

**ANTH 21B: RACE AND RACISMS**  
**Winter 2018, UCSD**  
**M/W/F 12-12:50**  
**Solis Hall 107**

**Instructor**

Dr. Esin Düzel

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**Office hours:** Wednesday 13-15 SSB 293

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**Course Description**

How do race and racism affect our everyday lives? Why do anthropologists 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 evolving? This course explores race and racism as scientific and social practices. In particular, we examine race and racism as social formations intimately tied to power and inequality. 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, re-biologizing, 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.

**Learning Outcomes:**

The goal of this course is to increase student commitment to valuing diversity, equity, and inclusion in line with the UCSD Principles of Community. 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 racial minorities 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) **Writing workshops (10%)**

- 3) Midterm (20%)
- 4) Final exam (25%)
- 5) Final project – Video/Images (25%)

### **1) Attendance and Participation**

- **Attendance to lectures:** Optional (except on the days of the Writing Workshops, see below). Lectures do not 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 3, 5, 8, and 9.** Your TA will take attendance and evaluate your participation in the discussions.

Note 1: CAPS – If at least 80% of the class complete end of the quarter CAPE evaluations by March 23, 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 brave space this quarter. If you feel uncomfortable participating vocally, please look for other ways of participation; for e.g. coming to office hours, using written communication with me in class (“muddy points”), etc.

### **2) Writing Workshops – Week 4 and 8**

We will conduct two writing workshops in the quarter. I will give you a prompt in class based on that week’s readings and you will write a response with a partner in class. Specific instructions will follow. You will be graded based on your comprehension of the readings and ability to answer the question correctly. Attendance is mandatory for the workshops. If you have a documented excuse (doctor’s report, etc.), you can have a make-up.

### **3) Midterm – February 16**

I will provide detailed information about the midterm by Week 3. If you do the readings timely, you will do well at the exam.

### **4) Final exam TBA**

Current date for the final exam is 3/21 but we will move the final exam to Week 10. You will receive an update soon. Final exam will not be cumulative.

### **5) Video-essay – Due March 7**

In groups of 3, you will create a video-essay giving a particular answer to any one of the questions below. Sign up for a group in the discussion section on Week 3. You will use either video or static images (or a combination of both) to create a unique montage using at most 5 borrowed images lasting no more than 25% of the presentation time, with the rest being video or photography done by yourselves. Each project will last 3 minutes. This visual micro-essay should have a clear beginning, middle and end. Sound is not required, but can be added to the presentation if desired. More technical information will be provided. In addition to the video, each member will have to submit a paragraph attesting to the extent of each student’s participation in the project (including their own) and this will be taken into consideration in the grading. On week 10, we will view the

best three presentations from each discussion section picked up by the TAs. The makers of the best videos will receive 1% point extra.

Questions (pick one):

- How would you explain racial privilege, colorblindness, or settler colonialism to your parents?
- What are some of the strategies social movements use to fight racism?
- What are some of the realistic, non-violent and constructive ways to intervene in a racist environment? Be specific.
- What can people do with their privileges in order to address racial inequalities?
- How would you explain race, racism, discrimination or privilege to kindergarteners?

Grading rubric for the video-essay:

- clarity of the topic and the question (does the essay provide an argument? How strongly does it so?)
- supporting arguments and evidence (does the essay provide enough evidence to support its argument? Is there a clear beginning, development and end?)
- style/aesthetics (Does the video follow the time limit? Does it provide adequate original visual material (min 75%)? Is the title successful in reflecting the argument of the essay and grabbing viewer's attention? Is the pacing too fast or too slow?)

### **Extra credit opportunities**

I am trying to arrange guest speakers; I will keep you updated. If you attend a lecture and submit one page response to a question I post on Tritoned, you will receive extra points (1%)

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

Grading scale:

A+ = 98.5%-100%, A = 91.5%-98.4%, A- = 90%-91.4%

B+ = 88.5%-89.9%, B = 81.5%- 88.4% B- = 80%-81.4%

C+ = 78.5%-79.9% C = 71.5%-78.4% C- = 70%-71.4%

D+ = 68.5%-69.9% D = 61.5%-68.4%

## **LOGISTICS**

### **Academic Honesty and Integrity**

All of your writing should be your own original piece. You will learn only if you use your own words and ideas. When you use the words and ideas of others in any written work you must cite properly. As per UCSD policy, plagiarism and cheating will not be tolerated: <http://senate.ucsd.edu/manual/appendices/app2.htm>

### **Special Needs**

Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD) which is located in University Center 202 behind Center Hall. Students are required to present their AFA letters to Faculty (please make arrangements to contact me privately) and to the OSD Liaison in the department in advance so that accommodations may be arranged. Contact the OSD for further information: 858.534.4382 // [osd@ucsd.edu](mailto:osd@ucsd.edu) // <http://disabilities.ucsd.edu>

### **Title IX Compliance**

The University recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must 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) provides assistance to students, faculty, and staff regarding reports of bias, harassment, and discrimination. OPHD is the UC San Diego Title IX office. 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.

Students have options for reporting incidents of sexual violence and sexual harassment. Sexual violence includes sexual assault, dating violence, domestic violence, and stalking. Information about reporting options may be obtained at OPHD at (858) 534-8298, [ophd@ucsd.edu](mailto:ophd@ucsd.edu) or <http://ophd.ucsd.edu>. Students may receive confidential assistance at CARE at the Sexual Assault Resource Center at (858) 534-5793, [sarc@ucsd.edu](mailto:sarc@ucsd.edu) or <http://care.ucsd.edu> or Counseling and Psychological Services (CAPS) at (858) 534-3755 or <http://caps.ucsd.edu>.

### **Undocumented Student Needs**

For students who may be undocumented or from mixed status families, I am available to have confidential discussions about your circumstances and to make adjustments to class assignments to accommodate your needs. Please also seek out and utilize resources at the Undocumented Student Resource Center (858) 822-6916 <https://students.ucsd.edu/sponsor/undoc/>

### **Email policy**

When you miss the class, the first person you should turn to is your classmate, so please either in the first week or Debate Thursday activities, write down their contact information. Do not email the professor or your TA asking what was missed.

If you want to discuss course materials, the best way to do that is in person, do not email me or your TA for questions on readings. Come to see us during office hours, go to your sections, or talk to us after class. Email us with questions about special needs, urgent matters, extension (only once!), and other logistical matters.

Please mention ANTH21 in the subject of your email, and allow for 48 hours for reply (except weekends).

## **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 event 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 **Tritoned**. 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:

- January 8 – Introduction
- January 10 – Christian Rudder (2014), “Chapter 6: the Confounding Factor” in *Datachism: Love, Sex, Race and Identity – What Our Online Lives Tell Us About Our Offline Selves* (14 pp)
- January 12 – In class screening “Race: The Power of an Illusion 1”

Week 2:

- January 15 – Martin Luther King Holiday / NO CLASS
- Jan 17 – Michael Omi and Howard Winant (2014), “Chapter 4: The Theory of Racial Formation” in *Racial Formation in the United States* (31 pp)
- Jan 19 – 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, medicine (Discussion sections meet this week)

- Jan 22 – Agustin Fuentes (2012), “Chapter 4: the Myth of Race” in *Race, Monogamy and Other Lies They Told You* (44 pp)
- Jan 24 – 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)
- Jan 26 – Dorothy E. Roberts (2011), “Chapter 10: Tracing Racial Roots” in *Fatal Invention: How Science, Politics and Big Business Recreate Race in the Twenty-First Century* (26 pp)

Week 4: Colorblind racism (Discussion sections meet this week)

- Jan 29 – Eduardo Bonnilla-Silva (2013), “Chapter 3: The Central Frames of Color-Blind Racism” in *Racism without Racists: Color-blind Racism and the Persistence of Racial Inequality in the United States* (23 pp)
- Jan 31 – Eduardo Bonnilla-Silva (2013), “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* (18 pp)
- Feb 2 – Writing workshop 1

Week 5: Internalized and Implicit racisms

- Feb 5 – 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)
- Feb 7 – Christina A. Sue and Tanya Golash-Boza (2013) “It was only a Joke’: How Racial Humour Fuels Colour-blind Ideologies in Mexico and Peru” in *Ethnic and Racial Studies* (16 pp)
- Feb 9 – Documentary discussion (watch on your own): The Disney Monopoly

#### Week 6: Resistance Politics of Race

- Feb 12 – Amy McDowell (2016), “This is for Brown Kids! Racialization and the Formation of “Muslim” Punk Rock” in *Sociology of Race and Ethnicity* (12 pp)
- Feb 14 – Midterm review session
- Feb 16 – Midterm

#### Week 7: Hip-hop Generation, Youth of Color and Post-Civil Rights Activism

- Feb 19 – Presidents’ Day Holiday / NO CLASS – HEAVY READING LOAD!
- Feb 21 – Andreana Clay (2012) “Chapter 2: Keep Your Eyes on the Prize: The Contemporary Struggle” (32 pp) and “Chapter 3: It is Gonna Get Hard: Negotiating Race and Gender in Urban Settings” (36 pp) in *Hip Hop Generation Fights Back: Youth, Activism and Post-Civil Rights Politics*
- Feb 23 – Andreana Clay (2012) “Chapter 4: Hip-Hop for the Soul: Kickin’ Reality in the Local Scene” (30 pp)

#### Week 8: White Privilege (Discussion sections meet this week)

- Feb 26 – In class discussion of the documentary (watch on your own) – White Like Me (<https://ucsd.kanopystreaming.com/video/white-me-race-racism-amp-white-privilege-america>)
- Feb 28 – Annie Hikido and Susan B. Murray, “Whitened rainbows: how white college students protect whiteness through diversity discourses” in *Race, Ethnicity and Education* (22 pp)
- March 2 – Writing Workshop 2 (based on Week 7 and 8 readings)

#### Week 9: Hate movements (Discussion sections meet this week)

- March 5 – Read three articles on hate groups on Southern Policy Law Center’s Resources page: [https://www.splcenter.org/resources?f%5B0%5D=splc\\_resource\\_types%3APublication](https://www.splcenter.org/resources?f%5B0%5D=splc_resource_types%3APublication)
- March 7 – Kathleen M. Blee (2002), *Inside Organized Racism: Women in the Hate Movement* (Selections)
- March 9 – Jessie Daniels (2009), “White Supremacist Social Movements Online and in a Global Context” in *Cyber racism: White Supremacy Online and the New Attack on Civil Rights* (22 pp)

#### Week 10: Activism, Creativity and Course Wrap up

- March 12 - Andreana Clay (2012) “Chapter 6: Big Shoes to Fill: Activism Past and Present” (28 pp) in *Hip Hop Generation Fights Back: Youth, Activism and Post-Civil Rights Politics*
- March 14 – Video/image project presentations
- March 16 – Video/image project presentations