

ANTH 21: RACE AND RACISMS

Spring 2023

T/TH 11:00AM-12:20PM PST

Center Hall 105

Professor Annika Stone

abadams@ucsd.edu

Office hours: T/TH 9:45AM-10:45AM and by appointment

Office location: Social Science Building (SSB) 283

Teaching Assistants, Contact info and Office Hours:

Sections A01 & A02: Dominga Puga (dspuga@ucsd.edu)

Zoom Office Hours: Wednesdays 3PM-4PM

<https://ucsd.zoom.us/j/6248983757?pwd=REsxSFJzNnZiSTJTNWNQOGdsNHJEz09>

Meeting ID: 624 898 3757

Password: 69JBFQ

Sections A03 & A04: Ash Cornejo (a1cornejo@ucsd.edu)

Zoom Office Hours: Wednesdays 9AM-10AM

<https://calendly.com/ashcornejo/officehours>

Course Description

How do race and racism affect our everyday lives? Why do anthropologists and other researchers study race and racism? What strategies do anthropologists employ in analyzing race and racism in the United States and around the globe? Where have these concepts come from, and how are they changing?

This course explores race and racism as social and cultural constructs that have real life consequences. We will examine race and racism as social formations intimately tied to power and inequity. The first part of this course focuses on key terms (e.g. race, racism, ethnicity, class, nationality) and concepts (e.g. categorization, social construction, clinal variation, structural violence) used in the anthropological analysis of race and racism, including historical, political, economic, ethnographic, and biocultural approaches. The second part of the course offers an overview of how race and racism function in the contemporary USA among various racial groups.

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

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.

By the end of the course, students will be able to:

1. distinguish and define key terms such as ethnicity/race/nationality, ethnocentrism/racism/nationalism, and implicit bias/prejudice/discrimination/systemic privilege;

2. synthesize an anthropological concept of race that attends to biological, socio-cultural, and historical perspectives;
3. describe and assess differences in racial systems among racialized groups in the US and other global contexts;
4. explain concepts around race and racism such as colorblind racism, racial privilege, or settler colonialism to their peers.

COURSE REQUIREMENTS:

- 1) Attendance and participation (20%)**
- 2) Discussion Boards (2x10%=20%)**
- 3) Critical Thinking Responses (2x10%=20%)**
- 4) Midterm (20%)**
- 5) Final exam (20%)**

1) Attendance and Participation (20%)

- Attendance to lectures: Attendance is strongly recommended, but I do not take attendance. Lectures do not always summarize the readings but will help you engage with them. Exam questions will be drawn extensively from the lectures AND the readings, including the parts not covered in the lectures. Your participation in the class discussions and during regular class time may count (positively) for your final grade, especially when you are at the threshold.

- **Attendance to discussion sections: Mandatory. Discussion sections will be held on the weeks of 2,3,4,5,6,7,8 and 10 (no meetings the week 1 or during week 9).** Your TA will take attendance and evaluate your participation in the discussions.

- You are allowed to miss **one** discussion section session without consequence. Students will automatically be docked 2% 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.

Note 1: CAPS – If at least 80% of the class complete end of the quarter CAPE evaluations by June 2nd, all of the class will guarantee 2% points of their attendance and participation grade.

Note 2: Your participation is crucial to make this class a rich learning experience for all of us. I invite you to join me in creating a safe and engaging space. If you feel uncomfortable participating in front of the whole class, please look for other ways of participation: coming to office hours, engaging with in-class writing exercises, using written communication with me in class, or participating in small group activities.

2) Discussion Boards (2x10%=20%) – Week 4 and 8

We will conduct two short-essay discussion boards on Canvas based on the readings. You will be expected to write a response *and* respond to another student by Monday at 11:59PM PST of the week it is due. Specific instructions will be posted to Canvas. You will be graded based on your comprehension of the readings, your ability to answer the question(s) correctly, and your engagement with another student.

Discussion Board #1 Due: April 24th by 11:59PM PST

Discussion Board #2 Due: May 22nd by 11:59PM PST

3) Critical Thinking Responses (CTRs) (2x10%=20%) – Week 3 and 7

You will be assigned two critical thinking response to develop your skills as a reader and writer. I will provide a prompt on Canvas based on the readings and/or other materials. You will write a response that demonstrates critical thinking and analysis. The critical thinking responses will be due Monday at 11:59PM PST the week it is due.

CRT #1 Due: April 17th at 11:59 PM PST

CRT #2 Due: May 15th at 11:59 PM PST

4) Midterm (20%) – May 4th

Detailed information about the midterm through a midterm review. Your midterm will be an open book exam and will be on Canvas. It will be due by **May 4th at 11:59PM PST.**

5) Final exam (20%) – June 12th

Your final exam will be a take-home final. You will be given the final prompt on Canvas on **June 8th** and you will need to upload it to Canvas by **June 12th at 11:59PM PST.**

Extra Credit Opportunities:

If you attend a pre-approved lecture or event, and submit one page response to a prompt on Canvas, you will receive extra points (1%). You can submit up to 3 extra credit responses for a potential maximum of 3%.

I will announce on and off campus events as extra credit opportunities.

Late Assignments:

Late work will be accepted with a penalty of **10% loss every 24 hours** after they are due based on the time of submission on Canvas. Assignments will not be accepted if overdue by more than seven days without an excuse approved by your IA or myself.

Grading scale:

A+	100-97	(100/100)
A	<97-93	(96/100)
A-	<93-90	(92/100)
B+	<90-87	(89/100)
B	<87-83	(86/100)
B-	<83-80	(82/100)

C+	<80-77	(79/100)
C	<77-73	(76/100)
C-	<73-70	(72/100)
D+	<70-67	(69/100)
D	<67-63	(66/100)
D-	<63-60	(62/100)
F	<60-0	(59/100)

LOGISTICS

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 Honesty and Integrity: 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.

*****Please note:** The use of AI apps (such as Chat GPT) to auto generate responses runs counter to the main learning objectives for this course and **thus are not permitted**. The use of such tools will not permit you to fully engage with the prompt and thus will be detected and reported to the Office of Academic Integrity.***

For more information: <http://academicintegrity.ucsd.edu/>.

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>.

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>).

Communication Policy: When you miss the class, it is your responsibility to check Canvas for powerpoints/lectures following any absences. Following canvas, the first person you should turn to is a classmate, so please either in the first week or during discussion section, write down their contact information. Do not email the professor or your IA asking what was missed. If you have any class-related questions, please consult Canvas first, then check in your peer(s). If you still have non-urgent questions, you can reach out to your IA or post in the General Questions discussion board on Canvas. If you still have an issue following these steps, you can email me directly. If you want to discuss course materials, the best way to do that is in person. Come to see myself or your TA during office hours, go to your sections, or talk to us after class. Email us with questions about accessibility requests, urgent matters, extension (only once!), and other logistical matters.

Please mention ANTH 21 in the subject of your email, and allow for 48 hours for reply (72 hours on weekends).

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.

OUR CLASSROOM

This course touches upon hot-button topics. So, it will be crucial to hold our conversations in a respectful manner. While we will build a respectful classroom environment, it will also be the one where everyone feels safe to speak up. If you feel you are silenced for any reason, please talk to me privately.

FINAL NOTE

This syllabus is provisional and the schedule, topics, and readings may be subject to change. In the even that a change is made, adjustments will be noted in class and on the course website.

SCHEDULE

Readings: All of the readings will be available at **Canvas**. If you are connecting off-campus, please make sure you have the necessary settings to reach reserve materials. The best idea is to download all the documents in the first week of the classes. There is no course reader or required book to be purchased.

Week 1: Biological Variation vs. Race

(No Discussion Sections this week)

- April 4 – Introduction
- April 6 – C. Loring Brace (2005), Chapter 1&2: The Biology of Human Variation and The Perception of Human Differences in the Past. In "Race" is a four-letter word: the genesis of the concept. Oxford: Oxford University Press. (33 pgs)

Week 2: Racial Formation

- April 11 – Michael Omi and Howard Winant (2014), "Chapter 4: The Theory of Racial Formation" in Racial Formation in the United States (31 pp)
- April 13 – Yuko Kawai (2006), "Stereotyping Asian Americans: the Dialectic of the Model Minority and the Yellow Peril" in Howard Journal of Communications (21 pp)

Week 3: Race, Biology, and Medicine

- April 18 – Agustín Fuentes (2012), “Chapter 4: the Myth of Race” in *Race, Monogamy and Other Lies They Told You* (44 pp)
- April 20 – Dorothy E. Roberts (2011), “Chapter 5: The Allure of Race in Biomedical Research” in *Fatal Invention: How Science, Politics and Big Business Recreate Race in the Twenty-First Century* (18 pp)

Week 4: Colorblind Racism

- April 25 – Eduardo Bonilla-Silva (2013), “Chapter 3: The Central Frames of Color-Blind Racism” and “Chapter 4: The Style of Color Blindness: How to Talk Nasty about Minorities without Sounding Racist” in *Racism without Racists: Color-blind Racism and the Persistence of Racial Inequality in the United States* (41 pp)
- April 27 – Christian Rudder (2014), “Chapter 6: the Confounding Factor” in *Dataclysm: Love, Sex, Race and Identity – What Our Online Lives Tell Us About Our Offline Selves* (14 pp)

Week 5: Internalized and Implicit Racisms

- May 2 – Alejandro Portes, and Min Zhou (2000), Should Immigrants Assimilate? In *Multiculturalism in the United States, Current Issues, Contemporary Voices*, edited by Peter Kivisto and Georgeanne Rundblad. Thousand Oaks, CA: Pine Forge Press. 317 -328. (11 pgs)

AND

- Ayu L. Saraswati (2010), “Cosmopolitan Whiteness: The Effects and Affects of Skin-whitening Advertisements in a Transnational Women’s Magazine in Indonesia” *Meridians: Feminism, Race, Transnationalism* (26 pp)
- May 4 – Midterm (No Lecture today; please complete your midterm on Canvas)

Week 6: Resistance Politics

- May 9 – Lila Abu-Lughod (2002), Do Muslim Women Really Need Saving?: Anthropological Reflections on Cultural Relativism and Its Others. *American Anthropologist* 104(3): 783-790. (7 pgs)
- May 11 – Amy McDowell (2016), “This is for Brown Kids! Racialization and the Formation of “Muslim” Punk Rock” in *Sociology of Race and Ethnicity* (12 pp)

Week 7: Indigeneity

- May 16 – Jessica Cattellino (2010), “The Double Bind of American Indian Need-Based Sovereignty.” *Cultural Anthropology* 25(2):235-262. (27 pgs)
- May 18 – Seth M. Holmes (2016), “Oaxacans Like to Work Bent Over”: The Naturalization of Social Suffering among Berry Farm Workers. In *Understanding and Applying Medical Anthropology*. Walnut Creek, CA: Left Coast Press. (13 pgs)

Week 8: White Privilege

- May 23 –White Like Me
(<https://ucsd.kanopystreaming.com/video/white-me-race-racism-amp-white-privilege-america>)
- May 25 – Annie Hikido and Susan B. Murray, “Whitened rainbows: how white college students protect whiteness through diversity discourses” in *Race, Ethnicity and Education* (22 pp)

Week 9: Panethnicity and Hate Movements

(No Discussion Sections this week)

- May 30 – Anthony C. Ocampo (2014), Are second-generation Filipinos ‘becoming’ Asian American or Latino? Historical colonialism, culture and panethnicity. *Ethnic and Racial Studies* 37(3): 425-445 (20 pgs).
- June 1 – Jessie Daniels (2009), “Individual Acts of White Supremacy Online” in *Cyber racism: White Supremacy Online and the New Attack on Civil Rights* (22 pp)

Week 10: Activism, Creativity and Course Wrap up

- June 6 – 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>
- June 8 – Paul Gorski and Noura Erakat (2019), Racism, whiteness, and Burnout in Antiracism Movements: How white racial justice activists elevate burnout in racial justice activists of color in the United States. *Ethnicities* 19(5):784-808. (25 pp)