



# *ANTH 21: RACE AND RACISMS*

## **SUMMER SESSION II**

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### **COURSE DESCRIPTION**

Race is a human-grouping system that constantly generating and regenerating classifications that identify, distinguish, and often marginalize individuals, communities and institutions across national, regional and global scales. But what is your relationship to race? And how do you navigate its complexities? This course on race and racisms serves as a conducive learning space for you to examine the historical, cultural, psychological, and sociological aspects that underpin this phenomenon; reflect on its personal impacts to you and others; and develop an anti-racist toolkit to carry forward in your careers. In a world where diversity and inclusivity are paramount, understanding the complexities of race and racism is crucial for building a more equitable and just society.

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### **COURSE AIMS**

Through this course, students will learn about and be able to communicate:

1. How "Blackness" and "whiteness" have been socially constructed via slavery, colonization, and racial capitalism.
2. Anti-Black racism as both a systemic and interpersonal phenomenon, upheld in institutions, policies, and social practices.
3. What tools are needed to disrupt anti-Blackness through education, dialogue, and other forms of direct action and solidarity

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### **LECTURES AND SECTIONS**

Lectures will be pre-recorded and uploaded to "Modules" on Canvas by 2pm PST every Monday and Wednesday. Students will watch the videos and respond to questions posted under the weekly Canvas module every **Friday by 11:59pm PST**.

There are **NO SECTIONS** for this course. In lieu of sections, TAs will hold weekly office hours where you can discuss readings, lectures, and course assignments

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## TEACHING STAFF



Eric Rodríguez-Delgado (he/him)  
[earodrig@ucsd.edu](mailto:earodrig@ucsd.edu)

Office Hours: Wed. 2-4 pm via [Zoom](#) and [per appointment](#), additional times by email



Cassidy Tomlinson, (she/hers)  
[ctomlins@ucsd.edu](mailto:ctomlins@ucsd.edu)

Office Hours: TBD

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## COMMUNITY GUIDELINES

In alignment with UCSD's Principles of Community, discriminatory, demeaning, and abusive language and treatment will not be tolerated. Please be respectful, compassionate, and curious about each other's perspectives and experiences. Honor that we are all here to learn. Treat each other with patience and care.

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## ACCESSIBILITY

If you are disabled, a parent/caregiver, working, or have other life circumstances that require accommodations, please let the instructor know as soon as possible. We will do our best to help you succeed in this course, whether or not you have documentation from OSD (The Office for Students with Disabilities).

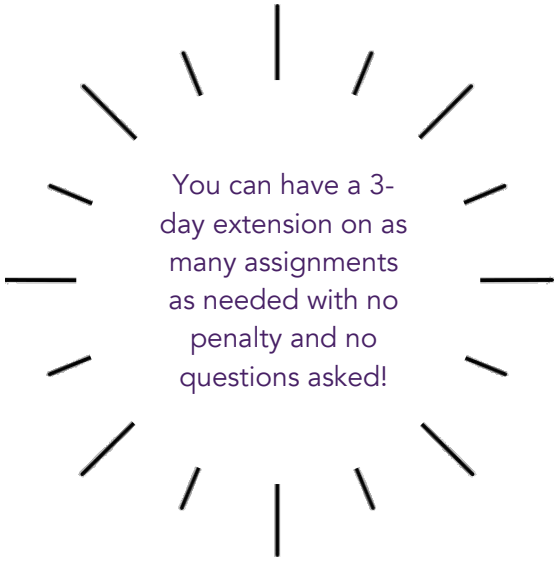
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## ACADEMIC INTEGRITY

Honest effort is expected of everyone, so don't cheat and be sure to cite your sources! By continuing their enrollment in this course, the student pledges to abide by UC San Diego's Integrity of Scholarship Agreement (<https://academicintegrity.ucsd.edu/forms/form-scholarship-agreement.html>). All graded writing assignments will be submitted through the Canvas website to be screened for plagiarism by the Turnitin tool. *Violation of academic integrity may result in failure of the assignment, failure of the course, and/or further disciplinary action.* For more information visit [academicintegrity.ucsd.edu](https://academicintegrity.ucsd.edu).

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# ASSIGNMENTS



You can have a 3-day extension on as many assignments as needed with no penalty and no questions asked!



Need help?  
Stop by Office Hours or email your professor and TA. We will do our best to help everyone succeed!

## Perusall Annotations (20% of grade)

**Due every Monday and Wednesday, 11:59pm**

- Minimum of 3 thoughtful comments or questions per Perusall reading. Can be found on the "assignments" tab in Canvas.
- Lowest grade will be dropped at the end of quarter

## Reflections on Race (20% of grade)

**Due every Friday, 11:59pm**

- A 250-350 word assignment submitted on Canvas responding to guiding questions about each week's lecture videos and readings.
- Guiding Questions for this assignment will be posted under each Week's modules in Canvas every **Wednesday by 2pm.**

## Anti-Racist Script (20% of grade)

**Due Sunday, August 25, 11:59pm**

- Using course materials, students will create "anti-racist scripts" to guide conversations about dismantling anti-Blackness with their friends, family, and loved ones.

## Peer Review of Anti-Racist Scripts (10% of grade)

**Due September 1, 11:59pm**

- Students will be paired with another student over canvas and asked to peer review their scripts in small groups by the due date.

## Revised Anti-Racist Script and Video (30% of grade)

**Due September 08, 11:59pm**

- Using feedback from your peers, professor, and TAs, you will revise and resubmit the anti-racist script you submitted previously.





# *Course Trajectory*

Readings are posted on Canvas under "Assignments"

## **WEEK 1: Introduction to Anti-Black Racism**

Lecture 1.1: The Social Construction of Race

Lecture 1.2: Defining Anti-Blackness

## **Week 2: Systemic Racism**

Lecture 2.1: Anti-Blackness as Systemic

Lecture 2.2: Internalization and Reproduction of  
Anti-Black Racism

## **Week 3: Anti-Blackness in Prisons and Policing**

Lecture 3.1: Prisons and Policing

Lecture 3.2: The Prison Industrial Complex

## **Week 4: The "New" Racism**

Lecture 4.1: Colorblind Racism and Dog whistle  
Politics

Lecture 4.2: Colorism and Anti-Blackness

## **Week 5: Anti-Racist Activism**

Lecture 5.1: Black Political Activism in the U.S.

Lecture 5.2: Solidarity vs Allyship: Joining the  
Movement for Black lives







## TEN THINGS EVERYONE SHOULD KNOW ABOUT RACE

Taken from RACE - The Power of an Illusion

Our eyes tell us that people look different. No one has trouble distinguishing a Czech from a Chinese. But what do those differences mean? Are they biological? Has race always been with us? How does race affect people today?

There's less - and more - to race than meets the eye:

1. Race is a modern idea. Ancient societies, like the Greeks, did not divide people according to physical distinctions, but according to religion, status, class, even language. The English language didn't even have the word 'race' until it turns up in 1508 in a poem by William Dunbar referring to a line of kings.
  2. Race has no genetic basis. Not one characteristic, trait or even gene distinguishes all the members of one so-called race from all the members of another so-called race.
  3. Human subspecies don't exist. Unlike many animals, modern humans simply haven't been around long enough or isolated enough to evolve into separate subspecies or races. Despite surface appearances, we are one of the most similar of all species.
  4. Skin color really is only skin deep. Most traits are inherited independently from one another. The genes influencing skin color have nothing to do with the genes influencing hair form, eye shape, blood type, musical talent, athletic ability or forms of intelligence. Knowing someone's skin color doesn't necessarily tell you anything else about him or her.
  5. Most variation is within, not between, "races." Of the small amount of total human variation, 85% exists within any local population, be they Italians, Kurds, Koreans or Cherokees. About 94% can be found within any continent. That means two random Koreans may be as genetically different as a Korean and an Italian.
  6. Slavery predates race. Throughout much of human history, societies have enslaved others, often as a result of conquest or war, even debt, but not because of physical characteristics or a belief in natural inferiority. Due to a unique set of historical circumstances, ours was the first slave system where all the slaves shared similar physical characteristics.
  7. Race and freedom evolved together. The U.S. was founded on the radical new principle that "All men are created equal." But our early economy was based largely on slavery. How could this anomaly be rationalized? The new idea of race helped explain why some people could be denied the rights and freedoms that others took for granted.
  8. Race justified social inequalities as natural. As the race idea evolved, white superiority became "common sense" in America. It justified not only slavery but also the extermination of Indians, exclusion of Asian immigrants, and the taking of Mexican lands by a nation that professed a belief in democracy. Racial practices were institutionalized within American government, laws, and society.
  9. Race isn't biological, but racism is still real. Race is a powerful social idea that gives people different access to opportunities and resources. Our government and social institutions have created advantages that disproportionately channel wealth, power, and resources to white people. This affects everyone, whether we are aware of it or not.
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10. Colorblindness will not end racism. Pretending race doesn't exist is not the same as creating equality. Race is more than stereotypes and individual prejudice. To combat racism, we need to identify and remedy social policies and institutional practices that advantage some groups at the expense of others.

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