

Race and Racism

ANT 3451, Section 1F60

Period 6: Monday, Wednesday, Friday 12:50 – 1:40 p.m.
Turlington Hall L005

<p>David Markus <i>Instructor</i> Office: Turlington 1208B Office Hours: Tuesdays 1:00 – 3:00 p.m. Office Phone: (352)-392-2253 ext. 268 Email: dmarkus@ufl.edu</p>	<p>Marlon Carranza <i>Teaching Assistant</i> Email: mcarranza@ufl.edu</p>
---	---

Course Description and Objectives

This course examines the concept of race from a holistic anthropological perspective, incorporating examples from biological anthropology, cultural anthropology, archaeology as well as linguistic anthropology. The first part of the course focuses on patterns of human biological variation and critically examines how these patterns compare to conventional ideas about race. The second part traces the historical origins of the concept of race and explores the links between race and science. The third part examines the experience and consequences of racism in the United States and from a global perspective.

By the end of the course, you should be able to:

1. Articulate why the concept of race does not adequately describe human biological variation.
2. Describe the historical origins of the concept of race
3. Examine the cultural construction of race in science and in everyday life.
4. Compare the American racial worldview to ways of viewing human diversity in other societies.
5. Discuss racism at multiple levels of analysis and from a cross-cultural perspective.

Course Format

This course includes lectures, films and discussion. Reading assignments are to be read prior to the class period for which they are scheduled. The purpose of lectures will be to review the major conceptual points of each new topic and to integrate the material assigned in readings. Due to time constraints, we will not be able to cover or discuss all the material in the readings during class. However, you are responsible for this material, as all material will be covered in the exams.

Required Text

This has two required text that have been made available locally at the UF bookstore. The text may be available on-line at a discount. I suggest using the used book website <http://www.addall.com>.

Smedley, Audrey and Brian D. Smedley
2012 *Race in North America: Origin and Evolution of a Worldview*, Fourth Edition.
Boulder, CO: Westview Press.

Relethford, John

2003 *Reflections of Our Past: How Human History is Revealed in our Genes.*
Boulder, CO: Westview Press.

Additional required readings (journal articles, newspaper and magazine stories, and book chapters) will be made available electronically on the e-Learning website for the course. Please let me know if you have a problem accessing the electronic files.

Course Requirements

This course includes four (4) types of assessments through the course of the semester: exams, discussion/response essays, quizzes and a final exam.

Exams (40%): There will be two (2) exams with a combination of multiple choice, true-false, and short answer questions throughout the semester. The exams will cover material from assigned readings, lectures, films, guest speakers, and class discussions or activities. The midterm exams are noncumulative and equally weighted. Exams will account for 40% of your grade (20% each). The first exam will be **September 24th** and second exam will be **October 29th**.

Final Exam (30%): The final exam is scheduled by the Registrar for **Thursday, December 13th from 7:30 – 9:30 a.m.** Like the midterms, the final exam will cover material from assigned readings, lectures, films, guest speakers, and class discussions or activities. It will concentrate on material introduced after the second midterm but will likely require you to integrate material from earlier sections of the course. Up to one quarter (25%) of the final exam may come directly from questions on the midterms. The final exam will include a combination of multiple choice, true-false, and short answer questions.

Discussion/Response Essays: There will be five (5) article response essays assigned throughout the course. The article or book chapter to be read and discussed will be announced in class and on e-Learning website a minimum of one week prior to their due date. Essays will be due in class; no assignments will be accepted via email. Each discussion essay must be between 1.5 and 2 pages in length in twelve-point (12pt) Times New Roman font with one-inch (1") margins. Proper spelling and grammar will factor into the grade you receive. The highest four (4) grades you receive on the five essays will count towards your final grade. Essays will account for 20% of your grade (5% each). **As you are allowed to drop one of your five essays grades no late work will be accepted.** In the response essays, you will express what you think or feel about what the article or book chapter assigned. You should also integrate other class readings and lecture topics into your responses. Make sure your essays answer the following questions: (1) What are your feelings regarding the issue/topic being addressed? (2) Do you agree or disagree with the information presented?; Why or why not? (3) Can you relate to the situation? Why or why not? (4) Given what we have learned so far in the class, how does this reading challenge or support our knowledge or understanding of race and racism? Your grade on these essays will be based on your responses to the above questions and whether or not you followed formatting instructions.

Quizzes: There will be five (5) unannounced quizzes throughout the semester. As attendance is not taken in this class these quizzes are used as a means of encouraging attendance. Students not in attendance on quiz days cannot make up quizzes. The only exception to this rule is if you clear an absence with the instructor prior to the absence or produce proper documentation afterwards (e.g. doctor's note). Other than this stated exception, this policy is non-negotiable. Quizzes will count for 10% of your final grade (2%) each.

Extra Credit: Extra credit opportunities may arise during the semester and will be offered to the entire class. These opportunities will be announced in lecture as well as posted on the e-Learning site. As there is no guarantee of the number of extra credit possibilities or the amount of points that can be gained please do not rely on extra credit to achieve the grade you want to earn in the course.

Grading

Exams (2)	40%	80 points (40 points each)
Final Exam (1)	30%	60 points
Essays (4)	20%	40 points (10 points each)
Quizzes (5)	10%	20 points (4 points each)
TOTAL	100%	200 points

A final letter grade will be assigned at the end of the semester, according to this scale:

A (90-100%)

B+ (86-89%)

B (80-85%)

C+ (76-79%)

C (70-75%)

D+ (66-69%)

Policy on Makeup Exams and Late Work

There will be **no makeup exams** except in the case of incapacitating illness or other university-approved absence (please see the University's policy on absences). In such cases, you must provide documentation from an appropriate authority to the instructor as soon as possible. The Teaching Assistant (TA) may not give permission for make-up exams.

As you are given the opportunity to drop one discussion essay grade, **no late submission of work** will be accepted. All essays must be turned in at the beginning of class on the date they are due. **No essays turned in via email will be accepted** except in the case of incapacitating illness or other university-approved absence (please see the University's policy on absences). In such cases, you must provide documentation from an appropriate authority to the instructor as soon as possible. The Teaching Assistant (TA) may not give permission to turn in assignments via email.

Academic Honor Code

Unless it is specifically connected to assigned collaborative work, all work should be individual. Evidence of collusion (working with someone not connected to the class or assignment), plagiarism (use of someone else's published or unpublished words or design without acknowledgment) or multiple submissions (submitting the same paper in different courses) will lead to the Department's and the University's procedures for dealing with academic dishonesty. All students are expected to honor their commitment to the university's Honor Code (available online at <http://www.registrar.ufl.edu/catalog/policies/students.html>).

Accommodation for Students with Disabilities

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. **Please make any requests by the second week of class.**

UF Counseling Services

Resources are available on-campus for students having personal problems or lacking clear career and academic goals that interfere with their academic performance. These resources include:

- University Counseling and Wellness Center, 3190 Radio Road, (352)392-1575, personal and career counseling
- Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161, sexual counseling
- Career Resource Center, Reitz Union, 392-1601, career development assistance and counseling.

Syllabus Policy

This syllabus is a guide for the course and is subject to change with advanced notice.

Course Schedule and Readings

Date	Topic and Assignments	Readings
Week 1 August 22, 24	Introduction and Overview	Read: Syllabus
Week 2 August 27, 29, 31	Biological Basis for Human Differences	Read: Relethford Ch. 1-2 <i>Additional readings on e-Learning</i>
Week 3 September 5, 7 No class September 3, Labor Day	Diversity and Human Evolution	Read: Relethford Ch. 3-4 <i>Additional readings on e-Learning</i>
Week 4 September 10, 12, 14	Patterns in Human Genetic Variation September 14: Response Essay #1 due	Read: Relethford Ch. 5-8 <i>Additional readings on e-Learning</i>
Week 5 September 17, 19, 21	Human Biology Beyond the Genome	Read: Smedley and Smedley Ch. 15 <i>Additional readings on e-Learning</i>
Week 6 September 24, 26, 28	Race as a Worldview September 24: Midterm Exam #1	Read: Smedley and Smedley Introduction and Ch. 1 <i>Additional readings on e-Learning</i>

Week 7 October 1, 3, 5	Origins of the Race Concept October 5: Response Essay #2 due	Read: Smedley and Smedley Ch. 3-4 <i>Additional readings on e- Learning</i>
Week 8 October 8, 10, 12	Colonialism, Slavery and Race	Read Smedley and Smedley Ch. 5-6 <i>Additional readings on e- Learning</i>
Week 9 October 15, 17, 19	Entrenchment of a Racial Worldview October 19: Response Essay #3 due	Read: Smedley and Smedley Ch.7-9 <i>Additional readings on e- Learning</i>
Week 10 October 22, 24, 26	Scientific Racism	Read: Smedley and Smedley Ch. 10-12 <i>Additional readings on e- Learning</i>
Week 11 October 29, 31, November 2	Racism and Racialization October 29: Midterm Exam #2 in class	<i>Additional readings on e- Learning</i>
Week 12 November 5, 7 No class November 9, Homecoming	Negotiating Post-Jim Crow Racism	<i>Additional readings on e- Learning</i>
Week 13 November 14, 16 No class November 12, Veteran's Day	White and Black in America November 16: Response Essay #4 due	<i>Additional readings on e- Learning</i>
Week 14 November 19 No class November 21, 23, Thanksgiving	The Language of Racism	Read: Smedley and Smedley Ch. 3 <i>Additional readings on e- Learning</i>
Week 15 November 26, 28, 30	Beyond Black and White	<i>Additional readings on e- Learning</i>
Week 16 December 3, 5 Classes end December 5	Cross-Cultural Perspectives on Race and Racism December 5: Response Essay #5 due	<i>Additional readings on e- Learning</i>
Thursday, December 13	Final Exam	Final 7:30 – 9:30 a.m.