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FALL 2015

# ANT 3451—RACE AND RACISM

MWF 11:45am-12:35pm

Room: L011

Section: 1D23 (GR)

Instructor: **Jelena Brezjanovic-Shogren**

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Office hours: by appointment

Office location : Turlington Hall

Room: B329

Teaching Assistant: **Kelly Delancy**

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Office hours: Tuesdays from 11am-2pm

Office location: Turlington Hall

Room: B329

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**Course Description:** This course examines the concept of race and its cross-cultural consequences from a holistic anthropological perspective. The first part of the course examines patterns of human biological variation and critically examines how these patterns compare to conventional ideas about race. The second part traces the history of race as a concept and explores experiences of racism from a cross-cultural perspective.

## **Course Objective:**

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

## **Course Format:**

The course will consist of lectures, discussions, and in-class activities. Students are responsible for the materials presented in all lectures, in all assigned readings, and in all films.

## **Required Text:**

1. Relethford, John. 2003. *Reflections of Our Past: How Human History is Revealed in Our Genes*. Boulder, CO: Westview Press

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2. Smedley, Audrey and Brian D. Smedley. 2012. *Race in North America: Origin and Evolution of a Worldview*, Fourth Edition. Boulder, CO: Westview Press.
  3. Hartigan, John, Jr. 2010. *Race in the 21st Century: Ethnographic Approaches*. New York: Oxford University Press.

\*Available at the UF Bookstore: J. Wayne Reitz Union, 392-0194 ext 128/ or online retailers.

Any additional required readings (journal articles, newspaper/magazine stories, and book chapters) will be made available electronically on the course website. Please let us know if you have a problem accessing the electronic files.

The PowerPoint Presentations used by the instructor will NOT be available on the course website.

### **Course Requirements:**

Attendance in this course is required. It is important that everyone arrives in class with an open-mind, with a critical gaze (a willingness to go beyond common assumptions) and most importantly a willingness to and desire to read, attend class, and learn.

Throughout the class, students will be expected to utilize active listening methods and dialogue (rather than debate) in order to solve problems, complete activities, or participate in the in-class discussions.

Your final grade has FIVE components: **two midterm exams** (40 points - 20 points each), **final exam** (20 points), **10 article response essays** (40 points - 4 points each) and **attendance**. Attendance does not carry any points, per se, as those will be reflected in the student's overall work, however, students will lose points for three unexcused absences - one full letter grade. Five or more unexcused absences will constitute a failing grade.

### **Grading**

Midterm exams: There will be two (2) exams with a combination of multiple choice, true-false and short answer questions throughout the semester. The exams will cover material from assigned readings, lectures, films, and class discussions or activities. The midterms are

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noncumulative and equally weighted. Exams will account for 40 points of your grade (20 points each).

Final Exam: The final exam is scheduled by the Registrar for December 18th during class time. Like the midterms, the final exam will cover material from assigned readings, lectures, films and class discussions or activities. The final exam is cumulative and will include a combination of multiple choice, true-false and short answer questions.

Article response essays: There will be ten (10) article response essays assigned throughout the course. The article or book chapter to be read and discussed will be available on the e-Learning website a minimum of one week prior to their due date. Essays will be due in class. No assignments will be accepted via email. Each response essay should be minimum of 600 words, double-spaced, 12 point Times New Roman font with one-inch (1") margins. Proper spelling and grammar will count towards your final grade. Please refer to the criteria for Gordon Rule evaluation.

The response essays should reflect your opinion of the article or book chapter assigned. You can also incorporate any other class readings or lecture topics into your responses. Your paper will be evaluated for content, organization and coherence, argument and support, style and mechanics (for detailed description of each, please visit <http://www.registrar.ufl.edu/catalog1011/policies/gordonruleval.html>)

Make sure to address the following as you will be graded on the following four points:

- 1) What are your thoughts regarding the issue/topic being addressed?
- 2) Do you agree or disagree with the information presented?
- 3) Can you relate to the situation? (Why or why not?)
- 4) Given what we have learned so far in the class, how does this reading challenge or support our knowledge or understanding of race and racism?

**Point scale is as follows:**

A = 90-100	B+=84-86	B-= 77-79	C=70-73	D+=64-66	D-=57-59
A- = 87-89	B=80-83	C+=74-76	C-=67-69	D=60-63	F <57

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### **Policy on Makeup Exams and Assignments:**

There will be **no make up exams**, except in the case of incapacitating illness or other university-approved absence (Please see the University's policy of absence). In such case, the student is responsible for providing instructor with the official documentation as soon as possible. The Teaching Assistant (TA) may not give permission for make-up exams.

All required assignments must be completed to pass the course. Overdue requirements will result in automatic 20% point deduction per day that is late, but must be turned in. Students will be allowed extensions on writing assignments ONLY if there are serious extenuating circumstances that can be documented.

### **Academic Honor Code:**

Unless it is specifically connected to assigned collaborative work, 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 <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>)

### **Accommodation for Students with Disabilities:**

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. *Please make any requests by the second week of class.*

### **UF Counseling Services:**

Resources are available on-campus for students having personal problems lacking clear career and academic goals that interfere with their academic performance. These resources include:

- University Counseling Center, 301 Peabody Hall, 392-1575, personal and career counseling

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- 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

### **Syllabus Policy:**

This syllabus is a guide for the course and is subject to change with advanced notice. Students are responsible to keep up with any schedule change or other announcements made in class and to complete all assignments on time.

### **Class Policy**

**PLEASE NOTE:** No AUDIO or VISUAL recording during the class is allowed as all class materials are copy righted and may not be reproduced. Cell phones should be silenced and out of sight, except when used in class activities. Laptop computers and tablets are allowed ONLY to read any electronic readings, for note-taking.

<b>Course Schedule</b>	<b>M</b>	<b>W</b>	<b>F</b>	<b>Readings/Activity</b>
<b>Week 1 - Aug 24-28</b>	Introduction	Anthropology and Race	Discussion	Film
<b>Week 2 - Aug 31 - Sep 4</b>	Biological Basis for Human Difference	Biological Basis for Human Difference	Biological Basis for Human Difference	Relethford Ch. 1-2 Additional reading on e-Learning
<b>Week 3 - Sep 9-11 Sep 7 - No Class</b>	<b>Labor Day - No Class</b>	Diversity and Human Evolution	Diversity and Human Evolution <b>1st Article Response Essay DUE</b>	Relethford Ch. 3-4 Additional reading on e-Learning
<b>Week 4 - Sep 14-18</b>	Patterns in Human Genetic Variation	Patterns in Human Genetic Variation	Patterns in Human Genetic Variation <b>2nd Article Response Essay DUE</b>	Relethford Ch. 5-8 Additional reading on e-Learning
<b>Week 5 - Sep 21-25</b>	Human Biology Beyond the Genome	Human Biology Beyond the Genome	Human Biology Beyond the Genome	Smedley and Smedley Ch. 15
<b>Week 6 - SEP 28 - Oct 2</b>	<b>September 28 - Midterm 1 e-Learning No Class</b>	Midterm Discussion Race as a Worldview	Race as a Worldview <b>3rd Article Response Essay DUE</b>	Smedley and Smedley Ch. 1 Additional reading on e-Learning Film
<b>Week 7 - Oct 5 - Oct 9</b>	Origin of the Race Concept	Origin of the Race Concept	Origin of the Race Concept <b>4th Article Response Essay DUE</b>	Smedley and Smedley Ch. 3-4 Additional reading on e-Learning
<b>Week 8 - Oct 12 - Oct 16</b>	Colonialism, Slavery and Race	Colonialism, Slavery and Race	Colonialism, Slavery and Race <b>5th Article Response Essay DUE</b>	Smedley and Smedley Ch. 5-6 Additional reading on e-Learning
<b>Week 9 - Oct 19 - Oct 23</b>	Entrenchment of a Racial Worldview	Entrenchment of a Racial Worldview	Entrenchment of a Racial Worldview <b>6th Article Response Essay DUE</b>	Smedley and Smedley Ch. 7-9 Additional reading on e-Learning
<b>Week 10 - Oct 26 - Oct 30</b>	Scientific Racism	Scientific Racism	Scientific Racism	Smedley and Smedley Ch. 10-12 Additional reading on e-Learning
<b>Week 11 - Nov 2 - Nov 4</b>	<b>November 2 - Midterm 2 e-Learning No Class</b>	Midterm Discussion Racism and Racialization	Racism and Racialization <b>7th Article Response Essay DUE</b>	Hartigan Ch. 1 Additional reading on e-Learning

<b>Course Schedule</b>	<b>M</b>	<b>W</b>	<b>F</b>	<b>Readings/Activity</b>
<b>Week 12 - Nov 9, Nov 13</b>	Negotiating Post-Jim Crow Racism	<b>Veterans Day - No Class</b>	<b>8th Article Response Essay DUE</b>	Feagin and Sikes (1994); Bonilla-Silva (2002) on e-Learning
<b>Week 13 - Nov 16 - Nov 20</b>	White and Black in the United States	White and Black in the United States	<b>9th Article Response Essay DUE</b>	Hartigan Ch. 4-5 Additional reading on e-Learning Film
<b>Week 14 - Nov 23</b>	The Language of Racism	<b>Thanksgiving - No Class</b>	<b>Thanksgiving - No Class</b>	Smedley and Smedley Ch. 3 Additional reading on e-Learning
<b>Week 15 - Nov 30 - Dec 4</b>	Beyond Black and White	Beyond Black and White	Beyond Black and White <b>10th Article Response Essay DUE</b>	Hartigan Ch. 6-7; Smedley CH 14 Additional reading on e-Learning
<b>Week 16 - Dec 7 - Dec 9</b>	Race and Racism in Cross-Cultural Perspective	Race and Racism in Cross-Cultural Perspective	Race and Racism in Cross-Cultural Perspective	Twine (1997) and additional reading on e-Learning
<b>DECEMBER 18</b>	<b>FINAL</b>			<b>12:30-2:30</b>

#### Holidays - No Classes

**September 7: Labor Day**

**November 6-7: Homecoming**

**November 11: Veterans Day**

**November 25-28: Thanksgiving**