

# Race and Racism

ANT 345 I

Tuesdays, 1:55 – 2:45 p.m.; Thursdays, 1:55 – 3:50 p.m.  
Turlington Hall L01 I

<p><b>Dr. Clarence C. Gravlee</b> Professor</p> <p>Office: Turlington B370 Office Hours: Wed, 1:00 – 3:00 p.m. Office Phone: 392-2253 ext. 240 Email: <a href="mailto:cgravlee@ufl.edu">cgravlee@ufl.edu</a></p>	<p><b>Jason O'Donoghue</b> Teaching Assistant</p> <p>Office: Turlington B325 Office Hours: Tues and Thurs, 12 – 1:30 p.m. Email: <a href="mailto:jodon@ufl.edu">jodon@ufl.edu</a></p>
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## Course Description and Objectives

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.

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.

## Course Format

The course will consist of lectures, discussion, and in-class activities. The purpose of lectures will be to review the major conceptual points of each new topic and to integrate the material. You are expected to attend each class and to have completed assigned readings, so that we can use class meetings to discuss points of particular interest or difficulty and to move beyond the information presented in the texts.

## Course Materials

There are three 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.

Relethford, John. 2003. *Reflections of Our Past: How Human History is Revealed in our Genes*. Boulder, CO: Westview Press.

Smedley, Audrey and Brian D. Smedley. 2012. *Race in North America: Origin and Evolution of a Worldview*, Fourth Edition. Boulder, CO: Westview Press.

Hartigan, John, Jr. 2010. *Race in the 21<sup>st</sup> Century: Ethnographic Approaches*. New York: Oxford University Press.

Additional required readings (journal articles, newspaper and magazine stories, and book chapters) will be made available electronically on the course website. Please let me know if you have a problem accessing the electronic files.

## Course Requirements and Grading

Your final grade has three components: two midterm exams (30 percent each) and a final exam (40 percent).

	Date	Percent
Midterm Exam 1	Feb. 14	30
Midterm Exam 2	March 27	30
Final Exam	May 3	40
<b>Total</b>		100

Final grades will be A (90-100), A- (87-89), B+ (84-86), B (80- 83), B- (77-79), C+ (74-76), C (70-73), C- (67-69), D+ (64-66), D (60-63), D- (57-59), E (<57).

1. *Midterm exams (60%)*. There will be two midterm exams with a combination of multiple choice, true-false, and short answer questions. The exams will cover material from assigned readings, lectures, films, guest speakers, and class discussions or activities. The midterm exams are noncumulative and equally weighted. The first midterm is scheduled for **February 14**, the second for **March 27**. Exams will be administered online through e-Learning (<https://lss.at.ufl.edu/>).
2. *Final exam (40%)* The final exam is scheduled by the Registrar for Thursday, **May 3**. Like the midterms, the final exam will cover material from assigned readings, lectures, films, guest speakers, and class discussions or activities. It will concentrate on material introduced after the second midterm but will likely require you to integrate material from earlier sections of the course. Up to 25 percent of the final exam may come directly from questions on the midterms. The final exam will include a combination of multiple choice, true-false, and short answer questions. Like the midterms, the final exam will be administered online through e-Learning (<https://lss.at.ufl.edu/>).
3. *Course web site*. You are responsible for all materials posted on e-Learning (<https://lss.at.ufl.edu/>), including required readings, announcements, and other supplementary material. As a supplement for students who are interested, I will use Twitter ([@lancegravlee](https://twitter.com/lancegravlee)) to share links and news relevant to the course. You can access a link to course-related Twitter updates from the e-Learning website. If you have a Twitter account, you can also follow—and contribute to—course content by using the hashtag [#ant3451](https://twitter.com/ant3451).

## Policy on Makeup Exams

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 Dr. Gravlee as soon as possible. The Teaching Assistant (TA) may not give permission for make-up exams.

### **Academic Honor Code**

Unless it is specifically connected to assigned collaborative work, 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 lead to the Department's and the University's procedures for dealing with academic dishonesty. All students are expected to honor their commitment to the university's Honor Code (available online at <http://www.registrar.ufl.edu/catalog/policies/students.html>).

### **Accommodation 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 Instructor when requesting accommodation. *Please make any requests by the second week of class.*

### **UF Counseling Services**

Resources are available on-campus for students having personal problems or lacking clear career and academic goals that interfere with their academic performance. 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.

### **Syllabus Change Policy**

This syllabus is a guide for the course and is subject to change with advanced notice.

## Course Schedule and Readings

Date	Topics and Readings	Class Activities
<b>Week 1</b> Jan. 10, 13	<b>Introduction and Overview</b> <ul style="list-style-type: none"> <li>• Statement of problem: Does race exist?</li> <li>• Race and anthropology</li> <li>• Student views and expectations</li> </ul>	<i>Film: Race: The Power of an Illusion, Episode 1</i>

### Part I: Human Biological Variation

<b>Week 2</b> Jan. 17, 19	<b>Biological Basis of Human Differences</b> <ul style="list-style-type: none"> <li>• Mendelian inheritance</li> <li>• DNA, genes, chromosomes</li> <li>• Natural selection and evolution</li> </ul> <i>Reading: Relethford, Ch. 1-2</i>	Examining assumptions
<b>Week 3</b> Jan. 24, 26	<b>Diversity and Human Evolution</b> <ul style="list-style-type: none"> <li>• Our place in nature</li> <li>• Evolution of variation</li> <li>• Genetics and human history</li> </ul> <i>Reading: Relethford, Ch 3-4; Jablonski and Chaplin (2002)</i>	Desiree's baby
<b>Week 4</b> Jan. 31, Feb. 2	<b>Patterns of Human Genetic Variation</b> <ul style="list-style-type: none"> <li>• Variation within and between populations</li> <li>• Clines: gradual variation</li> <li>• Non-concordance of traits</li> </ul> <i>Reading: Relethford, Ch. 5-8</i>	Why racial classification doesn't work
<b>Week 5</b> Feb. 7, 9	<b>Human Biology Beyond the Genome</b> <ul style="list-style-type: none"> <li>• Genes and environment</li> <li>• Human adaptation</li> <li>• Racial inequalities in health</li> </ul> <i>Reading: Hartigan, Ch. 3; Smedley, Ch. 15</i>	

### Part II: Origins of Racial Worldview

<p><b>Week 6</b> Feb. 16</p>	<p><b>Race as a Worldview</b> <i>Reading:</i> Smedley, Introduction and Ch. 1</p>	<p>Exam 1, Feb. 14 (e-Learning, no class)  <i>Film: Race: The Power of an Illusion, Episode 2</i></p>
<p><b>Week 7</b> Feb. 21, 23</p>	<p><b>Origins of the Race Concept</b></p> <ul style="list-style-type: none"> <li>• Antecedents of the racial worldview</li> <li>• Capitalism, European exploration, and race</li> </ul> <p><i>Reading:</i> Smedley, Ch. 3-4</p>	<p>What difference makes a difference?</p>
<p><b>Week 8</b> Feb. 28, March 1</p>	<p><b>Colonialism, Slavery, and Race</b></p> <ul style="list-style-type: none"> <li>• Was there race before slavery?</li> <li>• Slavery and race in the Americas</li> </ul> <p><i>Reading:</i> Smedley, Ch. 5-6</p>	<p>Jamestown</p>

### Spring Break March 5-9

<p><b>Week 9</b> March 13, 15</p>	<p><b>Entrenchment of a Racial Worldview</b></p> <ul style="list-style-type: none"> <li>• Antislavery thought</li> <li>• Jefferson and the American dilemma</li> <li>• Rise of race science</li> </ul> <p><i>Reading:</i> Smedley, Ch. 7-9</p>	
<p><b>Week 10</b> March 20, 22</p>	<p><b>Rise (and Fall?) of Scientific Racism</b></p> <ul style="list-style-type: none"> <li>• Eugenics, race, and World War II</li> <li>• Post-WWII retreat of scientific racism</li> <li>• Rise of no-race anthropology</li> </ul> <p><i>Reading:</i> Smedley, Ch. 10-12</p>	

**Part III: Experiencing Race and Racism**

<p><b>Week 11</b> March 27, 29</p>	<p><b>Racism and Racialization</b></p> <ul style="list-style-type: none"> <li>• Return and discuss exam</li> <li>• Interpersonal and institutional racism</li> </ul> <p><i>Reading:</i> Hartigan, Ch. 1-2; Jones (2001)</p>	<p>Exam 2, March 27 (e-Learning, no class)</p> <p><i>Film: Race: The Power of an Illusion, Episode 3</i></p>
<p><b>Week 12</b> April 3, 5</p>	<p><b>Negotiating Post-Jim Crow Racism in the U.S.</b></p> <ul style="list-style-type: none"> <li>• Race-based residential segregation</li> <li>• Everyday racism</li> <li>• From Jim Crow to colorblind racism</li> </ul> <p><i>Reading:</i> Feagin and Sikes (1994); Bonilla-Silva (2002)</p>	<p>Racial wealth gap</p>
<p><b>Week 13</b> April 10, 12</p>	<p><b>White and Black in the United States</b></p> <ul style="list-style-type: none"> <li>• Understanding whiteness and blackness</li> <li>• White privilege</li> <li>• Intersections of race, class, and gender</li> </ul> <p><i>Reading:</i> Hartigan, Ch. 4-5; McIntosh (1988)</p>	
<p><b>Week 14</b> April 17, 19</p>	<p><b>Beyond Black and White</b></p> <ul style="list-style-type: none"> <li>• Racialization of Latinos, Asians, and Native Americans</li> <li>• Race in cross-cultural perspective</li> </ul> <p><i>Reading:</i> Hartigan, Ch. 6-7; Smedley, Ch. 14</p>	<p>What race am I?</p>
<p><b>Week 15</b> April 24</p>	<p><b>Race and Racism in Cross-Cultural Perspective</b></p> <p><i>Reading:</i> Twine (1997)</p>	
<p><b>Thursday, May 3</b></p>	<p><b>Final Exam</b></p>	<p><b>Final</b></p>

## Course Readings

Available electronically through e-Learning.

### Required

Bonilla-Silva, E. (2002). The linguistics of color blind racism: how to talk nasty about blacks without sounding "racist". *Critical Sociology*, 28(1-2), 41-64.

Feagin, J. R., & Sikes, M. P. (1994). *Living With Racism: The Black Middle-Class Experience* [Ch. 1]. Boston: Beacon Press.

Jablonski, N. G., & Chaplin, G. (2002). Skin deep. *Scientific American*, 287(4), 74-81.

Jones, C. P. (2000). Levels of racism: a theoretic framework and a gardener's tale. *American Journal of Public Health*, 90(8), 1212-1215.

McIntosh, P. (1988). White privilege: unpacking the invisible knapsack Wellesley, MA: Wellesley Centers for Women, Wellesley College.

Twine, F. W. (1997). Mapping the terrain of Brazilian racism. *Race & Class*, 38(3), 49-61.

### Further Reading

Bamshad, M. J., & Olson, S. E. (2003). Does race exist? *Scientific American*, 289(6), 78-85.

Diamond, J. (1994). Race without color. *Discover*, 15(11), 82-89.

Harris, M. (1964). *Patterns of race in the Americas* [Ch. 6-7]. Westport, CT: Greenwood Press.

Lee, S. M. (1993). Racial classifications in the United States Census: 1890-1990. *Ethnic and Racial Studies*, 16(1), 75-94.

O'Brien, E. (2007). Not white or black, but in between: Latinos and Asian Americans expanding the language of colorblind racism. In *Race, Ethnicity, and Gender: Selected Readings* (pp. 291-299). Thousand Oaks, CA: Pine Forge Press.

Roberts, D. E. (2009). Race, gender, and genetic technologies: a new reproductive dystopia? *Signs: Journal of Women in Culture and Society*, 34(4), 783-804.