

Race and Racism - ANTH204, Fall 2022

Dr. Paul Christensen

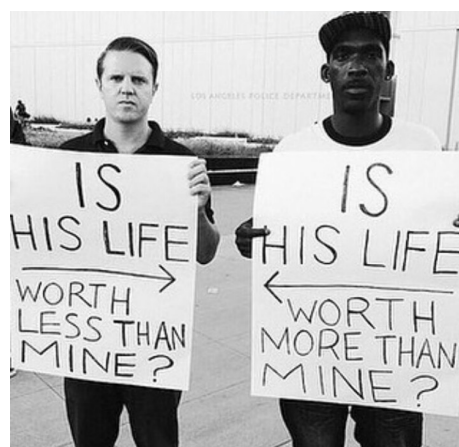
Humanities, Social Sciences, and the Arts

Rose-Hulman Institute of Technology

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Office: C-118
Office hours: MTTHF noon-1:00pm or by appointment

Course introduction and goals:

Among anthropology's important and enduring contributions to academic and popular culture is the field's work confronting conceptions of race and racism. Drawing from biological and cultural anthropology, this course examines how race and racism persist as powerful and divisive forces in contemporary life. Despite anthropology aggressively challenging and refuting understandings of race as a biological reality, views of race and racism remain culturally significant and often detrimental to daily life. In exploring the historical, biological, and cultural dimensions of race and racism, a clear understanding of how racism persists and avenues to challenge its corrosive societal influences can emerge.

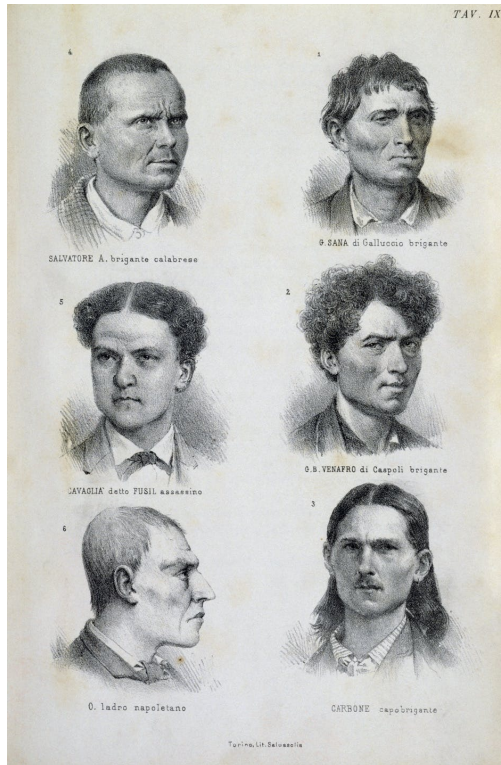


Student expectations, policies, and grading:

1) **Academic honesty/integrity** is a crucial component of the scholarly process. All students will practice these tenets as outlined by RHIT in all class related activities. Notably, **plagiarism** will not be tolerated in any form and punished to the severest extent possible. See the RHIT rules and procedures for more information <http://www.rose-hulman.edu/offices-and-services/registrar/rules-procedures.aspx>

2) **Attendance** - I do not take attendance, you are all adults and responsible for your education (there is of course an institute attendance policy we will rely on if necessary). We are also a small group and absences will be noticed and adversely impact your grade. **If you are or are going to be absent contact me, ideally in advance, via email or in class to discuss the situation.**

3) **Civil, critical discussion** - I strongly advocate classroom discussion as a tool for fostering engaged thinking and intellectually stimulating exchange. Disagreement is a potential component of such exchanges. Such disagreements are healthy, but must be treated appropriately. No student will be targeted or maligned, either in class or out by any member of our group, for expressing an opinion different from your own. Additionally, constructive criticism is encouraged as a tool for fostering intellectual growth and exchange.



Grading:

Reading discussions - we will have multiple structured reading discussions during the term. These may include small assignments outside class to better prepare for the discussions. This portion of the class is worth 15 points.

Two papers - one written on topics we generate in class and one from an interview, are due in the fifth and tenth weeks. Papers must be double-spaced, at least 1,200 words in length, and follow the American Anthropology Association's style guide for citations (see www.aaanet.org for style guidelines). Students must draw upon the lectures and readings to support their arguments and position. The papers count towards 30% of your final grade or 60 points (each paper is worth 30 points).

Quizzes - four short quizzes drawn from the readings, films, and class lectures. Quizzes are designed to bolster in-class discussions by ensuring a high overall level of comprehension and engagement with the course material (4 x 10 = 40 points).

Film connection - we are watching several short films in class. You must pick one and write a short paper that 1) briefly reviews the film and 2) connects the film to issues raised in the readings. The paper is due by the end of the course (10 points).

Three online exams - given during fourth, seventh, and tenth week. The exams are online, open book/note/etc. essay questions. You will select an essay prompt and write an argumentative essay supported with examples from the readings, lectures, and your own research. Each exam is worth 25 points.

Total		200 possible points	
Grade	Points	Grade	Points
A	200-185	C	130-149
B+	184-180	D+	120-129
B	179-160	D	100-119
C+	150-159	F	below 99

Required text:

Students are required to read the following books and circulated articles:

1. *Seeing White: An Introduction to White Privilege and Race* by Amy Eshleman, Jean O'Malley, and Ramya Mahadevan Vijaya
2. *Progressive Dystopia: Abolition, Antiracism, and Schooling in San Francisco* by Savannah Shange
3. Articles as linked or circulated on Moodle

Part I: Human Biological Variation

Week zero: Introduction (September 1 and 2)

TH. Online welcome - overview of syllabus, course introduction, initial activities, get books, online introductions, read *What I Want My Kids to Learn About Racism*

F. Online discussion of *What I Want My Kids to Learn About Racism*

NOTE! No in-class meeting 9/1 and 2 - I will be in Washington D.C. for a conference. Our first in-class meeting is Monday, September 5.

Readings for the week: *What I Want My Kids to Learn About Racism*, start Week 1 readings

Week one: Introduction and history (September 5, 6, 8, and 9)

M. In person welcome / overview of syllabus / review of *What I Want My Kids to Learn About Racism* / Does race exist?

T. How do you define race? Expectations, views, and preconceptions

TH. Biology and human difference

F. Reading discussion #1

Readings for the week: *Seeing White* chapter 1, Marks "Science and Race," Fullwiley's Race, genes, power

Week two: Biology and difference (September 12, 13, 15, and 16)

M. Watch *Race: The Power of An Illusion*, Episode 1 – *The Difference Between Us*

T. Human Genetic Variation / 10 Things

TH. Literature review exercise (Chou's How Science and Genetics are Reshaping the Race Debate of the 21st Century plus follow one of the links for Thursday's exercise)

F. Reading discussion #2 - reading quiz #1

Readings for the week: *Seeing White* chapter 2, Gravelee "How Race Becomes Biology: Embodiment of Social Inequality," Ten Things Everyone Should Know About Race - **NOTE! READ THIS BY TUESDAY**

Week three: Variation (September 19, 20, 22, and 23)

M. Watch *The Human Zoo*

T. Beyond the Genome - **NOTE read Shapiro and NYT article by this class!**

TH. Literature review exercise (revisit Chou's How Science and Genetics are Reshaping the Race Debate of the 21st Century and again follow a different link for Thursday's exercise)

F. Reading discussion #3

Readings for the week: Jablonski "The Evolution of Human Skin and Skin Color," Shapiro's "The Dangerous Resurgence in Race Science" (and read the NYT Opinion piece he discusses), Yudell et. al Taking race out of human genetics.

Part II: Race, history, and science

Week four: Origins (September 26, 27, 29, and 30)

M. Exam #1

T. History of the Race Concept

TH. Watch *Race: The Power of An Illusion, Episode 2 — The Story We Tell*

F. Reading discussion #4 - reading quiz #2

Readings for the week: *Seeing White* chapter 3, Smedley "Race' and the Construction of Human Identity," Baldwin On Being "White"... and Other Lies

Week five: Eugenics (October 3, 4, 6, and 7)

M. Scientific Racism and Eugenics

T. Sterilization and experimentation

TH. Watch *Slavery By Another Name* - **paper #1 due**

F. Reading discussion #5

Readings for the week: Shange chapters 1 and 2, Ruane "A brief history of the enduring phony science that perpetuates white supremacy,"

Week six: (October 10 and 11)

M. Post-WWII shifts

T. **Exam #2**

Readings for the week: Shange chapter 3, Bodo's Somewhere between Jim Crow & Post-Racialism: Reflections on the Racial Divide in America Today

Fall break!

Part III: Experiencing race and racism

Week seven: Contemporary (October 17, 18, 20, and 21)

M. Jim Crow

T. Race and racism in your life / AAA Statement on Race

TH. Watch *Race: The Power of An Illusion, Episode 3 — The House We Live In*

F. Reading discussion #6 - reading quiz #3

Readings for the week: *Seeing White* chapters 4 and 5, Shange chapter 4

Week eight: Structural (October 24, 25, 27 and 28)

M. Structural racism

T. Black and white in America

TH. Beyond black and white

F. **Reading discussion #7**

Readings for the week: *Seeing White* chapters 6 and 7, Shange chapter 5

Week nine: Beyond (October 31, November 1, 3, and 4)

M. Race and racism elsewhere

T. Black in Latin America

TH. Watch *Black In Latin America: Brazil*

F. **Reading discussion #8 - reading quiz #4**

Readings for the week: Shange chapters 6 and 7, Kent et. al's *Negotiating Imagined Genetic Communities: Unity and Diversity in Brazilian Science and Society*

Week ten: Contemporary and exam #3 (November 7, 8, 10, and 11)

M. "Post racial"

T. Internment camps, civil rights, La Raza, BLM, and race in America - *paper #2 due - online lecture!*

TH. Exam review - **online!**

F. **Exam #3**

NOTE! No in-class meeting 11/8, 10, and 11 - I will be in Seattle for a conference. Our last in-class meeting is Monday, November 7

Readings for the week: *Seeing White* chapters 8 and 9, Taylor's *The Players' Revolt Against Racism, Inequality, and Police Terror*, Ogedegbe et. al. *Assessment of Racial/Ethnic Disparities in Hospitalization and Mortality among Patients With COVID-19 in New York City*