

RACE AND RACISM

ANT 3451 ONLINE
SECTIONS 10315 & 10316
3 CREDITS
SUMMER B 2021

INSTRUCTOR:

Brittany Mistretta (bmistretta@ufl.edu)

Office Hours: Thursdays 9:00 AM-Noon

Please contact me if you would like to schedule a Zoom appointment.

TEACHING ASSISTANTS:

Shambhavi Bhushan (s.bhushan@ufl.edu)-Office Hours: Mondays 9:00 AM-Noon.

Zoom meetings available by appointment.

Jamie Fuller (jmefuller@ufl.edu)-Office Hours: Fridays 9:00 AM-Noon.

Zoom meetings available by appointment or drop in (<https://ufl.zoom.us/j/4923676800>)

Siobhan Summers (summers11@ufl.edu)-Office Hours: Mondays & Wednesdays 3:00-4:30 PM. Zoom meetings available by appointment.

COURSE COMMUNICATIONS: This course is coordinated via Canvas. In addition to course management and the posting of readings and assignments, Canvas will be used as a contact interface between students and the instructor, as well as between students during class discussion. Questions can be sent to the instructor through Canvas messaging or can be posted to the “General Questions” discussion board if appropriate. The student is responsible for checking Canvas regularly. Please allow a 24-hour response time on weekdays and a 48-hour response time on weekends.

Note: Although Canvas messaging is the preferred method of communication, you can email the instructor and/or your TA if you experience technical difficulties in Canvas.

REQUIRED TEXT: There are two required books for the course. These books are available online from several book retail stores and sellers. Please contact the course instructor for other digital options.

Coates, T. 2015. *Between the World and Me*. New York: Random House.

Halley, J., Eshleman, A., and Vijaya, R.M. 2011. *Seeing White: An Introduction to White Privilege and Race*. Lanham, MA: Rowan and Littlefield Publishers.

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 Canvas site. Please alert your TA or instructor if you have a problem accessing the electronic files

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

INSTRUCTIONAL METHODS: This course consists of 15 modules. Each module typically consists of a series of lectures, readings, an activity, a quiz, and a small-group discussion; however, this format does vary slightly. There are also two exams (one mid-term and one-final).

COURSE POLICIES

POLICY ON LATE-WORK AND MAKEUP EXAMS

Last year was hard on everyone and impacts are still being felt halfway through 2021. We could all use a little more patience and compassion with ourselves and each other during this time. Academic integrity is always expected, but if you are struggling to meet deadlines please contact the instructor and/or your TA. Open communication is the best way to address these issues and we are willing to work with you to make reasonable accommodations so you can successfully complete this course.

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 issues with technical difficulties for E-learning in Sakai, 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 email your instructor within 24 hours of the technical difficulty if you wish to request a make-up. Other resources are available at <http://www.distance.ufl.edu/getting-help> for:

- Counseling and Wellness resources
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Should you have any complaints with your experience in this course please visit <http://www.distance.ufl.edu/student-complaints> to submit a complaint.

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

MAJOR COURSE COMPONENTS: Your final grade has four components: module work (including activities, quizzes, and discussions), a mid-term exam, a final exam, and a digital storytelling project. These components are weighted to that module work is worth 60%; the mid-term exam 10%; the final exam 15%; and the digital storytelling project 15% of the final grade.

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.

Module Activities	20%
Module Discussion	25%
Module Quizzes	25%
Mid-term Exam	15%
Final Exam	15%
TOTAL	100%

COURSE ASSIGNMENTS

Module Work (70%)

There are sixteen modules in this course. Each module typically requires students to complete one activity, one small-group discussion, and one quiz. However, some modules will require less.

Module activities (20%) will vary. However, they may include mapping activities, primary source document analysis, storyboarding, and critical article reviews among other activities.

Module discussions (25%) will reflect on the core issue presented in the modules. Each discussion will include four unique prompts. Students are responsible for crafting a substantive post answering one of the four discussion questions and responding to two posts by peers. You are asked to utilize the discussion-board guide for help crafting a substantive post and appropriate responses. Please also make sure to review discussion Netiquette guidelines in Canvas.

Module quizzes (25%) will consist of 15 multiple choice and true-or-false questions. Quizzes are designed to test your mastery of content from a single module.

Midterm exam (15%)

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. You will have one week to complete the exam. Writing prompts on Canvas will be available Saturday, July 10th and your completed exam is due Friday, July 24th by 11:59 PM.

Final exam (15%)

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. You will have one week to complete the exam. Writing prompts on Canvas will be available Saturday, July 31st and your completed exam is due Friday, August 6th by 11:59 PM.

COURSE SCHEDULE

Summer B will begin June 28th and end August 6th. Monday, July 5th is a holiday in observance of U.S. Independence Day. However, it does not interfere with course due dates. Please see below for a detailed outline of the schedule.

Due Dates: All submissions are due by 11:59 PM on their respective due dates unless otherwise stated. Original discussion posts are always due on Thursdays and responses are due on Fridays. Other assignments and quizzes are also due on Fridays. All module activities will be opened at the start of the semester and can be completed before their due dates. The mid-term and final exam are exceptions and do have restricted times. Please see the schedule below for exam info.

PART I: HUMAN BIOLOGICAL VARIATION

WEEK 1: JUNE 28-JULY 2

Discussion Due Dates: Post Wednesday June 30th/Responses Friday July 2nd

Note: Module 1 Discussion has no responses. Your post is due Wednesday June 30th.

Additional Activities Due Date: Friday July 2nd

Module 1: Introduction and Overview

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

Reading: Halley et al., Ch. 1; Coates, pages 1-12

Activities: Module 1 Discussion/Introduction, Syllabus Quiz, and Rules of Engagement Discussion

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: Anemone (2011), Gibbons (2015)

Activities: Module 2 Quiz

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: Jablonski and Chaplin (2002), Marks (2010)

Activities: Desiree's Baby, Module 3 Quiz, and Module 3 Discussion

WEEK 2: JULY 6-9 (Monday, July 5th U.S. Independence Day)

Discussion Due Dates: Post Thursday July 8th/Responses Friday July 9th

Additional Activities Due Date: Friday July 9th

Module 4: Human Biology Beyond the Genome

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

Reading: Halley et al., Ch. 2; Gravlee (2013)

Activities: Research Evaluation and Critique, and Module 4 Quiz

PART II: RACE AND SCIENCE

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: Gould (1994); Kendi Ch. 1-3, Martinez (2004)

Activities: Module 5 Quiz, and Module 5 Discussion

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: Graves, Ch. 3; Smedley. Ch. 9

Activities: Module 6 Quiz, Module 6 Discussion

WEEK 3: JULY 12-16

Discussion Due Dates: Post Thursday July 15th/Responses Friday July 16th

Additional Activities Due Date: Friday July 16th

Module 7: Post-Darwinian Scientific Racism

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

Reading: Sussman, Block (1995); Smith and Wehmeyer (2012); Goddard (1916)

Activities: Social Darwinism Quiz, Module 7 Quiz, Module 7 Discussion

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: Mukhopadhyay and Moses (1997); Patterson (2009)

Activities: Midterm Exam, Module 8 Discussion

MIDTERM EXAM: Available July 10th - Due July 16th by 11:59 PM

HUMAN BIOLOGICAL VARIATION AND ORIGINS OF THE RACE CONCEPT
PART III: EXPERIENCING RACE AND RACISM

WEEK 4: JULY 19-23

Discussion Due Dates: Post Thursday July 22nd/Responses Friday July 23rd

Additional Activities Due Date: Friday July 23rd

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)

Activities: Module 9 Quiz, Module 9 Discussion

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: Alexander Ch. 5; Halley et al., Ch. 7–9; The Case for Reparations

Activities: Module 10 Quiz, Module 10 Discussion

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: Coates, p. 1–71; Halley et al., Ch. 6

Activities: Implicit Association Tests and Reflection and Module 11 Quiz

WEEK 5: JULY 26-30

Discussion Due Dates: Post Thursday July 29th/Responses Friday July 30th

Additional Activities Due Date: Friday July 30th

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: Coates, p. 72–132; Halley et al., Ch. 3-5; McIntosh (1988); Hoelscher (2003)

Activities: Module 12 Quiz, Module 12 Discussion

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)

Activities: Module 13 Quiz, Module 13 Discussion

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)

Activities: Applying Intersectionality and Module 14 Quiz

WEEK 6: AUGUST 2-AUGUST 6

Discussion Due Dates: Post Thursday August 5th/Responses Friday August 6th

Additional Activities Due Date: Friday August 6th

Module 15: 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)

Activities: Interview on Race, Module 15 Discussion, and Final Exam

FINAL EXAM: Available July 31st - Due August 6th by 11:59 PM

Human biological variation, origins of the race concept, &
Experiencing race and racism

GRADES DUE: Please be mindful that grades are due to the University on Monday, August 9th by 11:30 AM.