

# **Anthropology 4255/6255: Race and Culture Summer Semester 2020 First Short Session (May 11-June 17) Internet Version 1.5**

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**Office Hours: Due to the current COVID-related restrictions, office hours will be by appointment, via ZOOM.**

## **Class Description**

“Race” is one of the most contentious issues in American society--and yet some social scientists deny that races exist. This class focuses on the effects of race and racist philosophies upon America’s minorities, through an analysis of the complex relationship between science and race in American culture.

Even in the 21st century, there is little agreement about race: What is “race”, what constitutes “racism”? Do races even exist? Is anyone who believes in race a racist? How is race different from ethnicity? What about mixed-race individuals? Why is our own government so confused about race?

Early anthropologists were among the leading scientific advocates of the classification of human groups into discrete “races”. Methods such as craniometrics, phrenology, and IQ testing were used to “prove” the existence of races to such an extent that scientific theories such as Eugenics became official government policy and accepted science.

The effects of race and racial philosophies on the minorities in America were often devastating. Enslavement. Exclusion. Forced segregation through “Jim Crow” laws, and the attempted “transformation” of Native Americans into “whites” are some of the effects discussed within this class.

Today both biological anthropologists and social scientists are strongly divided upon the usefulness of race as a scientific theory, and the role of race in science in general. The last section of the class will focus on objective (scientific) explanations for modern human variation such as the distribution of skin color and human physiological variation in general.

## **Required E-Text (VitalSource)**

Brace, C. Loring. 2005. “Race” Is a Four-Letter Word. The Genesis of the Concept. Oxford University Press.

**C. Loring Brace’s book “Race” is a Four Letter Word is now live on VitalSource. This textbook is required, and an electronic version is included as part of the course fees. To access your copy of the text, simply use the “Bookshelf” link within CANVAS (left-hand column). You can also opt out of the text via that link. Some midterm questions will be drawn directly from the Brace text.**

## **This course fulfills the University of Utah Diversity (DV) requirement.**

The diversity requirement supports the institutional commitment to proactively support a positive campus climate in regard to diversity, equity, and inclusion. Courses that fulfill this requirement provide opportunities for students to critically explore the society and culture in the United States — its norms, laws, public policies, cultural practices, and discourses — in the context of the rich and varied cultural diversity that has shaped it. All students in courses fulfilling this requirement will grapple with theoretical approaches to discrimination, privilege, and social justice. Race, ethnicity, sex, gender, socioeconomic status, age, religion, ability status, or sexual orientation will be the crux of these classes. Students will also critically reflect on their own identities and relationships with institutions that maintain and/or challenge the status quo. The goal of this requirement is to extend cross-cultural understanding, to interrogate current and historical narratives of equality, justice, progress, and freedom, to open possibilities for meaningful communication across social boundaries, and to allow students to consider ethical and social decisions from multiple perspectives. This requirement, together with other institutional practices, also signals to students that their distinctive traditions, opinions, and insights enrich and are valued at the university.

### **Warning: Racism is not pretty!!**

Warning!! This class is both historical and anthropological in nature. As such, this class discusses racist language and symbols in various contexts. It also uses historical documents that utilize racist language and symbols.

Racism is “R” rated.

Terms, symbols, and works (often rightly) considered derogatory, hurtful and stereotypical are discussed and shown within their cultural context. *The use of such terms and/or symbols may be considered extremely offensive to many.*

*The use of such terms, works and/or images for educational purposes should not be confused with the endorsement or agreement with such terms or images. Past events are often painful and shocking—but we cannot change the past, and I don't believe we should hide from it either. **We can change the future.***

Images of real-life violence and violent acts may be shown in their historical context. The use of such images for educational purposes does not imply agreement with such an approach.

### **Course Objectives**

**At the end of the course, the student will be able to:**

- 1) Assess the many facets of race in modern American culture.
- 2) Describe and explain the differences between “race” and “ethnicity”.
- 3) Discern the difference between race as a social and scientific concept.
- 4) Understand the complex relationship between scientists (particularly anthropologists) and race.
- 5) Explain “racial” variation such as skin color, and body proportion with objective (scientific) principles.
- 6) Understand the consequences of racist beliefs upon America’s minorities.
- 7) Understand how scientifically-validated race theory provided the catalyst for segregation, forced sterilization, and anti-miscegenation laws across America and Europe.
- 8) Understand why race is still a controversial topic among modern anthropologists and social scientists.

### **Bulletin Board Assignments**

Students are required to submit five bulletin board assignments (roughly one per week) based on the theme of “Race in the News”. For this assignment, students will find an article or website on the internet that is discussing a current issue related to race or racism in America that is making the news.

Ideally these would be events happening now, but they could be from anytime over the last year. Students can also use past examples from the “Race in the

News” section of the CANVAS course. The student will then provide the link to the article, and a two paragraph discussion of the article.

All five Bulletin Board Assignments will be open from the beginning of the class (so the student could do all five immediately). The due dates below note *the last possible day that the bulletin board can be submitted.*

<u>Bulletin Board</u>	<u>Due By Midnight</u>
ONE	Sunday, May 17
TWO	Sunday, May 24
THREE	Sunday, May 31
FOUR	Sunday, June 7
FIVE	Sunday, June 14

### **Midterm Exam Schedule**

**Students should confirm that they will be available to take the exams within their required time-frames—if you cannot, you should choose another class. Midterm exams are open-book, open-notes, and students are encouraged to prepare their answers ahead of time.**

1st Midterm	Tuesday May 26 through Saturday May 30
2nd Midterm	Monday, June 8 through Saturday June 13
3 <sup>rd</sup> Midterm	Wednesday, June 17 through Monday, June 22

### **Holidays/Breaks**

<u>Memorial Day</u>	May 23-25 Limited Instructor Availability
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### **Grading**

The student’s grade will be determined by three equally-weighted midterms (125 points each), and five bulletin board assignments (10 points each).

**Students will be tested on assigned class readings, lectures and movies. If an article is assigned for a given section, you may be tested on it. No extra credit work will be accepted.**

The final grading scale will follow the standard University of Utah format:

100-93%	A	79-77%	C+
92-90%	A-	76-73%	C
89-87%	B+	72-70%	C-
86-83%	B	69-67%	D+
82-80%	B-	66-63%	D
		62-60%	D-

### **REQUIRED READINGS/SUBJECTS: SUMMER 2020**

<b>Week</b>	<b>Subject</b>	<b>Brace Readings</b>
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Introductory Material

1	Current Race Issues in the United States	
1	What is “Race” and “Racism”?	1-3
1	The Difference between Race and Ethnicity	197-203

The “Old” Science of Race

1	Pre-Darwinian Philosophy and Race	57-65
2	The Classification of Human “Races”	17-36, 235-239 101-105, 151-158
2	The Classification of Human “Races”	76-92, 66-76

**First Midterm: Tuesday May 26—Saturday, May 30**

### **END SECTION ONE**

<b>Week</b>	<b>Subject</b>	<b>Brace Readings</b>
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End Results: Race and Racism in America

3	The “Transformation” of Native Americans	101-102, 82-83, 139-140
4	Jim Crow and Miscegenation Laws	189-192; 121, 162

**Second Midterm: Monday, June 8—Saturday, June 13**

### **END SECTION TWO**

<b>Week</b>	<b>Subject</b>	<b>Brace Readings</b>
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The “New” Science of Race

5	Race and Science in the 21 <sup>st</sup> Century	159-188, 222-235, 268-274
5	The Biology of “Race”	4-16
5	The Distribution of Human Skin Color	6-7

**Third Midterm: Wednesday, June 17—Monday, June 22**

### **END SECTION THREE**

**Anthropology 4255/6255: Race and Culture**  
**Required Electronic Reserve Articles**

**If you are not sure how to access your course reserves, go to the Marriott Library's Homepage and follow the "Course Reserve" Links. There is also a link within the course CANVAS site.**

**WEEKS ONE-TWO: INTRODUCTORY MATERIAL**

Marger, Martin N. 2009. Introduction (to race and ethnic relations). Some Basic Concepts. *In Race and Ethnic Relations, American and Global Perspectives, 8<sup>th</sup> Edition*, pp. 3-27. Wadsworth/Cengage.

Morganthau, Tom. 1995. What color is Black? Newsweek February 13, 1995. *In Sussman, RW (ed.) The Biological Basis of Human Behavior: A Critical Review, 2<sup>nd</sup> Edition*, pp. 234-236. Prentice Hall.

Livingstone, Frank B. 1964. On the Nonexistence of Human Races. *In Montagu, Ashley (ed.) The Concept of Race*, pp. 46-60. Collier Books.

Boas, Franz. 2007. Race and progress. *In Das Gupta, T, CE James, RCA Maaka, GE Galabuzi, and C Anderson (eds.) Race and Racialization: Essential Readings*, pp. 4-9. Canadians Scholar's Press.

**END SECTION ONE**

**BEGIN SECTION TWO**

**WEEKS THREE-FOUR: END RESULTS: RACE AND RACISM IN AMERICA  
NATIVE AMERICANS**

Aquirre, Adalberto, and JH Turner. 2009. Native Americans. *In American Ethnicity: The Dynamics and Consequences of Discrimination, 6<sup>th</sup> Edition*, pp. 143-180. McGraw-Hill.

**AFRICAN AMERICANS**

Lewis, Catherine M., and JR Lewis (eds.) 2009. Introduction (Jim Crow laws). *In Jim Crow America: A Documentary History*, pp. xi-xxxiii. The University of Arkansas Press.

Abrams, Douglas E. 2006. The Little League Champions Benched by Jim Crow in 1955: Resistance and Reform after Brown v. Board of Education. *Michigan State Law Review* 457: 51-62.

Ezzell, Bill. 2002. Laws of Racial Identification and Racial Purity in Nazi Germany and the United States: Did Jim Crow Write the Laws that Spawned the Holocaust? *Southern University Law Review* 30.1: 1-13.

## **END SECTION TWO BEGIN SECTION THREE**

### **WEEKS FIVE and SIX: RACE and MODERN SCIENCE**

Cavalli-Sforza, Luigi Luca and F Cavalli-Sforza. 1995. How different are we? The genetic history of the human species. In The Great Human Diasporas: The History of Diversity and Evolution. Helix Books.

Mukhopadhyay, Carol, Henze, Rosemary and YT Moses. 2014. Why Contemporary Races are Not Scientifically Valid. *In How Real is Race?* pp. 5-15. Altamira Press.

Marks, Jonathan. 2010. Ten Facts about Human Variation. *In Muehlenbein, MP (ed.), Human Evolutionary Biology,* pp. 265-276. Cambridge University Press.

### **EXPLAINING BIOLOGICAL VARIATION (WITHOUT RACE)**

Mukhopadhyay, Carol, Henze, Rosemary and YT Moses. 2014. If Not Race, How Do We Explain Biological Differences? *In How Real is Race?* pp. 47-68. Altamira Press.

### **6255 (Graduate Students) Only**

Mielke, James H., LW Konigsberg, and JH Relethford. 2006. Pigmentation. *In Human Biological Variation,* pp. 280-299. Oxford University Press.

Bamshad, Michael, S Wooding, BA Salisbury, and JC Stephens. 2004. Deconstructing the Relationship between Genetics and Race. *Nature* 5 (August 2004): 598-609.

Wright, Sewall. 1978. Racial differentiation in mankind. *In Variability within and among Natural Populations, Volume 4. Evolution and the Genetics of Populations: A Treatise in Four Volumes.* The University of Chicago Press.

## **Uonline/CANVAS: Is an Online class right for me?**

Anthropology 4255-090 is an online class being run by Uonline through the CANVAS learning system. If you have never taken a course online, or are unsure if an online course would be right for you, use this link to have your technical/CANVAS/Uonline questions answered:

<https://online.utah.edu/current-student-resources/index.php>

## **Accessing Your CANVAS Courses**

Access all of your CANVAS-based courses directly through the Campus Information Systems:

<https://go.utah.edu/cas/login?TARGET=https%3A%2F%2Fportal.app.utah.edu%2Fapi%2Fsecurity%2Flogin%3Fapp%3Dhttps%253A%252F%252Fportal.app.utah.edu%252F>

Once you have logged in, go to your “Student” Homepage and look for “My Classes”, then simply click on the link for the class you want to access.

## **Course Announcements/Setting Your CANVAS Notification Preferences**

Direct communication between the instructor and the class as a whole will be done through the “Announcements” function within CANVAS. Make sure you set your CANVAS notification preferences to ensure that you receive all class notifications, especially CANVAS “Announcements”. If you are unsure what your CANVAS/uonline notification preferences are, use the following link:

<https://support.tlt.utah.edu/hc/en-us/articles/360002466051-Notifications>

## **Contacting the Professor**

Students can email the professor directly at [Carlyle@anthro.utah.edu](mailto:Carlyle@anthro.utah.edu); and students can also use the CANVAS “INBOX” function on the left-hand column of the CANVAS course homepage to send an email directly to the professor. Students may expect an answer within 48 hours, ideally within 24 hours, excluding some weekends and holidays (see holiday schedule below).

Students will also have the option of virtual office hours, via ZOOM. Once you request a ZOOM meeting and the time has been agreed upon, I will send you a link to the meeting. If you have video capabilities, it can be a video meeting. Or it could be simply live chat. Details to follow.

## **Student and Faculty Code**

All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content.

Student Code: (Policy 6-400) All students are expected to maintain professional behavior in the classroom setting, according to the Student Code ([regulations.utah.edu/academics/6-400.php](http://regulations.utah.edu/academics/6-400.php)). Students have specific rights in the classroom as detailed in S. II of the Code. The Code also specifies standards of behavior (S. III) and academic conduct (S. V). "Students must adhere to generally accepted standards of academic honesty, including but not limited to refraining from cheating, plagiarizing, research misconduct, misrepresenting one's work, and/or inappropriately collaborating" (S. VB). According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors. Students have the right to appeal such action to the Student Behavior Committee.

## **Department of Anthropology and University Policies**

1. The Americans with Disabilities Act. The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, (801) 581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the Center for Disability Services.

2. University Safety Statement. The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit [safeu.utah.edu](http://safeu.utah.edu).

3. Addressing Sexual Misconduct. Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or the Office

of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

4. Veterans Statement: If you are a student veteran, the U of Utah has a Veterans Support Center located in Room 161 in the Olpin Union Building. Hours: M---F 8---5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: <http://veteranscenter.utah.edu/>. Please also let me know if you need any additional support in this class for any reason. \*\*

5. Undocumented Student Support Statement. Immigration is a complex phenomenon with broad impact—those who are directly affected by it, as well as those who are indirectly affected by their relationships with family members, friends, and loved ones. If your immigration status presents obstacles to engaging in specific activities or fulfilling specific course criteria, confidential arrangements may be requested from the Dream Center. Arrangements with the Dream Center will not jeopardize your student status, your financial aid, or any other part of your residence. The Dream Center offers a wide range of resources to support undocumented students (with and without DACA) as well as students from mixed-status families. To learn more, please contact the Dream Center at 801.213.3697 or visit [dream.utah.edu](http://dream.utah.edu).

6. Wellness Statement: Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness ([www.wellness.utah.edu](http://www.wellness.utah.edu); 801-581-7776).

7. Student Names and Personal Pronouns: Class rosters are provided to the instructor with the student's legal name as well as "Preferred first name" (if previously entered by you in the Student Profile section of your CIS account, which managed can be managed at any time). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class or on assignments. Please advise me of any name or pronoun changes so I can help create a learning environment in which you, your name, and your pronoun are respected. If you need any assistance or support, please reach out to the LGBT Resource Center. [https://lgbt.utah.edu/campus/faculty\\_resources.php](https://lgbt.utah.edu/campus/faculty_resources.php)

8. Diversity/Inclusivity Statement: It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

10. Plagiarism Software Policy: I have elected to use a plagiarism detection service in this course, "Turn It In". When turning in your final paper, you will be required to submit your paper through the "Turn It In" portal via CANVAS as part of your assignment.

11. Incomplete Policy: An "I" will only be given for work not completed because of circumstances beyond the student's control, providing the student is passing the course and needs to complete 20% or less of the work. Valid reasons for an "I" grade include: (a) An illness (documented by a medical statement) that precludes the ability of the student to perform; (b) an accident or situation that prevents the student from physically being present (documentation may be required); (c) Extreme emotional or other mental circumstances that are severe enough to interfere with a student's normal academic performance. If you do receive an "I", do not register for the course again. You must complete the required work in the time agreed by you and the instructor. If the work is not completed within one year, the grade will change to an "E". Faculty will not accept additional work to change the grade after that one-year period. If a student has a problem with the course, please deal with it immediately. It is the student's responsibility to contact instructors and submit necessary forms.

Note: The syllabus is not a binding legal contract. It may be modified by the instructor when the student is given reasonable notice of the modification.