

# RACE AND RACISM

ANT 3451

SECTIONS 18DA (10543), 1D23 (10544)

3 CREDITS

FALL 2021

**INSTRUCTOR:** Dr. Clarence (Lance) Gravlee

OFFICE HOURS: Tuesdays, 10:00 a.m. – 12:00 p.m. (via Zoom), and Wednesdays, 1:00 – 3:00 p.m. (TUR B370)

GRADER: Francis Semwaza

**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

Many aspects of campus life will return to pre-pandemic routines this semester, even as COVID-19 cases and hospitalizations surge locally and statewide. This circumstance requires flexibility in how we structure the course, so that all students have a chance to learn while staying safe.

**APPROACH:** Following the Black feminist scholar bell hooks, I believe education should be a practice of liberation rather than domination. A guiding principle that follows is empathy. I recognize that each of you has experienced the pandemic 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.

**COURSE FORMAT:** The course consists of a mix of lectures, readings, discussion, and activities. You will be able to participate fully whether you are on campus or online. I will make some video lectures available via e-Learning, and all classroom activities will be broadcast via Zoom. All quizzes, exams, and other graded work will be submitted online via e-Learning.

**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 Zoom broadcast of classroom meetings. You can send me questions through Canvas messaging or post them to the "General Questions" discussion board, if appropriate.

**COURSE STRUCTURE:** This course consists of 16 modules. Each module typically consists of a series of 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 challenging 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**

**ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:** Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center (DRC). [Click here to get started with the DRC](#). It is important to share your accommodation letter with Dr. Gravlee and discuss your access needs as early as possible in the semester.

**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.

**IN-CLASS RECORDING:** Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

**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.

**ONLINE COURSE EVALUATIONS:** Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

## GETTING HELP:

### TECHNICAL HELP

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

- [helpdesk@ufl.edu](mailto: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](mailto: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 10543):** 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 10544):** 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 15**. 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 15**, 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 23–28

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: AUGUST 29–SEPTEMBER 4

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 5–11

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 12–18**

### **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 19–25**

### **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: SEPTEMBER 26–OCTOBER 2**

### **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 3–9**

### **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 10–16**

### 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 15, ONLINE**

## **HUMAN BIOLOGICAL VARIATION AND ORIGINS OF THE RACE CONCEPT**

## **PART III: EXPERIENCING RACE AND RACISM**

## **WEEK 9: OCTOBER 17–23**

### 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: OCTOBER 24–30**

### 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: OCTOBER 31–NOVEMBER 6**

### 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 7–13**

Module 12: White supremacy

- Understanding whiteness
- White privilege and fragility
- White supremacy as a system of power
- [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 14–20**

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 21–27**

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: NOVEMBER 28–DECEMBER 4**

### **Module 15: The “End” of Racism**

- Modern racial discourses
- Color-blind racism
- “Post-Racial” America, reparations, and white backlash

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

*Activities:* Interview on Race [Writing section only]

## **WEEK 16: DECEMBER 5–11**

### **Module 16: Synthesis and Integration**

- 1619, 1776, and 2021
- Where do we go from here?

## **FINAL DIGITAL STORYTELLING PROJECT DUE DECEMBER 8**

## **FINAL EXAM: DECEMBER 15, 8:00 AM – 4:30 PM, ONLINE**

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