

Race and Racism

ANT 3451, Section 1F50

Tuesdays: Period 7 (1:55 – 2:45p.m.); Thursdays: Period 7-8 (1:55 – 3:50p.m.)
Turlington Hall L005

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Course Description and Objectives

This course examines the concept of race from a holistic anthropological perspective, incorporating examples from biological anthropology, cultural anthropology, archaeology as well as linguistic 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 historical origins of the concept of race and explores the links between race and science. The third part examines the experience and consequences of racism in the United States and from a global perspective.

By the end of the course, you should be able to:

1. Articulate why the concept of race does not adequately describe human biological variation.
2. Describe the historical origins of the concept of race
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

This course includes lectures, films and discussion. Reading assignments are to be read prior to the class period for which they are scheduled. The purpose of lectures will be to review the major conceptual points of each new topic and to integrate the material assigned in readings. Due to time constraints, we will not be able to cover or discuss all the material in the readings during class. However, you are responsible for this material, as all material will be covered in the exams.

Required Text

This has two required text that have been made available locally at the UF bookstore. The text may be available on-line at a discount. I suggest using the used book website
<http://www.addall.com>.

Smedley, Audrey and Brian D. Smedley
2012 *Race in North America: Origin and Evolution of a Worldview*, Fourth Edition.
Boulder, CO: Westview Press.

Relethford, John

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

Hartigan Jr., John

2005 *Odd Tribes: Towards a Cultural Analysis of White People*. Durham, NC: Duke
University Press

Additional required readings (journal articles, newspaper and magazine stories, and book chapters) will be made available electronically on the e-Learning website for the course. Please let me know if you have a problem accessing the electronic files.

Course Requirements

This course includes four (4) types of assessments through the course of the semester: exams, discussion/response essays, quizzes and a final exam.

Exams (40%): 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, guest speakers, and class discussions or activities. The midterm exams are noncumulative and equally weighted. Exams will account for 40% of your grade (20% each).

Final Exam (30%): The final exam is scheduled by the Registrar for **Thursday, May 2nd from 12:30 – 2:30 p.m.** Like the midterms, the final exam will cover material from assigned readings, lectures, films, guest speakers, and class discussions or activities. It will concentrate on material introduced after the second midterm but will likely require you to integrate material from earlier sections of the course. Up to one quarter (25%) of the final exam may come directly from questions on the midterms. The final exam will include a combination of multiple choice, true-false, and short answer questions.

Discussion/Response Essays: There will be five (5) article response essays assigned throughout the course. The article or book chapter to be read and discussed will be announced in class and on 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 discussion essay must be between 1.5 and 2 double-spaced pages in length in twelve-point (12pt) Times New Roman font with one-inch (1”) margins. Proper spelling and grammar will factor into the grade you receive. The highest four (4) grades you receive on the five essays will count towards your final grade. Essays will account for 20% of your grade (5% each). **As you are allowed to drop one of your five essays grades no late work will be accepted.** In the response essays, you will express what you think or feel about what the article or book chapter assigned. You should also integrate other class readings and lecture topics into your responses. Make sure your essays answer the following questions: (1) What are your feelings regarding the issue/topic being addressed? (2) Do you agree or disagree with the information presented?; Why or why not? (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? Your grade on these essays will be based on your responses to the above questions and whether or not you followed formatting instructions.

Quizzes: There will be five (5) unannounced quizzes throughout the semester. As attendance is not taken in this class these quizzes are used as a means of encouraging attendance. Students not in attendance on quiz days cannot make up quizzes. The only exception to this rule is if you clear

an absence with the instructor prior to the absence or produce proper documentation afterwards (e.g. doctor's note). Other than this stated exception, this policy is non-negotiable. Quizzes will count for 10% of your final grade (2%) each.

Extra Credit: Extra credit opportunities may arise during the semester and will be offered to the entire class. These opportunities will be announced in lecture as well as posted on the e-Learning site. As there is no guarantee of the number of extra credit possibilities or the amount of points that can be gained please do not rely on extra credit to achieve the grade you want to earn in the course.

Grading

Exams (2)	40%	80 points (40 points each)
Final Exam (1)	30%	60 points
Essays (4)	20%	40 points (10 points each)
Quizzes (5)	10%	20 points (4 points each)
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TOTAL	100%	200 points

A final letter grade will be assigned at the end of the semester, according to this scale:

A	(93-100%)
A-	(90-92%)
B+	(88-89%)
B	(83-87%)
B-	(80-82%)
C+	(78-79%)
C	(73-77%)
C-	(70-72%)
D+	(68-69%)
D	(63-67%)
D-	(60-62%)
E	(59% or below)

Policy on Makeup Exams and Late Work

There will be **no makeup exams** 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 as soon as possible. The Teaching Assistant (TA) may not give permission for make-up exams. As you are given the opportunity to drop one discussion essay grade, **no late submission of work** will be accepted. All essays must be turned in at the beginning of class on the date they are due. **No essays turned in via email will be accepted** 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 as soon as possible. The Teaching Assistant (TA) may not give permission to turn in assignments via email.

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 <http://www.registrar.ufl.edu/catalog/policies/students.html>).

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 or lacking clear career and academic goals that interfere with their academic performance. These resources include:

- University Counseling and Wellness Center, 3190 Radio Road, (352)392-1575, personal and career 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.

Course Schedule and Readings

Date	Topic and Assignments	Readings
Week 1 January 8, 10	Introduction and Overview	Read: Syllabus
Week 2 January 15, 17	Biological Basis for Human Differences	Read: Relethford Ch. 1-2 <i>Additional readings on e-Learning</i>
Week 3 January 22, 24	Diversity and Human Evolution	Read: Relethford Ch. 3-4 <i>Additional readings on e-Learning</i>
Week 4 January 29, 31	Patterns in Human Genetic Variation January 31: Response Essay #1 due	Read: Relethford Ch. 5-8 <i>Additional readings on e-Learning</i>
Week 5 February 5, 7	Human Biology Beyond the Genome	Read: Smedley and Smedley Ch. 15 <i>Additional readings on e-Learning</i>
Week 6 February 12, 14	Race as a Worldview February 12: Midterm Exam #1	Read: Smedley and Smedley Introduction and Ch. 1 <i>Additional readings on e-Learning</i>

Week 7 February 19, 21	Origins of the Race Concept February 21: Response Essay #2 due	Read: Smedley and Smedley Ch. 3-4 <i>Additional readings on e- Learning</i>
Week 8 February 26, 28	Colonialism, Slavery and Race	Read Smedley and Smedley Ch. 5-6 <i>Additional readings on e- Learning</i>
Week 9 March 5, 7	SPRING BREAK: NO CLASS	Relax and read ahead
Week 10 March 12, 14	Entrenchment of a Racial Worldview March 14: Response Essay #3 due	Read: Smedley and Smedley Ch.7-9 <i>Additional readings on e- Learning</i>
Week 11 March 19, 21	Scientific Racism	Read: Smedley and Smedley Ch. 10-12 <i>Additional readings on e- Learning</i>
Week 12 March 26, 28	Racism and Racialization March 26: Midterm Exam #2 in class	Read: Hartigan Ch. 1-3 <i>Additional readings on e- Learning</i>
Week 13 April 2, 4	Negotiating Post-Jim Crow Racism	Read: Hartigan Ch. 4-6 <i>Additional readings on e- Learning</i>
Week 14 April 9, 11	White and Black in America April 11: Response Essay #4 due	Read: Hartigan Ch. 7-9 <i>Additional readings on e- Learning</i>
Week 15 April 16, 18	Beyond Black and White and the Language of Racism	Read: Smedley and Smedley Ch. 3 <i>Additional readings on e- Learning</i>
Week 16 April 23 <i>Classes end April 23</i>	Cross-Cultural Perspectives on Race and Racism April 23: Response Essay #5 due	Read: Hartigan Ch. 10 <i>Additional readings on e- Learning</i>
Thursday, May 2nd	Final Exam	Final 12:30 – 2:30 p.m.