

ANTH 21: Race and Racisms (DEI)

Dredge Byung'chu KANG PhD MPH

Fall 2022 Version 13 October 2022

TuTh 12:30p-1:50 PM PETERSON 108 Lecture & Discussion Section (see below)

Office SSB 275 | MC 0532 | dredgekang@ucsd.edu

Office Hours: M 12:00-1:00 PM or by appointment in Social Sciences Building - Anthropology 275

Office Hours: Th 10:00-11:00 AM or by appointment in Arts & Humanities Building - Literature 286

IA Meetings: Tu 11:15-12:15:00 AM in Arts & Humanities Building - Literature 286

Lecture Videocast: https://podcast.ucsd.edu/watch/fa22/anth21_a00

Discussion Sections and Instructional Assistants: IA Office Hours, by appointment

*Questions about Canvas and technical issues should be directed to the Lead TA, marked with an *.

85816	A01	Tu	8:00a-8:50a	HSS	1315	Moon Pankam	mpankam@ucsd.edu
85817	A02	Th	8:00a-8:50a	HSS	1315	Moon Pankam	mpankam@ucsd.edu
85818	A03	F	9:00a-9:50a	HSS	2154	Ash Cornejo	a1cornejo@ucsd.edu
85819	A04	F	10:00a-10:50a	HSS	2154	*Annika Stone	abadamso@ucsd.edu
85820	A05	F	12:00p-12:50p	WLH	2115	Lance Casiple	lcasiple@ucsd.edu
85821	A06	Tu	5:00p-5:50p	HSS	1315	Shubhra Murarka	smurarka@ucsd.edu
85822	A07	F	3:00p-3:50p	WLH	2206	Ash Cornejo	a1cornejo@ucsd.edu
85823	A08	Tu	6:00p-6:50p	HSS	1315	Shubhra Murarka	smurarka@ucsd.edu
85824	A09	M	7:00p-7:50p	HSS	2154	Lance Casiple	lcasiple@ucsd.edu
85825	A10		canceled				Note 1 "s" for Lance
85826	A11		canceled				
85827	A12		canceled				

FINAL: 12/09/2022 F 11:30a-2:29p

Important Dates to Remember: Check the current quarter calendar for the Last Day to Add and the Last Day to Change Grading Option or Drop without a "W."

This course meets the UCSD Diversity, Equity, and Inclusion (DEI) requirement.

Course Description:

Is racism still a social problem? How is race imagined and realized in the United States and around the globe? This course explores race and racism as cultural practices and social systems intimately tied to power and inequality. The first part of this course focuses on key terms (e.g. race vs. ethnicity vs. nationality, racial privilege, structural racism) and concepts (e.g. categorization, social construction, clinal variation, re-biologizing, structural violence) used in the anthropological analysis of race, including historical, political economic, ethnographic, and biocultural approaches. Emphasis is placed on the systemic nature of racism and white privilege in the USA. The second part of the course offers an overview of how race and racism function in the contemporary USA among various racial groups. We will address issues of housing, health, education, and current events as appropriate.

Learning Outcomes:

The goal of this course is to **increase student commitment to valuing equity and inclusion** in line with the UCSD Principles of Community. Students will develop habits to **assess situations, practices, and policies based on racial analysis**. Students will also improve their ability to **discuss** issues of race with their peers and more broadly. Students may also increase their confidence and ability to intervene in racist situations: to deescalate the situation and help the victim when appropriate.

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1. Students will be able to **synthesize and apply an anthropological concept of race that attends to biological, socio-cultural, and historical** perspectives.
2. Students will be able to **distinguish and define key terms** such as ethnicity / race / nationality, ethnocentrism / racism / nationalism, and implicit bias / prejudice / discrimination.
3. Students will be able to **describe and assess differences in racialization and racial systems** among various racial minorities in the US and other global contexts.
4. Students will be able to **explain and discuss key concepts around race and racism** such as the social construction of race, systemic racism, and racial privilege with their peers.

Name: Feel free to call me whatever you feel comfortable with: Dredge (like “dredge” as in “dredge your chicken in batter before frying it”), Professor Dredge, Professor Kang, Professor, Dr. Kang (강 is pronounced like Gahng, as in first part of “Gangnam Style”), etc. Similarly, use any pronoun you want to refer to me. As long as it is polite, I don’t care.

Assessment:

Assignment or Examination	Grade	P/NP	Due
<u>Quizzes and Surveys:</u>			
Pre-Survey (Beginning of Quarter)*	3	3	Week 0-2 #
Syllabus Quiz	3	3	Week 0-2 #
Post-Survey (End of Quarter)*	3	3	Week 11
<u>Journals and Log Reports:</u> ¶			
Implicit Bias Tests & Reflection	5	5	Week 1 #
Journal 1	4	4	Week 2 #
Log 1*	4	4	Week 3 #
Journal 2 (do not submit in advance)	4	4	Week 5
Log 2*	4	4	Week 8
Journal 3 (do not submit in advance)	4	4	Week 10
Log 3	5	5	Week 11
<u>Discussion Section Participation:</u>			
8 weeks (3 x 7 sessions) No sessions week 0, 7 (midterm), 9, 11 1 Free Session	21	21	Weekly (7 of 8)
Midterm (Oral):	20	20	Week 7
Anti-Racist Group Project: Group Individual	20	5-20 ¶	Week 10 Week 10
Activity Reports*	1 or 2	1 or 2	Week 11
Extra Credit (Group Projects)	1 or		Best in Section
Extra Credit (Group Projects)	3		Best in Class
Points Possible	105	102	

#Due at the end of Week 3 (after the end of the *Add Period*) if you are not initially registered in the course.

¶ Journals and Logs:
Due Mondays at 5PM
(before first Discussion Section)

* Graded based on completion

¶ P/NP students may choose lower point options. You can choose your individual project based on how many points you anticipate that you will need to pass.

A+ >97 A >94 A- >90 B+ >87 B >80 C >70 P/NP D >60 F <60

All grading in this course is conducted by the Instructional Assistants (IAs, aka Teaching Assistants or TAs). I provide general grading rubrics to IAs but allow IAs to grade as they deem appropriate. *Just as you cannot expect the same grade from different professors teaching the same course, you cannot*

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expect the same grade from different IAs teaching different discussion sections in the same course. All absence documentation and grading questions should be directed to your Instructional Assistant first.

General questions about the course should be posted on the designated Canvas General Question Discussion Board. *If you have ever wanted an A+ grade, you have a high chance in this course if you complete all the work and assessments on time with sufficient effort.* As I do not grade or run discussion sections, I do not write letters of recommendation for students in this course.

Nota Bene: UCSD eGrades does not round up scores. Students taking this course with a P/NP grading option need to achieve **70** points (C-) for a Pass. That means that any grade below **70** (e.g. 69.99) will Not Pass. If you choose a lower point option for the final project, make sure that you have enough cushion to pass. I do not make grade increase exceptions for graduating seniors, foreign students, scholarship recipients, or anyone else.

Over-Enrollment: *I do not control the enrollment limit as it is based on the capacity of the lecture hall and discussion sections.* Overall enrollment is capped by the seating capacity of the lecture hall and discussion section classrooms. I suggest that you come to the first lecture and meet with the teaching assistant as that will help your chances if any slots become available. Obviously, not all students attend every session, so there may often be empty spots. As our discussion sections are capped at 40 students, usually about 3 will drop the course. **I defer all requests to over-enroll to section IAs as the additional burden is not on me, but on the IAs who grade the assignments.** IAs are graduate students and I want to protect their time and effort as well. If your IA approves your over-enrollment, they will forward it to be processed by anthropology advising.

Teaching Philosophy: Knowledge and attitudes are not gifts I can give you like a present. Developing these take effort and practice. The literature on teaching and learning has demonstrated that sitting in lectures is one of the *least* effective ways to grow in this regard. Attendance is not taken in lectures. However, you will benefit greatly by actively preparing for and participating in class. Please bring all readings with you to lecture, either in paper form (preferable), on a tablet (phones are generally too small to be useful for reading), or on your laptop. I suggest that you highlight and take notes on all your readings. Annotations will help prepare you for lecture, discussion, quiz, and the midterm.

We are in a large lecture hall with smaller group discussion sections. This course will consist of a combination of lectures, in-class discussions, and other activities. I regularly call on students, including those that do not raise their hands during lectures. Students may also be asked to write on the board or volunteer for demonstrations. I also ask students to participate in pair or small group discussions or other activities, when possible, in the space provided.

Especially in discussion sections, you will be required to ask questions, synthesize readings, offer critical analyses, relate key concepts to cases, and consider applications. Rather than expect that the professor and IAs will impart knowledge to you, you should expect to engage course content, try to find vetted information on your own, consider how your attitudes have been shaped by your social history, and develop habits that change your worldview to consider race as a one of the strongest social factors that shapes American society.

The course assignments and assessments have been designed to encourage thinking about different perspectives, self-reflection, and engaging in personal responsibility for learning. For example, the logs are designed to be low stakes (low point value), high repetition, and reflective, which cognitive scientists have identified as a good means to improve material retention. I used to do reading quizzes, but have moved to more equity focused assessment strategies. The logs work with the journals **to develop**

regular habits of thinking and reflecting racially, using race as a lens to view and assess the social world.

Assessments: Additional instructions for individual assignments are posted separately on Canvas and will be explained in lecture.

Surveys (Pre and Post Quarter): As a DEI course, I'm interested not only in what you learn, but in any changes in attitude brought on by what you have learned and the experiences you have in the course. *These surveys are graded by completion.* There are no "right" or "wrong" attitude answers but rather a general measurement of any change in you as a student, which reflects on whether I have done a good job teaching a DEI course. The pre and post surveys are the same, except that there is more space for reflection in the latter. You receive full credit for completing the surveys. The surveys are anonymous, you just post a screenshot of survey completion in Canvas for credit.

Implicit Bias Tests & Reflection, Logs, and Journals: I will go over these in class. Please also refer to the assignment instructions on Canvas. These are assignments based on your takeaways from the course and personal reflections. Use quotation marks if citing from readings/podcasts/videos. *Do not google anything. These are your personal thoughts and feelings about course material and life experiences.*

Midterm (Oral): The midterm is an *oral* conversation that assesses students on their ability to explain key concepts as covered in the first 2/3rds of the course. The midterm will be comprised of *approximately 10 short response questions, provided in advance.* Students must be prepared to discuss all questions. During the midterm, the student will *engage in a directed conversation with their instructional assistant of approximately 5 minutes.* IAs administering the conversation examination will provide prompts to help students in completing their responses and providing evidentiary examples, but the response will be limited in time. We will go over the exam questions and practice responses in class. *Grading will be based on completeness of the response (90%) and confidence (10% based on need for prompts to complete the response) during the conversation. The conversation is closed book/Google and will be conducted in person face-to-face.* Midterm conversations will be scheduled individually with IAs **during week 7**. There will be no lectures or discussion sections that week, as the midterm will be scheduled during those time slots. I promise that you will be prepared to do well on this kind of examination, which will be unfamiliar to most of you. To see what some of my prior midterm oral exams were like, with all the questions included, and student reactions see:

<https://digitalcommons.georgiasouthern.edu/cgi/viewcontent.cgi?article=1875&context=ij-sotl>.

Anti-Racist Group Project: The group project is due *midnight after the first lecture in Week 10*. This will allow the IAs and professor to choose the best videos to screen during the last day of class and award extra credit points. The project requires students working in groups to 1) *re-create a popular American board game and show how it is played to teach concepts from this course to peers* and 2) *an additional experiential anti-racist exercise of your choosing.* Groups will determine which exercise is more effective and produce a video demonstrating their work (*maximum 3 to 5 minutes depending on group size*). IAs will evaluate the video for accuracy as well as effectiveness in engaging and delivering content (i.e. it should be interesting, show creativity, and demonstrate understanding of specific racial concepts from course before the midterm and include content specific to Black/African Americans or at least one other racial group identified in the latter 3rd of the course, when we examine specific racial groups in the US). You may work groups of 3 to 5 students. *Group members will be required to complete a peer evaluation of their and others' participation in the assignment to ensure adequate contribution by various team members.* Detailed instructions will be provided on Canvas and discussed in class. *Extra credit will be*

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provided for the top-rated videos per section (1 point) and for the course overall (3 points). I will request permission to show the top videos to future classes. There is NO in-class final exam. However, the final assignments will be due at the end of the final exam period.

Individual Project: P/NP students and other students who require an individual project for reasons of disability (with OSD documentation) will receive automatic approval. Other students can request an individual project, but it must be approved in advance by your IA during the week we develop groups during discussion section (e.g., for lack of child care, responsibility in taking care of someone with an illness, etc. that prevents group work). Individuals will be given a range of alternative assignments of various point values from 5 to 20 points. Check Canvas for options and their respective instructions.

Extra Credit: Extra credit will be provided to group projects that are considered the best in their section (1 point) and in the class (3 points). Best in section will be determined by the IA for the section. Best in class will be determined by the professor from the pool of best in section projects. All best in section projects will be screened on the last day of class.

Activity Reports: There will be multiple opportunities for extra credit throughout the quarter by attending events outside of class. As UCSD is a world class university with many opportunities for special events such as invited speakers, ethnic student group performances, pow-wows, Hispanic heritage activities, films, museum or gallery exhibitions, etc. related to race and racism, I will occasionally announce events that I know of, which are automatically approved. Students should submit potential events that they are interested in attending to their IAs for approval. Attendance of events off campus are also encouraged. Up to 2 events can be submitted for extra credit (1 point per event). An event must be at least 1 hour in duration, and by submitting an event, you are attesting to participating for at least an hour as a matter of academic integrity. (I have for example, been to events where students show up, take a selfie, and then leave = violation of academic integrity.) Submission requires a selfie photo of you attending the event (e.g., with a sign for the event, with a speaker or the performance in the background to show your attendance).

Attendance and Late Submission Policies: Attendance is expected for lectures and required for discussion sections. Lecture attendance is not taken. Lectures are videocast (see <https://podcast.ucsd.edu/>) and any potential Zoom sessions will be uploaded onto Canvas. Slides and other presentation materials from lecture are posted on Canvas shortly before class. I have had students copy and paste bullet points from lecture slides for their log assignments. Do not do this as it is a violation of academic integrity. If you miss a lecture, please watch the videocast or Zoom recording. A student who misses class should not expect the IA or professor to go over all the material again or summarize it for them individually in office hours.

In person attendance and active participation are expected for discussion sessions. IAs will run discussion sections focusing on the assignments, readings/podcasts/videos, and additional activities. Discussion sections will also be used to create the groups for the Group Project and midterm review. *Discussion sections are cancelled during weeks in which holidays and breaks prevent some sections from meeting.* It is not a good sign if your IA cannot remember your face or name by the end of the quarter.

Discussions are a significant portion of your grade (20 points or more). You are allowed to **miss one discussion section session without consequence.** Students will automatically be docked 3 points from the discussion participation score for each absence beyond the first. Any absence is excused at the discretion of the IA. The total score for your discussion participation is at the discretion of the IA.

Students who need accommodation for UCSD athletic schedules, religious observances, or planned key family events should submit in writing to your IA by **the end of the drop/add period** any requests for a change of exam or assignment due dates. Please note that accommodated due dates will most likely *be earlier for assignments and later for exams*. There are no make-ups for scheduled exams without documentation of an emergency.

Journal and Log Report Assignments must be uploaded on Canvas (5PM Monday) prior to the FIRST DISCUSSION SECTION meetings on the weeks which they are due unless otherwise noted so that they are due at the same time for all students and can be discussed during discussion section. The first assignments will be due at the end of Week 2 as students may drop the course, however, if you plan to continue, you should try to complete them before your discussion sections so that you can participate in discussions.

Late Adds: *Students who add after the course has begun must complete missed assignments by the end of the Week 3.*

Canvas Submissions: *Hard copies are not required. All assignments are submitted via Canvas. Please make sure you are submitting the assignment under the correct gradebook link. Please attach assignment files as Word documents or PDFs rather than including text in the comments box to ensure that the system has saved your submission and that it can be read by your IA. Do not submit Mac files or Google docs that do not render on Canvas or can not be opened by a typical PC. Also note that more than one attachment can be added to an assignment before it is submitted. If an assignment has multiple components that are different files (e.g., the group project), they should all be attached to the same Canvas assignment link before submitting the assignment – otherwise the Canvas system may not accept all of your documents. Only 1 person needs to submit the group project, but should submit all components for the entire group. All students in the group will upload their peer evaluations on a separate assignment link. If you are having difficulty accessing Canvas or upload your assignment under the wrong assignment link, email your assignment to your IA so that it is time stamped.*

Late assignments are docked 20% per 24-hour period after they are due based on the time of submission on Canvas. Assignments will not be accepted if overdue by more than two days without an excuse approved by your IA.

Resubmissions and Extensions: Rewrites are not allowed. Students should utilize the writing program, tutoring, and other resources as appropriate before submitting assignments. Incomplete quarter grades are given only in situations where unexpected emergencies prevent a student from completing the course. Except in the case of extenuating circumstances, incomplete work must be finished before the beginning of the subsequent quarter. As per UCSD guidelines, incompletes not completed by the following quarter will automatically convert to F grades.

The General Rule of 10s: Students are generally expected to spend ten hours attending, reading, and studying for a regular course per week. IAs are generally expected to spend ten hours providing support per discussion section or course per week. Professors are generally expected to spend ten hours teaching per course per week. If all 300+ of you email me a general question a week that takes 2 minutes for me to reply to, that already equals 10 hours without considering any other class time, preparation, coordination, administration, etc. **If you have a question or issue, please first check the**

syllabus, second check Canvas individual assignment instructions or the general questions board, third check in with your IA. IAs can deal with most issues and will forward any that they cannot to me.

Communication: Email communication is preferred (*please do not send messages through Canvas but send them directly to your IA or me*). I do not check my Canvas inbox. Please note that it may take up to **48 hours** to get a response to your email from your IA or professor. If you have a question, please **first consult documents on Canvas** (e.g. syllabus, assignment instructions, discussion board), **ask another student, then ask or email your IA**. General questions should be posted on the Canvas discussion board. All questions about grading should be sent to your IA. Your IA will forward messages to me when they cannot address them. Email the professor directly if you are interested in meeting for my office hours (e.g. want to talk about majoring in anthropology, graduate school or career advice, my/your perspective on a particular issue or concern). I'm also happy to do dine/coffee with a professor when my schedule permits. *If you want to ask me questions in person around class time, please wait until after class as I may answer your question during class*. There is only a 10 minute gap between classes so I will be setting up my presentation beforehand. I may also ask you to take the question outside the lecture hall so that the next professor can set up for their class. *If you would like for me to follow-up with something specific, please write the request on a piece of paper and hand it to me when discussing the issue with me*. Please **include ANTH 21 in the subject line** of your email. You do not need to write "Dear Professor" and other niceties in your email. Just ask away.

Professionalism Policy: Please attend to all university policy and classroom etiquette procedures. Those not heeding the policies will be asked to leave the classroom immediately to maintain the learning environment. Please arrive on time, be attentive, and be respectful for all class meetings. *Be mindful of how much time and space you are occupying. Try not to interrupt others when they have the floor. Be open to hearing various points of view that may be contentious or conflict with others but do not expect to feel comfortable at all times. Expect to be challenged mentally and emotionally.* **Students who are habitually disruptive in class by talking out of turn, bullying other students, or engaging in other unprofessional behavior may suffer a reduction in their final class grade through a withdrawal of attendance and participation points.** UCSD recognizes the inherent dignity of all individuals and promotes respect for all people. **Hostility toward other students will not be tolerated. Free speech does not permit harassment, intimidation, threats, or other behaviors that impede the learning of other students or the work of faculty and staff.**

Academic Conduct Policy: Plagiarism is the use of someone else's work or ideas as one's own. UCSD expects that both faculty and students will honor academic integrity to protect the validity of our intellectual work. For students, this means that all academic work will be done by the individual to whom it is assigned, without unauthorized aid of any kind. Using the UCSD writing and tutoring services are fine. It is also against university policy to submit the same paper for credit in more than one course (and it will be flagged by TurnItIn). Instructors, for their part, will exercise care in planning and supervising academic work, so that *honest effort* will be upheld. *Submitting assignments online through Canvas TurnItIn automatically checks for potential violations against all assignments previously submitted to the platform and anything openly available on the internet, including samples of firewalled written assignments and translated text in other languages.* **All suspected instances violating academic integrity will be reported to the Academic Integrity (AI) Office. You will not be contacted in advance but receive a procedural email from the AI Office. A verdict of violation of academic integrity for any**

course assessment will result in failure of this course. I have had a graduating senior expelled from the university, an international student have to remain on campus to retake the course in the summer, and about 10 students a year fail because of academic integrity violations. Additional information is available at <http://academicintegrity.ucsd.edu/>. I will also remind students about academic integrity before the midterm.

Tutoring and Writing Assistance: The Office of Academic Support & Instructional Services (OASIS) offers free, one-on-one tutoring for students (<https://students.ucsd.edu/sponsor/oasis/>). Tutoring services are designed to guide students to the point at which they become independent learners, no longer needing a tutor. The UCSD Writing Hub (a unit within the Teaching + Learning Commons) supports all writers on campus for any project (<https://writinghub.ucsd.edu>). Please make use of these services if you believe they will be beneficial to your success in this course and your university career.

Disability Access: Students requesting accommodations and services for this course due to a disability should provide an Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD). Documentation should, if at all possible, be provided before any activity in which accommodation is requested so that we may plan for the provision of accommodations. Contact the OSD for further information: (858) 534.4382 (V); (858) 534-9709 (TTY); osd@ucsd.edu, or <http://osd.ucsd.edu>.

*Please note that I have a number of disabilities that may impact class instruction including left temporal lobe epilepsy (seizure disorder that also effects short term / episodic memory and emotion regulation), severe cervical stenosis (affects the use of my arms and hands that makes it hard for me to do precise work like using a mouse), and blepharitis of both eyes (limits my exposure to bright lights and electronic screens). As I sometimes have seizures, this means that I may be required to cancel class on short notice or may not be able to communicate my inability to cancel class. If I do not show up to class, you are excused after 20 minutes. In these rare instances, I will provide a Zoom-Canvas means to cover the material we missed. If I have a seizure during class, I ask that you **do NOT call 911**. I ask that you consult <https://www.cdc.gov/epilepsy/about/first-aid.htm> to determine how to respond. As I have sensitivity to screens, I often require minimizing my exposure to these, which may delay activities like responding to emails.*

UCSD currently requires masks in class. I will not use a mask during my lectures as it muffles my speech for recording and students are at a distance. However, some of my treatments are immunosuppressive, so I ask that you continue to mask in my near presence during the Covid epidemic, such as during office hours.

Title IX Compliance: Title IX of the Education Amendments of 1972 is the federal law that prohibits sex discrimination in educational institutions that are recipients of federal funds. Students have the right to an educational environment that is free from harassment and discrimination. *Sexual harassment or misconduct, whether physical or psychological, will not be tolerated. As a faculty member, I am required to report the matter to the Title IX Coordinator.* Should you want to speak to a confidential source, you may contact the Counseling Center. The Office for the Prevention of Harassment & Discrimination (OPHD <http://ophd.ucsd.edu>) provides information and assistance to students, faculty, and staff regarding reports of bias, discrimination, harassment, sexual harassment, and sexual violence. This also applies to lesbian, gay, bisexual, transgender, and other gender/sexual variant students. Students may receive confidential assistance at CARE at the Sexual Assault Resource Center at (sarc@ucsd.edu or <http://care.ucsd.edu>) or Counseling and Psychological Services (CAPS <http://caps.ucsd.edu>).

UCSD Principles of Community: As a reminder, please review the UCSD Principles of Community. The Principles can be found online at <https://ucsd.edu/about/principles.html>. The goals of the Principles include:

- Fostering inclusiveness, respect, and a welcoming environment
- Promoting collaborative attitudes and actions

I support the education and social advancement of all students regardless of race, immigration status, religion, gender identity, or other social factor that may limit their life opportunities. If you would like to express your concerns or report inappropriate conduct, please contact your IA or me as soon as possible after the incident about the issue.

This syllabus is open to modification throughout the quarter. While I will ensure that the overall grading system remains more-or-less in place, the schedule, topics, readings, and activities may change. I will always consult students in class before making a major change.

Please see the attached class schedule for a listing of the readings/podcasts/videos, lectures, and other class activities by date. Many of the readings are podcasts, which reduce screen time to help me with my neurological condition. I hope podcasts will also support the oral discussion focus of assessments.

Required Materials:

There are no required purchases for this course. All materials will be posted as PDFs, web links, or media files on Canvas. Be prepared to be able to access the text in lecture or discussion section when requested.

Reading, Listening, and Watching List: (in chronological order, see the schedule for dates)

PDFs and media links will be posted in Canvas. Readings/podcasts/videos should be reviewed before the class for which they are scheduled. Media in italics will be played during class time.

Rushkoff, Douglas 2019 Team Human (Sections: Team Human, Social Animals, Learning to Lie)

Asians in the Library - Alexandra Wallace UCLA (2:51)

<https://www.youtube.com/watch?v=70qcgIiWKk0>

Mukhopadhyay, Carol C.; Henze, Rosemary; Moses, Yolanda T. 2013 How Real Is Race? A Sourcebook on Race, Culture, and Biology (Second Edition) – Abbreviated as **HRIR**

Ch 5 Culture Shapes How We Experience Reality 93

Ch 7 Race and Inequality: Race as a Social Invention to Achieve Certain Goals 133

Ch 10 When Is It Racism? Who Is a Racist? 205

Ch 8 Cross-Cultural Overview of Race 157

Feagin 2014 Racist America

Ch 5 Racial Oppression Today: Everyday Practice

Fuentes, Agustín 2012 Race, Monogamy, and Other Lies They Told You

Ch 4 The Myth of Race

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Pascal Gagneux: *Molecular Jungle at a Nano Scale (Biological Anthropology, UCSD 2018)* 6:15 mins
<https://pgagneux.wixsite.com/evodiet> (scroll down the page for the video)

Gravlee, Clarence C. 2013 *Race, Biology, and Culture: Rethinking the Connections*
In Hartigan, John 2013 *Anthropology of Race: Genes, Biology, and Culture*
Amy Non: *Epigenetics and Embodiment of Adversity (Biological Anthropology, UCSD 2018)* 4:41 mins
<https://www.youtube.com/watch?reload=9&v=wu4Ot5Flrwo&feature=youtu.be>

Bonilla-Silva, Eduardo 2006 *Racism Without Racists: Color-Blind Racism and the Persistence of Racial Inequality in the United States*

Ch 1 The Strange Enigma of Race in Contemporary America

Johnson, Allan G. 2001 *Privilege as Paradox*

Rudder, Christian 2014 *Dataclism*

Ch 6 Confounding

Video: *Doll Test Reboot*

Tisby 2021 Ch. 10 How to Orient Your Life Toward Racial Justice

[in process for library reserves]

Coates, Ta-Nehisi 2014 *The Case for Reparations* (PDF, webpage, or SoundCloud)

<https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/>

13th: *From Slave to Criminal with One Amendment* (DuVernay 2016, Netflix Documentary) *first 30 mins*

<https://www.youtube.com/watch?v=krfcq5pF8u8>

Adam Ruins Everything - The Disturbing History of the Suburbs | truTV 6:19 mins

<https://www.youtube.com/watch?v=e68CoE70Mk8>

Black Jeopardy with Tom Hanks – SNL 6:38

<https://www.youtube.com/watch?v=O7VaXIMvAvk>

AAA Statement on Race

(<http://www.americananthro.org/ConnectWithAAA/Content.aspx?ItemNumber=2583>)

Lifekit: AntiRacist (podcast)

To Fight Systemic Racism, You've Got To Be Anti-Racist (Life Kit-NPR 2020) 21 minutes

<https://www.npr.org/2020/08/24/905515398/not-racist-is-not-enough-putting-in-the-work-to-be-anti-racist>

'There Is No Neutral,' 'Nice White People' Can Still Be Racist (All Things Considered-NPR 2020) 8 minutes

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