

ANT 345 I: Race and Racism

Sections 178G & 1945

Monday, Wednesday, Friday 12:50-1:40 PM

McCarty Hall A - Classroom G186

Spring 2017

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Course Description and Objectives

This course examines the concept of race from the perspectives of biological and cultural anthropology. The first part of the course traces the evolution of anthropological thinking about race including the concept of race as a cultural construct, the genetic basis of race, and the limitations of both the cultural and biological approaches to race. The second part examines the pillars of race and racism in American society and considers cross-cultural comparisons. The third part of the course looks more closely at the issues of representation, racism, and identity with a focus on race in popular media.

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

1. Trace the evolution of race historically and anthropologically.
2. Articulate the limitations of both cultural and biological understandings of race.
3. Identify the impact of race and racism within American society.
4. Discuss racism at multiple levels of analysis and from a cross-cultural perspective.

Enduring Knowledge

The purpose of this course is to impart to you three fundamental ideas: that the American concept of race has a specific history and has played a specific role in the development of contemporary American society; that race is a social construction, but has real consequences; and that racism in America is structural in nature.

Course Format

The course will consist of lectures, discussion, and in-class activities. The purpose of lectures will be to review the major conceptual points of each new topic and to integrate the material. You are expected to attend each class and to have completed assigned readings, so that we can use class meetings to discuss points of particular interest or difficulty and to move beyond the information presented in the texts.

Course Materials

There are two required books for the course. These books are available locally at the UF Bookstore, at a discount from online retailers.

1. Smedley, Audrey and Brian D. Smedley. 2012. *Race in North America: Origin and Evolution of a Worldview*, Fourth Edition. Boulder, CO: Westview Press.
2. Fairbanks, Daniel J. 2012. *Everyone Is African: How Science Explodes the Myth of Race*. Amhurst, NY: Prometheus Books.

Additional required readings (journal articles, newspaper and magazine stories, and book chapters) as well as viewing and listening materials (films, television shows, video clips, and podcasts) will be made available electronically on the course e-learning site. Please let me know by email if you have a problem accessing the electronic files.

Communication

This course is coordinated via Canvas. In addition to course management, Canvas will be used as a contact interface among students and the instructor, as well as to post readings and assignments. The student is responsible for checking Canvas regularly.

Protocol for email is as follows:

- Put your last name and “ANT 3451” in the subject line
- Offer possible solutions to issues you encounter
- Requests for information included on this syllabus will not be answered

Course Requirements and Grading

Non-UF Writing Requirement Students (Section 1945)

Your final grade has five components: introduction video, class attendance and participation, one response paper, two midterm exams, and a final exam.

Introduction Video	15
Attendance and Participation	100
Research Paper	150
Mid-term Exams (2)	200
Final Exam	150
TOTAL	615

UF Writing Requirement Students (Section 178G)

Your final grade has five components: introduction video, class attendance and participation, four response papers, two midterm exams, and a final exam.

Introduction Video	15
Attendance and Participation	100
Response Papers (4)	100
Research Paper	150
Mid-term Exams (2)	200
Final Exam	150
TOTAL	715

Students taking the class for the UF Writing Requirement should also note that, per UF policy, in order to receive writing credit the student must satisfactorily complete the writing component and receive a minimum grade of C for the course. It is possible to not meet the writing requirement and still earn a minimum grade of C in a class. Additionally, courses intended to satisfy the writing requirement may not be taken pass-fail. Writing will be evaluated on the content, organization and coherence, effectiveness, style, grammar and punctuation.

Final grades will be A (93-100), A- (90-92), B+ (87-89), B (83- 86), B- (80-82), C+ (77-79), C (73-76), C- (70-72), D+ (67-69), D (63-66), D- (60-62), E (<59).

Please note: grades of C- or lower do not count toward major, minor, or General Education requirements.

Course Assignments

Introduction Video

This assignment is fairly straightforward, and will allow your instructor to get to know something about you as a student and your particular interests within the scope of this course. This assignment, submitted through Canvas, should be approximately three minutes long. You need to briefly introduce yourself, providing your name, major and minor, any outside commitments you keep (including work, sports, or regular hobbies). Your introduction must also include any particular interests or ideas you hold with regard to anthropologies of gender, or the general subject matter of this course; you are also welcome to share any skepticism or concerns.

Attendance and Participation

Success in this class requires regular attendance and participation. Attendance will be tracked through simple quizzes and group participation activities. Classes will consist of lectures, viewing of media, class discussion and group deliberation. To

make the most of class participation grade, students should complete assigned reading prior to coming to class.

Response Papers (for students in Section 178G only)

Students will submit these assignments through Canvas by 11:59pm on the day they are due. These writings should be approximately 500 words and should reflect understanding of associated readings and class discussion. They should also involve reflection on take-away lessons from the activity, and may include critical analysis and dissent. Though students may study together and work through the material in groups, each student must write their own assignments, and should be careful to cite any direct references to materials, though a bibliography is not necessary. Students who submit identical assessments will not receive credit for the assignment. Papers should be submitted through Canvas, through Turnitin.

Research Paper

You will write one research paper this semester. This paper will challenge you to put the theory and practice of the anthropology of race in conversation with current social issues related to race and racism and will allow you to explore various intersections within this area of study.

Your paper should be 6-8 pages in length, formatted as follows: 12-point Times New Roman font, double-spaced lines, 1" margins on all sides. The student's name, and the course number should be listed on a cover page. Your paper should reference at least two sources you have encountered in class (all assigned texts are fair game) and two external academic sources; additional non-academic sources can be included. Works cited and internal citations should be formatted in AAA style. A style guide is available on Canvas.

Students must choose one issue related to the course that is represented in popular media or policy. Some examples might include: cultural appropriation on Halloween, colorism in the media, hate-speech, the Black Lives Matter movement, micro-aggressions, or racism in political campaign rhetoric.

Your topic must be submitted to your instructor via email no later than Friday, February 3rd. The email should include 1.) Which option you chose 2.) The specific subject matter of your paper 3.) Why you chose this topic. Papers should be submitted through Canvas, through Turnitin.

Exams

Three tests will be given during the course of the semester. The mid-terms will be offered during class time and the final exam will be offered during the designated exam time. Questions may be based on lectures, discussions, guest speakers, readings, and materials presented in class, and will come in multiple choice and short essay formats.

Students who arrive more than ten minutes late to class will not be allowed to take the exam.

While it is acceptable to make use of study groups prior to the exam, the exam should be the sole work of the individual student and reflect his/her knowledge of the material. Cheating and plagiarism in any form are subject to University policy: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>.

Extra Credit

Three extra-credit opportunities will be available to students throughout the semester. Detailed submission criteria for extra-credit will be given at the time of assignment.

Further information about UF grading policies for assigning grade points can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

Policy on Late-Work, Makeup Exams, and Excused Absences

There will be no make-up exams or excused absences except in the case of incapacitating illness or other university- approved absence (please see the University's policy on absences: <https://catalog.ufl.edu/ugrad/1516/regulations/info/attendance.aspx>). 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.

Late-Work will be accepted up to four calendar days beyond the due date but will automatically lose one letter-grade per day (with the exception of extra credit which will not be accepted late.) In the case of excused absences, students will be permitted a reasonable amount of time to make up the material or activity, provided appropriate documentation has been supplied to the instructor or TA as soon as possible.

Academic Honor Code

Unless the instructor specifically allows collaboration, 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>).

Syllabus Change Policy

This syllabus is a guide for the course and is subject to change at the instructor's discretion. Students should refer to Canvas for the latest updates to course assignments and readings.

University Policies & Support

Accommodation for Students with Disabilities

Students requesting classroom accommodation should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/). The Disability Resource Center (DRC) will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. Accommodations may be requested at any point throughout the semester; however, they cannot be given retroactively or on short notice so students should begin the process of requesting accommodations as soon as possible.

Sexual Harassment

It is the policy of The University of Florida to provide an educational and working environment for its students, faculty, and staff that is free from sex discrimination and sexual harassment. In accordance with federal and state law, the University prohibits discrimination on the basis of sex, including sexual harassment. Sex discrimination and sexual harassment will not be tolerated, and individuals who engage in such conduct will be subject to disciplinary action. The University encourages students, faculty, staff, and visitors to promptly report sex discrimination and sexual harassment.

University of Florida Counseling Services

Resources are available on-campus for students that feel like they are struggling in their personal or academic life. These resources include:

- University Counseling Center, 301 Peabody Hall, 392-1575, personal and career counseling
- Student Mental Health, Student Health Care Center, 392-1171, personal 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.

Academic Resources

- For E-learning technical support, call (352) 392-4357 (select option 2), e-mail Learning- support@ufl.edu, or check out <https://lss.at.ufl.edu/help.shtml>.
- For career assistance and counseling, contact the Career Resource Center in the Reitz Union or at (352) 392-1601, or check out <http://www.crc.ufl.edu/>
- For assistance using the libraries or finding resources, check out <http://cms.uflib.ufl.edu/ask>.
- For general study skills and tutoring, check out the Teaching Center in Broward Hall, or online (<http://teachingcenter.ufl.edu/>) or call (352) 392-2010 or (352) 392-6420.
- For help brainstorming, formatting, and writing papers check out the Writing Studio in 302 Tigert Hall, or online (<http://writing.ufl.edu/writing-studio/>), or call (352)846-1138.

Course Schedule, Readings, Exam Dates, and Submission Deadlines

JANUARY

READINGS	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4 No class	5	6 No class	7
Smedley Ch. 5, 9	8	9 <i>What is Race?</i>	10	11 <i>European Origins of Race</i>	12	13 <i>Race as a Rationalization</i>	14
Smedley Ch. 10, 12	15	16 No class	17	18 <i>Race as a Cultural Construct</i>	19	20 <i>Race and early scientific thought</i>	21
Fairbanks Ch.1-4	22	23 <i>The racial worldview in the 19th century</i>	24	25 <i>Early Anthropological Constructions of Race</i>	26	27 <i>Biological Basis of Human Difference</i>	28

FEBRUARY

READINGS	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Fairbanks Ch. 5, 6	29	30 <i>Biological Basis of Human Difference</i> RESPONSE #1 DUE	31	1 <i>Racial-Genetic Determinism</i>	2	3 <i>How Race Becomes Biology</i>	4
Roth Ch. 2, Ch.3	5	6 <i>Race and Ethnicity</i>	7	8 <i>Race Cross-Culturally</i>	9	10 MIDTERM #1	11
Roth Ch. 5 Briggs 2002	12	13	14	15	16	17	18
		<i>Intersectionality</i> Extra Credit #1 Due		<i>Race and class</i>		<i>Race and class – continued-</i>	
Goldstein 2014 Lipsitz 1998	19	20 <i>Whiteness and Privilege</i>	21	22 <i>Whiteness and Privilege -continued-</i>	23	24 <i>Whiteness and Privilege -continued-</i>	25
	26	27	28	1	2	3	4
Collette 2015 Edu 2016 Nelson 2010		<i>Black Lives Matter and Student Activism</i> RESPONSE #2 DUE		<i>Black Lives Matter and Student Activism -continued-</i>		<i>Police Brutality</i> RESEARCH TOPIC DUE	

MARCH

READINGS	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	5	6 No class	7	8 No Class	9	10 No class	11
Alexander 2012 Katznelson 2006	12	13 <i>Criminalization</i>	14	15 <i>Race and Education</i>	16	17 <i>Race and Racism in Academia</i>	18
Smedley Ch. 14 Wetherell and Potter 1992	19	20 <i>Race in Politics</i> RESPONSE #3 DUE	21	22 <i>Obama and the "end of racism"</i>	23	24 MIDTERM #2	25
	26	27 <i>The Language of Racism</i> Extra Credit #2 Due	28	29 No Class	30	31 No Class	1

APRIL

READINGS	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Roth Ch. 4 Wetherell and Potter 1992	2	3 <i>Cultural Appropriation</i>	4	5 <i>Race, Racism, and Comedy</i>	6	7 <i>Performing Race</i> RESEARCH PAPER DUE	8
Fairbanks Ch. 7 Roth Ch. 1, 6	9	10 <i>Representation in Media</i> RESPONSE #4 DUE	11	12 <i>Representation in Media</i> -continued-	13	14 <i>Identifying Race</i>	15
	16	17 TBD	18	19 Exam Review (Final Class Meeting) Extra Credit #3 Due	20	21	22