

# RACE AND RACISM

ANT 3451  
SECTIONS 4025 & 4031  
3 CREDITS  
SUMMER B 2018

**INSTRUCTOR:** Aja Cacan ([ajacacan@ufl.edu](mailto:ajacacan@ufl.edu))  
VIRTUAL OFFICE HOURS: Sun 6-9p

**TEACHING ASSISTANTS and OFFICE HOURS:** Benjamin Smith (Fri 7-10a)  
Hannah Toombs (Wed & Thu 3-4:30p)  
Hanchao Zhao (Mon 7:30-11p)  
Matthew Lyons (Mon 1-4p)

**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.

**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 your TA or instructor 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, an activity, a quiz, and a small-group discussion; however, this format does vary slightly. 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.

## 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. 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 in the [online catalog](#).

**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 & STUDENT 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 issues with technical difficulties for E-learning in Canvas, please contact the UF Computing Help Desk at:

- [helpdesk@ufl.edu](mailto: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.

Other resources are available at <http://www.distance.ufl.edu/getting-help> for:

- Counseling and Wellness resources
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

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

### **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](mailto: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**

**MAJOR COURSE COMPONENTS:** Your final grade has four components: module work (including activities, quizzes, and discussions), a mid-term exam, a final exam, and a digital storytelling project. These components are weighted to that module work is worth 60%; the mid-term exam 10%; the final exam 15%; and the digital storytelling project 15% of the final grade.

Module Activities	20%
Module Discussion	20%
Module Quizzes	20%
Mid-term Exam	10%
Final Exam	15%
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

#### MODULE WORK (60%)

There are sixteen modules in this course. Each module typically requires students to complete one activity, one small-group discussion, and one quiz. However, some modules include two or more activities and some lack a final quiz.

- **Module activities (20%)** will vary, however, they may include film reviews, mapping activities, primary source document analysis, storyboarding, and critical article reviews among other activities.
- **Module discussions (20%)** will reflect on the core issue presented in each module. Each discussion will include four unique prompts. Students are responsible for crafting a substantive post answering one of the four discussion questions and responding to two posts by peers. You are asked to utilize the [discussion-board guide](#) for help crafting a substantive post and appropriate responses.
- **Module quizzes (20%)** will consist of 15 multiple choice and true-or-false questions. Quizzes are designed to test your mastery of content from a single module.

#### MIDTERM EXAM (10%)

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 for **July 21st from 2:00pm-4:00pm EST ONLY**. You will be able to access the questions for the midterm starting at 2:00pm EST and all

answers must be submitted by 4:00pm EST. It is advised that you start the midterm as soon as it opens at 2:00pm EST.

### **FINAL EXAM (15%)**

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 for **August 10<sup>th</sup> from 6:00pm-8:00pm EST ONLY**. You will be able to access the questions for the final exam starting at 6:00pm EST and all answers must be submitted by 8:00pm EST. It is advised that you start the final exam as soon as it opens at 6:00pm EST

### **DIGITAL STORYTELLING PROJECT (15%)**

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 and in Module 15.

## **FINAL EXAM**

The final exam is scheduled for **August 10<sup>th</sup> from 6:00pm-8:00pm EST**. Exams must be taken at the scheduled time. You will be able to access the questions for the final exam starting at 6:00pm EST and all answers must be submitted by 8:00pm EST. It is advised that you start the final exam as soon as it opens at 6:00pm 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 to the instructor as soon as possible. The Teaching Assistant (TA) may not give permission for make-up exams.

## **COURSE SCHEDULE**

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

#### **WEEK 1: JULY 2-8**

##### **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

*Activities:* Introduction Video, Module 1 Syllabus Quiz, Module 1 Brainstorming Discussion, Rules of Engagement Discussion

### **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)

*Activities:* Film Review & Analysis (*Race: The Power of an Illusion, Episode 1*), Module 2 Quiz, Module 2 Discussion

### **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)

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

## **WEEK 2: JULY 9-15**

### **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)

*Activities:* Research Evaluation and Critique, Module 4 Quiz, Module 4 Discussion

## **PART II: RACE AND SCIENCE**

### **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)

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

**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

*Activities:* Introduction to Digital Storytelling, Jamestown, Module 6 Quiz, Module 6 Discussion

**WEEK 3: JULY 16-22**

**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)

*Activities:* Social Darwinism, Module 7 Quiz, Module 7 Discussion

**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, Midterm Exam, Module 8 Discussion

**MIDTERM EXAM: JULY 21 2-4PM, ONLINE**

**HUMAN BIOLOGICAL VARIATION AND ORIGINS OF THE RACE CONCEPT**

**PART III: EXPERIENCING RACE AND RACISM**

**WEEK 4: JULY 23-29**

**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:* From Jim Crow to Juan Crow, Module 9 Quiz, Module 9 Discussion

### **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

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

### **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

*Activities:* Implicit Association Tests and Reflection, Module 11 Discussion, Module 11 Quiz

## **WEEK 5: JULY 30-AUG 5**

### **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)

*Activities:* Privilege Scavenger Hunt, Module 12 Quiz, Module 12 Discussion

### **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 (*Black in Latin America: Haiti & the Dominican Republic*), Module 13 Quiz, Module 13 Discussion

### **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)

*Activities:* Applying Intersectionality, Module 14 Quiz, Module 14 Discussion

## **WEEK 6: AUG 6-10**

### **Module 15: Planning and Writing Your Digital Storytelling Project**

*Reading:* N/A

*Activities:* Digital Storytelling Project, Module 15 Discussion

## **DIGITAL STORYTELLING PROJECT DUE AUG 8 (PARTS I-IV); AUG 10 (PART V)**

### **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, Final Exam, Module 16 Discussion

## **FINAL EXAM: AUG 10 6-8PM, ONLINE HUMAN BIOLOGICAL VARIATION, ORIGINS OF THE RACE CONCEPT, and EXPERIENCING RACE AND RACISM**