

**ANTH 21
Race and Racisms**

**Winter 2023
Lecture T/Th 9:30-10:50pm
CLT 0125**

Instructor:

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E-mail: akennemore@ucsd.edu
Office hours: Tues 11am-12pm (in person) Weds. 10-11am (Virtual) or by appointment
In-person: Gildred Latin American Studies, Rm. 5
Virtual: Zoom Meeting ID: 977 2551 5531

Teaching Assistants:

Fatimah Kanth (mkanth@ucsd.edu) Sections A01 Tu 8-8:50am HSS 2154 A05 Th 8-8:50am HSS 2154	Michael Hillyer (mhillyer@ucsd.edu) Sections A04 W 3-3:50pm WLH 2206 A06 W 4-4:50pm WLH 2206
Annika Stone (abadamso@ucsd.edu) Sections A02 M 10-10:50am WLH 2112 A03 F 10-10:50am WLH 2112	Loren Clark (lclark@ucsd.edu) Sections A07 3-3:50pm WLH 2115 A08 4-4:50pm WLH 2115

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 different theoretical concepts to then consider the ways that race has been built into our institutions and everyday lives. We will apply different anthropological approaches from class readings to critically analyze public policy, popular media, and political debates to consider the multiple ways race and racism is operating today, through cultural constructions and representations of the “Other”; through assumptions and attitudes that inform science and technology, institutions and political systems; through and everyday interactions and experiences, among others. Throughout the term, we will engage and apply our “conceptual tools” to critically interrogate race and racism as well as its study, sharpening our skills as critically engaged analytical scholars along the way. 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.

LEARNING OUTCOMES

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

- **IDENTIFY the complex ways that race and racisms inform the political, economic, and social context in the US from an anthropological perspective.** *This goal will be achieved by actively engaging in the course materials, researching outside examples to share, and actively participating in class activities.*
- **APPLY different social theories as “conceptual tools” to examine race and racisms at the intersection of historical processes, institutional arrangements, cultural habits, public mindsets, and lived experiences.** *This goal will be accomplished through the incorporation of current events and use of multimedia platforms as “raw material” for us to actively practice applying course concepts to analyze different facets of practical everyday problems.*
- **FORMULATE a cogent argument with evidence informed by anthropological methods and perspectives on race and racisms, especially in relation to urgent issues of our times, e.g. globalization, migration, social justice in health, human rights, and the environment.** *This goal will be achieved by completing the reading assignments, actively engaging with course material, participating in class activities, and through completion of weekly course assignments and discussion board assignments.*
- **EXPLAIN the unique contribution that anthropological perspectives make to the study of race and racisms to a public audience.** *This goal will be achieved through cumulative participation and completion of assignments towards the formulation of a final class project that explores creative and accessible ways to engage your audience (podcasts, blogs, social media threads, image / video essays, etc.) to educate them on the unique insights scholarly approaches bring to bear on relevant current events or topics of your choosing.*

COURSE REQUIREMENTS

Assigned Reading: You will be responsible for a substantial amount of reading in this class, which will comprise our “conceptual toolkit” to critically analyze a range of issues around race and racisms. *“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 available via the “sessions materials” tab on Canvas Modules and include tips for what to look for/ take away from the readings (see “guidelines” section below reading links).

Assigned Media: Each week’s reading(s) will be accompanied by assigned media (documentary videos, news clips, interviews, podcasts, etc.). The assigned media will be our main resource to learn key concepts and theories from the readings by applying them to outside examples. *Reading and media assignments are listed in the Course Schedule and accessed via the Modules*

tab for each week. Complete the assigned reading or media before the class meeting in which it corresponds to get the most out of our meetings.

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. Your participation grade will largely be determined by your portfolio entries. This is not an assignment but rather an in-class activity to generate reflection. At the end of each week, you will be responsible for combining your portfolios from our Tuesday and Thursday meetings and uploading them to canvas to document your attendance and participation. *Think of portfolios as (extremely) low stakes quizzes, with the class discussion that follows serving as an immediate and extensive answer key.*

**All meetings will be recorded. If, due to extraneous circumstances, you are unable to attend the synchronous meetings, you may complete the portfolio entries as you watch the recording of the meeting.*

Discussion Section: You will regularly meet for your scheduled discussion section to review key concepts from the readings, refine your critical reading/writing skills, and to work on your final class project. Regular attendance to discussion is not required but highly recommended.** Not only will it ensure you get the most out of this class, it will help you to learn important skills and to contribute to our learning community.

***You will receive extra credit towards your final grade for attendance to discussion section. Extra credit will be determined on a scaled point system awarded for weekly attendance and calculated at the end of the term. Extra credit point for discussion attendance may be awarded for up to 10 points towards any area of final assessment (participation, discussion board, or final class project) or distributed to all areas, as most beneficial to grade. Extra credit will be determined at the end of the term based on DI roster attendance sheet, please be sure to “sign in” to document attendance for extra credit.*

Discussion Board Assignments: Following each course module you will be given a semi-structured discussion board prompt that asks you to introduce, summarize, analyze, and draw connections across the assigned materials. The discussion boards are 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. You are welcome to incorporate supplementary materials and outside examples into your posts but will be required to meet the basic criteria to receive full points, namely that your response fully engage with all of the assigned materials from each corresponding module.

There are no formal quizzes or exams in this course. The four discussion board assignments are a main component of the course assessment and thus will require that you invest time and effort to complete them.

Class Project. Media Post: “Insights from Anthropology”: How might Anthropology help us better understand the complexities of race and racisms in today’s world?

In the second half of the quarter you will work in incremental stages to develop a media post (blog essay, podcast episode, YouTube video, Twitter thread, screenplay, etc.) that examines a relevant topic or issue of your choosing through the lens of any of the readings from the class. Your media post should focus on a current event relevant to class themes and discuss the context and history of the event as well as the meanings it might have for various groups involved. You will need to identify your target audience and are encouraged to embed media and images in your projects to offer relevant that informs them of the nature of the issue or problem your project seeks to address. In addition, you must introduce, summarize, and apply at least one scholarly book chapter or article from the class (assigned, recommended, or that you find on your own and have approved by the instructor). You will have the opportunity to workshop ideas and develop your project in your discussion section during the second half of the quarter.

COURSE ASSESSMENT

Attendance and Participation (20% of grade)

Portfolios offer a system of accountability while also allowing for a fair and uniform system to accommodate for different needs throughout the term. They 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 given during the allotted class time.* There is no set word limit for portfolios (we all think and learn differently!). Student samples will be available on the assignment portal and shared in class to offer some general guidelines for portfolio.**

- 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 (one from each of the T/Th lecture meetings) into one document and uploading them to canvas (see the "portfolio entry" tab at the end of each weekly module. 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).

**All meetings will be recorded.* If, due to extraneous circumstances, you are unable to attend the synchronous meetings, you may complete the portfolio entries as you watch the recording of the meeting.

** Your portfolio entries are confidential and meant to generate reflection and dialogue in class; you are encouraged *but not required* to share your ideas in class to receive a participation grade.

Discussion Board Assignments (50%)

There will be a total of 4 Discussion Board assignments that follow each two-week module (see Course Schedule below). Each prompt will be posted no later than the Wednesday the weekend before the assignment is due. The prompts will vary according to the subject matter and assigned materials but on average require that you introduce, summarize, and apply specific concepts and/or examples from the reading and media and discuss how they might be connected. The

discussion boards will include specific instructions as well as tips for connecting the different reading and media. Feedback will help you to refine your critical analytical writing skills over the course of the term. *You will not be assessed on your writing abilities but rather the extent to which you put in effort to fully engage with the materials and prompt.*

Typically, a module is the equivalent of 2 academic texts [avg. 20-30pps ea. and 2 assigned media [podcast or documentary avg. 40 mins. each]. The average word count for the Discussion Boards will be 300-500 words total, worth 50 points each.

Class Project (30%)

The media format (blog, Twitter, Youtube video, podcast, etc.) and topic for the project is open-ended. You are encouraged be creative and work on a topic /medium that interests you most, within the framework of the learning objectives and basic criteria of the project. Instructions, criteria, guidelines, and grading rubrics are available on canvas modules and will be covered in detail in class. The main objective: ***to educate the general public on how Anthropology might offer important insights on race and racisms in the Americas.***

The project will be graded in incremental stages throughout the quarter.

- Part 1) Planning Worksheet (worth 20 points; due by the end of Week 6)
- Part 2) Storyboard or comparative demonstration of implementation of project (worth 50 points; due Week 10)
- Part 3) Final project (worth 10 points, posted to final discussion board with title, summary, and link to media post by the end of finals week).

You are encouraged (but not required) to work in groups on the final project. You may choose your groups or be assigned to one via shared interests with discussion section peers. All group projects will include an optional self and peer assessment worksheet to assign individual grades for the project. **Starting week 5 and during subsequent weeks, you will have opportunities to workshop your project ideas (individually or as a group) and feedback with your TA and peers during your scheduled discussion section meetings.**

Extra credit

Over the course of the term, we will offer a range of different types of extra credit opportunities listed on the Extra Credit Discussion Board (pinned at the top of the “Discussions” page on canvas). The Extra Credit Discussion board offers opportunities *in addition to* (and/or as a supplement for) extra credit awarded for discussion section attendance (see breakdown of points for Discussion Section in Course Requirements above). 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. *All opportunities posted to the Extra Credit Discussion Board will be manually added to your final grade by the end of the term.*

Course Policies

Attendance:

- In person v. remote attendance: Remote, synchronous attendance is allowed but not recommended. Why? Our learning community is based on dialogue, and it is difficult to hear everyone in the classroom on zoom (and vice versa). *Please get in touch with the instructor if you plan to regularly attend class remotely so we can discuss strategies for you to get the most out of this class.*
- Occasional Absences: All meetings will be recorded and made available on canvas by the end of the day. If, due to extraneous circumstances, you are unable to attend a class you can "make-up" your participation grade by watching the video and completing the portfolio prompt during the allotted class time. *You do not need to check in if you miss an occasional class, so long as you watch the recording and submit your portfolios by the end of the week.*
- Regular Absenteeism: We acknowledge that there may be very valid reasons and/or unexpected situations may arise that might prevent you from regularly attending class meetings. Late or "make up" portfolios will not fully count towards your attendance and participation grade unless you have a valid reason. *Please contact the instructor via email to let them know of any circumstances that prevent you from regularly attending class during regularly scheduled meeting.*

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 “Course Policies” tab on the Canvas 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 deduction of points.*

**All deadlines are flexible within 24 hours of set day and time. 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 each day beyond the 24-hour flexibility window.*

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

Introductions: Week 1

- Discussion: What is race? Where did it come from? How has it operated historically and today by informing different forms of racism? What is the relationship between Anthropology and Race and Racisms?
- Assigned Materials:
 - Podcast: *Throughline* “The Invention of Race” (42-min. listen, available at: <https://www.npr.org/transcripts/936346847>)
 - “American Anthropological Association Statement on Race” <https://www.americananthro.org/ConnectWithAAA/Content.aspx?ItemNumber=2583>

Module 1: Cultural Constructs

Week 2: Discourse & Power

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 pp. 189-197)

Assigned media:

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

Week 3: Racial Formation

Assigned reading:

- Omi, Michael and Henry Winant. 1994. Chapter 4 “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)

Supplementary materials

- Keeler, Kasey. 2016. “Putting People Where They Belong: American Indian Housing Policy in the Mid-Twentieth Century” *Native American and Indigenous Studies*, Volume 3, Issue 2, pp. 70-104
- Kawai, Yuko. 2005. “Stereotyping Asian Americans: The Dialectic of the Model Minority and the Yellow Peril.” *Howard Journal of Communications* 16(2): 109-130

- Densho.org. “Inventing the ‘Model Minority’: A Critical Timeline and Reading List”

*****DUE DISCUSSION BOARD 1, SAT. BY 4:59PM*****

Module 2: Critical Race Theory

Week 4: Foundations

Assigned reading:

- Harris, Cheryl. 1993. “Whiteness as Property” *Harvard Law Review* (selected excerpts)

(Choose 1)

- 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: *Throughline* “Nikole Hannah-Jones and the Country We Have”

Week 5: Applying CRT

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”: Episode One: “The Book of Statuses” (61-min. listen; available at: <https://www.nytimes.com/2020/07/30/podcasts/nice-white-parents-serial.html>)

Supplementary materials

- Ladson-Billings, Gloria. 2006. “From the Achievement Gap to the Education Debt: Understanding Achievement in U.S. Schools”
- 6 Charts That Dismantle The Trope Of Asian Americans As A Model Minority <https://www.npr.org/2021/05/25/999874296/6-charts-that-dismantle-the-trope-of-asian-americans-as-a-model-minority>
- Podcast: *Lady Don't Take No* "Kimberlé Crenshaw's Critical Race Garden"

- NPR *Throughline* podcast episode “The Most Sacred Right” (64 mins.; listen online at: <https://www.npr.org/2021/07/14/1015989123/the-most-sacred-right-2020>)

*****DUE DISCUSSION BOARD 2, SAT. BY 4:59PM*****

Module 3: Science & Technology

Week 6: Big Data

Assigned reading:

- O’Neil, Cathy, 2016. *Weapons of Math Destruction: How Big Data Increases Inequality and Threatens Democracy*.
 - Introduction
 - Chapters 3-5

Assigned media:

- Podcast: United States of Anxiety “Digital Life is a Moral Mess” (51-min. listen; available at: <https://www.wnycstudios.org/podcasts/anxiety/episodes/digital-life-moral-mess>)

Week 7: Genetic Research

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” <https://www.npr.org/transcripts/740072055>

Supplementary materials

- Podcast: *All My Relations* Ep. 10 “Beyond Blood Quantum”
- Horowitz, Andy. 2020 “Pre-existing conditions: Pandemics as History.” (online editorial by Social Science Research Council)

*****DUE DISCUSSION BOARD 3, SAT. by 4:59PM*****

*****DUE MEDIA POST PLANNING WORKSHEET, SUN. by 4:59 PST*****

Module 4: Institutional Racism

Week 8: Linguistic Anthropology

Assigned reading:

- López-Espino, Jessica. “Raciolinguistic Ideologies of Spanish Speakers in a California Child Welfare Court.” In *Metalinguistic Communities: Case Studies of Agency, Ideology, and Symbolic Uses of Language*, edited by Netta Avineri and Jesse Harasta. Palgrave Studies in Minority Languages and Communities series. Palgrave MacMillan.

Assigned media:

- Podcast: *Serial, Season Three (on Cleveland Justice System)*
 - Episode 2: “You’ve got some Gauls” (54:54 mins)

Week 9: “Seeing Police”**Assigned reading:**

- Aushana, Christina. 2019. “Seeing Police: Cinematic Training the Scripting of Police Vision.” *Surveillance & Society* 17 (3/4): 367-381

Assigned media:

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

Supplementary materials

- The *Code Switch* Guide to Race and Policing:
<https://www.google.com/search?client=safari&rls=en&q=%E2%80%A2+The+Code+Switch+Guide+to+Race+and+Policing&ie=UTF-8&oe=UTF-8>

*****DUE DISCUSSION BOARD 4, SAT. BY 4:59PM*****

Module 5: Exploring New Directions in Anthropology of Race and Racisms**Week 10:****Assigned media**

- Padlet board with link to shared resources will be posted on canvas ahead of scheduled meeting

******DUE MEDIA POST STORYBOARD, SAT. BY 4:59PM PST *****

NO FINAL EXAM

****FINAL PROJECT DUE VIA LINK UPLOADED TO CANVAS BY END OF SCHEDULED FINAL EXAM****