

Race and Racism

ANT 3451, Section 4050 (17865)

Summer B 2020

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COURSE COMMUNICATIONS AND TECHNOLOGY: This course is coordinated via Canvas. In addition to course management, the syllabus, supplemental readings and videos, assignments, and your grades are all accessed through the website. Check Canvas regularly. Questions can be sent to the instructor through the Canvas messaging system (the “inbox” tab).

** I will send important class information via announcements, and it is your responsibility to check this OFTEN.

This is a hybrid online format class, so you will also need to be familiar with using the **Zoom** video-conferencing platform for class “meetings”. Instructions for using Zoom can be found on the UF Zoom page at this link: <https://ufl.zoom.us/>

REQUIRED TEXT: There are two required books for the course. These books are available through 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 instructor if you have a problem accessing the electronic files.

INSTRUCTIONAL METHODS: This course is entirely online due to physical distancing requirements and campus closure. There are 14 modules, and each one typically consists of a series of lectures, videos, readings, an activity, a quiz, and a discussion; however, this format does vary. For this semester, rather than a classroom environment, content will be delivered in a hybrid format; a mixture of working through the module materials on your own, and also some class “meetings” using the Zoom platform. Normally for Summer B, this class would be meeting daily, Monday through Friday period 4 (12:30-1:45PM). This semester, we will be “meeting” via Zoom during period 4 on Tuesdays and Thursdays. The rest of the time you will work through the module materials for the week on your own.

In addition to weekly module quizzes, discussions and assignments, there are two exams (one mid-term and one-final).

General Education Objectives and Learning Outcomes: This course is a diversity (D) and social sciences (S) subject area course in the UF General Education Program.

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.

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.

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
7. Communicate knowledge, thoughts and reasoning clearly and effectively.

NETIQUETTE: Communication Courtesy: All members of the class are expected to follow rules of common courtesy as outlined in the Netiquette Guide for Online Courses, ([PDF link here](#)) in all email messages, threaded discussions and chats. Please be respectful of other's opinions and avoid rude, insulting or inappropriate comments. Email correspondence should be considered professional communication and be composed accordingly.

COURSE POLICIES:

ATTENDANCE POLICY: Although this is an online course, students are expected to attend Zoom class meetings, review all material posted on the course E-Learning site (i.e., lectures, articles, videos, etc.), as scheduled, and to read their book

assignments 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.

POLICY ON LATE-WORK AND MAKEUP EXAMS:

Make-up opportunities will be offered in the case of documented illness, or personal/family emergencies or other university- approved absence consistent with university policies (please see the University’s policy on absences at this link <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>). In such cases, you must provide documentation from an appropriate authority to the instructor as soon as possible. In the case of excused absences, students will be permitted a reasonable amount of time to make up the material or activity, provided that appropriate documentation has been supplied as soon as possible. For technology issues that cause problems with submitting assignments, take a screen shot of the problem if possible, and follow the guidelines in the “Technical Help” section below.

MAJOR COURSE COMPONENTS: Your final grade has four components: module activities, module quizzes, module discussions, and two exams (a mid-term exam, and a final). These four components are each worth 25% of your final grade.

Module Activities	25%
Module Discussions	25%
Module Quizzes	25%
Midterm Exam (Exam 1)	12%
Final Exam (Exam 2)	13%
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:

There are 14 modules in this course. Each module typically requires

students to complete one activity, one discussion, and one quiz. However, some modules may include more or less of these.

Module activities (25%) will vary, however, they may include film reviews, primary source document analysis, and critical article reviews among other activities.

Module discussions (25%) 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. Please utilize the discussion-board guide for help crafting a substantive post and appropriate responses.

Module quizzes (25%) will consist of multiple choice and true-or-false questions. Quizzes are designed to test your mastery of content from a single module.

Midterm exam (12%)

There will be one midterm exam, consisting of both multiple choice and 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 24th (time TBA)**. The exam is timed, so do not wait until the last minute to begin, take it earlier rather than later.

Final exam (13%)

Like the midterm, the final exam will cover material from assigned readings, lectures, films, and class discussions or activities in both multiple choice and 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 14th (time TBA)**. The exam will be timed, so it is advised that you start the final exam sooner rather than later so that you do not run out of time.

Makeup exams are given only in the case of incapacitating illness, family emergency, 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.

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.

TECHNICAL HELP

For issues with technical difficulties for E-learning in Canvas, 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 email your instructor within 24 hours of the technical difficulty if you wish to request a make-up, and take a screen-shot to document the problem you are having.

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 Canvas experience in this course please visit <http://www.distance.ufl.edu/student-complaints> to submit comments/concerns.

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.

The counseling center also has an online training simulation course that may be helpful to you during these times of stress and uncertainty that we are all going through. Here is the link for more information:

<https://counseling.ufl.edu/resources/kognito/>

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.

Course Schedule

Part 1: Human Biological Variation

WEEK 1: JULY 6-JULY 12 (Modules 1-2)

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, pages 1-12

Activities: Module 1 Syllabus Quiz, Module 1 Brainstorming Discussion, and 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

Readings: Anemone (2011), Gibbons (2015)

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

WEEK 2: JULY 13-19 (Modules 3-4-5)

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

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

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

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, and Module 4 Discussion

PART II: RACE AND SCIENCE (Week 2 continued)

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, and Module 5 Discussion

WEEK 3: JULY 20-26 (Modules 6-7)

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: Jamestown, Module 6 Quiz, Module 6 Discussion

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 Discussion, Midterm Exam

MIDTERM EXAM: JULY 24, ONLINE (covers Modules 1 through 7; human biological variation and the origins of the race concept)

PART III: EXPERIENCING RACE AND RACISM

WEEK 4: JULY 27-Aug 2 (Modules 8-9)

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: Quiz-Comparing Statements on Race, Module 8 Discussion

Module 9: 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 9 Quiz, Module 9 Discussion

WEEK 5: AUGUST 3-9 (Modules 10-12)

Module 10: 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. 1–71; Halley et al., Ch. 6

Activities: Implicit Association Tests and Reflection, Module 10 Discussion, Module 10 Quiz

Module 11: 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 11 Quiz, Module 11 Discussion

Module 12: 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 12 Quiz, Module 12 Discussion

WEEK 6: AUGUST 10-14 (Modules 13-14)

Module 13: 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 13 Quiz, Module 13 Discussion

Module 14: 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 14 Discussion

FINAL EXAM: AUG 14 (time TBA), ONLINE HUMAN BIOLOGICAL VARIATION, ORIGINS OF THE RACE CONCEPT, & EXPERIENCING RACE AND RACISM

SYLLABUS CHANGE POLICY

This syllabus represents my current plans for the semester, and is a guide for the course that is subject to change depending on circumstances. Students should refer to Canvas for the latest updates to course assignments and readings. Any such changes to the course plan or schedule will be clearly communicated through class announcements.