

RACE AND RACISM

ANT 3451

SECTIONS 1D23 (10590), 18DA (10589)

3 CREDITS

FALL 2020

INSTRUCTOR: Dr. Clarence (Lance) Gravlee

VIRTUAL OFFICE HOURS: Tuesdays and Thursdays, 3:00–5:00 p.m.

GRADERS: Shambhavi Bhushan and Oswaldo M. Medina-Ramírez

PURPOSE OF COURSE: This course examines the concept of race from the perspectives of biological and cultural 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 origins of the race concept and explores the links between race and science. The third part examines the experience and consequences of racism in the United States and in other societies.

COURSE GOALS AND/OR OBJECTIVES: By the end of the course, you should be able to:

1. Describe global patterns of human biological variation and identify their causes.
2. Articulate why the concept of race does not adequately describe human biological variation.
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.
6. Articulate your own position within a racialized society

REQUIRED TEXT: There is one required book for the course. You will be prompted to purchase an electronic version of the book via the Perusall platform the first time you access a reading assignment on our course website.

Goodman, A. H., Moses, Y. T., & Jones, J. L. (2020). *Race: Are We So Different?* John Wiley & Sons.

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 alert Dr. Gravlee if you have a problem accessing the electronic files

TEACHING AND LEARNING DURING MOMENTS OF CRISIS

This course normally meets in a lecture hall on campus, but because of the ongoing COVID-19 pandemic, it will be entirely online. Here is how we are adapting the course to extraordinary circumstances.

APPROACH: My guiding principle this semester is empathy. The COVID-19 pandemic presents universities with remarkable challenges. In this class, we will face those challenges along with the rest of the UF community, but we also face another one: Recent police violence against Black people—and nationwide protests to proclaim the value of Black lives—make the class feel more urgent but also mean that some students may be trying to learn while struggling with trauma and grief.

I recognize that you are all experiencing these intersecting crises in unique ways. My goal is to create a learning environment that is flexible and responsive to the difficulties you may encounter as we navigate the semester together. You can expect me to be flexible and understanding, and if you ever find that the class doesn't live up to that expectation, I invite you to reach out and let me know.

SYNCHRONOUS ZOOM MEETINGS: I will host a live online meeting via Zoom during our regularly scheduled class time: Monday, Wednesday, and Friday, 11:45 a.m.–12:35 p.m. I strongly encourage you to attend these class sessions, if you are able, but they are not mandatory. The purpose of the synchronous meetings will be to stimulate discussion about course material, particularly as it relates to current events. It's an opportunity to enhance the depth and relevance of your learning, but I will not penalize any student who is unable (or frankly, uninterested) to attend.

COURSE COMMUNICATIONS: This course is coordinated via Canvas. In addition to course management and the posting of lectures, readings, and assignments, Canvas will be used as our primary contact point, including as the starting point for synchronous Zoom meetings. You can send me questions through Canvas messaging or post them to the "General Questions" discussion board, if appropriate. This semester more than ever, you are responsible for checking Canvas regularly.

COURSE FORMAT: This course consists of 15 modules. Each module typically consists of a series of video lectures, readings, activities, and a quiz. This format varies slightly in some modules. There are two exams (one mid-term and one-final) and a final digital storytelling project that requires you to plan and reflect on your personal experiences of race and racism.

COURSE POLICIES:

POLICY ON LATE-WORK AND MAKEUP EXAMS

The extraordinary circumstances of this semester require flexibility, but I still ask you to respect the deadlines. By submitting your work on time, you will make steady progress in the course, and we will be able to provide you with more meaningful feedback. If you miss deadlines, your learning will suffer.

My expectation is that you will complete all work on time. If you are unable to do so, I ask that you contact me as far in advance as possible—preferably before the deadline. I do not intend to accept late work without justification or to offer make-up exams, except in the case of incapacitating illness or other university- approved absence (please see the [University's policy on absences](#)). In such cases, I encourage you to reach out to the Care Team at the Dean of Students Office (<https://care.dso.ufl.edu/>), so that they can provide me with verification that your personal circumstances require accommodation.

If you do not contact me to request accommodations, late work will be accepted up to two calendar days beyond the due date but will automatically lose two letter-grades per day. 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 me as soon as possible.

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.

UF POLICIES & STUDENTS SUPPORT

UNIVERSITY POLICY ON ACCOMMODATING STUDENTS WITH DISABILITIES: Students requesting accommodation for disabilities must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

UNIVERSITY POLICY ON ACADEMIC MISCONDUCT: Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <https://www.dso.ufl.edu/sccr/process/student-conduct-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 activate the Department's and the University's procedures for dealing with academic dishonesty.

SEXUAL HARRASSMENT: 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.

GETTING HELP:

TECHNICAL HELP

For technical difficulties with E-learning, please contact the UF Computing Help Desk at:

- helpdesk@ufl.edu
- (352) 392-HELP - select option 2
- <https://request.it.ufl.edu>

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

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 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 call (352)846-1138.

GRADING POLICIES:

UF WRITING REQUIREMENT STUDENTS, SECTION 18DA (CLASS NUMBER 10589): Your final grade has seven components: reading annotations, module activities, reflection essays, film analyses, quizzes, two exams, and a digital storytelling project. These components are weighted according to the table below.

Reading Annotations	10%
Module Activities	5%
Reflection Essays (5)	10%
Film Analyses (5)	10%
Quizzes	20%
Mid-term Exam	10%
Final Exam	20%

Digital Storytelling Project	15%
TOTAL	100%

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 not to 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.

NON-UF WRITING REQUIREMENT STUDENTS, SECTION 1D23 (CLASS NUMBER 10590):

Your final grade has seven components: reading annotations, module activities, reflection essays, film analyses, quizzes, two exams, and a digital storytelling project.

These components are weighted according to the table below.

Reading Annotations	10%
Module Activities	5%
Film Analyses (5)	10%
Quizzes	25%
Mid-term Exam	10%
Final Exam	25%
Digital Storytelling Project	15%
TOTAL	100%

GRADING SCALE: Final grades will be A (100-94), A- (<94-90), B+ (<90-87), B (<87-84), B- (<84-80), C+ (<80-77), C (<77-74), C- (<74-70), D+ (<70-67), D (<67-64), D- (<64-61), F (<61).

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

COURSE ASSIGNMENTS

Reading annotations

All assigned readings will be available via a social reading platform called Perusall. For each assignment, you will be grouped with a random set of up to 19 other students, and you will collaboratively annotate the text. I will provide further guidance via Canvas about how and why we are using this tool. For now, the key thing to know is that Perusall assigns scores based on how engaged you are with an assigned text.

Engagement is a matter not just of quantity but also quality of your contributions to the discussion about a text.

Module activities

Four modules have activities designed to deepen your understanding of the material. These online activities include *Desiree's Baby* (Module 3), *Jamestown* (Module 6), *Growth of the Suburbs* (Module 10), and *Implicit Association Tests and Reflection* (Module 11).

Film analyses (all students) and reflection essays (UF Writing Requirement only)

We will watch five films this semester. For each one, all students will respond to a series of prompts designed to help you analyze the film in terms of content and structure. This assignment has two purposes: (1) to help you think critically about the content of the film and (2) to develop your skills in analyzing the narrative structure of film, which in turn will lay a foundation for your digital storytelling project.

All students will complete written analysis of the following films:

- Race: The Power of An Illusion, Episode 1—The Difference Between Us (Module 2)
- Race: The Power of An Illusion, Episode 2—The Story We Tell (Module 5)
- Race: The Power of An Illusion, Episode 3—The House We Live In (Module 10)
- Slavery by Another Name (Module 9)
- Black in Latin America (Module 13)

Students in the UF Writing Requirement section (18DA, Class 10657) only will complete the following reflection essay assignments:

- Research Evaluation and Critique: Why Racial Classification Doesn't Work (Module 4)
- Comparing Statements on Race (Module 8)
- From Jim Crow to Juan Crow (Module 9)
- Privilege Scavenger Hunt (Module 12)
- Applying Intersectionality (Module 14)
- Interview on Race (Module 16)

Quizzes

Module quizzes will be administered via Canvas and will consist of 15 multiple-choice and true-or-false questions. Quizzes are designed to test your mastery of content from a single module and will help to ensure that you are tracking ideas across the course.

Midterm exam

There will be one midterm exam, consisting entirely of short essay questions. The exam will cover material from assigned readings, lectures, films, and class discussions or activities. The midterm is designed to test your knowledge of content from several modules and asks you to synthesize that material. The midterm is online and will be available 8:00 a.m. – 4:30 p.m. on **October 23**. You will have one hour to complete the exam from the time you begin it.

Final exam

Like the midterm, the final exam will cover material from assigned readings, lectures, films, and class discussions or activities in a short-essay format. It will require you to integrate material from all sections of the course. The final exam will be online on **December 18**, 8:00 a.m. – 4:30 p.m. You will have two hours to complete the exam from the time you begin it.

Digital storytelling project

A digital story, according to the [Center for Digital Storytelling](#), is “a short, first person video-narrative created by combining recorded voice, still and moving images, and music or other sounds.” Digital storytelling is a creative way for you to share your own experiences, perspectives, and emotions with others. The purpose of this project is for you to reflect critically on your experience of race and racism and to convey that experience to others. Students will build the skills necessary to complete their digital story throughout the course, with the final project due in Week 15.

COURSE SCHEDULE

PART I: HUMAN BIOLOGICAL VARIATION

WEEK 1: AUGUST 31–SEPTEMBER 5

Module 1: Introduction and Overview

- Statement of problem: Does race exist?
- Student views and expectations
- How do you define race?

Reading: Goodman et al., Ch. 1

Quiz: Module 1 Syllabus Quiz

Activities: Introduction Video

WEEK 2: SEPTEMBER 6–12

Module 2: Biological Basis of Human Differences

- Darwin and evolutionary theory
- Mendel and the birth of genetics
- Monogenic versus Polygenic Traits
- DNA, genes, chromosomes
- Modern synthesis and evolutionary forces

Reading: Goodman et al., Ch. 7; Gibbons (2015)

Quiz: Module 2 Quiz

Activities: Film Review & Analysis (*Race: The Power of an Illusion, Episode 1*)

WEEK 3: SEPTEMBER 13–19

Module 3: Patterns of Human Genetic Variation

- Genes and human history
- Human genetic variation
- Human variation is real but small
- Human variation is discordant
- Human variation is within populations
- Human variation is clinal
- Skin color, evolution, and human variation

Reading: Goodman et al., Ch. 8–10; Marks (2010)

Quiz: Module 3 Quiz

Activities: Desiree's Baby

PART II: RACE AND SCIENCE

WEEK 4: SEPTEMBER 20–26

Module 4: Human Biology Beyond the Genome

- Mechanisms of human adaptation
- Heritability ≠ inherited
- Fallacy of biological determinism
- Case study: Hypertension in the African Diaspora
- Biological consequences of systemic racism

Reading: Goodman et al., Ch. 16; Gravlee (2013)

Quiz: Module 4 Quiz

Activities: Introduction to Digital Storytelling, Research Evaluation and Critique [Writing section only]

WEEK 5: SEPTEMBER 27–OCTOBER 3

Module 5: Origins of the Race Concept

- Race and Racism in Society
- English Ideologies of Difference
- Slavery Before Race
- Encountering Difference in the Americas
- Blood and Lineage

Reading: Goodman et al., Ch. 2–3; Kendi Ch. 1-3, Martinez (2004)

Quiz: Module 5 Quiz

Activities: Film Review & Analysis (*Race: The Power of an Illusion, Episode 2*)

WEEK 6: OCTOBER 4–10

Module 6: History of the Race Concept to 1900

- Antecedents of racial worldview
- Colonialism and the Construction of Race
- From Indentured Servitude to Racial Slavery
- Pre-Darwinian views on human variation

- Cultural context of racial science
- Polygenism versus monogenism

Reading: Goodman et al., Ch. 4; Wolfe (2003)

Quiz: Module 6 Quiz

Activities: Jamestown, Digital Storytelling Project (Part I): Your Idea

WEEK 7: OCTOBER 11–17

Module 7: Post-Darwinian Scientific Racism

- Darwin and the unity of humankind
- Spencer and Social Darwinism
- Origin of eugenics

Reading: Goodman et al., Ch. 5; Smith and Wehmeyer (2012); Goddard (1916)

Quiz: Module 7 Quiz

Activities: Social Darwinism

WEEK 8: OCTOBER 18–24

Module 8: Eugenics and the Critique of Race

- Eugenics, race, and World War II
- Sterilization Past to Present
- Post-WWII retreat of scientific racism

Reading: Goodman et al., Ch. 6; Mukhopadhyay and Moses (1997); Patterson (2009)

Activities: Comparing Statements on Race [Writing section only]

MIDTERM EXAM: OCTOBER 23, ONLINE

HUMAN BIOLOGICAL VARIATION AND ORIGINS OF THE RACE CONCEPT

PART III: EXPERIENCING RACE AND RACISM

WEEK 9: OCTOBER 25–31

Module 9: Slavery by Another Name

- Jim Crow America
- Race and Racism in Your Life
- Slavery by Another Name

Reading: Bishop (1977); King and Tuck (2007); Smythe (1949)

Quiz: Module 9 Quiz

Activities: Film Review and Analysis (*Slavery by Another Name*); From Jim Crow to Juan Crow [Writing section only]

WEEK 10: NOVEMBER 1–7

Module 10: Structural Racism

- Racism as a system
- Patterns of race-based residential segregation
- Roots of race-based residential segregation
- The New Jim Crow

Reading: Goodman et al., Ch. 13–15; Alexander Ch. 5; The Case for Reparations

Quiz: Module 10 Quiz

Activities: Film Review & Analysis (*Race: The Power of an Illusion, Episode 3*); Growth of the Suburbs

WEEK 11: NOVEMBER 8–14

Module 11: Everyday experiences of racism

- Everyday racism
- Vicarious racism
- TEDx Allegories of Race and Racism
- Implicit Bias Test from *American Denial*
- Implicit Bias, Lifelong Impact
- Amandla Stenberg: Don't Cash Crop On My Cornrows
- Racial Microaggressions: Comments That Sting
- How microaggressions are like mosquito bites

Reading: Goodman et al., Ch. 12

Quiz: Module 11 Quiz

Activities: Implicit Association Tests and Reflection, Digital Storytelling Project (Part II): Research and Write

WEEK 12: NOVEMBER 15–21

Module 12: White and Black in the United States

- Understanding whiteness and blackness
- Performing race
- Respectability politics
- White privilege
- White fragility
- [Code Switch: "Can We Talk About Whiteness?"](#) ([Transcript](#))

Reading: McIntosh (1988); Hoelscher (2003)

Quiz: Module 12 Quiz

Activities: Privilege Scavenger Hunt [Writing section only], Digital Storytelling Project (Part III): Storyboard

WEEK 13: NOVEMBER 22–28

Module 13: Beyond Black and White

- Criminalization of Native America
- Racialization of Muslim America
- Race in cross-cultural perspective
- Comparative slave systems and "race"

Reading: Roth Ch. 2; Goldstein (2014), Peteet (2016); Pagano (2014)

Quiz: Module 13 Quiz

Activities: Film Review & Analysis (*Black in Latin America: Haiti & the Dominican Republic*)

WEEK 14: NOVEMBER 29–DECEMBER 5

Module 14: Intersectionality

- The urgency of intersectionality
- Black Lives Matter
- Feminism and race
- How racism harms pregnant women

Reading: Davis (1981); Crenshaw (1991); Viruell-Fuentes et al. (2012); Smith (2020)

Quiz: Module 14 Quiz

Activities: Digital Storytelling Project (Parts IV and V), Applying Intersectionality [Writing section only]

WEEK 15: DECEMBER 6–9

Module 16: The “End” of Racism

- Modern racial discourses
- Color-blind racism
- Meritocracy
- Obama, Trump, and “Post-Racial” America

Reading: Bonilla-Silva (2002); Bonilla-Silva and Dietrich (2011); Bonilla-Silva (2020)

Activities: Interview on Race [Writing section only]

FINAL DIGITAL STORYTELLING PROJECT DUE DECEMBER 13

FINAL EXAM: DECEMBER 18, 8:00 AM – 4:30 PM, ONLINE

HUMAN BIOLOGICAL VARIATION, ORIGINS OF THE RACE CONCEPT, & EXPERIENCING RACE AND RACISM