

COURSE DESCRIPTION

When we ask: What is race? We are asking first about human belonging. Who belongs with us? And who does not? Although these are familiar questions for families, communities, and nations across the globe, when we speak of race we ask and answer these questions in a fundamentally different way. Unlike many other kinds of belonging and exclusion that have marked societies across time and space, the differences of race are not only differences of sociality; one cannot change their “race” by speaking differently, dressing differently, or embracing a new religion. Race, therefore, is not easily localizable--like an old Ford engine, it tends to leak all over the place. Many different people, from varied sources in our lives, have already attempted to explain race to us. It has been described as a way of talking, a color, and a box that you check on applications, something in your DNA, or your tendons, or your hair, or even just in your mind. Race isn't easy to find, but it is *something*; it has a history that is earlier than you might think, with surprising effects which blur the boundaries between humans, cultural artifacts, bones, and social beliefs.

In ANT 3451 we will investigate race and racism as they are produced today, drawing from readings and group discussion on cutting-edge research in the biological and social sciences. The course will account for the key role that Anthropology once played in developing and popularizing race and racism in centuries past, and the role the field now plays in breaking through stereotypes and misconceptions about the topic. Class lectures, activities, and homework will focus on applying key points of this research in order to understand how race and racism affect us in an increasingly mobile era.

Race and Racism

ANT. 3451

Class Hours

MWF Period 5

Alissa M Jordan

Office Hours

2:00-5:00

Wednesday

B329

almjorda@ufl.edu

THE QUESTION

To This end, the core question that the class will answer is twofold: what is RACE and how do anthropologists STUDY it?

From investigating current online media, to gaming assignments with newly released video games and platforms, to viral videos, and even advances in bio-technology, this class will explore race and racism in contemporary venues, demonstrating their immediate relevance in students own lives.

STUDENT LEARNING OBJECTIVES

At the end of the class, students will be able to:

ANALYZE their own lives and social worlds using anthropological skills including thick description and auto-ethnography

IDENTIFY and critique common underlying messages which enforce racial dominance in contemporary media (e.g. biotech, mobile apps, games)

EXPLAIN the basic genetics and biology of ancestry to a layman

ANALYZE the problem of race, and potential solutions, from a holistic perspective

IDENTIFY ways in which you as an individual and as a collective community can intervene in injustice.

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CLASS REQUIREMENTS

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 and desire to read, attend class, and learn.

E-LEARNING

This course is managed by e-learning (<http://lss.at.ufl.edu>). The Resources tool has most of the required readings, except for journal articles you can download through the library. Resources are kept in folders by week. Scores on assignments and exams are available in the Feedback (not Gradebook) tool. Check the Announcements tool regularly to keep up-to-date with course announcements.

SECTION 2: CLASS OBLIGATIONS

REQUIRED READINGS

All readings are located on E-learning Resources tabs. They are situated in folders with each week name. Readings should be completed before the class period for which they are assigned (the “flipped classroom”). We use class-meeting times to discuss the readings, so you must be prepared to participate in the discussion and discussion points will be docked for those who have failed to prepare. There will be 8 short reading quizzes administered randomly throughout the semester. The lowest quiz grade will be dropped.

QUIZZES

11 reading quizzes will be administered randomly throughout the semester. Together, they account for 10% of the Student’s grade. The lowest scoring quiz will be dropped.

JOURNALS

13 Journal assignments make up 12% of the student’s grade. The key to success and growth in this class is your journal. Journal prompts will be located under the “assignments” tab on E-learning. Students will make weekly journal entries and submit them via “assignments” on E-learning to graders and the instructors. These journals will be graded for content and critical thought, and each entry should offer a personal insight into the journal prompt. The lowest journal grade will be dropped.

HOMEWORK

13 Homework assignments make up 12% of the student’s grade. They include a mix of written assignments, online activities, and mini field-work sessions. Directions specific to each assignment will be located in the assignments tab on E-learning. The lowest Homework grade will be dropped.

GROUP ACTIVITIES

Attendance will be taken via participation in group activities, which make up 21% of the students grade. Your group is your class family. Students will be assigned to a small working group of 5-7 students, and will remain with this working group for the entirety of the semester. The relationships students build in these groups are expected to push them to examine their worlds in different ways, and empathetically view the worlds of other people. Readings on group relationships and group activity expectations are required for the first week of class. Throughout the class, students will be expected to utilize active listening methods and dialogue (rather than debate) in order to solve problems and complete activities. Students who are habitually late or habitually miss class are not expected to succeed in the course.

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DISCUSSION REPORT

One discussion report worth 5% of the student's grade will be due Week 10. Group Activities will culminate into a series of important dialogues on Week 9. A 5 page discussion report, complete with citations, will be due following the discussions on the next week. This report will synthesize group dialogues and present each student's anthropologically-grounded perspective on issues of inequality in society. Further instructions will be posted to e-Learning.

FORUMS

1 forum at 10% of the student's grade will be used to evaluate critical thinking and the student's level of fluency with a variety of class topics immediately relevant to American society. Each student will be assigned to one of 6 forums which will present and discuss a pre-assigned issue in class during the final weeks.

FINAL PROJECT

1 final project at 20% of the students grade will be used to evaluate the student's overall comprehension of class material. Students will be given a choice of two projects. *Project A:* The first choice involves editing one's journal entries and class knowledge into a blog on race. Each blog will thus have 17 posts. 12 will be adaptations of journal entries geared for an online audience, and an additional 5 posts will cover key concepts from class (of the student's choosing). Each post must include two separate kinds of media and be visually exciting. *Project B:* The second choice involves writing up a detailed report of the student's forum. It must synthesize the groups conclusions and comments, demonstrate fluency with key concepts in the course, and be written from an anthropologically informed standpoint. Further instructions will be posted to e-Learning.

LATE POLICY

No late work is accepted, unless accompanied by a documented and university-approved excuse. For university policy see <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

CLASS MODEL

Group work and individual work are at the core of our in-class learning experience, rather than traditional instructor-lecture models. The teacher, on average, will only use 15 minutes or less of class time each day in order to introduce a topic, provide statistics, and ground group discussions. The rest of class time will involve a structured group activity.

STRATEGIES FOR SUCCESS

Attend class—be on time and be prepared. Keep up with all the readings each week. Create a glossary of the major concepts that are discussed. Ask questions in class or by email if you have any difficulty understanding the material. Meet with me in person. You are asked to think, be imaginative, look for patterns, apply concepts, and make interpretive judgments—not just memorize material.

ACCEPTANCE OF COURSE REQUIREMENTS

By remaining registered in this class, you agree to accept the course requirements and expectations as stated in this syllabus. These are in addition to other general University requirements and codes of conduct as stated in official documents and mentioned in syllabus.

CLASS DEMEANOR EXPECTED BY THE PROFESSOR

Students are expected to be in their seats at the start of class. 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, and on certain days to facilitate class activities.

	COURSE GRADING SCALE			
	~%	#	Point Each	Total Section
Quizzes	10	10	1	10
Journals	24	12	2	24
Homework Assignments	12	12	1	12
Group Activities	21	35	.6	21
Discussion Report	5	1	5	5
Forums	10	1	10	10
Final Project	20	1	20	20
Total	100			100

UF GRADING REQUIREMENTS AND COURSE GRADING POLICY

For info on UF Grading requirements and course grading policies, visit: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

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Every graded activity in this course earns points. Letter grades are based on a total of 100 points; see grading scale below. Important: If a minimum grade of C is required to fulfill certain graduation requirements, C- does not fulfill those requirements. GPA points for each letter grade are provided in the bottom line of the chart.

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The following information is provided in conformance with University Policy:

1. Policy related to class attendance, make-up exams, and other work
Requirements for class attendance, make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.
2. Accommodations 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 Professor when requesting accommodation. Upon receipt of documentation, the Professor will grant the accommodation. Students with disabilities should follow these procedures as early as possible in the semester.
3. Online course evaluation process: Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>.

Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open.

Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>

4. Religious Observances: Students seeking modification of due dates for class participation, assignments, and exams for religious reasons (e.g., holiday observances) should contact the Professor and request this modification; it will then be granted.

5. Academic Honesty: UF students are bound by The Honor Pledge that states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or any TAs assigned to this class. Instances of dishonesty include conducting unauthorized research on the internet and failing to cite sources of information on any work submitted, as well as unauthorized collaborating with students or others to determine the answers on assignments and exams.

6. Counseling and Emergency Services

-the University Counseling Center, 301 Peabody Hall, 392-1575

<http://www.counseling.ufl.edu/cwc/Default.aspx>

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– Student Health Care Center, 392-1171 – Career Resource Center, Reitz Union, 392-1601 – Center for Sexual Assault/Abuse Recovery and Education (CARE), Student Health Care Center, 392-1161 – University Police Department 392-1111 (non-emergency); call 9-1-1 for emergencies

7. Electronic Course Reserves: The electronic course reserve service is offered by the George A. Smathers Libraries. Under the Rehabilitation Act and the Americans with Disabilities Act, students with disabilities have the right to equal access, use and benefit of the course materials that have been placed on reserve in the Libraries.

Students who have registered with the University of Florida Disability Resource Center should initiate their request for assistance and accommodation in accessing these materials. The Center will work with the Libraries Course Reserve Unit to provide accessible course materials. All information submitted by the student to the Libraries in fulfilling the request for accommodation will be kept confidential. For more information on services for students with disabilities, contact the UF Disability Resource Center at 352-392-8565 or at accessuf@dso.ufl.edu. For general information on course reserves, please contact the Course Reserves Unit at 352-273-2520, or email at eres@uflib.ufl.edu.

It is best to use the UF VPN client when accessing electronic materials course reserve materials as well as e-books, on-line journals, databases, etc. offered by the library. The VPN client is easily installed and configured, and provides easy access to

electronic materials using off-campus information on using the VPN client, go to <http://www.uflib.ufl.edu/login/vpn.html>

SOFTWARE REGULATIONS

All faculty, staff and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. The best attitude to have when connected to UF internet, VPN, or using UF computers is that: YOU ARE PROBABLY BEING MONITORED. Scary, but true.

TENTATIVE TOPICS, READINGS, AND ASSIGNMENTS

– SUBJECT TO CHANGE

Required readings are to be completed by the class meeting date; note the required pages of a chapter or article. Reading and Homework assignments are tentative, and any changes will be announced well in advance.

WEEK 1	READINGS	Monday 8/25/ 2014	8/26/ 2014	Wed. 8/27/ 2014	8/28/ 2014	Friday 8/29/ 2014
	ASSIGNMENTS			Irving. Why does everyone keep talking about Race? Community Race Dialogue. Dialogue Leader Roles.	Journal Assignment 1. Due at 5:00 PM	Aguierre. "Strategic Change." Irving. Are Prejudice, Bigotry, and Racism the Same Thing?
	SUBJECT	Class Introduction. Learning Community & Dialogue Journals		Active Listening Communicating About Race		Racism, Bigots, Name Calling: Class Rules Empathetic Objectivity. Flash Points & Triggers
WEEK 2	READINGS	Monday 9/1/ 2014	9/2/ 2014	Wednesday 9/3/ 2014	9/4/ 2014	Friday 9/5/ 2014
	ASSIGNMENTS		Homework 1. Project Implicit. Due at 5:00 pm	Bonilla-Silva. Racism without Racists. AAA. Statement on Race AAA. Statement on Race & Intelligence Miner, H. Body Ritual Among the Nacirema	Journal Assignment 2. What about the course? Project Implicit Scores. Due at 5:00 PM.	Lareau, A. Editor. Part 1: Organization of Daily Life. In Unequal Childhoods. Fuentes. Race is Real, But Not in the Way People Think. Kraus. An Inconvenient Truth: Race
	SUBJECT	No Class		How do anthropologists study race?		Inventing Others
WEEK 3	READINGS	Monday 9/8/ 2014	9/9/ 2014	Wednesday 9/10/ 2014	9/11/ 2014	Friday 9/12/ 2014
	ASSIGNMENTS	AAA. This is Anthropology. Faiola. Racist or Playful? Bertrand, Marianne. Racial bias in Hiring Harrison, Faye. Chap. 10. Unraveling Race for the 21st Century		Starnes. Pentagon Training Manual. Michael & Bartoli. What White Children Need to Know About Race. Crosley-Corcoran. Explaining White Privilege Wise, Tim. When Exceptions Prove the Rule	Journal Assignment 3. Studying Ourselves: Fun among the Nacirema. Due at 5:00 PM	In lieu of readings, posted videos.
	SUBJECT	Inventing the Other		Inventing Whiteness		Who deserves What?! The Ameritocracy Narrative

WEEK 4		Monday 9/15/ 2014	9/16/ 2014	Wednesday 9/17/ 2014	9/18/ 2014	Friday 9/19/ 2014
	READINGS	Race Stories. Stock Stories. Read all main pages at: http://www.arabstereotypes.org/ AP. AP Poll. Majority Whites O Duck, W. An Ethnographic Portrait of a Precarious Life. Bogado, A. A Matter of Death and Death		U.S.Visas. Visa Waiver Program Comments Dialogue 1, 2, 3 Street, Brian. Chapter 9 in Introductory Readings in Anthropology. Representations of Non- European Society in Popular Fiction. Berkhofer, R. Intro & Preface The White Man's Indian.		Mammology UTEP. Species and Subspecies. Templeton, A. Human Races A Genetic Perspective. Goodman, Alan. Two Questions About Race
	ASSIGNMENTS		Homework 3. Stock Comments. Due at 5:00 PM		Journal 4. Check In. Due at 5:00 PM	
	SUBJECT	Humans Tell Stories		We Are A Culture Too		What is Human?
WEEK 5		Monday 9/22/ 2014	9/23/ 2014	Wednesday 9/24/ 2014	9/25/ 2014	Friday 9/26/ 2014
	READINGS	Nature Genetics Supplement. Race and the Human Genome. Evolution Packet 1.		Gene Packet 2.		Schutkowski, H. What you are makes you eat different things. Shipman, P. What can you do with a bone fragment?
	ASSIGNMENTS		Homework 4. If I were an Alien... Due at 5:00 PM		Journal 5. This Makes Me who I Am. Due at 5:00 PM	
	SUBJECT	How do we vary, biologically?		Evolution & Gene Flow		Making Ourselves Ethnic
WEEK 6		Monday 9/29/ 2014	9/30/ 2014	Wednesday 10/1/ 2014	10/2/ 2014	Friday 10/3/ 2014
	READINGS	Human Genetics Reading Group		Epigenetics Reading Archaeological study of experience and body modification Anthropology of the body		Readings on Linguistic Anthropology Language & Gene Flow
	ASSIGNMENTS		Homework 5. When Life and My Body Collided. Due at 5:00 PM			
	SUBJECT	Human Genetics & Epigenetics?		What we do and what we experience changes us.		We seek to be understood

WEEK 7	Monday 10/6/ 2014	10/7/ 2014	Wednesday 10/8/ 2014	10/9/ 2014	Friday 10/10/ 2014
	READINGS	Symbolic Anthropology Basic Readings Packet 1 Hald, C. Web Without a Weaver. Introduction.	Art, Iconography, Political Control Packet 1		On Cultural Flow & Cultural Clash Orser, Charles. Race & Archaeology in Encyclopedia of Global Archaeology.
	MATERIALS				DUE: Photographic & Video Project
	SUBJECT	We live with eachother, and never stop interpreting.	We are ancestral bodies.		We borrow and we reuse.
WEEK 8	Monday 10/13/ 2014	10/14/ 2014	Wednesday 10/15/ 2014	10/16/ 2014	Friday 10/17/ 2014
	READINGS	Power & Representation Readings on cultural appropriation	Geertz. Selections Interpretation of Cultures Hodder, I. Interpretive Archaeology & It's Role		
	ASSIGNMENTS	Homework 7. Reflecting on Photography Project & Vids. Meaning, Hearing, Mistaking. Who is Right? Due at 5:00 PM		Journal 6. What is the relationship between cultural difference and economic and social disadvantage?	
	SUBJECT	How and what we borrow has political meaning.			NO CLASS
WEEK 9	Monday 10/20/ 2014	10/21/ 2014	Wednesday 10/22/ 2014	10/23/ 2014	Friday 10/24/ 2014
	READINGS	Solomon, D. Teacher Beliefs and practices in serving communities that differ in socioeconomic level. Skiba et al. The Color of Discipline.	Rugha, J. Racial segregation and the foreclosure crisis. Rheingold, I. Redlining and Reverse Redlining.		Donohue. Abstract. An Empirical Evaluation of the Connecticut Death Penalty System Since 1973 Clemons, J. Blind Injustice
	MATERIALS			Journal 7. My Family's History of Wealth. Due at 5:00 PM	
	SUBJECT	What does inequality mean about our society in education?	What does American housing segregation mean?		What do criminal prosecution differences mean about us?
WEEK 10	Monday 10/27/ 2014	10/28/ 2014	Wednesday 10/29/ 2014	10/30/ 2014	Friday 10/31/ 2014
	READINGS	Ethnography of caste system representations in Baliwood Soap Operas Readings on USA representation of Latinos Arch reading on Nubian/Egyptian relations	Véran, JF. New Bones, Old Powers.		Individual & Society Packet 1.
	ASSIGNMENTS	Discussion Report Due at 5:00 PM: Discussion Reports & Conclusions.		Journal 8. Due at 5:00 PM. What is my story?	
	SUBJECT	Who is important in our stories, and who is not?	The Individual in Society		Guest Speaker: Vietnam Veteran & Social Activist "Gus" Talks

WEEK 11	Monday 11/3/ 2014	11/4/ 2014	Wednesday 11/5/ 2014	11/6/ 2014	Friday 11/7/ 2014
	READINGS	Harrison, F. Anthropology as an Agent of Transformation.	Stoler, A. Racial Histories and their Regimes of Truth.		Hartigan, J. Excerpt. Class Predicaments of Whiteness in Detroit.
	ASSIGNMENTS	Harrison, F. Ethnography as Politics.	Neale, M. What the Hell is a Black Male Feminist?	Journal 9. Due at 5:00 PM. White Privilege Take 2.	Cole, E. Intersectionality and Research in Psychology.
	SUBJECT	Anthropology as Transformation	Privilege & Prejudice		Intersections of Gender & Class & Self
WEEK 12	Monday 11/10/ 2014	11/11/ 2014	Wednesday 11/12/ 2014	11/13/ 2014	Friday 11/14/ 2014
	READINGS	In lieu of readings, video gaming	In lieu of readings, film watching		
	ASSIGNMENTS			Journal Assignment 10. How far we have come. Due at 5:00 PM	
	SUBJECT	Observing Popular Culture on Race	Responding to Dominant Narratives		Colorblind Politics
WEEK 13	Monday 11/17/ 2014	11/18/ 2014	Wednesday 11/19/ 2014	11/20/ 2014	Friday 11/21/ 2014
	READINGS	Forum Assignment.	Forum A Reading Packet.		Forum B Reading Packet.
	MATERIALS			Journal 11. Forum A Response. Due at 5:00 PM	
	SUBJECT	FORUM PREPARATION DAY	Forum A		Forum B
WEEK 14	Monday 11/24/ 2014	11/25/ 2014	Wednesday 11/26/ 2014	11/27/ 2014	Friday 11/28/ 2014
	READINGS	Forum C Reading Packet.			
	MATERIALS				
	SUBJECT	Forum C	THANKSGIVING BREAK		THANKSGIVING BREAK
WEEK 15	Monday 12/1/ 2014	12/2/ 2014	Wednesday 12/3/ 2014	12/4/ 2014	Friday 12/5/ 2014
	READINGS	Forum D Reading Packet	Forum E Reading Packet		Forum F Reading Packet
	MATERIALS			Final Journal 13. Due at 5:00 PM	
	SUBJECT	Forum D	Forum E		Forum F

		Monday 12/8/ 2014	12/9/ 2014	Wednesday 12/10/ 2014	12/11/ 2014	Friday 12/12/ 2014
WEEK 16	READINGS	<i>None</i>		<i>None</i>		
	MATERIALS		NO HOMEWORK			
	SUBJECT	Writing Day 1.		Writing Day 2.		Forum Responses Due (Or Blogs) DUE IN CLASS & Final Day