ANT3451: RACE AND RACISM

Sections 4025 & 4031

3 Credit Hours

Summer B, 2022

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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

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 student groups 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. Student emails will be responded to within 48 hours. The student is responsible for checking Canvas regularly. Make sure to first reach out to your assigned TA before reaching out to the instructor.

REQUIRED TEXT: There is one required book for the course: It is available locally at the UF Bookstore and may be available at a discount from online retailers.

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 Francis Semwaza if you have a problem accessing the electronic files.

INSTRUCTIONAL METHODS: This course consists of 16 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. Given how squeezed summer schedule is, you are advised to cover a module a day in the four-to-five weeks of our time together.

You are also encouraged to make sense of the readings by relating them to what happens in the daily experiences of the people. Therefore, you are encouraged to read news sources that cover the daily experiences of ordinary Americans. You may consult the list of news sources (a few listed below) that cover the everyday experiences of people of color.

There are two exams (one mid-term and one-final) and a final digital storytelling project that requires students to plan and execute a reflection on their personal experience of race.

COURSE POLICIES

ATTENDANCE POLICY: Although this is an online course, students are expected to review all material posted on the course E-Learning site (i.e., lectures, articles, videos, etc.), as scheduled, and to read their textbook in the order posted. During class discussions, we will share with others what are the main take aways from the readings and how they resonate with the **everyday**. Students are also expected to complete all quizzes, individual assignments, and discussion posts on schedule. Assignments are due by 11:59 pm on the day assigned unless otherwise specified.

Students unable to complete assignments due to documented, excused absences or extenuating circumstances must contact the course instructor no less than 48 hours before a planned absence (e.g., university event, religious holiday) and no more than 48 hours after an unplanned absence (e.g., illness). Make-up opportunities will be offered for absences for which documentation is

provided. Requirements for make-up quizzes, assignments, and other work in this course are consistent with university policies that can be found in the online catalog.

POLICY ON LATE-WORK AND MAKEUP EXAMS

There will be no make-up exams or excused late-work 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 or TA as soon as possible. The Teaching Assistant (TA) may not give permission for make-up exams.

Late work will be accepted up to two calendar days beyond the due date but will automatically lose one letter-grade 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 the instructor or TA 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.

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 so that module work is worth 60%; the midterm 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 requirement.

Module Activities	20%
Module Discussion	20%
Module Quizzes	20%
Mid-term Exam	10%
Final Exam	15%
Digital Storytelling Project	15%
TOTAL	**100%**

COURSE ASSIGNMENTS

MODULE WORK (60%)

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 include two or more activities and some lack a final quiz.

Module activities (20%) will vary, however, they may include film reviews, mapping activities, primary source document analysis, storyboarding, and critical article reviews among other activities. Module activities are due on Fridays by 11:59pm EST.

Module discussions (20%) will reflect on the core issue presented in each module. 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. Goods posts tend to include synthesizing multiple viewpoints and applying principles or concepts to real-life situations. Original posts are due Wednesdays by 11:59pm and responses to classmates are due Fridays by 11:59pm EST.

Module quizzes (20%) will consist of 15 multiple choice and true-or-false questions. Quizzes are designed to test your mastery of content from a single module. Quizzes are due on Fridays by 11:59pm EST.

MIDTERM EXAM (10%)

There will be one midterm exam, consisting of entirely 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 the material. The midterm is online and will be available between October 14th at 12pm to October 15th at 11:59pm, EST ONLY. You will have 140 minutes to complete the exam after it is opened. Once open, you will not be able to stop the exam. It is advised that you are well prepared prior to opening the exam.

FINAL EXAM (15%)

The final exam will also consist entirely of short essay questions. The exam will cover material from assigned readings, lectures, films, and class discussions and activities. Just like the midterm, the final is designed to test your knowledge of content from several modules and will ask you to synthesize that material. This final exam will ONLY be available for submission between December 13th at 9am and December 15th at 11:59pm, EST ONLY. Late final exams will not be accepted. You should spend no more than three hours on this exam.

DIGITAL STORYTELLING PROJECT (15%)

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 and in Module 15.

COURSE SCHEDULE

PART I: HUMAN BIOLOGICAL VARIATION

June 27   **Module 1: Introduction and Overview**

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

Readings: Syllabus, Goodman et al., Ch. 1

Additional (for discussion purposes only): Blakey (2020), "Understanding racism in physical (biological) anthropology.

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

June 28   **Module 2: Biological Basis of Human Differences**

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

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

Activities: Film Review & Analysis (Race: The Power of an Illusion, Episode 1), Module 2 Quiz, and Module 2 Discussion

June 29   **Module 3: Patterns of Human Genetic Variation**

- Genes and human history
- Human genetic variation
- Characteristics of human variation
- Skin color, evolution, and human variation

Readings: Goodman et al., Ch. 8-10

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

June 30   **Module 4: Human Biology Beyond the Genome**

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

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

Activities: Module 4 Quiz, Introduction to Digital Storytelling

PART II: RACE & SCIENCE

July 5   **Module 5: Origins of the Race Concept**

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

Readings: Goodman et al., Ch. 2-3, Kendi (2016), Martinez (2004)

Additional (for discussion purposes only): Frederick Douglas, 1852: "What to the Negro is the 4th of July?"

Activities: Film Review & Analysis *(Race: The Power of an Illusion, Episode 2)*, Module 5 Quiz, and Module 5 Discussion

July 6   **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 and monogenism

Readings: Goodman et al., Ch. 4; Smedley. Ch. 5

Activities: Jamestown Activity, Module 6 Quiz, Module 6 Discussion

July 7   **Module 7: Post-Darwinian Scientific Racism**

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

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

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

July 13   **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: Module 8 Discussion

MIDTERM EXAM: July 14, by 11:59pm, ONLINE Covering material from Part I & Part II

PART III: EXPERIENCING RACE AND RACISM

July 15   **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, Film Review & *Analysis (Slavery by Another Name)*

July 16   **Module 10: Structural Racism**

- Racism as a system
- Patterns and 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: Growth of the Suburbs, Module 10 Quiz, Module 10

Discussion, Film Review & Analysis *(Race: The Power of an Illusion, Episode 3)*

July 20   **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 microaggression are like mosquito bite

Reading: Goodman et al., Ch. 12

Activities: Module 11 Discussion, Module 11 Quiz, Digital Storytelling Project (Part I): Your Idea

July 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)

Activities: Module 12 Quiz, Module 12 Discussion, Digital Storytelling Project (Part II): Research and Write

July 22   **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: Film Review & Analysis *(Black in Latin America: Haiti & the Dominican Republic)*, Module 13 Quiz, Module 13 Discussion

July 25   **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: Module 14 Quiz, Module 14 Discussion, Digital Storytelling Project (Part III): Storyboard

July 26   Module 15: Planning and Writing Your Digital Storytelling Project

DIGITAL STORYTELLING PROJECT

Activities: Digital Storytelling Project (Part IV and V)

July 27   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)

Activities: Final Exam, Module 16 Discussion

FINAL EXAM: August 1 by 11:59pm, submitted via Canvas, Cumulative

NEWS SOURCES DOCUMENTING RACE ISSUES

Latino/Hispanic

Latino Rebels: https://www.latinorebels.com/

Palabra: https://www.palabranahj.org/

Centro de Periodismo Investigado: https://periodismoinvestigativo.com/

Latina.com: https://latina.com/

NewsTaco: https://newstaco.com/

Al Dia: https://aldianews.com/

Asian American

Angry Asian Man: http://blog.angryasianman.com/

AsAmNews: https://asamnews.com/

Hyphen – Asian American Unabridged: https://asamnews.com/

Reappropriate: http://reappropriate.co/

The Conversation: https://theconversation.com/us/topics/asian-americans-16018

African American

The Grio: https://thegrio.com/

The Root: https://www.theroot.com/

Andscape (The Undefeated): https://andscape.com/

Atlanta Black Star: https://atlantablackstar.com/

Black Enterprise: https://www.blackenterprise.com/

Native American

Indian Country Today: https://indiancountrytoday.com/

Native American Calling: https://indiancountrytoday.com/

National Native News: https://www.nativenews.net/

Native News Online: https://nativenewsonline.net/

High Country News: https://www.hcn.org/topics/indigenous-affairs

Indianz.com: https://www.indianz.com/

UF POLICIES & STUDENT 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-conducthonor-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 and unpublished words or design without acknowledgement) 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 and 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 e-mail 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.