Anthropology 4255/6255: Race and Culture
Summer Semester 2019
First Short Session (May 13-June 19)
Internet Version 1.2

Instructor: Shawn W. Carlyle, Ph.D.
Email: Carlyle@anthro.utah.edu; Phone: 801-213-1141
Office Hours (Gardner Commons 4625.): By Appointment: I will be on campus most days of the week. If you would like to meet with me in person, simply send an email to set up an appointment.

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 Text**

*This textbook is required, and the student cannot pass the course without it!*


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

<table>
<thead>
<tr>
<th>Bulletin Board</th>
<th>Due By Midnight</th>
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<tbody>
<tr>
<td>ONE</td>
<td>Sunday, May 19</td>
</tr>
<tr>
<td>TWO</td>
<td>Sunday, May 26</td>
</tr>
<tr>
<td>THREE</td>
<td>Sunday, June 2</td>
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<tr>
<td>FOUR</td>
<td>Sunday, June 9</td>
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<tr>
<td>FIVE</td>
<td>Sunday, June 16</td>
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</table>

**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.*

The three midterm exams noted below will be taken within the given time-frames (two-day windows) from the student’s computer. Midterm exams are open-book, open-notes, and students are encouraged to prepare their answers ahead of time.

1st Midterm       Tuesday May 28 through Friday May 31
2nd Midterm       Monday, June 10 through Thursday May 13
3rd Midterm       Wednesday, June 19 through Monday, June 24
Holidays/Breaks
Memorial DayMay 24-27Limited Instructor Availability

Grading
The student’s grade will be determined by three equally-weighed midterms (100 points each), and five bulletin board assignments (20 points each). The student shall also have the option of handing in a paper. If handed in, the paper will automatically replace the students lowest-scored midterm.

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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93% - 100%</td>
</tr>
<tr>
<td>A-</td>
<td>90% - 92%</td>
</tr>
<tr>
<td>B+</td>
<td>87% - 89%</td>
</tr>
<tr>
<td>B</td>
<td>83% - 86%</td>
</tr>
<tr>
<td>B-</td>
<td>80% - 82%</td>
</tr>
<tr>
<td>C+</td>
<td>77% - 79%</td>
</tr>
<tr>
<td>C</td>
<td>73% - 76%</td>
</tr>
<tr>
<td>C-</td>
<td>70% - 72%</td>
</tr>
<tr>
<td>D+</td>
<td>67% - 69%</td>
</tr>
<tr>
<td>D</td>
<td>63% - 66%</td>
</tr>
<tr>
<td>D-</td>
<td>60% - 62%</td>
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</tbody>
</table>

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.
9) Understand the complex relationship between scientists, American culture, and race.
# REQUIRED READINGS/SUBJECTS: SUMMER 2019

## Introductory Material

<table>
<thead>
<tr>
<th>Week</th>
<th>Subject</th>
<th>Brace Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Current Race Issues in the United States</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>What is “Race” and “Racism”?</td>
<td>1-3</td>
</tr>
<tr>
<td>1</td>
<td>The Difference between Race and Ethnicity</td>
<td>197-203</td>
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</tbody>
</table>

## The “Old” Science of Race

<table>
<thead>
<tr>
<th>Week</th>
<th>Subject</th>
<th>Brace Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pre-Darwinian Philosophy and Race</td>
<td>57-65</td>
</tr>
<tr>
<td>2</td>
<td>The Classification of Human “Races”</td>
<td>17-36, 235-239, 101-105, 151-158</td>
</tr>
<tr>
<td>2</td>
<td>The Classification of Human “Races”</td>
<td>76-92, 66-76</td>
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</tbody>
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**First Midterm: Thursday May 28—Friday, May 31**

END SECTION ONE

## End Results: Race and Racism in America

<table>
<thead>
<tr>
<th>Week</th>
<th>Subject</th>
<th>Brace Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>The “Transformation” of Native Americans</td>
<td>101-102, 82-83, 139-140</td>
</tr>
<tr>
<td>4</td>
<td>Jim Crow and Miscegenation Laws</td>
<td>189-192, 121, 162</td>
</tr>
</tbody>
</table>

**Second Midterm: Monday, June 10—Thursday, June 13**

END SECTION TWO

## The “New” Science of Race

<table>
<thead>
<tr>
<th>Week</th>
<th>Subject</th>
<th>Brace Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Race and Science in the 21st Century</td>
<td>159-188, 222-235, 268-274</td>
</tr>
<tr>
<td>5</td>
<td>The Biology of “Race”</td>
<td>4-16</td>
</tr>
<tr>
<td>5</td>
<td>The Distribution of Human Skin Color</td>
<td>6-7</td>
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</tbody>
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**Third Midterm: Wednesday, June 19—Monday, June 24**

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  


END SECTION ONE

BEGIN SECTION TWO  
WEEKS THREE-FOUR: END RESULTS: RACE AND RACISM IN AMERICA  
NATIVE AMERICANS  

AFRICAN AMERICANS  


END SECTION TWO
BEGIN SECTION THREE

WEEKS FIVE and SIX: RACE and MODERN SCIENCE


EXPLAINING BIOLOGICAL VARIATION (WITHOUT RACE)

6255 (Graduate Students) Only


Department of Anthropology and University Policies

**ADA Statement**: 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.

**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).

**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; 801-581-7776).

**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). 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.

**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.