

ANTH 21: Race and Racisms
Winter 2020

Tuesday / Thursday 8-9:20 am
Peterson Hall 102

Instructor:

Belinda Ramírez, MA, CPhil
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Office hours: Thursdays 9:30-10:30am or by appointment, SSB 280

Teaching Assistant:

Teaching Assistant	Discussion Section ID	Section	Day	Time	Location
Loren Clark	992150	B01	M	10-10:50am	APM 2301
Loren Clark	992151	B02	W	11-11:50am	APM 2301

TA office hours: Wednesdays 12-2pm, SSB 283

Course Description:

This course is a deep reflection on the question: What is race? Through readings and class discussions we will delve into historical and present-day understandings of race and the ways in which this influences various forms of racism. We will discuss two important points throughout the quarter: (1) how racial categories do not naturally exist, but rather are socially constructed through historical and contemporary power relations, and (2) how racism takes many forms, not just as personal prejudice, for example, but also as structural disadvantage.

In this course we will explore race and racism as scientific and social practices intimately tied to power and inequality. The first part of the course focuses on key terms and concepts used in the analysis of race. Emphasis is placed on the systemic nature of racism and white privilege in the United States. The second part of the course offers an overview of how race and racisms function in the contemporary United States among various racial/ethnic groups. Finally, in the last part of the course we will together explore strategies for moving beyond white supremacy through contemporary practices of resistance and resilience.

This course meets the UC San Diego Diversity, Equity, and Inclusion (DEI) requirement.

Learning Outcomes:

The goal of this course is to increase student commitment to valuing diversity, equity, inclusion, and justice in line with the UC San Diego Principles of Community. Students will gain an understanding of situations, practices, and policies based on racial analysis.

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, implicit bias, prejudice, and discrimination.
2. Describe and assess differences in racialization and racial systems among various racial/ethnic groups in the United States.
3. Understand social structures and ideologies that lead to or perpetuate inequality.
4. Creatively design solutions to current racial and ethnic problems in the United States.

Important Dates to Remember:

- January 17: Deadline to add a class
- January 31: Deadline to change grading option or drop a class *without* a “W” on your transcript
- February 14: Deadline to drop a class *with* a “W” on your transcript

Course Requirements and Grade Distribution:

The assignments for this course are meant to serve as ways for you to reflect upon and synthesize what you have learned in the lectures, discussions, and course readings. The goal of this course is for you to understand, process, and critically reflect on the material, not to memorize or repeat what was said in class or the readings. All assignments and exams must be completed to pass the course.

Requirement	Percentage	Due Date
Identity Reflection	10%	1/16/20*
Reading Response #1	5%	1/28/20
Reading Response #2	5%	2/6/20
Reading Response #3	5%	2/20/20
Reading Response #4	5%	3/10/20
Group presentation	15%	Topic chosen and approved by TA: 2/13/20 In-class presentations: 3/5/20
Midterm exam	20%	2/11/20
Final exam	25%	3/12/20
Attendance/participation	10%	

**If you add the course after this date, the Identity Reflection assignment is due 1/23/20.*

A+ 97-100	A 94-96	A- 90-93	B+ 87-89	B 84-86	B- 80-83
C+ 77-79	C 74-76	C- 70-73	Pass	D 60-69	F 0-59

Identity Reflection

This is a short, 1-2 page essay (single-spaced, 11- or 12-point font) aimed at getting you to think about your own experiences and understandings of race and racism. Guidelines for this assignment will be given in the first week of class and posted to Canvas. Your Identity Reflection is due by January 16 at 5pm and is to be uploaded to Canvas as a PDF or Word document. It will be worth 10% of your final grade.

Reading Responses:

There is no textbook required for this course. Instead, articles and book chapters will be uploaded to Canvas (<https://canvas.ucsd.edu>) in PDF form for you to read. To encourage you to keep up with the readings, you will complete four Reading Responses throughout the quarter. These are 1-page (double-spaced, 11- or 12-point font) syntheses of and engagements with the course readings. A grading rubric will be posted to Canvas to help you understand what is expected from these short responses.

Although there are set due dates for each Reading Response, you are welcome to submit them earlier (although not earlier than the previous Reading Response due date). The set due dates are January 28, February 6, February 20, and March 10, all by 5pm. These are to be uploaded to Canvas as PDFs or Word documents. The Reading Responses are worth a total of 20% of your final grade (each individually worth 5%).

Current Event Group Presentation:

In groups of 3-4, you must choose a current event that explicitly addresses race and racism in the United States or elsewhere. Your source of information can be any media outlet. In your presentation you will analyze the current event in relation to at least two theoretical frameworks and arguments derived from course lectures and readings. Your group will have five minutes to present to the class the details of your chosen current event and your analysis thereof during Week 9 on March 5. Be prepared to explain the current event in light of academic analysis: use critical thinking, engaging with questions that ask *why* and *how*, and that tell us *what*, *who*, *where*, and *when*. Your TA must approve your topic no later than February 13.

The purpose of this project is to create awareness about race and racisms in the lived world. You may use any creative media you wish for your presentation, such as performance, music, collage, video, photography, or the classic overhead presentation. Following the presentations, group members will submit a confidential self-assessment on Canvas to ensure all members contributed equally. The group presentation will be worth 15% of your final grade.

More information on this assignment, including a grading rubric, will be shared in class and uploaded to Canvas.

Midterm Exam:

This will be an in-class exam: part multiple choice, part short answer, held on February 11. Please bring both a green 882-E scantron and a Blue Book, which can be purchased from the bookstore. A pencil will be needed for the scantron, and a dark-colored pen is preferred for the Blue Book responses. Please write legibly. The midterm is worth 20% of your final grade.

Final Exam

This will be a cumulative, in-class, essay-based exam, held on March 12. Please bring a Blue Book to class, and write legibly in a dark-colored pen. The final exam is worth 25% of your final grade. *Note: The final exam will be in-class and not during Finals Week.*

Late Policy / Make-up Exams: Assignments must be uploaded to Canvas as PDFs or Word documents by the stated due dates. Late assignments will be docked 10% per 24-hour period

after they are due based on the time of submission on Canvas. For example, if you turn in an assignment at 5:25pm when it was due at 5pm, you will lose 10%. Assignments will not be accepted if overdue by more than three days. Rewrites are not allowed. Students should utilize the writing program, tutoring, and other resources as appropriate. There will be no make-up exams, with the exception of documented and communicated emergencies, observances, or key events.

Pass/Not Pass: Students taking this grading option need to achieve 70 points for a Pass.

Attendance and Participation:

Your participation is key. This course is for you, and only you can make this class a rich learning experience for all of us. I strive to make our classroom a safe and fearless space for all of us. Come with an open and receptive mind, ready to learn.

Lectures

Attendance and participation are expected for lectures; please arrive on time. Participation means contributing during class discussion, but it also means being attentive (e.g. not distracted on your phone or doing homework for another class). At any point in the quarter, please talk to me if you have an idea about how to make the classroom feel like a safer space to share your thoughts and experiences.

Lectures are podcast (<http://podcast.ucsd.edu>); slides and other presentation materials from lecture are posted on Canvas after class. If you miss a lecture, please check with another student about what was covered in class before contacting your TA and/or professor about missed content. A student who misses class should not expect the TA or professor to go over all the material again with them individually.

Discussion Sections

Attendance and participation is expected for discussion sessions; please arrive on time. Your TA will run your discussion section focusing on the readings, assignments, and additional course materials and activities. Your TA will take attendance and evaluate your participation in the discussions. Together, attendance and participation are worth 10% of your final grade.

Schedule of Lecture Topics and Readings:*

Week	Date	Topic	Reading Due	Assignment Due
1	1/7	Introduction and course expectations		
1	1/9	Understanding race and racisms	Omi, M. & H. Winant. 2014. "Theory of Racial Formation." In <i>Racial Formation in the United States: From the 1960s to the 1990s</i> (pp. 105-136). 3rd Edition. New York, NY: Routledge.	

			<p>Jablonski, N. & G. Chaplin. 2002. "Skin Deep." <i>Scientific American</i>, 287(4): 74-81.</p> <p>In-class screening: <i>Race: The Power of an Illusion</i>, episode 1 – "The Difference Between Us"</p>	
2	1/14	Understanding race and racisms	<p>Fields, B. 1990. "Slavery, Race and Ideology in the United States of America." <i>New Left Review</i> 181: 95-118.</p> <p>Kolbert, E. 2018. "There's No Scientific Basis for Race—It's a Made-Up Label." Retrieved from https://www.nationalgeographic.com/magazine/2018/04/race-genetics-science-africa/</p> <p>In-class screening: <i>Race: The Power of an Illusion</i>, episode 2 – "The Story We Tell"</p>	
2	1/16	Structural racism	<p>Bonilla-Silva, E. 1996. "Rethinking Racism: Toward a Structural Interpretation." <i>American Sociological Review</i> 62(3): 465-480.</p> <p>In-class screening: <i>Race: The Power of an Illusion</i>, episode 3 – "The House We Live In"</p>	Identity Reflection due
3	1/21	Color-blind racism	<p>Bonilla-Silva, E. 2006. "The Central Frames of Color-Blind Racism." In <i>Racism without Racists: Color-blind Racism and the Persistence of Racial Inequality in the United States</i> (pp. 25-52). Lanham, MD: Rowman & Littlefield Publishers, Inc.</p> <p>Gallagher, C. 2003. "Color-Blind Privilege: The Social and Political Functions of Erasing the Color Line in Post Race America." <i>Race, Gender & Class</i> 10(4): 22-37.</p>	
3	1/23	White privilege	<p>Kendall, F. 2004. "Understanding White Privilege." Retrieved from http://www.goldenbridgesschool.org/uploads/1/9/5/4/19541249/understanding_white_privilege_-_kendall_edited.pdf</p> <p>Perry, P. 2001. "White Means Never Having to Say You're Ethnic." <i>Journal of Contemporary Ethnography</i>, 30(1): 56-91.</p>	

			In-class screening: <i>White Like Me</i>	
4	1/28	Black American experiences	<p>Davis, J. 1991. "Who Is Black? One Nation's Definition." Retrieved from: http://www.pbs.org/wgbh/pages/frontline/shows/jefferson/mixed/onedrop.html</p> <p>Jackson, B. 2012. "Black Identity Development: Influences of Culture and Social Oppression." In <i>New Perspectives on Racial Identity Development: Integrating Emerging Frameworks</i>, C. Wijeyesinghe & B. Jackson, eds. (pp. 33-50). New York, NY: New York University Press.</p>	Reading Response #1 due
4	1/30	Black American experiences	<p>Waters, M. 1994. "Ethnic and Racial Identities of Second-Generation Black Immigrants in New York City." <i>International Migration Review</i> 28(4): 795-820.</p> <p>Smith, C. 2016. "Facing the Dragon: Black Mothering, Sequelae, and Gendered Necropolitics in the Americas." <i>Transforming Anthropology</i>, 24(1): 31-48.</p> <p>In-class screening: <i>The 13th</i></p>	
5	2/4	Latinx American experiences	<p>Jiménez, T. 2004. "Negotiating Ethnic Boundaries: Multiethnic Mexican Americans and Ethnic Identity in the United States." <i>Ethnicities</i> 4(1): 75-97.</p> <p>Gallegos, P. & B. Ferdman. 2012. "Latina and Latino Ethnoracial Identity Orientations: A Dynamic and Developmental Perspective." In <i>New Perspectives on Racial Identity Development: Integrating Emerging Frameworks</i>, C. Wijeyesinghe & B. Jackson, eds. (pp. 51-80). New York, NY: New York University Press.</p>	
5	2/6	Latinx American experiences	<p>Chávez, L. 2013. "Introduction." In <i>The Latino Threat: Constructing Immigrants, Citizens, and the Nation</i>. Stanford, CA: Stanford University Press.</p> <p>Chávez, L. 2013. "Cultural Contradictions of Citizenship and Belonging." In <i>The Latino</i></p>	Reading Response #2 due

			<p><i>Threat: Constructing Immigrants, Citizens, and the Nation</i>. Stanford, CA: Stanford University Press.</p> <p>In-class screening: <i>Latinos Beyond Reel</i></p>	
6	2/11	In-class midterm		
6	2/13	Asian American experiences	<p>Kawai, Y. 2005. "Stereotyping Asian Americans: The Dialectic of the Model Minority and the Yellow Peril." <i>The Howard Journal of Communications</i> 16(2): 109-130.</p> <p>Tuan, M. 1999. "Neither <i>Real</i> Americans nor <i>Real</i> Asians? Multigeneration Asian Ethnics Navigating the Terrain of Authenticity." <i>Qualitative Sociology</i> 22(2): 105-125.</p>	
7	2/18	Asian American experiences	<p>Kim, C. 1999. "The Racial Triangulation of Asian Americans." <i>Politics and Society</i> 27(1): 105-138.</p> <p>Ocampo, A. 2014. "Are Second-Generation Filipinos 'Becoming' Asian American or Latino? Historical Colonialism, Culture and Panethnicity." <i>Ethnic and Racial Studies</i> 37(3): 425-445.</p> <p>In-class screening: <i>The Slanted Screen</i></p>	
7	2/20	Arab American experiences	<p>Majaj, L. 2000. "Arab-Americans and the Meanings of Race." In <i>Postcolonial Theory and the United States: Race, Ethnicity, and Literature</i>, A. Singh & P. Schmidt, eds. (pp. 320-337). Jackson, MS: University Press of Mississippi.</p> <p>Daha, M. 2011. "Contextual Factors Contributing to Ethnic Identity Development of Second-Generation Iranian American Adolescents." <i>Journal of Adolescent Research</i> 26(5): 543-569.</p>	Reading Response #3 due
8	2/25	Arab American experiences	<p>Cainkar, L. 2008. "Thinking Outside the Box: Arabs and Race in the United States." In <i>Race and Arab Americans Before and After 9/11: From Invisible Citizens to Visible Subjects</i>, A. Jamal & N. Naber, eds. (pp. 46-80). Syracuse, NY: Syracuse University Press.</p>	

			<p>Selod, S. 2015. "Citizenship Denied: The Racialization of Muslim American Men and Women post-9/11." <i>Critical Sociology</i> 41(1): 77-95.</p> <p>In-class screening: <i>Reel Bad Arabs</i></p>	
8	2/27	Indigenous American experiences	<p>Horse, P. 2005. "Native American Identity." <i>New Directions for Student Services</i> 1(109): 61-68.</p> <p>Nagel, Joane. 2000. "The Politics of Ethnic Authenticity: Building Native American Identities and Communities." In <i>Multiculturalism in the United States: Current Issues, Contemporary Voices</i>, P. Kivisto & G. Rundblad, eds. (pp. 113-124). Thousand Oaks, CA: Pine Forge Press.</p>	
9	3/3	Indigenous American experiences	<p>Fryberg, S. & N. Stephens. 2010. "When the World is Colorblind, American Indians Are Invisible: A Diversity Science Approach." <i>Psychological Inquiry</i> 21(2): 115-119.</p> <p>Leavitt, P. et al. 2015. "'Frozen in Time': The Impact of Native American Media Representations on Identity and Self-Understanding." <i>Journal of Social Issues</i> 71(1): 39-53.</p> <p>In-class screening: <i>Reel Injun</i></p>	
9	3/5	Group presentations		In-class group presentations
10	3/10	Solutions and current strategies for change	<p>Pardo, M. 1990. "Mexican American Women Grassroots Community Activists: 'Mothers of East Los Angeles.'" <i>Frontiers</i> 11(1): 1-7.</p> <p>White, M. 2011. "Sisters of the Soil: Urban Gardening as Resistance in Detroit." <i>Race/Ethnicity</i> 5(1): 13-28.</p> <p>Smith, A. "Heteropatriarchy and the Three Pillars of White Supremacy: Rethinking Women of Color Organizing."</p> <p>Grassroots Policy Project. "Race, Power and</p>	Reading Response #4 due

			Policy: Dismantling Structural Racism.”	
10	3/12	In-class final exam	<i>Note: There is no exam during Finals Week</i>	

**This syllabus is open to modification throughout the quarter; in the case that the syllabus changes, students will be informed in class and via email as soon as possible.*

Other Policies:

Communication: Email communication is preferred. Please note that it may take up to 48 hours to get a response to your email from your TA or professor. Please include ANTH 21 in the subject line of your email. If you have a question, please first consult documents on Canvas (e.g. syllabus, assignment instructions). If you can't find an answer, ask another student. If you're still stumped, then ask your TA or the professor.

Classroom Behavior: I consider the classroom to be a place where you will be treated with respect, and I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, abilities, and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming, and inclusive environment for every other member of the class. However, because this course deals with charged subject matter, do not expect to feel comfortable at all times. Be open to hearing various points of view that may be contentious or conflict with others, and expect to be challenged mentally and emotionally.

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. 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.

While in class, only use electronics for the purpose of taking notes or referring to this course's readings and projects. Do not leave the classroom or pack up until the end of the time period, or until otherwise released (it's quite rude and disruptive otherwise).

UC San Diego 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. Please refer to the UC San Diego Principles of Community: <https://ucsd.edu/about/principles.html>

Preferred Pronouns: I will gladly honor your request to address you by your chosen name and/or gender pronoun. Please advise me of this preference early in the quarter so that I may make appropriate changes to my records.

Academic Honesty and Integrity: Plagiarism is the use of someone else's work or ideas as one's own. UC San Diego 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. When you use the words and ideas of others in any written work, you must cite it properly. 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 automatically checks for potential violations against anything openly available on the internet, including samples of firewalled written assignments. All suspected instances of plagiarism will be reported. A verdict of violation of academic integrity for any course assessment will result in failure of this course. Additional information is available at <http://academicintegrity.ucsd.edu/>.

Accommodations: UC San Diego welcomes students who have (dis)abilities and wish to participate in the academic and professional opportunities available in the community. Students requesting accommodations and services due to (dis)abilities should let me know in private within the first two weeks of class. They will need to provide a current Authorization for Accommodation (AFA) letter issued by the Office for Students with Disabilities (OSD). Receipt of AFAs in advance is necessary for appropriate planning for the provision of reasonable accommodations. OSD Academic Liaisons also need to receive current AFAs. For more information, visit OSD in University Center room 202, call them at 858-534-4382, or visit them online at <https://osd.ucsd.edu>.

Religious Holidays: Students who miss work for the purpose of religious observance are permitted to make up this work. Students should submit to me, in writing by the end Week 2, their documented religious holiday schedule for the quarter.

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 misconduct and physical and/or psychological abuse will not be tolerated. This includes sexual assault, dating violence, domestic violence, and stalking. As an instructor, I am committed to promoting a safe and healthy environment, and should I learn of any sexual misconduct or physical and/or psychological abuse, I am required to report the matter to the Title IX Coordinator. Should you wish to speak to a confidential source, you may contact the Counseling Center. The Office for the Prevention of Harassment & Discrimination (OPHD, 858-534-8298, ophd@ucsd.edu, <http://ophd.ucsd.edu>) provides information and assistance to students, faculty, and staff regarding reports of bias, discrimination, harassment, sexual harassment, and sexual violence. Students may receive confidential assistance at CARE at the Sexual Assault Resource Center (858-534-5793, sarc@ucsd.edu, <http://care.ucsd.edu>) or Counseling and Psychological Services (CAPS, 858-534-3755, <http://caps.ucsd.edu>).

Campus Resources:

Office of Academic Support & Instructional Services (OASIS): OASIS offers free, one-on-one tutoring for students (<http://oasis.ucsd.edu>). Tutoring services are designed to guide students to the point at which they become independent learners, no longer needing a tutor.

Counseling and Psychological Services (CAPS): CAPS is pleased to provide a wide range of services to assist students, including confidential short-term counseling, crisis intervention, psychiatric consultation, and 24/7 crisis counseling. CAPS is located in Galbraith Hall 190 and can be reached at 858-534-3755. You can also visit <http://caps.ucsd.edu>.

Teaching + Learning Commons: The Teaching + Learning Commons offers a range of services that will benefit you in this class and others. Their free services include one-on-one and group consultations for written assignments and oral presentations, content tutoring, or understanding various learning strategies. You can drop by in person on the lower level of Geisel Library, or make an appointment online at <http://commons.ucsd.edu>.

Basic Needs: If you are or someone you know is experiencing hunger or homelessness, there are resources on campus to assist you. Visit <http://basicneeds.ucsd.edu> for more information on services such as the Triton Food Pantry and the Food Recovery Network.

Office of Students with Disabilities (OSD): If you are a student with a (dis)ability requesting reasonable accommodations in this course, please visit OSD at University Center 202 or call 858-534-4382. All requests for reasonable accommodations require registration with OSD in advance of need. You can apply for OSD services at <http://osd.ucsd.edu>.

Recommended Reading:

Bonilla-Silva, Eduardo and Ashley W. Doane, eds. 2003. *White Out: The Continuing Significance of Racism*. New York, NY: Routledge.

California Newsreel. 2013. "Ten Things Everyone Should Know about Race." Retrieved from http://www.pbs.org/race/000_About/002_04-background-01-x.htm

Daniels, Jessie. 2009. *Cyber Racism: White Supremacy Online and the New Attack on Civil Rights*. Lanham, MD: Rowman and Littlefield Publishers, Inc.

DiAngelo, Robin. 2015. White Fragility: Why It's So Hard to Talk to White People about Racism. Retrieved from: <http://goodmenproject.com/featured-content/white-fragility-why-its-so-hard-to-talk-to-white-people-about-racism-twlm/>

Gilroy, Paul. 2000. *Against Race: Imagining Political Culture Beyond the Color Line*. Cambridge, MA: Harvard University Press.

Harris, Marvin. 1989. "How Our Skins Got Their Color." In *Our Kind: Who We Are, Where We Came From, and Where We Are Going* (pp. 112-114). New York, NY: HarperCollins Publishers, Inc.

Hartigan, John, Jr. 2010. *Race in the 21st Century: Ethnographic Approaches*. Oxford, UK: Oxford University Press.

- Hill, Jane. 1998. "Language, Race, and White Public Space." *American Anthropologist* 110(3): 680-689.
- Jablonski, Nina G. 2012. *Living Color: The Biological and Social Meaning of Skin Color*. Berkeley, CA: University of California Press.
- Jackson, Kelly Faye. 2010. "Living the Multiracial Experience: Shifting Racial Expressions, Resisting Race, and Seeking Community." *Qualitative Social Work* 11(1): 42-60.
- Kahn, Jonathan. 2018. *Race on the Brain: What Implicit Bias Gets Wrong about the Struggle for Racial Justice*. New York, NY: Columbia University Press.
- McIntosh, Peggy. 1990. *White Privilege: Unpacking the Invisible Knapsack*. Retrieved from <https://www.racialequitytools.org/resourcefiles/mcintosh.pdf>
- Mills, Melinda. 2017. *The Borders of Race: Patrolling "Multiracial" Identities*. Boulder, CO: First Forum Press.
- Pedraza, Silvia and Rubén G. Rumbaut, eds. 1996. *Origins and Destinies: Immigration, Race, and Ethnicity in America*. Belmont, CA: Wadsworth Publishing.
- Rothenberg, Paula S., ed. 2008. *White Privilege: Essential Readings on the Other Side of Racism*. Third edition. New York, NY: Worth Publishers.
- Sussman, Robert W. *The Myth of Race: The Troubling Persistence of an Unscientific Idea*. Cambridge, MA: Harvard University Press.