

RACE AND RACISM

ANT 3451
SECTIONS 1D23 (10658), 18DA (10657)
3 CREDITS
FALL 2019

INSTRUCTOR: Dr. Clarence (Lance) Gravlee

OFFICE HOURS: Wednesday, 9:30–11:30 a.m.; Friday, 1:00 – 2:30 p.m.

OFFICE: TUR B370

GRADERS: SHAMBHAVI BHUSHAN AND MYLES SULLIVAN

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 an additional contact interface between students and the instructor, beyond classroom interaction. Questions can be sent to the instructor through Canvas messaging or can be posted to the “General Questions” discussion board if appropriate. The student is responsible for checking Canvas regularly.

REQUIRED TEXT: There are two required books for the course. These books are available locally at the UF Bookstore (J. Wayne Reitz Union, 392-0194 ext. 128) and may be available at a discount from online retailers.

Coates, T. 2015. *Between the World and Me*. New York: Random House.

Halley, J., Eshleman, A., and Vijaya, R.M. 2011. *Seeing White: An Introduction to White Privilege and Race*. Lanham, MA: Rowan and Littlefield Publishers.

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 Dr. Gravlee if you have a problem accessing the electronic files

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

INSTRUCTIONAL METHODS: This course consists of 16 modules. Each module typically consists of a series of lectures, readings, in-class activities, and a quiz. This format varies slightly in some modules. There are two exams (one mid-term and one-final) and a final digital storytelling project that requires students to plan and reflect on their personal experience of race.

COURSE POLICIES:

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 two letter-grades 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.

UF POLICIES & STUDENTS 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-conduct-honor-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 or unpublished words or design without acknowledgment) 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 discrimination and sexual harassment.

GETTING HELP:

TECHNICAL HELP

For technical difficulties with E-learning, 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.

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.

GRADING POLICIES:

UF WRITING REQUIREMENT STUDENTS, SECTION 18DA (CLASS NUMBER 10657): Your final grade has six components: attendance and participation, reflection essays and film

analyses, quizzes, a mid-term exam, a final exam, and a digital storytelling project. These components are weighted so that attendance and participation are worth 15%, reflection essays 20%, quizzes 20%, the mid-term exam 10%, the final exam 20%, and the digital storytelling project 15% of the final grade.

| | |
|------------------------------|------|
| Attendance and Participation | 15% |
| Reflection Essays (5) | 10% |
| Film Analyses (5) | 10% |
| Quizzes | 20% |
| Mid-term Exam | 10% |
| Final Exam | 20% |
| Digital Storytelling Project | 15% |
| TOTAL | 100% |

Students taking the class for the UF Writing Requirement should also note that, per UF policy, in order to receive writing credit the student must satisfactorily complete the writing component and receive a minimum grade of C for the course. It is possible not to meet the writing requirement and still earn a minimum grade of C in a class. Additionally, courses intended to satisfy the writing requirement may not be taken pass-fail. Writing will be evaluated on the content, organization and coherence, effectiveness, style, grammar, and punctuation.

NON-UF WRITING REQUIREMENT STUDENTS, SECTION 1D23 (CLASS NUMBER 10658):

Your final grade has six components: attendance and participation, film analyses, quizzes, a mid-term exam, a final exam, and a digital storytelling project. These components are weighted so that attendance and participation are worth 15%, film analyses 10%, quizzes 25%, the mid-term exam 10%, the final exam 25%, and the digital storytelling project 15% of the final grade.

| | |
|------------------------------|------|
| Attendance and Participation | 15% |
| Film Analyses (5) | 10% |
| Quizzes | 25% |
| Mid-term Exam | 10% |
| Final Exam | 25% |
| Digital Storytelling Project | 15% |
| TOTAL | 100% |

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 requirements.

COURSE ASSIGNMENTS

Attendance and participation

Success in this class requires regular attendance and participation. Attendance and participation will be tracked through simple in-class quizzes and group participation activities. Classes will consist of lectures, viewing of media, class discussion, and group deliberation. To make the most of the class participation grade, students should complete assigned reading or activities prior to coming to class.

Film analyses (all students) and reflection essays (UF Writing Requirement only)

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)
- Race: The Power of An Illusion, Episode 3—The House We Live In (Module 10)
- Slavery by Another Name (Module 9)
- Black in Latin America (Module 13)

Students in the UF Writing Requirement section (18DA, Class 10657) only will complete the following reflection essay assignments:

- Comparing Statements on Race (Module 8)
- From Jim Crow to Juan Crow (Module 9)
- Privilege Scavenger Hunt (Module 12)
- Applying Intersectionality (Module 14)
- Interview on Race (Module 16)

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 scheduled during the class period on **October 14**. You will be able to access the

questions for the midterm starting at 11:45 am EST and all answers must be submitted by 12:35 pm EST.

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. The final exam is online and is scheduled by the Registrar for **December 10, 12:30 — 2:30 p.m. EST ONLY**. You will be able to access the questions for the final exam starting at 12:30 pm EST and all answers must be submitted by 2:30 pm EST. It is advised that you start the final exam as soon as it opens at 12:30 pm EST. 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 Dr. Gravlee as soon as possible. The Grader may not give permission for make-up exams.

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 in Week 15.

COURSE SCHEDULE

PART I: HUMAN BIOLOGICAL VARIATION

WEEK 1: AUGUST 20–24

Module 1: Introduction and Overview

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

Reading: Halley et al., Ch. 1; Coates, p. 1–12

Quiz: Module 1 Syllabus Quiz

Activities: Brainstorming Discussion and Rules of Engagement Discussion

WEEK 2: AUGUST 25–31

Module 2: Biological Basis of Human Differences

- Darwin and evolutionary theory
- Mendel and the birth of genetics

- Monogenic versus Polygenic Traits
- DNA, genes, chromosomes
- Modern synthesis and evolutionary forces

Reading: Anemone (2011), Gibbons (2015)

Quiz: Module 2 Quiz

Activities: Film Review & Analysis (*Race: The Power of an Illusion, Episode 1*)

WEEK 3: SEPTEMBER 1–7

Module 3: Patterns of Human Genetic Variation

- Genes and human history
- Human genetic variation
- Human variation is real but small
- Human variation is discordant
- Human variation is within populations
- Human variation is clinal
- Skin color, evolution, and human variation

Reading: Jablonski and Chaplin (2002), Marks (2010)

Quiz: Module 3 Quiz

Activities: Desiree's Baby

PART II: RACE AND SCIENCE

WEEK 4: SEPTEMBER 8–14

Module 4: Human Biology Beyond the Genome

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

Reading: Halley et al., Ch. 2; Gravlee (2013)

Quiz: Module 4 Quiz

Activities: Research Evaluation and Critique [Writing section only]

WEEK 5: SEPTEMBER 15–21

Module 5: Origins of the Race Concept

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

Reading: Gould (1994); Kendi Ch. 1-3, Martinez (2004)

Quiz: Module 5 Quiz

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

WEEK 6: SEPTEMBER 22–28

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 versus monogenism

Reading: Graves, Ch. 3; Smedley. Ch. 9

Quiz: Module 6 Quiz

Activities: Introduction to Digital Storytelling, Jamestown

WEEK 7: SEPTEMBER 29–OCTOBER 5

Module 7: Post-Darwinian Scientific Racism

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

Reading: Sussman, Block (1995); Smith and Wehmeyer (2012); Goddard (1916)

Quiz: Module 7 Quiz

Activities: Social Darwinism

WEEK 8: OCTOBER 6–12

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: Mukhopadhyay and Moses (1997); Patterson (2009)

Activities: Comparing Statements on Race [Writing section only]

MIDTERM EXAM: OCTOBER 14, DURING CLASS, ONLINE

HUMAN BIOLOGICAL VARIATION AND ORIGINS OF THE RACE CONCEPT

PART III: EXPERIENCING RACE AND RACISM

WEEK 9: OCTOBER 13–19

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)

Quiz: Module 9 Quiz

Activities: Film Review and Analysis (*Slavery by Another Name*); From Jim Crow to Juan Crow [Writing section only]

WEEK 10: OCTOBER 20–26

Module 10: Structural Racism

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

Reading: Alexander Ch. 5; Halley et al., Ch. 7–9; The Case for Reparations

Quiz: Module 10 Quiz

Activities: Film Review & Analysis (*Race: The Power of an Illusion, Episode 3*); Growth of the Suburbs

WEEK 11: OCTOBER 27–NOVEMBER 2

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 microaggressions are like mosquito bites

Reading: Coates, p. 12–71; Halley et al., Ch. 6

Quiz: Module 11 Quiz

Activities: Implicit Association Tests and Reflection, Digital Storytelling Project (Part I): Your Idea

WEEK 12: NOVEMBER 3–9

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: Coates, p. 72–132; Halley et al., Ch. 3-5; McIntosh (1988); Hoelscher (2003)

Quiz: Module 12 Quiz

Activities: Privilege Scavenger Hunt [Writing section only]

WEEK 13: NOVEMBER 10–16

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)

Quiz: Module 13 Quiz

Activities: Film Review & Analysis (*Black in Latin America: Haiti & the Dominican Republic*), Digital Storytelling Project (Part II): Research and Write

WEEK 14: NOVEMBER 17–23

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)

Quiz: Module 14 Quiz

Activities: Applying Intersectionality [Writing section only], Digital Storytelling Project (Part III): Storyboard

WEEK 15: NOVEMBER 24–30

Module 15: Finishing Your Digital Storytelling Project

Reading: N/A

Activities: Digital Storytelling Project (Parts IV and V)

DIGITAL STORYTELLING PROJECT DUE NOVEMBER 30

WEEK 16: DECEMBER 1–4

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: Interview on Race [Writing section only]

FINAL EXAM: DECEMBER 10, 12:30 PM – 2:30 PM, ONLINE

HUMAN BIOLOGICAL VARIATION, ORIGINS OF THE RACE CONCEPT, & EXPERIENCING RACE AND RACISM