class/Zoom sessions in which we cover new material; completing the four questions for each session is worth **1 point** (total 13 points).

**B. Seminar facilitation (10 possible points):** You are responsible for signing up to lead one class during the semester. (A sign-up sheet will be shared via Google Docs the first day of class.) Seminar facilitation consists of the following components:

1. **Read/engage required readings** for your designated week.
2. **Select a current event** that you think connects to the week’s readings. Find a news account that provides a synopsis of the event. It can be a textual, audio, or video account. Then post it to your designated week’s Discussion Board at least 24 hours prior to the start of class.
3. **Prepare a brief (~2-3 page) synopsis** of the required readings highlighting main points/critiques *only*. Email the synopsis to your Instructor at least 24 hours prior to the start of class. Your Instructor will review your notes and, if applicable, will ask for clarification/revisions. Then, after receiving approval from your Instructor, post the synopsis in the designated week’s Discussion Board.
4. **Facilitate class discussion.** Facilitating should *\*not\** involve simply summarizing the readings (this is what the shared notes are to help with). Instead, facilitating *\*should\** involve connecting the dots across readings and connecting the dots from the readings to current events, particularly the current event you have chosen to highlight. Facilitating *\*should\** involve moving from summary to generative ideas and critiques. Some broad questions that may help you as you consider facilitating class are: What is the *collective* contribution of the week’s readings? Where do the readings go wrong? How do the readings help us make sense of current events? Where do the readings push us in terms of theory, analysis, action? You should incorporate at least some of your classmates’ questions, which they are to post in Learn, into your facilitation.
5. **A note on organization:** usually, students will facilitate during the first part of class (with Instructor input), and this will last about one hour. Then, the Instructor will facilitate the second part of class. It is highly unlikely that we will use all 2.5 hours on Zoom.

**C. Semester Journal (24 points / 8 journal entries x 3 points):**

Keep a journal in which you reflect on readings (concepts, critiques, analysis, etc.) and their relation to: your research, teaching, and/or personal experiences; policies; current events; future directions in research or policy. Remember that this class is about *global* racial systems as you reflect and write.

You will write eight journal entries throughout the semester, worth **3 points** each (total 24 points). You can choose which eight weeks you write in your journal. These journal entries will be reflective and retrospective, meaning that you will write them *after* we cover a given week’s readings/have class. They should be about one page single-spaced, but not more than two pages single-spaced. (Write and save in a word processor to accurately gauge your length.) Please use the appropriate Journal submission on Learn to complete your entries and submit them by 11:59pm on Thursdays of the same week in which we cover the material you are journaling about. For example, if you want to reflect on Week 3’s readings/topics/conversation (which we will cover in class on Tuesday September 1), please submit your journal entry to the Week 3 journal entry portal by Thursday of Week 3 (September 3) at 11:59pm.

**D. Review Paper (28 points / 10 points for draft, 18 points for final):**

Using your journals, submitted questions (from ‘participation,’ above), class discussions, readings, and current events as tools, prepare a review paper that outlines major contributions of the global racial systems literature and describes directions for future research related to this topic. This process will entail:

1. Finding your focus. You will not be able to cover everything. Choose what you think are the main (3-4) contributions of the literature we cover during class.
2. Writing across the categories I’ve provided you in the syllabus. Your foci should evaluate the main contributions of the literature *collectively*. In other words, for example, you do not need to pick ‘racism and science’ and highlight one main contribution from that section and ‘racism and health’ to highlight another main contribution from that section, etc. But, to continue with this example, look for connections/synergies across both of these sections to identify contributions as well as future directions.
3. Submitting a first (full, if rough) draft by Week 13 (November 10, at 11:59pm). The first draft should be at least eight pages, double-spaced (1-inch margin, 12-pt. Times New Roman font). You should submit it to the appropriate Learn assignment. I will provide you with *general* feedback and questions on your draft after you have submitted it. I will not provide copy editing/proofreading feedback.
4. Submitting your final draft to your Instructor by Monday, December 7 at 11:59pm. The final draft should be between 12-15 pages, double-spaced (1-inch margin, 12-pt. Times New Roman font), and it should incorporate/address your Instructor’s feedback from the first rough draft. You should submit it to the appropriate Learn assignment *after* you have carefully proofread it. I also strongly recommend using UNM’s Graduate Online Writing Lab (<https://unmgrc.unm.edu/support-services/graduate-writing-support/growl.html>) to receive valuable feedback and support on your writing prior to submitting.

#### E. Resisting Racism Project (10 points):

You will work in groups of three to create a public-facing media product (e.g. a vlog, op-ed, podcast). This product should a) identify a current manifestation of global racism, b) highlight how at least one, non-American local community is resisting this manifestation, and c) recommend additional strategies for resistance based on the local communities’ actions and your engagement with the resistance literature. We will then try to identify outlets to post your product publicly. This assignment consists of the following components:

1. Working together. I know group projects can be an eye roll. But they are also powerful learning tools as we encounter different perspectives and questions that can mutually enrich individual learning processes. Please work together to create your product.
2. Keep it brief and to the point; tell a story. This is for the public, and you only have so much time to keep people’s attention! Also, narrative is a powerful way to engage others.
3. Keep a log of group members’ project activities. Track what individual group members do within a single shared document. This document will be submitted along with the product.
4. Create the thing/product. Then submit it to Learn, along with your group activities log, by Friday, December 4, at 11:59pm.

#### GRADING POLICIES

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

If you have a family or medical emergency, please communicate that to me via email as soon as you can. If that emergency interferes with your ability to participate in class or complete assignments, you must also communicate that to me via email as soon as possible and prior to the assignment due date in order to have the opportunity to submit late work.

If you have communicated your emergency to me and your need for an extension on your assignment prior to the assignment due date, you may submit late assignments. With the exception of final papers, all late work is due by the last day of class during the semester (December 4, 2020). Late final review papers are due by 11:59pm on December 15, 2020. Students who submit a final paper after that date will receive an 'I' for the course if they communicate per the instructions above. Students who submit a final paper after that date and who do not communicate with the Instructor per the above instructions will receive 0 points on their final review paper assignment.

There will be no extra credit in this course.

Grading Approach: I grade assignments *holistically*, which means that points are not given to individual assignment components (which is what analytic rubrics do). Rather, I look at the entire assignment as a whole, evaluating whether and how the submitted assignment meets the criteria stated in the assignment instructions here in the syllabus. In my opinion, a holistic grading approach for a topical graduate seminar is almost a necessity in my opinion, given the number of options I am giving you; your varied interests; multiple disciplines represented; and other variables.

## GRADE DISTRIBUTION

Assignment	Total Points/Percent of Final Grade
Attendance + Participation	28 points / 28%
Seminar Facilitation	10 points / 10%
Seminar Journal	24 points / 24%
Review Paper	28 points / 28%
Resisting Racism Project	10 points / 10%
<i>Total</i>	100 points / 100%

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.

## COURSE OUTLINE -SUBJECT TO CHANGE-

### I. Course Introductions

#### Week 1 – Tuesday, August 18

Please read the syllabus prior to attending our first class/Zoom session. We will use our first session to a) introduce ourselves to each other; b) practice some of the Zoom technologies; c) go over the syllabus; and d) answer each other's questions to the extent possible.

### II. *A (Brief) History of Racism and Its Global Reach*

#### Week 2 – Tuesday, August 25

#### Required Readings:

DuBois, W.E.B. 1920. "The Souls of White Folk" in *Darkwater: Voices from Within the Veil*. Mineola: Dover Publications.

Mills, Charles W. 1997. "Overview," pp. 1-40 in *The Racial Contract*. Ithaca, NY: Cornell University Press.

Sophia Rose Arjana, "The Monsters of Orientalism", in Sophia Rose Arjana, *Muslims in the Western Imagination*, London: Oxford University Press, 2015.

-Introduction

--Chapt. 4, especially 'Orientalism' pp. 92-103

George M. Fredrickson, "The Rise of Modern Racism(s): White Supremacy and Anti-Semitism in the Eighteenth and Nineteenth Centuries", in George M. Fredrickson, *Racism – A Short History*, Princeton, New Jersey: Princeton University Press, 2002, pp. 49-96.

### **Week 3 – Tuesday, September 1**

#### Required Readings:

Fields, Karen E. and Barbara J. Fields. 2014. "Introduction," pp. 1-24 AND "Chapter 4: Slavery, Race, and Ideology in the United States of America," pp. 111-148. *Racecraft: The Soul of Inequality in American Life*. Verso.

Goldberg, David Theo. 2002. Chapter 7, "States of Whiteness," *The Racial State* (Blackwell).

Dikötter, Frank. 2008. "The racialization of the globe: an interactive interpretation." *Ethnic and Racial Studies* 31(8):1478-1496.

*III. Racism and: Empire, Colonization, Slavery, Genocide, Dispossession*

### **Week 4 – Tuesday, September 8**

#### Required Readings

Jackson, Shona N. 2012. "Introduction," pp. 1-39 in *Creole Indigeneity: Between Myth and Nation in the Caribbean*. Minneapolis: University of Minnesota Press.

Quisumbing King, Katrina. 2019. "Recentering U.S. Empire: A Structural Perspective on the Color Line." *Sociology of Race and Ethnicity* 5(1):11-25.

Frederick Cooper, "Citizenship and the Politics of Difference in French Africa, 1946- 1960," in Harald Fischer-Tiné and Susanne Gehrman, eds., *Empires and Boundaries. Rethinking Race, Class and Gender in Colonial Settings*, London: Routledge, pp. 107- 128.

Sara Park, "Inventing Aliens: Immigration Control, 'Xenophobia' and Racism in Japan", *Race and Class*, 58, 3, 2017, pp. 64-80.

Enakshi Dua, Narda Razack and Jody Nyasha Warner, "Race, Racism and Empire: Reflections on Canada", *Social Justice*, 32, 4, 2005, pp. 1-10.

### **Week 5 – Tuesday, September 15**

#### Required Readings:

Beaman, Jean. 2017. "Chapter 3: Marginalization and Middle-Class Blues: Race, Islam, the Workplace, and the Public Sphere," pp. 43-65. *Citizen Outsider: Children of North African Immigrants in France*. Berkeley, CA: University of California Press.

Mullings, Beverly, Marion Werner, and Linda Peake. 2010. "Fear and Loathing in Haiti: Race and Politics of Humanitarian Dispossession." *ACME: An International EJournal for Critical Geographies* 9.3: 282-300.

Hintjens, Helen. 2001. "When Identity Becomes a Knife: Reflecting on the Genocide in Rwanda." *Ethnicities* 1.1: 25-55.

Samara, Tony Roshan. 2010. "Order and Security in the City: Producing Race and Policing Neoliberal Spaces in South Africa." *Ethnic and Racial Studies* 33.4: 637-655.

Rouhana, Nadim H and Areej Sabbagh-Khoury. 2014. "Settler-Colonial Citizenship: Conceptualizing the Relationship between Israel and its Palestinian Citizens." *Settler Colonial Studies* 5:3: 205-225.

#### *IV. Capitalist, Patriarchal, Heteronormative Racism*

### **Week 6 – Tuesday, September 22**

#### Required Readings:

Robinson, Cedric. 1983/2000. *Black Marxism: The Making of the Black Radical Tradition*. Chapel Hill: University of North Carolina Press. Chapter 6.

Jesús María Herrera Salas. 2005. "Ethnicity and Revolution: The Political Economy of Racism in Venezuela", *Latin American Perspectives*, Issue 141, Vol. 32, No. 2, pp. 72- 91.

Levi Gahman, "Border Imperialism, Racial Capitalism and Geographies of Deracination", *ACME An International Journal of Critical Geographies*, 18, 1, 2019

Gurusami, Susila. 2017. "Working for Redemption: Formerly Incarcerated Black Women and Punishment in the Labor Market." *Gender & Society* 31(4):433-456.

### **Week 7 – Tuesday, September 29**

#### Required Readings:

Kuokkanen, Rauna. 2008. "Globalization as Racialized, Sexualized Violence: The Case of Indigenous Women." *International Femist Journal of Politics* 10(2):216-233.

Mashinini, Emma. 1991. "Introduction (by Gay Seidman)," pp. xviv-xxxv and "Chapter 2: Push Your Arse!" in *Strikes Have Followed Me All My Life*. Routledge.

Roberts, Dorothy. 2016. Chapter 1, "Reproduction in Bondage," in *Killing the Black Body: Race, Reproduction and the Meaning of Liberty*. 2<sup>nd</sup> edition. Vintage Books.

Nira Yuval-Davis, "Chapter 1: Theorizing Gender and Nation," in *Gender & Nation* (London: Sage, 1997): 1-25.

Sita Ranchod-Nilsson, "(Gender) Struggles for the Nation: Power, Agency and Representation in Zimbabwe," in Sita Ranchod-Nilsson and Mary Ann Tetreault, Eds., *Women, states and nationalism* (New York, New York: Routledge,2000): pp. 1-17.

## **Week 8 – Tuesday, October 6**

### Required Readings:

Aaronette M. White, "All the Men are Fighting for Freedom, All the Women are Mourning their Men, but Some of us Carried Guns: A Raced-Gendered Analysis of Fanon's Psychological Perspectives on War," *Signs*, Vol. 32, No. 4, (2007): 857-884.

Laura Briggs, "Chapter Three: Debating Reproduction: Birth Control, Eugenics, and Overpopulation in Puerto Rico, 1920–1940," in *Reproducing Empire: Race, Sex, Science, and U.S. Imperialism in Puerto Rico* (University of California Press, 2002): 74-108.

M. Jacqui Alexander, "Not Just (Any) Body Can Be A Citizen: The Politics of Law, Sexuality and Postcoloniality in Trinidad and Tobago and the Bahamas." *Feminist Review* No. 48 (August 1994): pp. 5-23

*V. Racism, Science, Medicine, Health, and Bodies*

## **Week 9 – Tuesday, October 13**

### Required Readings:

Anderson, Warwick. "Racial Hybridity, Physical Anthropology and Human Biology in the Colonial Laboratories of the United States", *Current Anthropology*, 53, 55, 2012, pp. S95-S106.

Brown, Mark. 2001. "Race, science and the construction of native criminality in colonial India." *Theoretical Criminology* 5(3):345-368.

Morning, Ann. 2014. "Does Genomics Challenge the Social Construction of Race?" *Sociological Theory* 32(3):189–207.

Nelson, Alondra. 2008. "Bio Science: Genetic Genealogy Testing and the Pursuit of African Ancestry." *Social Studies of Science* 38(5):759–83.

## **Week 10 – Tuesday, October 20**

### Required Readings:

Balestrery, Jean E. 2012. "Intersecting Discourses on Race and Sexuality: Compounded Colonization Among LGBTQ American Indians/Alaska Natives." *Journal of Homosexuality* 59(5):633–55.

Leonard, Thomas C. 2016. "Chapter 7: Eugenics and Race in Economic Reform," pp. 109-128 in *Illiberal Reformers. Race, Eugenics and American Economics in the Progressive Era*, Princeton: Princeton University Press.

Alexandra Minna Stern. 2005. "Chapter 2: Quarantine and Eugenic Gatekeeping on the US-Mexican Border," pp. 57-81 in *Eugenic Nation – Faults and Frontiers of Better Breeding in Modern America*, Berkeley: University of California Press.

Jasen, P. 1997. "Race, Culture, and the Colonization of Childbirth in Northern Canada." *Social History of Medicine* 10(3):383–400.

## **Week 11 – Tuesday, October 27**

### Required Readings:

Lorcin, Patricia M. E. 1999. "Imperialism, Colonial Identity, and Race in Algeria, 1830-1870: The Role of the French Medical Corps." *Isis* 90(4):653-79.

Paradies, Yin. 2016. "Colonisation, racism and indigenous health." *Journal of Population Research* 33(1):83-96.

Saraswati, L. Ayu. 2010. "Cosmopolitan Whiteness: The Effects and Affects of Skin-Whitening Advertisements in a Transnational Women's Magazine." *Meridians* 10(2):15-41.

Murdocca, Carmela. 2003. "When Ebola Came to Canada: Race and the Making of the Respectable Body", *Atlantis*, 27(2):24-31.

## **Week 12 – NO CLASS – VOTING DAY – November 3**

*VI. Resistance and Revolution around the Racist Globe*

## **Week 13 – Tuesday, November 10**

*\*Review paper draft due by 11:59pm on Tuesday, November 10\**

### Required Readings:

James, C.L.R. 2012. "Epilogue," in *A History of Pan-African Revolt*. Chicago: C.H. Kerr Library.

Paschel, Tianna S. and Mark Q. Sawyer. 2008 "Contesting Politics as Usual: Black Social Movements, Globalization, and Race Policy in Latin America." *SOULS: Interdisciplinary Journal of Black Politics, Society and Culture* 10:3: 197-214.

Said, E. (1994) Chapter 3 "Resistance and Opposition" and Chapter 4 "Freedom from Domination in the Future," in *Culture and Imperialism* (Vintage).

## **Week 14 – Tuesday, November 17**

### Required Readings:

Carruthers, Charlene. 2018. Chapter 2 in *Unapologetic: A Black, Queer, and Feminist Mandate for Radical Movements*. Boston: Beacon Press.

Part I ("Reconceptualizing Antiviolence Strategies" – chapters 1-7) in *Color of Violence: The INCITE Anthology*.

## **Week 15 – Tuesday, November 24**

### Required Readings:

Part III ("Building Movement" – chapters 22-30) in *Color of Violence: The INCITE Anthology*.

## **Week 16 – Tuesday, December 1 – NO CLASS**



\*No Class\* → use this time to work on your final Review Paper and/or Resisting Racism Project!

\*Resisting Racism Project due by 11:59pm on Friday, December 4, 2020!\*

\*Final Review Paper due by 11:59pm on Monday, December 7, 2020!\*

### **COURSE EXPECTATIONS**

1. Read/engage ALL reading materials prior to coming to class or completing assignments. This means more than just a cursory read: read with your brains turned on—take notes, ask questions, and think critically.
2. 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.
3. 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.

### **CITIZENSHIP AND/OR IMMIGRATION STATUS**

All students are welcome in this class regardless of citizenship, residency, or immigration status. Your professor will respect your privacy if you choose to disclose your status. UNM as an institution has made a core commitment to the success of all our students, including members of our undocumented community. The UNM Administration's welcome is found on this website: <http://undocumented.unm.edu/>.

### **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](http://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>

## **GRADUATE STUDENT CODE OF CONDUCT**

All students in the UNM Sociology Graduate Program are expected to conform to the Student Code of Conduct approved by the UNM Regents and detailed in the student handbook <http://pathfinder.unm.edu/code-of-conduct.html>. More specifically, as a department we aim to create a collegial environment in which all graduate students feel supported by one another and by our faculty and staff, while still allowing for critical and productive debate. The pillars of this collegial environment are professional, respectful and ethical behavior. All interchanges graduate students have within the department, at department sponsored events, on social media, or when acting as a representative of the department in any other context, should be characterized by ethical conduct in the context of professional and respectful interactions. We encourage healthy intellectual exchanges, which are often characterized by theoretically or empirically based debates, but should never digress to name-calling, bullying, or attacks on other people’s character or integrity. All members of the UNM Sociology Department are expected to comply with the expectations detailed in the Code of Ethics affirmed by the American Sociological Association, which is accessible at: <http://www.asanet.org/membership/codeethics>