

**ANTH 21: Race and Racisms  
Fall 2021**

Lectures (asynchronous M/W)  
Weekly Review Session (synchronous Fridays 12-12:50pm)  
Discussion Section (synchronous during scheduled DI)

**Instructor:**

Dr. Amy Kennemore, Department of  
Anthropology

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Office hours: Th 2-3pm, or by scheduling an  
appointment via email)

Zoom Meeting ID (for office hours only): 977  
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**Teaching Assistants:**

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## Course Description

This course explores historical constructions of race and racism in the United States with a critical focus on the expressions, lived experiences, and lasting effects of this history. We start by surveying the history of race and racism through the lens of critical race scholars. We then consider the ways that race has been built into the infrastructure of our everyday lives in law and trace how it circulates in discourses and representations of difference over time.

We will apply concepts from class readings to critically analyze public policy, popular media, and political debates. Collectively, we grapple with the fact that, while it remains clear that we have no concise understanding about what race even is, its consequences are very real. Looking at the linkages among different perspectives lets us see how race and racism function and come to life in everyday actions. Throughout the term, we will use the courses' "conceptual tools" to critically interrogate race and racisms, sharpening our skills as critically engaged analytical scholars along the way.

## Learning Outcomes

By the end of the term, you will be able to:

**COMPARE AND CONTRAST different approaches to race and racisms as part of a holistic view of ongoing issues related to inequality and social difference.** *This goal will be achieved by engaging with our course material, actively participating in class activities and attending discussion section meetings, and through completion of course assignments.*

**APPLY** different social science theories to analyze representations of race and racism in the media, political debates, film, music, video games, sports etc. *This goal will be accomplished through the incorporation of current events and use multimedia platforms as “raw material” for us to actively practice applying course concepts to analyze different facets of practical everyday problems.*

**ANALYZE** everyday narratives and discussions around race in topics ranging from political debates to policing, health, education and everyday experiences. *This goal will be achieved through portfolio entries and class discussions, discussion board assignments, and the group podcast assignment. We will also combine our situated perspectives through collaborative thinking to better understand complex social problems and imagine solutions.*

**GENERATE** your own ways of explaining complex issues regarding race and racism to a broader general audience. *This goal will be achieved through active engagement with the assigned readings and media, weekly class discussions, discussion board assignments the podcast assignment, which will all consider how to use course concepts to talk about race and racism through various media formats and platforms.*

## Course Format\*

### Asynchronous

#### Lectures

Weekly asynchronous lectures will replace the scheduled Monday and Wednesday meeting time to cover key concepts from assigned reading

#### Discussion Board

Discussion board assignments will be due every two weeks, and connect readings to media for each corresponding thematic module

### Synchronous\*\*

#### Discussion Section

Sections will serve to further discussion from class, practice applying course materials and collaborate to further learning objectives of the course (via Zoom during your scheduled section time)

A01 W 5p-5:50p

A02 W 3p-3:50p

A03 W 4p-4:50p

A04 W 2p-2:50p

#### Class meeting

Every Friday to review key themes of the week by discussing relationship between readings and media and other current events (via Zoom during Friday’s scheduled meeting time, 12-12:50pm)

**\*Please see complete list of “Remote learning ground rules” available at the “Start Here” link on the Canvas course homepage.**

**\*\*All synchronous meetings will be recorded via Zoom and made available with transcripts following each section. Please contact the instructor directly to let them know of any circumstances that prevent you from attending**

synchronous class meetings, so they can facilitate alternative activities to ensure you get the most out of the remote learning experience.

## COURSE REQUIREMENTS

**Assigned Reading:** You will be responsible for a substantial amount of reading in this class, which must be done *before* each class meeting that the reading is assigned on the course schedule. Especially during the first half of the course, the assigned readings will introduce a great deal of new information as well as some theoretical concepts. Taken together, they will comprise our “conceptual toolkit” that we will spend the second half of the course revisiting and testing out to understand a range of different (but related) issues. Reading assignments are listed in the Course Schedule and accessed via the Modules tab for each week.

*“How do I read all this?!”* Your task is not to memorize all of these concepts but rather to learn them by actively annotating the text as you read. Each reading will be accompanied with reading summaries and annotation guidelines to offer ideas for what to look for/ take away from them each week. We will discuss different strategies to annotate the readings in class to help you refine your active reading skills.

**Asynchronous “lecture series”:** Each week, a series of lecture videos will accompany the corresponding readings (listed below under the Course Schedule and available in Canvas Modules). The asynchronous format of the course allows for diverse learning styles as well as serves to accommodate for a range of expected and unexpected needs as we shift back to in-person learning this quarter. I highly recommend organizing a regular weekly schedule to set aside time for reading and for watching lecture videos before your discussion section and our weekly review sessions. To get the most out of the course, I highly recommend you do the reading *before watching the lecture videos*.

**Synchronous meetings:** There will be two synchronous meetings each week

- Every week your TAs will hold a Discussion Section meeting during your scheduled section meeting time (remotely via a zoom link sent to you by your TA)
- Every Friday we will meet during our regularly scheduled class time via zoom for a weekly review session.

**Attendance and participation:** “Race and Racisms Portfolio”

Your ability to contribute to our learning community requires regular class attendance and active participation and is therefore a critical component of the class. Each week, you will be asked to write two portfolio entries during our synchronous meetings (one during your discussion section meeting and another during our Friday class meetings).

The portfolios offer a system of accountability while also allowing for a fair and uniform system to accommodate for different needs throughout the term. If, due to extraneous circumstances, you are unable to attend the synchronous meetings, you may complete the portfolio entries as you watch the zoom recording of the meeting (see also participation assessment and instructions for asynchronous participation below).

**Assigned Media and Discussion Board Assignments:** Each two-week module includes a series of assigned media (podcasts, film, news clips, etc.) that accompany the assigned readings. Bringing reading and media together will allow us not only to learn important concepts and theories put forth by scholars but also to put them to use as tools to understand, explain, and transform the world we live in. The discussion board will also be a platform to share new knowledge and ideas but also to transform behaviors, to challenge each other, to take risks, to express and address conflict, and to support each other with generosity and respect. Links to media will also be available in the corresponding modules on Canvas. *There are no formal quizzes or exams in this course. The five discussion board assignments are a main component of the course assessment and thus will require that you invest time and effort to complete them.*

### **Podcast Project**

Throughout the quarter we will use documentary videos, news clips, interviews, and podcasts as resources to further explore contemporary debates through the lens of class concepts. Working with 3-4 other classmates, you will also produce a 10-15-minute podcast episode that delves into a relevant topic of your choosing, which offers an ‘in-depth’ exploration of outside examples from news, popular culture, and public policy, etc. to then analyze a given topic by applying course materials to analyze the problem and/or posing alternatives.

## **COURSE ASSESSMENT**

### **Attendance and Participation (20% of grade)**

Your participation grade will largely be determined on your portfolio entries. This is not an assignment but rather an in-class activity that you are responsible to upload to canvas for your participation grade. You will not be graded on the basis of a "right" or "wrong" answer but rather the extent that your entry demonstrates *active* and *thoughtful* reflection in response to the portfolio prompt during (short half-thought-out paragraphs will be considered incomplete).

*Think of portfolios as (extremely) low stakes quizzes, with the class discussion that follows serving as an immediate and extensive answer key. You do not need to revise your answer if in your entry did not fully capture a concept or idea from class readings during the allotted class time (typically 5-7 minutes). However, you find you are having difficulty focusing during class, then you may consider returning to the portfolio at another time.*

### Instructions for uploading weekly portfolio entries to canvas

Your entries can be typed or hand-written. At the end of each week you will be responsible for combining the two entries for the week into one document and uploading them to canvas. To submit your portfolio, locate the “portfolio entry” tab at the end of each weekly module and upload your document as a Word .doc or a file containing legible] images of handwritten entries (please convert images to a single .pdf file and/or contact instructor with requests for file format).

Asynchronous participation: All links to synchronous meetings will be included in the “session materials” tab on the corresponding weekly module on Canvas. If, due to extraneous

circumstances, you are unable to attend the class meeting synchronous meeting time, you may watch the Zoom recording and complete the portfolio entry during the same time allotted during the class meeting. *To maintain a system of accountability to both yourself and to the class, we will implement a strict policy of automatically deducting ½ off of points (see procedures for requesting deadline extension below and on the “grading” tab on the canvas homepage).*

### **Discussion Board Assignments (50%)**

A discussion board assignment will follow each of the 5 thematic modules and ask you to actively connect corresponding assigned media and readings. The prompts will vary according to the subject matter and assigned materials but on average require that you incorporate specific examples from the reading and media for the week to connect them to relevant current events. The discussion board assignments will have specific instructions for each step of the assignment and also include a "built in" grading rubric. (5 Discussion Boards; avg. word count 250-500 words each, for 25 points (or 10% toward final grade for total of 50%))

### **Podcast Project (30%)**

Your “podcast production team” will be assigned in your discussion section no later than Week 6 (using a sign-up sheet to match you based on shared interests, availability for group work, and overall commitment to the class). Specific components of the podcast (topic and planning, ‘storyboard’, and final recording) will be due at different times during Weeks 6-10 (see Course Schedule below). While different stages will be submitted and assessed on a group basis, *you will receive an individual grade* for the assignment (based on a self and peer evaluation form). All materials for the assignment are available on canvas and your group will receive feedback over the course of the term

### **Extra credit**

Over the course of the term, we will offer a range of different types of extra credit opportunities that will be listed on the Extra Credit Discussion Board (pinned at the top of the “Discussions” page on canvas). These opportunities will appear throughout the term and cover a range of different learning comes for the course, such as learning about relevant issues or topics and connecting them to specific course concepts, applying concepts to short media clips, reflecting on a current event, engaging in public education on a particular issue related to the class. Points will be added to related assignment scores before weighted as part of your final grade. Please make sure to read instructions carefully for each different extra credit opportunity post to ensure you get full points.

## **Course Policies**

**Canvas:** All class materials, including assigned readings and media, discussion board prompts, zoom recordings, and additional session materials will be available on canvas via weekly modules that closely follow the course schedule. The modules provide a weekly overview, reading summaries and annotation guidelines, embedded lecture videos, and links to assigned media for the discussion boards. *It is highly recommended that you navigate the course following the modules tab to access all course materials and complete assignments as we progress through the quarter.*

**Classroom environment:** In any academic environment, it is difficult to maintain full and devoted attention to complicated topics for long periods of time. The format of the course is designed with this in mind but can only be successful with your active effort to construct a positive and productive learning environment. This entails doing the readings before watching lecture videos and actively watching or listening to assigned media to make connections on your own. During synchronous/in-person meetings your participation will require active listening and engagement with others' ideas. *Please be attentive to how you balance these two activities as you engage yourself and others in class.*

Critiquing ideas is good; criticizing individual people is not. The topics we will cover in class represent a wide range of personal and political positions about difference that are highly debated, and thus may touch upon particularly sensitive issues. Even if you disagree with a particular viewpoint, you are expected to approach it with an open mind and be respectful of others at all times. If you ever find a particular issue personally uncomfortable or difficult to discuss in class, I encourage you to visit me during office hours and/or contact me via email to discuss any questions in private.

**Learning community:** Black feminist thinker bell hooks talks about using the classroom to create a learning community. This is a community dedicated to transforming everyone in it – teachers and students alike. It is a community that comes together to share new knowledge but also to transform behaviors, to challenge each other, to take risks, to express and address conflict, and to support each other. It is a community that takes trust and work. I want you to think of your participation in this class in terms of responsibility not simply to yourself but to a learning community. This will take time, effort, courage, and generosity – the ability to listen, the ability to talk and share, the ability to critically engage with yourself, the texts, and each other generously. Empower yourself to question. Learn to ask better questions. Challenge yourself as much as you challenge others and me.

A few principles for making a learning community:

- Time and Effort – Participation includes lots of things. First, it includes attendance. Come to class. Make use of these resources. Second, participation includes preparation. Do the readings ahead of time, come with questions. Do the assignments, let them challenge you, enjoy them.
- Courage and Generosity – Take responsibility for the learning community with courage and generosity. This means being aware of how many people have talked and allowing space for everyone to participate. Talk less if you talk a lot, try to talk more if you are shy. Listen to what others say, try to understand where they are coming from. Take risks and be willing to change. Race and racism are contentious issues that affect our lives differently. If we encounter conflict, don't shy away. Trust we can work through it honestly, even if we disagree. Again, be willing to change.

**UCSD Community Policy:** The Diversity, Equality, and Inclusion Requirement (why you are here!) is governed by UCSD's Principles of Community, which establish the guidelines for this course:

- We value each member of the UC San Diego community for his or her individual and unique talents and applaud all efforts to enhance the quality of campus life. We recognize that each individual's effort is vital to achieving the goals of the University.
- We affirm each individual's right to dignity and strive to maintain a climate of justice marked by mutual respect for each other.
- We value the cultural diversity of UC San Diego because it enriches our lives and the University. We celebrate this diversity and support respect for all cultures, by both individuals and the University as a whole.
- We are a university that adapts responsibly to cultural differences among the faculty, staff, students, and community.
- We acknowledge that our society carries historical and divisive biases based on race, ethnicity, sex, gender identity, age, disability, sexual orientation, religion, and political beliefs. Therefore, we seek to foster understanding and tolerance among individuals and groups, and we promote awareness through education and constructive strategies for resolving conflict.
- We reject acts of discrimination based on race, ethnicity, sex, gender identity, age, disability, sexual orientation, religion, and political beliefs, and, we will confront and appropriately respond to such acts.
- We affirm the right to freedom of expression at UC San Diego. We promote open expression of our individuality and our diversity within the bounds of courtesy, sensitivity, confidentiality, and respect.
- We are committed to the highest standards of civility and decency toward all. We are committed to promoting and supporting a community where all people can work and learn together in an atmosphere free of abusive or demeaning treatment.

We are committed to the enforcement of policies that promote the fulfillment of these principles.

**Academic integrity:** A central objective of the course is to provide you with the essential conceptual tools to *critically* and *actively* engage a range of historical and contemporary issues related to the course. This skill will not only be crucial for your academic and professional lives, but also help you to productively engage with a range of views and complicated issues around social justice in a rapidly changing and uncertain world. Class assignments are an opportunity to practice these skills out *on your own* as you advance in your individual careers and lives. So, while you can draw from any/all of the class material and discussions for research prospectus project, you must work individually to develop each specific part of the assignment. Following university policy, I must report any instances of copying, plagiarism or cheating to the Academic Integrity Office. Maintain Your Integrity: Even good students can be tempted to cheat. Here are some tips to help prevent this: <https://academicintegrity.ucsd.edu/take-action/covid-19-students.html>

**Late Policy:** In general, our role is to help you get the most out of the class. To do so, you must maintain an open line of communication with us to be able to best support you according to your individual circumstances. If for extraneous circumstances you miss class meetings or are unable to meet the deadline for class assignments, please fill out the “late submission petition form” (available under the “Grading” tab on the Canvas course homepage). After submitting the form, you must notify your TA via email of your request to arrange for any accommodations and set a

new due date. Failure to submit the late submission petition before the due date will result in automatic 5-point deduction of assignment grade.

**Student Accommodations:** Students requesting accommodations for this course due to disability should contact me privately to make arrangements and will need to provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD). The OSD is located in University Center, room 202, behind Center Hall. AFA letters should be presented to both the professor, and the OSD Liaison in the department, in advance, so that accommodations may be arranged. Please see Canvas course site for additional resources for remote learning, tutoring, and support of your overall well-being.

## Course Schedule

**Introduction:** Synchronous meeting Fri Sept. 24.

- Discussion: “What is race? Where did it come from? How does it operate? And what are we going to do about it?”

### Module 1: Race and modernity

#### Week 1: Colonialism and its legacies

**Assigned reading:**

- Hall, Stewart. 1996. “The West and the Rest: Discourse and Power.” In *Modernity: An Introduction to Modern Societies*, edited by Hall, Held, Hubert, and Thompson, 185-225. Blackwell. (skim pp189-197)

**Assigned media:**

- Documentary. “13th:” From Slave to Criminal with One Amendment. 2016. Directed by Ava DuVernay (1hour 40mins). Available on YouTube

#### Week 2: Racial Formation in the US

**Assigned reading:**

- Omi, Michael and Henry Winant. 1994. Chapter4 “The Theory of Racial Formation,” *Racial Formation in the United States*, pps. 105-136.

**Assigned media:**

- Documentary. “The House We Live In” (Episode 3 of PBS Series *Race- The Power of an Illusion*, 2003 (access via UCSD.Kanopy.com using VPN)

**\*\*\*DUE DISCUSSION BOARD 1, SAT. 10/9, BY 11:59PM\*\*\***

### Module 2: Critical Race Theory

#### Week 3: Foundations

**Assigned reading:**

- Du Bois, W.E.B. 1903. “The Forethought,” and “Of Our Spiritual Strivings,” In *The Souls of Black Folk*, Global Grey (pp.1-10)
- Du Bois, W.E.B. 1924. “The Emancipation of Democracy,” In *The Gift of Black Folk: The Negroes in the Making of America*. Stratford. (pp. 135-183)
- Du Bois, W.E.B. 1935. Chapter XVI. “Back Toward Slavery,” in *Black Reconstruction in America*, (pp. 670-710)

**Assigned media:**

- Podcast: *Lady Don't Take No* podcast episode "Kimberlé Crenshaw's Critical Race Garden" (47:07 mins)

**Week 4: Applying CRT– pt. 1**

**Assigned reading:**

- Love, Barbara J. “Brown Plus 50 Counter-Storytelling: A Critical Race Theory Analysis of the ‘Majoritarian Achievement Gap’ Story,” *Equity & Excellence in Education* 37: 227-246.

**Assigned media:**

- Podcast Serial *Nice White Parents* (Select from Episodes 1-3)

**\*\*\*DUE DISCUSSION BOARD 2, SAT. 10/23, BY 11:59PM\*\*\***

**Module 3: Systemic Racism**

**Week 5: Structural and Institutional Racism**

**Assigned reading:**

- Ladson-Billings, Gloria. 2006. “From the Achievement Gap to the Education Debt: Understanding Achievement in U.S. Schools”

**Assigned media:**

- *Serial, Season Three (on Cleveland Justice System)*
  - Episode 2: “You’ve got some Gauls” (54:54 mins)
  - Episode 6: “You in the Red Shirt” (49:26 mins) Listen [here](#)

**Week 6: Studying Whiteness**

**Assigned reading:**

- Kiesling, Scott F. 2001. “Stances of Whiteness and Hegemony in Fraternity Men’s Discourse.” *Journal of Linguistic Anthropology* 11: 101-115.

**Assigned media:**

- *Codeswitch* podcast episode “The Racial Reckoning that Wasn’t”

**\*\*\*DUE DISCUSSION BOARD 3, SAT. 11/6, BY 11:59PM\*\*\***

**\*\*\*DUE SAT. 11/13 BY 11:59 PST: PODCAST. PLANNING WORKSHEET\*\*\***

**Module 4: Racism(s): Insights from the Social Science**

### **Week 7: Mapping the fields**

#### **Assigned reading: &**

- Bonilla-Silva, Eduardo. 2003. "Chapter 2: The Central Frames of Color-Blind Racism" in *Racism without Racists: Color-Blind Racism and the Persistence of Racial Inequality in the United States*. Rowman & Littlefield Publishers, Inc.; Third Edition. p25-52.

#### **Assigned media:**

- Podcast: *The Intercept* "Radical White Terrorism"
- Horowitz, Andy. 2020 "Pre-existing conditions: Pandemics as History." (online editorial by Social Science Research Council)

### **Week 8: Anti-racism racism**

#### **Assigned reading:**

- Reardon, Jenny, and Kim Tallbear. 2012. "'Your DNA is Our History': Genomics, Anthropology, and the Construction of Whiteness as Property." *Current Anthropology* 53(5): S233-S245.

#### **Assigned media:**

- Podcast: *Code Switch* "The Return of Race Science"
- Podcast: *All My Relations* Ep. 10 "Beyond Blood Quantum" (1:07, first half the episode)

**\*\*\*DUE DISCUSSION BOARD 4, SAT. 11/20, BY 11:59PM\*\*\***

**\*\*\*\*DUE SAT. 11/27 BY 11:59PM PST: PODCAST STORYBOARD\*\*\*\***

### **Module 5: Policing & Big Data**

#### **Week 9:**

#### **Assigned reading:**

- Stephen, David Engle. 2020. "The deep history of police" *Toward Freedom*
- Aushana, Christina. 2019. "Seeing Police: Cinematic Training the Scripting of Police Vision." *Surveillance & Society* 17 (3/4): 367-381

#### **Assigned media:**

- The *Code Switch* Guide to Race and Policing

#### **Week 10: Big Data**

#### **Assigned reading:**

- O'Neil, Cathy, 2016. *Weapons of Math Destruction: How Big Data Increases Inequality and Threatens Democracy*. Selected chapters

#### **Assigned media:**

- Podcast Serial. Season 3, Episode 3: "Misdemeanor, Meet Mr. Lawsuit" (59:11mins).

**\*\*\*\* PODCAST: FINAL EPISODES DUE WED 12/2 by 11:59 PST**

**\*\*\*DUE DISCUSSION BOARD 5, THURS. 12/9, BY 11:59PM\*\*\***