Anthropology 4255/6255: Race and Culture
Fall Semester 2019: Online/CANVAS
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 five 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.

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<thead>
<tr>
<th>Bulletin Board</th>
<th>Due By ~11:59pm</th>
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<tbody>
<tr>
<td>ONE</td>
<td>Sunday, Sept 8</td>
</tr>
<tr>
<td>TWO</td>
<td>Sunday, Sept 29</td>
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<tr>
<td>THREE</td>
<td>Sunday, Oct 20</td>
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<td>FOUR</td>
<td>Sunday, Nov 3</td>
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<td>FIVE</td>
<td>Sunday, Nov 24</td>
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Midterm Exam Schedule
Students should confirm that they will be available to take the exams within their required time-frames. Only documented medical excuses will be accepted for exam re-schedules.

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

1st Midterm       Monday Sept 16 through Sunday Sept 22
2nd Midterm       Monday, Oct 28 through Sunday Nov 3
3rd Midterm       Monday, Dec 2 through Sunday, Dec 8
Holidays/Breaks
FALL BREAK Sun Oct 6—Sun Oct 13 No Materials Assigned

Grading
The student’s grade will be determined by three equally-weighed midterms (100 points each), and five bulletin board assignments (20 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.
Note: Some course materials have been assigned to graduate students only, marked ** on the master flowsheets.

No extra credit work will be accepted.

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

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>100-93%</td>
<td>C+</td>
<td>79-77%</td>
</tr>
<tr>
<td>A-</td>
<td>92-90%</td>
<td>C</td>
<td>76-73%</td>
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<tr>
<td>B+</td>
<td>89-87%</td>
<td>C-</td>
<td>72-70%</td>
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<td>B</td>
<td>86-83%</td>
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<td>69-67%</td>
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<tr>
<td>B-</td>
<td>82-80%</td>
<td>D</td>
<td>66-63%</td>
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<tr>
<td></td>
<td>62-60%</td>
<td>D-</td>
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Warning: Racism is not pretty!!
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.

**Learning Outcomes and Course Objectives**

*Departmental Learning Objectives are italicized.*

At the end of the course, the student will be able to address logically the following subjects concerning race and American culture.

1) **Assess the many facets of race in modern American culture.** Here the student will describe variation in belief systems concerning race and racism within various sub-divisions of modern American culture.

2) **Describe and explain the differences between “race” and “ethnicity”**. Here the student will explain aspects of human cultural variation using social theory.

3) **Discern the difference between race as a social and scientific concept.**

4) **Understand the complex relationship between scientists (particularly anthropologists) and race.** Is every scientist that believes in “race” a racist?

5) **Explain “racial” variation such as skin color, and body proportion with objective (scientific) principles.** Here the student will explain aspects of human variation using evolutionary theory. Further, the student will also evaluate and synthesize specific scientific hypotheses about human “racial” variation using empirical data.

6) **Understand the consequences of racist beliefs upon America’s minorities, focusing on Native Americans, African-Americans, and the Japanese.**

7) **Understand why race is still a controversial topic among modern anthropologists and social scientists.** Here the student will apply anthropological research methods to answer a question: Is the “race” concept still a valid hypothesis to explain modern human biological variability?
# REQUIRED READINGS/SUBJECTS: FALL 2019

<table>
<thead>
<tr>
<th>Week</th>
<th>Subject</th>
<th>Brace Readings</th>
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<tbody>
<tr>
<td>Introductory Material</td>
<td>1 Current Race Issues in the United States</td>
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<td></td>
<td>1 What is “Race” and “Racism”?</td>
<td>1-3</td>
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<td></td>
<td>2 The Difference between Race and Ethnicity</td>
<td>197-203</td>
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<td>3 Ethnocentrism/Cultural Relativism</td>
<td>17-56, 66-76</td>
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<td>The “Old” Science of Race</td>
<td>4 Pre-Darwinian Philosophy and Race</td>
<td>57-65</td>
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<td>4 The Classification of Human “Races”</td>
<td>235-239, 101-105, 151-158</td>
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<td>4 The Classification of Human “Races”</td>
<td>76-92</td>
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<td><strong>First Midterm: Monday Sept 16—Sunday, Sept 22</strong></td>
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<tr>
<th>Week</th>
<th>Subject</th>
<th>Brace Readings</th>
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<tr>
<td>End Results: Race and Racism in America</td>
<td>6 The “Transformation” of Native Americans</td>
<td>100-105, 82-83, 139-140</td>
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<td>7 Resistance to Slavery</td>
<td>113-124, 140-143, 192</td>
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<td>8 Jim Crow and Miscegenation Laws</td>
<td>121, 162</td>
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<td>9 Asian Exclusion/Japanese Internment</td>
<td>194-196, 263-267</td>
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<td><strong>Second Midterm: Monday, Oct 18—Sunday, Nov 3</strong></td>
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<td>END SECTION TWO</td>
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<tr>
<th>Week</th>
<th>Subject</th>
<th>Brace Readings</th>
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<tr>
<td>The “New” Science of Race</td>
<td>11 Eugenics: History/Implementation</td>
<td>159-196</td>
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<td>12 Race and Science in the 21st Century</td>
<td>159-188, 222-235, 268-274</td>
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<td>13 The Biology of “Race”/Dist. Skin Color</td>
<td>4-16</td>
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<td>14 Final Analysis and Coda</td>
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<td><strong>Third Midterm: Monday, Dec 2—Sunday, Dec 8</strong></td>
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<td>END SECTION THREE</td>
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Anthropology 4255/6255: Race and Culture
Required Electronic Reserve Articles
If you are not sure how to access your course reserves, go to the Marriot Library’s Homepage and follow the “Course Reserve” Links. There is also a link within the course CANVAS site.

SECTION ONE: WEEKS ONE-FOUR:
INTRODUCTION TO RACE AND ETHNICITY


6255 (Graduate Students) Only


END SECTION ONE

SECTION TWO: WEEKS SIX-NINE:
IMPLICATIONS OF RACE/RACISM FOR NATIVE AMERICANS, AFRICAN AMERICANS, AND ASIAN AMERICANS

NATIVE AMERICANS

AFRICAN AMERICANS: Resistance to Slavery/The Fight Against Jim Crow


**ASIAN AMERICANS: “Asian Exclusion”/Japanese Interment Camps**


**END SECTION TWO**

**SECTION THREE: WEEKS ELEVEN-FOURTEEN: EUGENICS/MODERN RACE AND SCIENCE/CODA**

**EUGENICS and COERCED STERILIZATION**


MODERN SCIENCE AND RACE


EXPLAINING HUMAN VARIABILITY WITHOUT RACE

**Mielke, James H., LW Konigsberg, and JH Relethford. 2006. Pigmentation. In Human Biological Variation, pp. 280-299. Oxford University Press. 6255 (Graduate Students) Only


FINAL ANALYSIS AND CODA


ADA Statement: The University of Utah seeks to provide equal access to its programs, services and activities for Center for Teaching & Learning Excellence people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

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.

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, veterans 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.

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 (http://regulations.utah.edu/academics/6-400.php). Students have specific rights in the classroom as detailed in Section II of the Code. The Code also specifies standards of behavior (Section III) and academic conduct (Section 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" (Section 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 student's have a problem with a course, please deal with it immediately. It is the student's responsibility to contact instructors and submit necessary forms. If you delay, your instructor may have left the University or be out of the country. In such a case, you may find that there is nothing the Department can do.

**Repeating a Course:** Any course taken at the University may be repeated. If you wish to attend a class again, you must register for it and pay tuition for that semester. Note that some courses may be taught infrequently or discontinued. 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.