

ANTH 21: Race and Racisms
Summer Session II, HSS 2321
TuTh 11:00a-1:50pm

Instructor:

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Office hours: SSB 264, TuTh 9:30-10:30a / by appointment

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 in the US through the lens of critical race scholars. We consider the ways that race has been built into the infrastructure of our everyday lives in law and trace how it circulates in discourses and representations of difference over time. We apply concepts from class readings to critically analyze public policy, popular media, and political debates. Collectively, we grapple with the fact that, while it remains clear that we have no concise understanding about what race even is, the consequences of it remain very real; conversely, at the same time that we are forced to reconcile with the fact that race and racism punctuate *all of our everyday lives*, we appear to be living in a moment that defies meaningful characterization of *how it is operating*. Throughout the term, we use the course' conceptual tools make sense of this conundrum, sharpening our skills as critically engaged analytical scholars along the way.

Course Learning Outcomes

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

- UNDERSTAND different approaches to the history of race and racisms in the United States
- UNPACK every day narratives and discussions around race by providing historical context to debates on race and racism in the “public sphere”
- APPLY course concepts to representation of race and racism in the media, in political debates, film, music, video games, sports etc., to identify their “coded” meanings and consider how these forms might reproduce (or deconstruct) structural forms of inequality and exclusion based on race.
- CONTRIBUTE as an engaged scholar by engaging “diversity, equality, and inclusion” through critically informed and productive practices of knowledge production and everyday co-existence.

Course Assessment and Format:

Attendance and Participation (15% of grade)

Your ability to fully engage with the various debates we will cover in class requires regular class attendance and active participation, and is therefore a critical component for meeting course requirements and learning outcomes. Due to the nature of the summer schedule, you are required to also prepare material outside of class that will

be integrated into our class discussions (see blog posts and reading reflection assignments). You are expected to come to each class having completed these assignments, to ensure you are fully prepared to both *critically* and *actively* engage in class discussions. Because this class also considers collaborative project-based learning to be an important aspect of fulfilling the DEI requirement, you are also expected to actively contribute as a responsible member of a group as well as let other viewpoints shape your collective understanding of group analyses and presentations.

Assessing participation: “Race and Racism Portfolio”

While we will collectively engage in discussion together, you will also be required to individually document your participation through the creation of a “portfolio” that will count significantly toward your participation grade. Your portfolio will correspond with the specific topics of each class, and entries will largely entail detailed notes and/or reflections will help you analyze and apply course concepts to a range of debates and issues. Your portfolio will be turned in at the end of each class and returned at beginning of the following class. It will be graded with a check indicating that your attendance was recorded, but this does not guarantee full points toward participation (see grading rubric below). By week three (mid-term), you will receive a note indicating your standing on the participation grade. All Portfolio exercises will take place in class and *there will be no make up assignments*.

Annotated Bibliography (20% of grade)

To prepare for class discussions and the final exam, you must upload an annotated bibliography entry for *each* required reading *before* the class meeting in which the reading is due. As we will cover the readings in class, late submissions will not receive credit.

The purpose of the annotated bibliography is to construct an *analytical* collection of the materials covered in class, which will serve as your critical toolkit to then *evaluate* key concepts to critical race theory and *apply* them to examine institutional and societal factors shaping race and racism both in the group podcast assignment and on your own in the final exam. To achieve these learning objectives, your annotated bibliographies should include the following elements (total of 2-3 paragraphs or 250-500 words)

- Citation: Using a style such as MLA, APA, Chicago, etc. (hint, full citations of most of the texts are already provided on the syllabus)
- Summary: Provide a brief summary of the text, including the main argument and type of evidence or examples used to back up the main argument
- Context: What is the historical context in which the text was written? What issues were they trying to understand or respond to? (This is not always explicitly stated; rather, often you must look outside of the text to situate it within a particular historical moment. Use the internet! Search for any terms or references to people, laws, or events that you are not familiar with. You can also search for the author’s names themselves.
 - CAUTION: You must *always* cite any and all additional sources that you consult to better understand a text (even a blog, Wikipedia, or news source, in addition to academic articles). This will not only help you from plagiarizing, but is also a great way to organize your notes

and research around a particular debate, topic, or scholarly contribution when you return to a particular text for other class assignments.

- Concepts and terms: List and define any critical concepts or terms that the author(s) use to elaborate their argument or frame their general findings.
- Discuss: Some specific examples, elements, factors, and data used to support their argument that you find compelling (or, conversely, that weaken the argument)
- Contribution (speculate, if needed, you will not be graded for this answer!): How might their argument help us understand a particular issue or debate today?

Annotated bibliography entries will be individually uploaded and graded according to the corresponding class meeting in which the reading is assigned. Grades will be posted regularly on Canvas. Because reading is absolutely critical for success in this class, this assignment will carry significant weight in factoring your overall grade. The lowest two grades for the annotated bibliographies will be dropped. I encourage you to save your entries in a separate combined document, as a tool for you to use throughout the term.

Response Essays (15% of grade)

In lieu of a mid-term you must write two short, semi-structured response essays (one each due the Monday before Week 2 and Week 3. The instructions for each prompt and submission portal are located in the Assignments folder on Canvas. Read the instructions carefully and look over the grading rubric, to ensure you fully complete the assignment. Response essays are due by noon on the Monday following each assignment, and we will dedicate some time in class to collectively discuss our findings.

Podcast Project (25% of grade)

Throughout the session, we will use documentary videos, news clips, interviews, and podcasts as resources to further explore contemporary debates through the lens of class concepts. Working with 2-3 other classmates, you will also produce a 10-minute podcast episode that delves into a specific topic relevant to the course, dedicated to an ‘in-depth’ exploration of issues of race and racism in the news, popular culture, and public policy, and directly linking concepts to course material.

Specific components of the podcast (topic and planning, ‘storyboard’, recordings, and rough edits) will be due throughout the course, and the final product must be uploaded to google drive by midnight on Tuesday, September 4th (link and uploading instructions will be available on Canvas). We will have an in-class ‘peer review listening session’ of the podcasts at the beginning of our final meeting, Wednesday, September 5th. You must attend the final class to fill out a group assessment report for the podcast project and receive instructions for final exam.

Final Exam (25% of grade)

You must complete a final take-home exam and upload it to the course website on Canvas by the end of the scheduled final, 2:30pm, Saturday, September 7th. You will be given prompt and instructions for the exam ahead of time, on the final week of class. However, I also reserve the right to change the format of the exam to an in-class

3-hour exam, if it appears that fundamental course learning objectives are not being met by reading requirements and class discussions.

Course Policies:

Course materials and website:

All required reading will be available on Canvas (<https://canvas.ucsd.edu>) under the “files” folder. Required reading must be done *before* the class meeting in which it is assigned. Additional folders will also be available on the course website containing files and links to ‘recommended’ readings, online articles, podcasts, and legal or policy documents that are relevant to contemporary debates over difference. When available, transcripts for documentaries and podcasts will also be included in course materials. I encourage you to use these additional resources pursue a topic that personally interests you in this course, particularly for the response essays, podcast projects, and the final exam.

Classroom environment:

In any academic environment, it is difficult to maintain full and devoted attention to complicated topics for long periods of time. In our case, this challenge is heightened by the fact that we must meet for nearly three hours, twice a week, during the lovely San Diegan summer afternoons. 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 that we can all collectively benefit from. This implies coming to class having completed the assigned readings ahead of time, ‘tuning out’ of social media and texting, and ‘tuning in’ to our discussions in class. Your participation requires active *listening* and *talking*; 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.

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:

The use of others' work (including paraphrasing) without attribution will not be tolerated. Students who violate the UCSD Academic Integrity Policy (<http://students.ucsd.edu/academics/academic-integrity/policy.html>) will be reported to the Academic Integrity Office and punished accordingly.

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.

Course Schedule

Week 1: Developing critical approaches to Race and Racism

Tuesday, August 6: Overview

- Overview: Course format, requirements, and objectives
- In class:
 - Portfolio 1: "Diversity Statement"
 - Film screening: "The Story We Tell" PBS Series *Race - The Power of an Illusion* Part Ep. 2

Tuesday, August 8: Classic concepts of critical race theory

- Required Readings: Read 1 of the following 4 (Assigned in class Aug. 6)

- 1. “The Damnation of Women” in *Darkwater, Voices from Within the Veil*, 1920
- 2. “The Emancipation of Democracy” in *The Black Gift*, 1924
- 3.. “Back Toward Slavery” in *Black Reconstruction in America*, 1935
- 4. “Propaganda of History” *Black Reconstruction in America*, 1935
- In class
 - Portfolio 2: “Diversity Statement *Redeux*”
 - Film screening: Film screening: “The House We Live In” PBS Series *Race - The Power of an Illusion* Part Ep. 3

DUE: Response Essay 1, by noon on Monday, August 12 (prompt and submission portal on course website)

Week 2: Systemic and Structural Racism

Tuesday, August 13: Structural Racism

- Required Reading:
 - Bonilla-Silva, Eduardo. 1997. Rethinking Racism: Toward Structural Interpretation.” *American Sociological Review* 62 (3): 465-480.
- In-class:
 - Podcast: 'Model Minority' Myth Again Used As A Racial Wedge Between Asians And Blacks” *Code Switch*, April 19, 2017
 - Portfolio 3: “Embedded in the structure”
 - Film Screening: Film screening: “13th:” From Slave to Criminal with One Amendment. 2016. Directed by Ava DuVernay (first-half)

Thursday, August 15:

- Required Reading: Harris, Cheryl I. 1993. “Whiteness as Property.” *Harvard Law Review* 106 (8);
- In class:
 - Portfolio 4: “Bound by law”
 - Film screening: “13th:” *From Slave to Criminal with One Amendment*. 2016. Directed by Ava DuVernay (second-half)

DUE: Response Essay 2, by noon on Monday, August 19 (prompt and submission portal on course website)

Week 3: Discourse and representations of the “Other”

Tuesday, August 20: The West and the Rest

- Required Readings:
 - 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. Hoboken, NJ: Blackwell Publishing. (Annotated Bibliography: ONLY Section 3: “Discourse and Power”

- and Section 4: “Representing the ‘Other’”, skim the rest of the chapter)
- Lewis, Diane. 1973. “Anthropology and Colonialism.” *Current Anthropology* 14 (5): 581-602.
- In class:
 - Podcast: “The Original Welfare Queen” *Codeswitch*, June 5, 2019
 - Portfolio: “Unpacking the Archive”
- **Section:** Podcast assignment will be discussed in detail in section; attendance is mandatory

Thursday, August 22: The “politics of knowledge”

- Required Readings:
 - Mirande, Alfredo. 1978. “Chicano Sociology: A New Paradigm for Social Science.” *The Pacific Sociological Review* 21 (3): 293-312.
- In class:
 - Film screening: Chicano! History of the Mexican American Civil Rights Movement
 - Portfolio: “(de/re)onstructing the archive”

DUE: Podcast Topic and Planning Worksheet, by noon on Monday, August 26 (submission portal on course website)

Week 4: New faces of an old story: scientific racism and organized racism today

Tuesday, August 27: DNA Stories

- Required Readings:
 - 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.
- In class:
 - Portfolio: “Membership talk”

Thursday, August 29: Organized Racism

- Required Readings:
 - Belew, Kathleen. 2018. *Bring the War Home: The White Power Movement and Paramilitary America*.
- In class:
 - PBS News Hour segment on White Supremacy, August 4, 2019
 - Podcast: “Radical White Terrorism.” *Intercepted*, March 20, 2019.
 - Portfolio: “White Terrorism and the Rest: A Comparative Analysis”

DUE: Podcast Storyboard by noon on Monday, September 2 (submission portal on course website)

Week 5: Big Data

Tuesday, September 3:

- Required Readings:
 - O’Neil, Cathy, 2016. *Weapons of Math Destruction: How Big Data Increases Inequality and Threatens Democracy*

- “Introduction”
- Chapters 3-5
- In class:
 - Portfolio 6: “Debating big data and algorithms”

DUE: Podcast Project must be uploaded to google drive by midnight on Wednesday, September 4 (link and uploading instructions will be available on Canvas).

Thursday, September 5: Podcast In class ‘peer review listening session’ and course review

- Attendance is mandatory for podcast grading

Final Exam: Saturday, September 7, 11:30a-2:29p (format will be announced in class)