

DYNAMICS OF PREJUDICE – SOC 2315

Summer 2021
06/07/2021-07/02/2021

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Class Times: Thursday, 9-10am MST (June 10, 17, 24, July 1)
Class Location: Zoom
Student Time/Hours: Thursday, 10-11:15am MST

Course Overview

Course Description

Dynamics of Prejudice is designed to help students understand what prejudice means and how it operates at the structural, institutional, and interpersonal levels of society. This means that we will examine how attitudes, positionality, power, and personal beliefs of individuals shape relationships, everyday living, organizations, institutions, and structures, particularly in the American context. It also means we will examine how prejudice embedded in institutions and structures affects individuals, interpersonal interactions and relationships, and everyday life. In this course, students are encouraged to question beliefs, worldviews, and ideologies that are considered “common sense” or taken for granted. This in turn will allow them to critically engage issues in society such as racism, sexism, ableism, classism, xenophobia and other systems of oppression. Rather than investigating these themes in the abstract, students will participate in research on the Bernalillo County civil court system to identify and unpack how larger structural and institutional dynamics play integral roles in their own and others’ everyday lives, interactions, and existence (see more about this research in the ‘[Research Project](#)’ section, below). Ultimately, this course aims to address how multiple forms of prejudice produce social inequities and to challenge students to identify and engage in strategies to minimize the effects of prejudice.

Required Textbook:

Rosenblum, Karen and Toni-Michelle Travis. 2015. *The Meaning of Difference: American Constructions of Race and Ethnicity, Sex and Gender, Social Class, Sexuality, and Disability*. McGraw-Hill. ISBN: 978-0-07-802702-4.

A small number of additional required readings will also be made available on our course UNM Learn page.

Course Learning Goals:

1. Describe what prejudice means and how it operates at the structural, institutional, and individual or interpersonal level.
2. Understand how different forms of prejudice affect people's well-being.
3. Evaluate how civil courts relate to the structural, institutional, and interpersonal levels of prejudice.
4. Implement one prominent sociological analysis method—the abductive approach to data analysis.

Course Learning Objectives:

- After successfully completing this course, students will be able to identify and describe structural, institutional, and individual prejudice.
- By the end of the course, students will be able to identify taken-for-granted or 'common sense' beliefs, cultures, or practices that are implicated in multiple forms of oppression.
- By the end of the course, students will be able to describe different forms of prejudice.
- After successfully completing this course, students will be able to explain how different forms of prejudice show up in everyday life.
- After the end of the course, students will be able to choose aspects of civil courts that can be related to prejudice.
- By the time they complete this course, students will be able to interpret how civil courts relate to structural, institutional, and/or interpersonal prejudice.
- After successfully completing this course, students will be able to explain what the abductive approach to data analysis is and how it is useful for the research process.
- After successfully completing this course, students will have used the abductive approach to data analysis to analyze ethnographic field notes gathered in Bernalillo County Metropolitan Court.

Course Research Question

“How Does Prejudice Affect Courts/Justice Systems and Evictions?”

The course research question will center and orient us throughout the semester. It will help us understand 'big picture' dynamics by focusing on specific examples and using concrete activities.

Course Expectations

1. Read ALL reading materials prior to completing coding activity, discussion board, or journal 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.

Course Schedule

*****Unless otherwise stated, all readings, activities, and videos must be completed by 11:59pm on the day they are listed.*****

Please complete the readings, activities, and videos in the order they are listed in the schedule.

Week 1 (June 7-11)

Introduction to Prejudice, Courts, & Data Analysis

DAY 1 – JUNE 7, 2021

Activities

You *must* take the following assessments prior to beginning any other course material. These are NOT graded for accuracy. They ARE graded for completion. Simply do your best to answer each question and you will receive full points. These assessments are designed to determine how the course material influences student research literacy; you will also be asked to complete the same assessment at the end of their class.

- ECURE Research Literacy Assessment
- ECURE Pre-survey Assessment (Opinio)

Video:

- Prof. Welcome Video

Reading:

- “Section I: Framework Essay,” pages 2-20

Video:

- Prof. Video #1

DAY 2 – JUNE 8, 2021

Reading:

- Section I: Framework Essay,” pages 20-44

Activity:

- JOURNAL: Describe your personal encounters with or observations of prejudice OR describe your personal encounters with or experiences of the criminal or civil justice systems. 2-3 paragraphs (8-15 sentences)

Video:

- Prof. Video #2

DAY 3 – JUNE 9, 2021

Reading:

- “Section II: Framework Essay,” pages 194-220

Video:

- Prof. Video #3

DAY 4 – JUNE 10, 2021

Reading – DUE PRIOR TO ZOOM CLASS

- “Deductive, Inductive, and Abductive Reasoning,”
- “Abductive Analysis Steps,”
- “Miss Millennium – Beyoncé”

Activity

- IN-CLASS [ZOOM]
 - Outlining the ‘what,’ ‘how,’ and ‘why’ of abductive analysis with the help of Beyoncé

DAY 5 – JUNE 11, 2021

Reading:

- “Section III: Framework Essay,” pages 340-356

Video:

- Prof. Video #4

Activity:

- DISCUSSION BOARD: Drawing on at least two readings you had this week, write a discussion post of two paragraphs (8-10 sentences) explaining what you think prejudice means when it comes to individuals, institutions, and structures.
 - NOTE: Drawing on readings means using specific readings to support your writing. For example, “According to the Section III Framework Essay...”
- DISCUSSION BOARD: Take a look at your classmates’ posts. Respond to at least one post (not your own) in 2-3 sentences.

Week 2 (June 14-18)

Prejudice and...Race/Ethnicity and Social Class/Income

DAY 6 – JUNE 14, 2021

Readings:

- “‘Race’ and the Construction of Human Identity” (pages 51-60)
- “Real Indians: Identity and the Survival of Native America” (pages 71-77)

Video/Podcast:

- Prof. Video #5
- OPTIONAL: “Love in the Time of Blood Quantum” – All My Relations Podcast

Activity:

- CODING ACTIVITY: Fill out the Coding Activity #1 worksheet. Use highlights and/or the comment feature to code the data. Submit Coding Activity #1 to the Discussion Board.

DAY 7 – JUNE 15, 2021

Readings:

- “Latino Racial Choices: The Effects of Skin Colour and Discrimination on Latinos’ and Latinas’ Racial Self-Identification” (pages 89-99)
- “Whiteness as an ‘Unmarked’ Cultural Category” (pages 101-112)

Video:

- “AI, Ain’t I A Woman?” (transcript of video also available on Learn)

Activity:

- CODING ACTIVITY: Fill out the Coding Activity #2 worksheet. Use highlights and/or the comment feature to code the data. Submit Coding Activity #2 to the Discussion Board.

DAY 8 – JUNE 16, 2021

Reading:

- “Fourteen Key Supreme Court Cases and Civil War Amendments” (SKIM pages 359-388)

Podcast:

- “The Kid Mero Talks ‘What It Means To Be Latino’” – Code Switch Podcast

Activities:

- DISCUSSION BOARD: Choose one Coding Activity #1 to look at (not your own, and not one that someone else has already commented on). Provide at least one paragraph (4-5 sentences) of your perceptions and feedback. Be kind.
- DISCUSSION BOARD: Choose one Coding Activity #2 to look at (not your own, and not one that someone else has already commented on). Provide at least one paragraph (4-5 sentences) of your perceptions and feedback. Be kind.
 - As you provide feedback, consider the following questions: *What data did your peer code, and how did they code it? What was surprising to them about the data? What did they leave out of the coding? What seemed most important to them, and why? How did you feel while you were reading their coding activity responses?*

DAY 9 – JUNE 17, 2021

Readings:

- “What’s Class Got To Do With It?” (pages 127-130)
- “The Great Divergence: America’s Growing Inequality Crisis and What We Can Do about It” (pages 137-141)

Activity:

- IN-CLASS [ZOOM]
 - Debrief Coding Activity #1 and Coding Activity #2
 - Answer “What have we learned about prejudice, courts, and/or evictions so far?”

DAY 10 – JUNE 18, 2021

Readings:

- “The Myth of the ‘Culture of Poverty’” (pages 313-316)
- “Tearing Down the Gates” (pages 447-451)
- “Wealth Stripping: Why It Costs So Much to be Poor” (pages 452-456)

Video:

- Prof Video #6

Activity:

- JOURNAL: Drawing on at least two readings, videos, and/or podcasts you had this week, reflect on what individual, institutional, and structural prejudice mean when it comes to race/ethnicity OR social class. Additionally, to the extent that you feel comfortable doing so, please draw on your own experience or observations of these dynamics. Two paragraphs (8-10 sentences)
 - NOTE: Drawing on readings, videos, and/or podcasts means using specific sources to support your writing. For example, “According to the Tearing Down the Gates essay...”

Week 3 (June 21-25)

Prejudice and....Sex/Gender/Sexuality, Disability, Immigration/Citizenship

DAY 11 – JUNE 21, 2021

Readings:

- “The Olympic Struggle over Sex” (pages 115-117)
- “All Together Now: Intersect Infants and IGM” (pages 117-123)
- “Delusions of Gender: How our Minds, Society, and Neurosexism Create Difference” (pages 123-126)

Video:

- “Caster Semenya”
- “What Does Intersex Mean?”

Activity:

- CODING ACTIVITY: Fill out the Coding Activity #3 worksheet. Use highlights and/or the comment feature to code the data. Submit Coding Activity #3 to the Discussion Board.

DAY 12 – JUNE 22, 2021

Readings:

- “I’m not a feminist, but...’ Popular Myths about Feminism” (pages 272-277)
- “Dude, You’re a Fag: Adolescent Male Homophobia” (pages 277-286)
- “Gendered Sexuality in Young Adulthood: Double Binds and Flawed Options” (SKIM pages 287-296)

Video:

- “Bullying, Masculinity and the Spectre of the Fag”

Activity:

- CODING ACTIVITY: Fill out the Coding Activity #4 worksheet. Use highlights and/or the comment feature to code the data. Submit Coding Activity #4 to the Discussion Board.

DAY 13 – JUNE 23, 2021

Readings:

- “Disability Definitions: The Politics of Meaning” (pages 159-162)
- “Public Transit” (pages 317-324)
- “Learning Disabilities: The Social Construction of a Special Education Category” (pages 468-471)

Video:

- “The Social Model of Disability – in British Sign Language”

Activity:

- DISCUSSION BOARD: Choose one Coding Activity #3 to look at (not your own, and not one that someone else has already commented on). Provide at least one paragraph (4-5 sentences) of your perceptions and feedback. Be kind.
- DISCUSSION BOARD: Choose one Coding Activity #4 to look at (not your own, and not one that someone else has already commented on). Provide at least one paragraph (4-5 sentences) of your perceptions and feedback. Be kind.
 - As you provide feedback, consider the following questions: *What data did your peer code, and how did they code it? What was surprising to them about the data? What did they leave out of the coding? What seemed most important to them, and why? How did you feel while you were reading their coding activity responses?*

DAY 14 – JUNE 24, 2021

Readings:

- “Formulating Identity in a Globalized World” (pages 225-237)
- “From Friendly Foreigner to Enemy Race” (pages 251-259)

Activity:

- IN-CLASS [ZOOM]

DAY 15 – JUNE 25, 2021

Readings:

- “Safe Haven in America? Thirty Years after the Refugee Act of 1980” (pages 395-398)
- “Balancing Identities: Undocumented Immigrant Asian American Students and the Model Minority Myth” (pages 399-401)

Activity:

- JOURNAL: Choose three of the topics we have studied (race/ethnicity, sex/gender/sexuality, social class, disability, immigration/citizenship). Drawing on at least two readings you had this week, write a discussion post of at least two paragraphs (8-10 sentences) explaining similarities and differences you see in how prejudice plays out for these three categories. Additionally, to the extent you feel comfortable doing so, please draw on your own personal experiences/observations to support your explanation.
 - NOTE: Drawing on readings means using specific readings to support your writing. For example, “According to the “Safe Haven in America?” reading...”

Week 4 (June 28-July 2)

How the Effects of Prejudice Can Be Minimized

DAY 16 – JUNE 28, 2021

Readings:

- “Section IV: Framework Essay” (pages 482-490)

Videos:

- Prof. Video #7
- “A Credo for Support”

Activity:

- CODING ACTIVITY: Fill out the Coding Activity #5 worksheet. Use highlights and/or the comment feature to code the data. Submit Coding Activity #5 to the Discussion Board.

DAY 17 – JUNE 29, 2021

Readings:

- “Adolescent Masculinity in an Age of Decreased Homophobia” (pages 492-500)
- “What Can We Do? Becoming Part of the Solution” (pages 502-507)

Activities:

- DISCUSSION BOARD: Choose one Coding Activity #5 to look at (not your own, and not one that someone else has already commented on). Provide at least one paragraph (4-5 sentences) of your perceptions and feedback. Be kind.
 - As you provide feedback, consider the following questions: *What data did your peer code, and how did they code it? What was surprising to them about the data? What did they leave out of the coding? What seemed most important to them, and why? How did you feel while you were reading their coding activity responses?*
- MAKE PROGRESS TOWARD final Analysis Assignment.
 - Analysis Assignment = two parts that help answer the Course Research Question: “How Does Prejudice Matter for Courts/Justice Systems and Evictions?”
 - More details below in the Assignments section

DAY 18 – JUNE 30, 2021

Reading:

- “Uprooting Racism: How White People Can Work for Racial Justice” (pages 511-516)

Activity:

- MAKE PROGRESS TOWARD final Analysis Assignment.
 - Analysis Assignment = two parts that help answer the Course Research Question: “How Does Prejudice Matter for Courts/Justice Systems and Evictions?”
 - More details below in the Assignments section

DAY 19 – JULY 1, 2021

No reading!

Activity:

- IN-CLASS ZOOM
 - Check-in: How do *you* think the effects of prejudice can be minimized?
 - PRESENTATION OF ANALYSIS ASSIGNMENT: Present your brief 5-minute media summary to the class.

DAY 20 – JULY 2, 2021

No reading!

Activities

- ECURE Research Literacy Quiz
- ECURE Post-survey
 - **NOTE you **must** take the two ECURE assessments. These are NOT graded for accuracy. They ARE graded for completion. Simply do your best to answer each question and you will receive full points.**
- ANALYSIS ASSIGNMENT: Submit your final Analysis Assignment (4-page, double-spaced overview and 5-minute media summary) to the discussion board.

Assignments & Grading

Course Assignments

Total possible points for all assessments: 100.

1. ECURE Assessments (8 points)

Summary: Students will take four assessments related to the course’s design and purpose. Two will be taken at the beginning of class and two at the end of class.

Details: On the first and last day of class, students will take the following assessments: ECURE Research Literacy Performance-based Assessment (beginning and end of class) and ECURE course survey (beginning and end of class).

Grading: These assessments will be assigned **2 points each** (total 8 points) and will be graded as **complete** (2 points) / **not complete** (0 points). They will not be graded for accuracy.

2. Class Attendance and Participation (12 points)

Summary: Students are required to attend and participate in ZOOM class activities, which will consist of individual, pair, and group work in addition to Instructor-led conversation and lectures. There will be only four Zoom classes held. June 10, 17, 24, and July 1, 9am-10am.

Grading: Student attendance will be graded along two tracks. Students will receive **3 points** for each class they virtually attend and participate in (for total possible **12** attendance points – four weeks of class x 1 Zoom class per week).

3. Coding Activities (35 points)

Summary: Students will complete five (5) coding activities.

Details: Students will use the provided Coding Activities and complete each question to the best of their ability. Use the ‘Abductive Analysis’ worksheet as well as other course readings, personal experience/observation/knowledge, and Professor instruction to do so. Students will submit their Coding Activities to the designated discussion board on Learn so that their Instructor and peers will be able to review them.

Grading: Each coding activity will be graded as **complete** (7 points) or **not complete** (0 points). **35** total points possible for completing the five coding activities as instructed above.

4. Discussion Board (21 points)

Summary: Students will complete seven (7) discussion board posts according to the prompts and instructions provided by the Professor.

Grading: Each discussion board post will be graded as **complete** (3 points) or **not complete** (0 points). **21** total possible points for completing discussion board posts as instructed.

5. Journal (9 points)

Summary: Students will complete three (3) journal entries according to the prompts and instructions provided by the Professor. These entries are read only by the Professor.

Grading: Each journal entry will be graded as **complete and engaged** (3 points) or **not complete and not engaged** (0 points). Complete and engaged means students fully answer the journal question/prompt and demonstrate they have read/listened/engaged the readings, videos, and other course material. Not complete and not engaged means students do not fully answer the journal question/prompt and/or do not demonstrate engagement with the course materials. **9** total possible points for completing the journal entries as instructed.

6. Analysis Assignment (15 points)

Summary: Drawing on Coding Activities #1-5 as well as peer and Professor feedback, students will create a final summary and presentation of what they think the coding activity data tell them the answer to our Course Research Question is. As a reminder, the Course Research Question is: “How Does Prejudice Matter for Courts/Justice Systems and Evictions?”

Details:

- 1. **Create a written summary of your “findings” from Coding Activities #1-#5**
 - Write a 4-page, double-spaced overview of what you discovered about how prejudice is related to courts, housing, or evictions as a result of analyzing the data. This should include a description of:
 - what you knew/thought you knew about prejudice and court/evictions;
 - how the data confirmed your thoughts, challenged your thoughts, or surprised you, using actual data examples/quotes to illustrate;
 - what you think the data tell us about the relationship between prejudice and courts/housing/evictions, again using actual data examples/quotes to illustrate.
 - how your analysis changed after a) reviewing your classmates’ feedback **and** b) engaging with course readings/materials (please provide at least two examples of each)
 - how you think your positionality affected your analysis
- 2. **Present your findings using a medium of your choice.**
 - Create a brief, 5-minute video, powerpoint/Canva presentation, vlog, or other media to present the results of your analysis.

Grading: 15 total possible points. The analysis assignment will be graded according to a holistic rubric posted on Learn.

Grade Distribution

Assignment	Total Points/Percent of Final Grade
ECURE Assessments (2 points each x 4 assessments)	8 points / 6%
Class Attendance & Participation (3 points each class x 4 Zoom classes)	12 points / 12%
Coding Activities (7 points each x 5 Coding activities)	35 points / 35%
Discussion Board Posts (3 points each x 7 posts)	21 points / 21%
Journal (3 points each x 3 journal entries)	9 points / 9%
Final Analysis Assignment (15 points)	15 points / 17%
<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.

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. All late work is due by the last day of class during the semester (July 2, 2021).

There will be no extra credit in this course.

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

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

Contacting Your Professor

If you have questions or concerns, you may email me or attend student hours on Zoom.

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

Other Important Information/Resources

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.](https://www.merriam-webster.com/dictionary/plagiarism))

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

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

Course Accommodations And Support

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

American Disabilities Act, U.S. Department Of Labor

"In accordance with University Policy 2310 and the American Disabilities Act (ADA), reasonable academic accommodations may be made for any qualified student who notifies the instructor of the need for an accommodation. It is imperative that you take the initiative to bring such needs to the instructor's attention, as the instructor is not legally permitted to inquire. The student is responsible for demonstrating the need for an academic adjustment by providing Student Services with complete and appropriate current documentation that establishes the disability, and the need for and appropriateness of the requested adjustment(s). However, students with disabilities are still required to adhere to all University policies, including policies concerning conduct and performance. Students who may require assistance in emergency evacuations should contact the instructor as to the most appropriate procedures to follow. Contact Accessibility Services at 505-277-3506 for additional information." The UNM Accessibility Resource Center's web site is at this link: <http://arc.unm.edu>

Title IX, Education Amendments Of 1972

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

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

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

Covid-19 Protocol For Campus And Classroom Safety And Masks

Although this is a fully online class, I want to make sure to share information on campus safety measures for those of you who are also enrolled in face-to-face, on-campus classes.

COVID-Safe Practices (CSPs)

- Stay home when experiencing COVID-19 symptoms (cough, fever, shortness of breath) or if you have been exposed to the virus. Follow [UNM's self-reporting requirements](#).
- Promote and maintain a safe social distance in all work/common areas.
- If you are unvaccinated, wear a cloth face covering or mask when in common and shared areas.
- Wash hands regularly and cover coughs or sneezes with tissue or your arm. Use hand sanitizer when hand washing is not possible, but hand washing with soap and water is most effective.
- Take ownership of your work spaces and clean personal and shared surfaces regularly with effective cleaning supplies.
- Reduce the proximity or density of employees who are required to come to campus, especially in open/crowded work areas; all employees **who can do their job effectively through telecommuting should continue to do so**.
- Work with your supervisor to telecommute if possible, or review available leave if you are unable to telecommute.

Please check <https://bringbackthepack.unm.edu> regularly for general UNM updates.