

SYD 4700: RACE AND MINORITY GROUP RELATIONS

Fall 2024

Dr. Shantel Gabrieal Buggs (call me Dr. Buggs or Professor Buggs)

COURSE DESCRIPTION

Welcome to Race and Minority Group Relations! This course will provide a sociological introduction to understanding the construction of race and racism in the United States, focusing in particular on the observed dynamics between people of various racial and ethnic groups, as well as how these groups interact with, and within, social institutions such as government, families, mass media, and schools.

Course readings and lectures will introduce students to social science perspectives on privilege, power, representation, diversity, and (in)equality, emphasizing how logics around race and ethnicity shape our experiences and understandings of (as well as exposure to) contemporary issues regarding immigration, the achievement gap, housing discrimination, criminal justice, and environmental pollution. The class will be concerned with the role that race, racism, and the broader social structures play in the reproduction of inequality. Therefore, the course asks students to critically reflect upon the social world around them, especially in terms of current events related to course material.

This course has been approved to meet FSU's [Liberal Studies Social Sciences](#) requirements and [Liberal Studies Diversity in Western Experience \(Y\)](#) requirements. This course will help you become a critical analyst of theories and evidence about social forces and social experience, and will prompt your development as a culturally literate member of society. In order to fulfill FSU's Diversity in Western Experience requirement, the student must earn a "C–" or higher in the course.

By the end of this course, students will: 1) discuss the role of social factors in contemporary problems or personal experiences; 2) analyze claims about social phenomena; 3) analyze some aspect of human experience within a culture, focusing on at least one source of diversity; and 4) explore one's own cultural norms or values in relation to those of a different cultural group.

COURSE PHILOSOPHY

This course will be grounded in the principles of participatory and collaborative learning; this means that you will be encouraged to participate actively in your own learning. To facilitate successful active learning, we will engage in a variety of activities such as group discussions, class exercises, art, films, etc. Your active participation in the learning process is essential to enhancing your understanding and retention of the topics and issues that we will explore together this semester.

Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining their positions on various issues. No lesson is intended to espouse, promote, advance, inculcate or compel a particular feeling, perception, viewpoint, or belief.

COURSE REQUIREMENTS

This course is in-person; this means that lecture slides will be available on Canvas as we move through each unit but there will be no lecture video or audio. There will also be online discussion boards that students will be expected to participate in. Students are required to complete **all** reading and written assignments by the dates they appear on the syllabus. **Assignments will not be accepted late without prior permission or university recognized excuses; be cognizant of deadlines so that requests for extensions are not all coming at the end of the semester.** Readings for this course will be posted on the course Canvas website by weekly module, so students should plan their reading schedules accordingly. All students are expected to abide by the University Academic Honor Policy (<http://fda.fsu.edu/academic-sresources/academic-integrity-and-grievances/academic-honor-policy>) in

order to uphold academic integrity and combat academic dishonesty.

Required Textbook: Golash-Boza, Tanya. 2022. *Race & Racisms: A Critical Approach* (Brief Third Edition). Oxford University Press. ISBN 978-0-19-7646434

(If you purchase/rent the 2nd edition that will also be fine).

COURSE ASSIGNMENTS

Except for changes that substantially affect implementation of evaluation/grading, this syllabus is a guide for the course and is subject to change with advance notice.

EXAMS (40%): THREE (3) multiple-choice exams will test comprehension of course readings, lectures, and students' ability to apply concepts from class material. **These exams will be due on September 26th, November 7th, and December 10th** (during finals week). **Students will have the option to drop the lowest exam grade or to not take the final exam.** Lectures will contain information not located in the readings and the exams will feature questions based on lecture and reading materials, **so I encourage you to attend lectures to prepare.**

DISCUSSION BOARDS (25%): Students will be expected to keep up with course readings; students will need to participate in **SIX** discussions that will be based on assigned readings or other material. While these discussions will be completed over the course of the semester, **THREE (3) of these discussion posts will be completed during the first half of the semester (by October 11th)** and the remaining three during the second half (**by December 6th**). **TWO (2) of these discussion posts will be required:** one on your own understanding of race (due September 6th) and one summarizing what you have learned at the end of the semester (due December 6th). **These discussions will occur via Canvas, under the appropriate dates under the "Assignments" tab.** These assignments will be graded based on completion (did you answer the prompt and appropriately interact with classmates' posts).

FILM REFLECTION ESSAYS (30%): Students will submit **two reflection essays in response to documentary films:** the first will be on *13th* (2016); the second will be on *Class Divide* (2016). The films available via YouTube or FSU Video on Demand are linked via Canvas for students who miss in-class screenings. These essays will be 2-3 pages in length and engage these films alongside readings and other course materials. **All papers must be submitted via Canvas on the due date (October 18th and November 22nd).** **Formatting and content guidelines for assignments are available via Canvas.**

ATTENDANCE/PARTICIPATION (5%): To aid in maintaining an active class environment, attendance will be taken regularly either with attendance sheets or in-class activities. Students are allowed to miss up to two attendance checks with no need to submit an excuse for their absence. Approved excused absences do not count toward these two freebies.

EXTRA CREDIT: Opportunities for extra credit may be provided at my discretion.

GRADING: Final grades will be determined based on the percentages above. **Scores will not be rounded up or down.** Thus, a B- will include all final scores of 80.000 through 82.999.

A (100-93)	B+ (89-87)	C+ (79-77)	D+ (69-67)	F (59 and below)
A- (92-90)	B (86-83)	C (76-73)	D (66-63)	
	B- (82-80)	C- (72-70)	D- (62-60)	

COURSE POLICIES

COVID-19/MPOX/INFLUENZA EXPECTATIONS: Please remember that the **COVID-19 pandemic is not over and new variants of the virus continue to spread in the U.S.** The University expects faculty, staff, and students to follow CDC guidelines, which can include practices such as masking, to obtain vaccines and boosters if possible, to stay home/isolate when sick or if you test positive for COVID-19, and to continue practicing the highest level of hygiene (e.g. washing hands). These precautions apply for

other viruses currently detected and/or experiencing a surge including monkeypox and various influenza strains. I will be wearing a mask and running the air filter in our classroom to aid in these public health prevention efforts. If you are feeling ill or have been exposed to COVID or some other virus, please email Dr. Buggs if you find that it will interrupt your ability to complete your assignments so that you can be accommodated. As [President McCullough has encouraged](#), please prioritize your health and the health of others as best you can. Finally, keep in mind that university guidance on COVID-19 and any other public health protocols may change at any time.

GENERATIVE “AI”: I strongly discourage you from using generative “AI” bots or programs to complete assignments for this course. Not only does this practice violate FSU Academic Honor Policy, there is ample evidence that continued use of generative “AI” facilitates labor exploitation of Global South workers and risks severe environmental repercussions. Many generative “AI” platforms rely on stolen intellectual labor of artists and some platforms are regularly used to engage in violent sexual harassment and exploitation. Further, in many cases, these generative “AI” bots provide incorrect and unreliable information and citations. In my estimation, the social and intellectual harms outweigh any possible positives; **it is for these reasons that for this class, the use of generative “AI” is prohibited.**

However, I will note that I am also not interested in participating in a surveillance structure that claims to “detect” “AI”-produced material, creating a hostile dynamic between you, the student, and me, the teacher. College is a time for you to take some degree of control over your own education. It is my goal to provide you with an experience that inspires you to be thoughtful and to treat writing as a valuable skill and mode of expression.

ACCOMODATIONS: Students who will be requesting accommodations from the Office of Accessibility Services (OAS) should make arrangements at the earliest possible point in the semester. Please reach out to me as soon as possible if you need to miss an assignment for religious observance or some other reason that is excused by university policy, as well as for any other needs or concerns.

COMMUNICATION: The best way to contact me is via email. I will strive to respond within 24 hours during the week (Monday-Friday), though students should not expect a response earlier than 9am. Should you have questions or issues that cannot be addressed via email, I am also available during office hours or by appointment. If there are any updates, reminders, last minute instructions, or emergencies pertinent to the course, **the class will be contacted, so please, check your FSU email/Canvas.**

Further, I will not prioritize emails that lack proper etiquette. Emails – particularly initial ones – should have an address (“Dear Professor”) a clearly stated question or comment, and a sign-off (“Sincerely” or “Thanks”). A polite, clearly structured email is the best way to have your concerns taken seriously and to make answering your questions easier. I will also structure my emails to each of you similarly as an indication of respect. **I prefer to be addressed as Dr. Buggs or Professor Buggs.**

DISCUSSION RULES: Class discussions of the issues we study can stimulate strong feelings and heated debate. Because this is a college classroom, all discussions must be scholarly and respectful of all members of the class. Students who are repeatedly disrespectful may be removed from the class and may fail the course. **Scholarly comments are:** respectful of diverse opinions and open to follow up questions and/or disagreement; related to the class and course material; advance the discussion about issues related to the course and/or course material rather than only personal beliefs. I welcome comments and interventions that are rooted in findings/arguments from reputable sources.

LATE WORK: All assignments will be due by the due date. Exams will be completed on Canvas on the exam date and will have a time limit. **There will be no late submissions for assignments without prior permission.** Make-up or extensions will only be available for those with approved excuses and should be arranged for in advance of the due date whenever possible.

ANYTHINGS: Cell phones should not be out during class nor should I hear them ring. Ringers should be on silent. Laptops are allowed for note-taking purposes but I recommend taking notes by hand. Studies have actually proven that we retain information better when we write, rather than type, our notes!

SPECIAL CIRCUMSTANCES: If you are experiencing any difficulty with this course or in some other area of your life, please get in touch with me. I will do my best to assist you and, if needed, can direct you to resources on campus that could be useful. Please note that Florida State University provides a variety of services to support students in achieving academic success and a healthy work-life balance:

- **Academic Center for Excellence:** Links to all of the academic support services across campus that can help you be a better student and cope with the stress of college, particularly tutoring services by appointment or on a walk-in basis. (<https://ace.fsu.edu/tutoring>)
- **Office of Accessibility Services (OAS):** FSU values diversity and inclusion and is committed to a climate of mutual respect and full participation. To create learning environments that are usable, equitable, inclusive, and welcoming, reasonable accommodations are provided to all persons with disabilities in a manner that is consistent with academic standards. Any student who feels they may need an accommodation based on the impact of a disability should follow the university's accommodation procedure by contacting OAS (850-644-9566; located in the Student Services Building). (<https://dsst.fsu.edu/oas>)
- **University Health Services:** Provides health and wellness services to support FSU's diverse student population (850-644-6230; located in the Health and Wellness Center). (<https://uhs.fsu.edu>)
- **Counseling and Psychological Services:** Provides high quality integrated health, counseling, and wellness services to support FSU's diverse student population in achieving their highest potential (850-644-8255; located in the Askew Student Life Center). (<https://counseling.fsu.edu>)
- **Victim Advocate Program (VAP):** Provides access to emotional support, instructor notification, referrals, and crisis intervention and assistance with student conduct, legal and medical matters in the event of victimization of and/or by FSU students, faculty, and staff. Services are available 24 hours a day, including holidays. To reach a confidential advocate, call 850-644-7161. Office is located in University Center A (<https://dsst.fsu.edu/vap>)

MANDATORY REPORTER: I am happy to provide whatever support students need. Please know that if you disclose an on-campus or off-campus incident of sexual harassment or assault to me (even in confidence), under the FSU Sexual Misconduct Policy and newly updated federal Title IX regulations, I am mandated to report the information to the University Title IX office. For confidential support, you may disclose to the Victim Advocate Program or University Counseling Center.

EMERGENCY PLANS: Emergency evacuation routes are marked on each floor of this building. Should an emergency situation arise and we need to evacuate the classroom, please calmly, and in a moderately organized fashion, make your way to the nearest exit, using only marked doors and stairwells. Note that the nearest exit may not be the door by which you entered this building. In the event of a hurricane that cancels classes, assignments via Canvas will be provided.

COURSE SCHEDULE

Readings marked with an asterisk (*) are located as PDFs (or posted as hyperlinks) on Canvas. Please note that some weeks have recommended texts that **are not** required but can provide additional context.

DATE	TEXTS
UNIT 1: What is race?	
WEEK 1	<p>Introduction (Read your syllabus and let me know if you're dropping the course!)</p> <p>DuBois, W.E.B. 1903. "Chapter I: Of Our Spiritual Strivings" from <i>The Souls of Black Folk</i>.*</p>

(Aug 27-29)	<p>Ewing, Eve L. 2019. "1773." The 1619 Project, <i>The New York Times Magazine</i>.*</p> <p>Wells, Ida B. 1909. "Lynching Our National Crime." Proceedings of the National Negro Conference, New York (May 31 – June 1).*</p>
<p>WEEK 2 (Sep 3-5)</p>	<p>REQUIRED AUTOBIOGRAPHICAL DISCUSSION POST DUE FRIDAY SEPTEMBER 6TH, AT 11:59PM</p> <p>Golash-Boza, Tanya. "Chapter 1: The Origins of the Idea of Race."**</p> <p><i>Recommended Text(s):</i> California Newsreel. 2003. <i>Race: The Power of an Illusion</i>, "The Differences Between Us" (Ep 1) and "The Story We Tell" (Ep 2).</p> <p>Interlandi, Jeneen. 2019. "Why doesn't the United States have universal health care? The answer has everything to do with race." The 1619 Project, <i>The New York Times Magazine</i>.*</p>
UNIT 2: What is racism?	
<p>WEEK 3 (Sep 10-12)</p>	<p>Golash-Boza, Tanya. "Chapter 2: Racisms, Racial Ideologies, and Sociological Theories of Racism."</p> <p>Bell, Joyce M. and Douglas Hartmann. 2007. "Diversity in Everyday Discourse: The Cultural Ambiguities and Consequences of 'Happy Talk'." <i>American Sociological Review</i>, 72(6); 895-914.*</p> <p><i>Recommended Text(s):</i> Buggs, Shantel Gabriel. 2017. "'Your momma is day-glow white': questioning the politics of racial identity, loyalty, and obligation." <i>Identities: Global Studies in Culture and Power</i>, 24(4); 379-397.*</p> <p>California Newsreel. 2003. <i>Race: The Power of an Illusion</i>, "The House We Live In" (Ep 3).</p> <p>McIntosh, Peggy. "White Privilege: Unpacking the Invisible Knapsack."*</p>
<p>WEEK 4 (Sep 17-19)</p>	<p>EXAM REVIEW MADE AVAILABLE</p> <p>Golash-Boza, Tanya. "Chapter 5: Colorism & Skin-Color Stratification."</p> <p>Lin, Ken-Hou, and Jennifer Lundquist. 2013. "Mate Selection in Cyberspace: The Intersection of Race, Gender, and Education." <i>American Journal of Sociology</i>, 119(1); 183-215.*</p> <p><i>Recommended Text(s):</i> Buggs, Shantel Gabriel. 2017. "Dating in the Time of #BlackLivesMatter: Exploring Mixed-Race Women's Discourses of Race and Racism." <i>Sociology of Race & Ethnicity</i>, 3(4); 538-551.*</p> <p>Robinson, Brandon Andrew. 2015. "'Personal Preference' as the New Racism:</p>

	Gay Desire and Racial Cleansing in Cyberspace.” <i>Sociology of Race & Ethnicity</i> , 1(2); 317-330.*
UNIT 3: Race and Media Representation	
WEEK 5 (Sep 24)	<p>Golash-Boza, Tanya. “Chapter 4: The Spread of Ideology: ‘Controlling Images’ and Racism in the Media.”</p> <p>Jackson, Lauren Michele. “We Need to Talk About Digital Blackface in Reaction GIFs.” <i>Teen Vogue</i>, August 2, 2017.*</p> <p>Lee, Traci G. and Lakshmi Gandhi. “Hollywood has whitewashed Asian stories for decades. This year, they couldn’t ignore the backlash.” <i>NBC News</i>, December 21, 2017.*</p> <p><i>Recommended Text(s):</i> Ansari, Aziz and Alan Yang (prod). 2015. “Indians on TV” from <i>Master of None</i> [S1, E4].</p> <p>Cammarota, Julio. 2011. “Blindsided by the Avatar: White Saviors and Allies Out of Hollywood and in Education.” <i>The Review of Education, Pedagogy, and Cultural Studies</i>, 33; 242-259.*</p> <p>hooks, bell. 1992. “Selling Hot Pussy: Representations of Black Female Sexuality in the Cultural Marketplace” in <i>Black Looks: Race and Representation</i>, 61-77.*</p> <p>Tukachinsky, Riva, et al. 2015. “Documenting Portrayals of Race/Ethnicity on Primetime Television over a 20-Year Span and Their Association with National-Level Racial/Ethnic Attitudes.” <i>Social Issues</i>, 71(1); 17-38.*</p>
EXAM #1 VIA CANVAS ON THURSDAY, SEPTEMBER 26TH, COMPLETE BY 11:59PM	
UNIT 4: Race and Immigration	
WEEK 6 (Oct 1-3)	<p>Golash-Boza, Tanya. “Chapter 3: Racism and Nativism in Immigration Policy.”</p> <p>Dickerson, Caitlin. “We Need to Take Away Children.” (Introduction, Chapters 1, 2, 6 and Aftermath). <i>The Atlantic</i>, August 7, 2022.*</p> <p><i>Recommended Text(s):</i> Cameron, Darla. “How sanctuary cities work, and how Trump’s stalled executive order might affect them.” <i>The Washington Post</i>, April 26, 2017.*</p> <p>Ewing, Walter A. et al. 2015. “The Criminalization of Immigration in the United States.” <i>American Immigration Council Special Report</i>.*</p> <p>Rajan, V.G. Julie and Jeannette Gabriel. 2015. “Redefining US ‘homeland security’ post-9/11: Extra-judicial measures, vigilantism, and xenophobia.” <i>Security Journal</i>, 28(2); 109-149.*</p> <p>Ridgley, Jennifer. 2008. “Cities of Refuge: Immigration Enforcement, Police, and the Insurgent Genealogies of Citizenship in U.S. Sanctuary Cities.” <i>Urban Geography</i>, 29(1); 53-77.*</p>

UNIT 5: Race and the Prison Industrial Complex	
WEEK 7 (Oct 8-10)	<p>DuVernay, Ava (dir). 2016. 13th [screened in class on October 8th or YouTube]</p> <p>Golash-Boza, Tanya. “Chapter 9: Racism & the Criminal Justice System.”</p> <p><i>Recommended Text(s):</i> Legewie, Joscha. 2016. “Racial Profiling and Use of Force in Police Stops: How Local Events Trigger Periods of Increased Discrimination.” <i>American Journal of Sociology</i>, 122(2); 379-424.</p> <p>Shigematsu, Setsu (dir). 2011. <i>Visions of Abolition</i>.</p> <p>Stevenson, Bryan. 2019. “Slavery gave America a fear of black people and a taste for violent punishment. Both still define our criminal-justice system.” The 1619 Project, <i>The New York Times Magazine</i>.*</p>
WEEK 8 (Oct 15-17)	<p>Flanigan, Jake. “Native Americans are the unseen victims of a broken U.S. justice system.” <i>Quartz Media</i>, April 27, 2015.*</p> <p>Gonzalez Van Cleve, Nicole. “Chicago’s Racist Cops and Racist Courts.” <i>The New York Times</i>, April 14, 2016.*</p> <p>Hawkins, Derek. “Judge to inmates: Get sterilized and I’ll shave off jail time.” <i>The Washington Post</i>, July 21, 2017.*</p> <p>Mon M. “‘Feminist’ Jail Proposals Contribute to Mass Incarceration, Abolitionist Activists Say.” <i>Teen Vogue</i>, August 16, 2022.*</p> <p><i>Recommended Text(s):</i> Nigatu, Heben and Tracy Clayton. 2017. “Episode 89: Sister Girl Bonds (with Dr. Kimberlé Crenshaw)” from <i>Another Round</i> podcast.</p> <p>REFLECTION ESSAY #1 DUE FRIDAY, OCTOBER 18TH, AT 11:59PM</p>
UNIT 6: Race and Environmental Inequality	
WEEK 9 (Oct 22-24)	<p>Golash-Boza, Tanya. “Chapter 10: Health Inequalities, Environmental Racism, and Environmental Justice.”</p> <p>Elliott, James R. and Jeremy Pais. 2006. “Race, class, and Hurricane Katrina: Social differences in human responses to disaster.” <i>Social Science Research</i>, 35(2); 295-321.*</p> <p>Enzinna, Wes. “‘I Didn’t Come Here to Lose’: How a Movement Was Born at Standing Rock.” <i>Mother Jones</i>, January/February 2017.*</p>
UNIT 7: Race and Educational Inequality	
WEEK 10 (Oct 29-31)	<p>EXAM REVIEW MADE AVAILABLE</p> <p>Golash-Boza, Tanya. “Chapter 6: Educational Inequality.”.</p> <p>Morris, Edward W. and Brea L. Perry. 2016. “The Punishment Gap: School Suspension and Racial Disparities in Achievement.” <i>Social Problems</i>, 63(1):</p>

	<p>68-86. *</p> <p><i>Recommended Text(s)</i> Wing, Jean Yonemura. 2007. "Beyond Black and White: The Model Minority Myth and the Invisibility of Asian American Students." <i>The Urban Review</i>, 39(4); 455-487.*</p>
<p>WEEK 11 (Nov 5)</p>	<p>Buras, Kristen. 2011. "Race, Charter Schools, and Conscious Capitalism: On the Spatial Politics of Whiteness as Property (and the Unconscionable Assault on Black New Orleans)." <i>Harvard Educational Review</i>, 81(2); 296-331.*</p> <p>Waller-Bey, Aya M. "The 'T' Word: Resisting Expectations To Share Trauma in College Essays." <i>Forbes</i>, December 10, 2021.*</p> <p><i>Recommended Text(s):</i> Joffe-Walt, Chana. 2020. "Nice White Parents" from Serial podcast series.</p> <p>Renzulli, Linda and Lorraine Evans. 2005. "School Choice, Charter Schools, and White Flight." <i>Social Problems</i>, 52(3); 398-418.*</p>
<p>EXAM #2 VIA CANVAS ON THURSDAY, NOVEMBER 7TH, COMPLETE BY 11:59PM</p>	
<p>UNIT 8: Race, Gentrification, and Housing Inequality</p>	
<p>WEEK 12 (Nov 12-14)</p>	<p>Levin, Marc (dir). 2016. <i>Class Divide</i>. [screened in class on November 12 or via FSU Video on Demand]</p> <p>Golash-Boza, Tanya. "Chapter 8: Inequality in Housing & Wealth."</p> <p><i>Recommended Text(s):</i> Kruse, Kevin. 2019. "What does a traffic jam in Atlanta have to do with segregation? Quite a lot." The 1619 Project, <i>The New York Times Magazine</i>.*</p> <p>Lear, Norman. 2016. "A House Divided" from <i>America Divided</i> docu-series.</p>
<p>WEEK 13 (Nov 19-21)</p>	<p>Desmond, Matthew. 2012. "Eviction and the Reproduction of Urban Poverty." <i>American Journal of Sociology</i>, 118(1); 88-133.*</p> <p>Lee, Trymaine. 2019. "A vast wealth gap, driven by segregation, redlining, evictions and exclusion, separates black and white America." The 1619 Project, <i>The New York Times Magazine</i>.*</p> <p><i>Recommended Text(s):</i> Updike, Nancy. "Episode 512: House Rules" from <i>This American Life</i>. November 22, 2013.*</p> <p>REFLECTION ESSAY #2 DUE FRIDAY, NOVEMBER 22ND, AT 11:59PM</p>
<p>WEEK 14 (Nov 26)</p>	<p>NO CLASS – READ, REST, WHATEVER YOU LIKE!</p>

Nov 27-29	NO CLASS – “THANKSGIVING” BREAK
UNIT 9: Race and the Labor Market	
WEEK 15 (Dec 3-5)	<p>REQUIRED END OF SEMESTER DISCUSSION POST DUE FRIDAY, DECEMBER 6TH, AT 11:59PM</p> <p>FINAL EXAM REVIEW MADE AVAILABLE</p> <p>Bertrand, Marianne and Sendhil Mullainathan. 2004. “Are Emily and Greg More Employable Than Lakisha and Jamal? A Field Experiment on Labor Market Discrimination.” <i>The American Economic Review</i>, 94(4); 991-1013.*</p> <p>Chen, Jenny J. “Asian Last Names Lead to Fewer Job Interviews, Still.” <i>Code Switch</i>, NPR. February 27, 2017.*</p> <p>Golash-Boza, Tanya. “Chapter 7: Income & Labor Market Inequality.”</p> <p>Leonard, Thomas C. “Minimum wages were first designed to keep women and minorities out of jobs.” <i>Los Angeles Times</i>. April 5, 2016.*</p> <p><i>Recommended Text(s):</i> Derenoncourt, Ellora, Claire Montialoux, and Kate Bahn. 2020. “Why minimum wages are a critical tool for achieving racial justice in the U.S. labor market.” Washington Center for Equitable Growth.*</p>
COMPLETE FINAL EXAM ON TUESDAY, DECEMBER 10TH BY 11:59PM VIA CANVAS	