

# ANT3451: RACE AND RACISM

Sections 1E07, 24DC, 24DF(10423, 10370, 10371)

GenEd S and D, 3 Credits Fall

2024

**INSTRUCTOR:** Autumn Rose ([autumnrose@ufl.edu](mailto:autumnrose@ufl.edu)) | Office Hours: TBD

**TEACHING ASSISTANTS:** TBD

## Purpose of Course

*Fulfills General Education (GenEd) requirement in Diversity (D), as well as Social and Behavioral Sciences (S) (see the end of the document for GenEd objectives and Student Learning Outcomes).* The 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. **Please note that, this class does not satisfy the UF writing requirements.**

## Course Goals & 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 via the UF Bookstore and from other online retailers. When purchasing through Perusall, the UF option is cheaper than other channels.

**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 contact us if you have a problem accessing the electronic files.

## 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.

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.

## General Education Objectives

(D) In Diversity courses, students examine the historical processes and contemporary experiences characterizing social and cultural differences within the United States. Students engage with diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and (dis)abilities. Students critically analyze and evaluate how social inequities are

constructed and affect the opportunities and constraints across the US population. Students analyze and reflect on the ways in which cultures and beliefs mediate their own and other people's understandings of themselves and an increasingly diverse U.S. society.

(S) Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

***This course accomplishes the General Education Objectives through:***

- Employing the scientific method to research aspects of race and racism in everyday experiences.
- Improving students' critical thinking regarding race and racism in the United States and around the world, while also interpreting the social inequalities regarding sex, gender, class, and access to resources and opportunities.
- Analyzing social and cultural influences on the students' individual knowledge about race and racism and the way they affect societies, politics, and ethical standards.
- Examining the way race and racism have changed through time and biological perspectives on the origins and orientation of human beings.
- Talking frequently about controversial and emotionally charged topics in race and racism allows for students to become comfortable talking about the subject and examining their own beliefs and assumptions about race and racism.

### **Student Learning Outcomes**

Reflecting the curricular structures of Gen Ed designations, after taking ***Race and Racism*** students will be able to:

1. Identify, describe, and explain the key themes, terminology, methodologies, historical processes, and contemporary experiences characterizing diversity as a dynamic concept related to human race and examine the differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and disability (Content SLOs Gen Ed S and D).
2. Critically analyze and evaluate how social inequities are constructed and affect the

opportunities and constraints of different groups relating to race in the United States and globally. Analyze and reflect on the ways in which cultures and beliefs mediate understandings of an increasingly diverse U.S. society (Critical Thinking SLOs D).

Apply formal and informal qualitative or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions about humanity. Assess and analyze ethical perspectives in individual and societal decisions (Critical Thinking SLOs Gen Ed S).

3. Communicate knowledge, thoughts, and reasoning clearly and effectively regarding issues surrounding race and racism (Communication SLOs for Gen Ed S and D).

*Go to the section on Assignment Descriptions to see how the above SLOs will be assessed.*

***SLO Assessments:***

- Exams will assess the students' comprehension of the material.
- Quizzes will ensure the students keep up with the readings associated with lecture.
- Assigned annotations will emphasize activities that enhance student comprehension of material and promote student critical thinking.
- Module activities including film reviews, mapping activities, primary source document analysis, storyboarding, and critical article reviews among other activities will apply course content to real-life situations to help students answer critical thinking questions.
- The Digital Storytelling Project emphasizes applying the course content to everyday experiences and enhances student identification of major controversies regarding race and racism to critically think about their own and other people's perceptions on race and racism and the way they apply to society.

## 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 takeaways 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 at:**

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

### Late Work and Make-up 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. We **do NOT** accept nor grade assignments through email submission. All assignments must be submitted in Canvas.

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 and TA as soon as possible.

### Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

## University Honesty Policy

UF students are bound by The Honor Pledge which 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 (<https://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 TAs in this class.

## Statement on Using ChatGPT

While the AI algorithms can produce a coherent essay with proper grammar, please be aware that almost all the assignments in this course require references, and ChatGPT will not provide those for you. I can confirm that ChatGPT is not a better writer than you are. It lacks creativity and insight, but it does have good grammar. The use of ChatGPT without a proper citation is a form of **plagiarism** and will be penalized accordingly (See section on Academic Misconduct below).

## Statement on Sexual Harassment

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.

## UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

## 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 reading annotations), a mid-term exam, a final exam, and a digital storytelling project. These components are weighted so that module work is worth 40%; the midterm exam 10%; the final exam 25%; 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 that grades of C- or lower do not count toward major, minor, or General Education requirement.

Your final grade has seven components: reading annotations, module activities, reflection essays, film analyses, quizzes, two exams, and a digital storytelling project. These components are weighted according to the table below.

### *Assignment and grade breakdown as is follows:*

Reading Annotations 10%  
Module Activities 5%  
Film Analyses (5) 10%  
Quizzes 25%  
Mid-term Exam 10%  
Final Exam 25%  
Digital Storytelling Project 15%  
**TOTAL 100%**

## Course Assignments

### *Reading annotations*

All assigned readings will be available via a social reading platform called Perusall. For each assignment, you will be grouped with a random set of up to 19 other students, and you will collaboratively annotate the text. I will provide further guidance via Canvas about how and why we are using this tool. For now, the key thing to know is that Perusall assigns scores based on how engaged you are with an assigned text. Engagement is a matter not just of quantity but also quality of your contributions to the discussion about a text. Since Perusall automatically grades your contributions, I will leave all the readings open for annotating until **December 11th**.

### **Module activities**

Four modules have activities designed to deepen your understanding of the material. These online activities include:

- *Desiree's Baby* (Module 3)
- *Jamestown* (Module 6)
- *Growth of the Suburbs* (Module 10)
- *Implicit Association Tests and Reflection* (Module 11).

### **Film analyses**

We will watch five films this semester. For each one, all students will respond to a series of prompts designed to help you analyze the film in terms of content and structure. This assignment has two purposes: (1) to help you think critically about the content of the film and (2) to develop your skills in analyzing the narrative structure of film, which in turn will lay a foundation for your digital storytelling project.

All students will complete written analysis of the following films:

- Race: The Power of An Illusion, Episode 1—*The Difference Between Us* (Module 2)
- Race: The Power of An Illusion, Episode 2—*The Story We Tell* (Module 5)
- *Slavery by Another Name* (Module 9)
- Race: The Power of An Illusion, Episode 3—*The House We Live In* (Module 10)
- *Asian Americans Breaking Ground* (Module 13)

### **Quizzes**

Module quizzes will be administered via Canvas and will consist of 15 multiple-choice and true-or-false questions. Quizzes are designed to test your mastery of content from a single module and will help to ensure that you are tracking ideas across the course.

### **Midterm exam**

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. The midterm is online and will be available between October 10th at 8:00am to October 13th at 11:59pm, EST ONLY. You will have 140 minutes to complete the exam after you open it. Once open, you will not be able to stop the exam. I strongly advised that you are well prepared prior to opening the exam.

### **Final exam**

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. This final exam will be available for submission between December 5th at 8:00am and December 9th 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***

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, with the final project due the Monday you return from Thanksgiving Break.

## Course Schedule

Reading marked with a \* indicate that the annotation assignment is for optional extra credit. Students are still required to read and may be tested on these readings, regardless of whether they choose to complete the EC.

### **PART I: HUMAN BIOLOGICAL VARIATION**

#### **Aug 22      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

*Activities:* Introduction Video, Syllabus Quiz

#### **Aug 26      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

#### **Sept 3      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, Marks (2010)\*

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

#### **Sept 9      Module 4: Human Biology Beyond the Genome**

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

*Readings:* Goodman et al., Ch. 16, Gravlee (2013), Gravlee (2020)

*Activities:* Module 4 Quiz, Introduction to Digital Storytelling

## PART II: RACE & SCIENCE

### Sept 16      **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:* Gould (1994), Kendi (2016) ch. 1.3, Martinez (2004)

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

### Sept 23      **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; Wolfe (2013)

*Activities:* Jamestown Activity; Digital Storytelling (Part I): Your Story; Module 6 Quiz

### Sept 30      **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

### Oct 7      **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)

**MIDTERM EXAM:** Submit online by October 13. Covers Parts I & II

## PART III: EXPERIENCING RACE AND RACISM

### Oct 14 **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; Film Review & Analysis (*Slavery by Another Name*)

### Oct 21 **Module 10: Structural Racism**

- Racism as a system
- Patterns and roots of race-based residential segregation
- The New Jim Crow

*Reading:* Goodman et al., ch. 13-15; Hannah-Jones (2020); Coates “The Case for Reparations” (2014)\*, Alexander ch. 5., (2012)\*.

*Activities:* Growth of the Suburbs\*, Module 10 Quiz

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

### Oct 28 **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\*; Nuru-Jaffer (2009)\*.

*Activities:* Module 11 Quiz\*; Implicit Association Tests and Reflection; Digital Storytelling Project (Part II): Research and Write

### Nov 4 **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:* Goodman et al., Ch. 5; Mills (2003); Gravlee (2021); McIntosh (1988)\*

*Activities:* Module 12 Quiz; Digital Storytelling Project (Part III): Storyboard

**Nov 12**      **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 (*Asian Americans: Breaking Ground*), Module 13 Quiz

**Nov 18**      **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); Smith (2020)

*Activity:* Module 14 Quiz

**Nov 25**      **Thanksgiving Break**

Enjoy your break!

**Dec 2**      **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); Bonilla-Silva (2020)

*Activities:* Digital Storytelling Project (Part IV): Create & Put it All Together

**FINAL EXAM:** December 9th 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/>

## **Campus Resources**

### **Counseling and Wellness Center**

Contact information for the Counseling and Wellness Center:

<http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

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/>

Student Mental Health, Student Health Care Center, 392-1171, personal counseling.

Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161, sexual counseling.

### **The Writing Studio**

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

For E-learning technical support, call (352) 392-4357 (select option 2), e-mail [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu), or check out <https://lss.at.ufl.edu/help.shtml>.

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.

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