

ANTH 150a: Race, Ethnicity, and the American Dream

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Course Description

This course offers a critical analysis of race and racism in American society. How have conversations about race changed over the last few years? How is the idea of racial hierarchy woven into the fabric of our nation? How does it shape our daily life and our sense of self? How does it structure inequality in our society? In this course, we draw from the fields of Anthropology and Ethnic Studies to explore the meanings of race, racism, and racial justice. This class takes up various types of social media (blogs, Twitter, YouTube, online news sources, etc.) to examine current issues in relation to critical race scholarship. Through course readings, in-class activities, and assignments, students will learn to critically analyze the racial messages that surround us.

Course Objectives

This class is designed to develop skills that will help students throughout their academic careers and after they graduate. In addition, we will be learning about a topic of deep personal relevance and global significance. By the end of the course, students should be able to:

- 1) Think critically about their own racial position, recognize and appreciate racial experiences that differ from their own, and explain the significance of racism in today's world
- 2) Describe different forms of racism and racial inequality and identify the "common sense" beliefs that complicate the struggle for racial justice
- 3) Analyze real world examples in relation to course concepts and interdisciplinary scholarship in critical race studies (see D2L for a summary of "core concepts" that will be taught)

General Education/UA Expected Learning Objectives

This course is designed to:

- 1) Provide a forum for discussion and analysis of current political issues and political discourse, in line with university policy on **political activity**:
<http://universityrelations.arizona.edu/political-activity-fact-sheet>
- 2) Teach **information literacy** skills including the ability to critically evaluate information and information sources. Students will be taught how to assess the reliability, validity, accuracy, authority, timeliness, and point of view bias of information sources. See:
http://www.library.arizona.edu/documents/ust/Outcomes_Activities.pdf
- 3) Foster an environment that values **diversity** and encourages students to leave homogeneous peer groups. This class will also challenge students to think critically about their assumptions and seek out knowledge in order to develop well-informed perspectives. See: <http://diversity.arizona.edu/best-practices-creating-diverse-and-inclusive-university>

Collaborative Learning Space Objectives

This class will be offered in one of the university's collaborative learning spaces. As such, this course will feature:

- 1) Focused lecture segments that promote conceptual understanding of the lesson's topics, followed by collaborative active-learning strategies
- 2) Assigned seats and small groups, subject to change periodically, which will allow students to learn and develop course concepts with their peers
- 3) In-class activities that foster critical thinking and require the active participation of all students. Off-task behavior will not be tolerated.

For more on these innovative learning spaces and pedagogical approaches, see:
http://academicaffairs.arizona.edu/sites/academicaffairs/files/profile_of_a_successful_cls_instructor.pdf

Course Readings

All required readings, videos, and recommended/optional materials can be accessed through the class D2L site. There are no materials that need to be purchased to participate in this class.

Grading Policies

Participation in Collaborative Learning These are participation (not attendance) points 10 points will be deducted for each class in which you cannot or do not participate actively	20%
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Weekly Quizzes 15 quizzes @ 10 points each, Bonus quizzes may appear for extra credit	15%
Everyday Examples 1 "guided" paper (2 pages) @ 100 points 3 short papers (3 pages) @ 150 points each	55%
Final Project Creative project on the topic of racial justice, 100 points	10%
Bonus Activities Offered weekly starting in week 3, 10 points per session attended, applied to your participation grade	
TOTAL	100%

Participation in Collaborative Learning

Active participation is required in collaborative learning spaces, and attendance is mandatory in this course. Your T.A. will track attendance and expect punctuality and engaged participation during all class sessions. **You will lose 10 points for each discussion section or lecture in which you do not participate fully.** Please pay careful attention to your absences. Excessive unexcused absences (3 or more) may lead to an administrative drop.

Students who miss class due to illness or emergency are required to bring documentation from their healthcare provider or other relevant, professional third parties within a week. Participation points may be made up at any bonus activity. Failure to submit third-party documentation will result in unexcused absences. The UA's policy concerning Class Attendance, Participation, and Administrative Drops is available at <http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop>

The UA policy regarding absences for any sincerely held religious belief, observance or practice will be honored and will not count towards a student's total number of absences. Participation points may be made up at any bonus activity. See: <http://policy.arizona.edu/human-resources/religious-accommodation-policy>

Absences preapproved by the UA Dean of Students (or dean's designee) will be honored and will not count towards a student's total number of absences. Participation points may be made up at any bonus activity. See: <http://policy.arizona.edu/employmenthuman-resources/attendance>

Weekly Quizzes

There will be a weekly quiz (worth 10 points) on the week's required readings and videos. This D2L quiz will close Monday at midnight. Bonus questions will occasionally appear for extra credit to allow students to max out their final quiz grade (15%). There will also be a quiz on the syllabus/D2L site during Week 2.

Writing Requirements

As part of the General Education program, this course has a writing emphasis.

Guided Everyday Example: For your first writing assignment, you will be given the example to write about. Workshops will be offered after this first assignment has been graded to show different approaches and common mistakes. **All students will be given detailed feedback on this assignment to use as they write the next assignments. Make sure you open and read this feedback on D2L.** This “guided” paper (2 pages) is worth 100 points.

Everyday Examples: You will complete 3 additional papers, selecting an “everyday” example of your choosing (and not presented in class) to analyze in relation to the core concepts of (1) racial stereotypes, racial hierarchy, and/or white privilege (2) structural racism, and (3) colorblindness. Each Everyday Example paper (3 pages) will be worth 150 points.

Late work will be downgraded at a rate of 5 points daily. Failure to turn in any of the written assignments without consulting your TA will result in an administrative drop or failing the course. For assignment guides with specific tips for each paper, see “Assignments” on D2L.

Final Project

In the last unit on antiracism, students will design a tribute, memorial, or monument to aid in the struggle for racial justice. Each student will turn in a write-up (2 pages) with their plan and its relationship to course concepts. This assignment is worth 100 points.

Bonus Activities

All students are able to receive full credit (200 points) for their participation grade by attending bonus activities to make up for class sessions that they have missed (for any reason). Bonus activities will begin in Week 3 of the semester, and the schedule will be announced on D2L each week. There will be a few activities that can be done online with a short write-up submitted to receive credit. Students will receive 10 points for each bonus activity they complete.

Honors Credit

For honors credit, students must actively participate in 8 bonus activities. Honors students may participate in additional bonus activities to add points to their participation grade (10 points per session) and make up any absences. For more information, see the Bonus Activities section above.

Other Relevant University Policies

Classroom Behavior Policy: No cell phone use, email, reading, or distracting/distracted behavior. Please see additional notes on active and engaged participation in the “Collaborative Learning Space Objectives” section above.

Threatening Behavior by Students: This policy prohibits threats of physical harm to any member of the University community, including to oneself. See <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>

Accessibility: If you anticipate or experience physical or academic barriers based on disability, please let me know immediately so that we can discuss options. You are also welcome to contact the Disability Resource Center (520-621-3268) to establish reasonable accommodations. For additional information on the Disability Resource Center, please visit <http://drc.arizona.edu>

Code of Academic Integrity Students will participate in collaborative learning in this class, and they are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity and avoid academic dishonesty, as described in the UA General Catalog. See <http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity>

Plagiarism is a serious academic offense, even if it is not intentional, and it will not be tolerated in this class. We will be using the Turnitin service to track plagiarism in all papers. If you do not understand how to quote from readings and give proper credit to authors, please ask for help or consult <http://www.library.arizona.edu/help/tutorials/plagiarism>

UA Nondiscrimination and Anti-Harassment Policy: The University is committed to creating and maintaining an environment free of discrimination. See <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>

Subject to Change Statement: Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.

Course Schedule

Students must complete required readings and video assignments before taking the D2L quiz which closes Monday at midnight (except where noted).

Week 1: Introduction

January 12/13

Required Readings:

1. Demby, Gene. "Dylann Roof and the Stubborn Myth of the Colorblind Millennial," *Code Switch: Race and Identity, Remixed*, June 20, 2015, <http://www.npr.org/sections/codeswitch/2015/06/20/415878789/dylann-roof-and-the-stubborn-myth-of-the-colorblind-millennial>.

Week 2: The Social Construction of Race

January 17/19/20

Required Readings and Videos:

1. Chen, Angus. "Is it Time to Stop Using Race in Medical Research?" *Shots: Health News from NPR*, February 5, 2016, <http://www.npr.org/sections/health-shots/2016/02/05/465616472/is-it-time-to-stop-using-race-in-medical-research>.

2. Wright, Robert. "New Evidence that Racism Isn't 'Natural,'" *The Atlantic.com*, October 17, 2012, <http://www.theatlantic.com/health/archive/2012/10/new-evidence-that-racism-isnt-natural/263785/>.
3. Korte, Gregory. "White House Wants to Add New Racial Category for Middle Eastern People," *USA Today*, September 30, 2016. <http://www.usatoday.com/story/news/politics/2016/09/30/white-house-wants-add-new-racial-category-middle-eastern-people/91322064/>.
4. Vox. "The Myth of Race, Debunked in 3 minutes," video, 3:07. January 13, 2015, <https://www.youtube.com/watch?v=VnfKgffCZ7U>.
5. Ramsey, Franchesca. "Why Colorblindness Won't End Racism." Decoded, MTV News video, 5:36. June 8, 2016. https://www.youtube.com/watch?v=H4LpT9TF_ew.

Assignment: First 2 D2L quizzes (on assigned readings/videos and syllabus/D2L site) close on Thursday, January 19

Week 3: The Folk Theory of Racism

January 24/26/27

Required Readings and Videos:

1. Blake, John. "The New Threat: 'Racism without Racists.'" *CNN*, November 27, 2014, <http://www.cnn.com/2014/11/26/us/ferguson-racism-or-racial-bias/>.
2. Bouie, Jamelle. "The Gulf that Divides Us: The Whiteness Project Underscores why There is so Little Empathy between Whites and Blacks," *Slate*, October 17, 2014, http://www.slate.com/articles/news_and_politics/politics/2014/10/the_whiteness_project_whites_and_blacks_are_still_living_in_separate_worlds.html.
3. The Root. "Is Reverse Racism a Thing?" video, 2:11. <http://theroottv.theroot.com/video/Is-Reverse-Racism-A-Thing>.

Week 4: Active and Passive Racism

January 31/February 2/3

Required Readings and Videos:

1. Kush, Andy. "White America Paved the Road to Alton Sterling and Philando Castille's Deaths," *Gawker*. July 7, 2016, <http://gawker.com/white-america-paved-the-road-to-alton-sterling-and-phil-1783274276>.
2. Fox, Margalit. "Tyrus Wong, 'Bambi' Artist Thwarted by Racial Bias Dies at 106," *The New York Times*, December 30, 2016, <http://www.nytimes.com/2016/12/30/movies/tyrus-wong-dies-bambi-disney.html?smprod=nytcore-ipad&smid=nytcore-ipad-share>.
3. Vox. "Racism in the NFL, NBA, and MLB," video, 3:10. September 9, 2016, <https://www.youtube.com/watch?v=impOcrAelh8>.

Assignment: Guided Everyday Example due by Sunday, February 5

Week 5: Racial Hierarchy

February 7/9/10

Required Readings and Videos:

1. Christopher, Gail. "Breaking Down Beliefs of Racial Hierarchy." *The Huffington Post*. February 5, 2016, http://www.huffingtonpost.com/dr-gail-christopher/breaking-down-beliefs-of- b_9164802.html.
2. Burk, Michelle Dominique. "Why Acknowledging that Racism Exists Isn't the Same as Being Anti-Racist," *Everyday Feminism*, January 27, 2015, <http://everydayfeminism.com/2015/01/seeing-racism-isnt-anti-racism/>.
3. Ramsey, Franchesca. "The Problem with White Beauty Standards," Decoded, MTV News video, 3:59. May 18, 2016, <https://www.youtube.com/watch?v=ySpytmtCB5o>.
4. Kploanyi, Selorm and Nyla Wissa. "What Is Colorism and How Is It Shaping How People See the World?" *Buzzfeed* video, 5:12, July 6, 2016, <https://www.youtube.com/watch?v=76X4JvipXug>.
5. Vox. "Color Film was Built for White People. Here's What It Did to Dark Skin," video, 4:39. September 18, 2016, <https://www.youtube.com/watch?v=d16LNHIEJzs>.

Week 6: Racial Stereotypes and Microaggressions

February 14/16/17

Required Readings and Videos:

1. Thom, Cheng Kai. "6 Reasons why 'Bad Asians' Rock and 'Positive' Racial Stereotypes Need to Go," *Everyday Feminism*, November 28, 2016, <http://everydayfeminism.com/2015/11/positive-stereotypes-still-bad/>.
2. Nakagawa, Scot. "Constructing Race: Pew Center Report on Asians," *Race Files*, July 21, 2012, <http://www.racefiles.com/2012/06/21/constructing-race/>.
3. Ansari, Aziz. "Why Trump Makes Me Scared for My Family," *The New York Times*, June 24, 2016. <http://www.nytimes.com/2016/06/26/opinion/sunday/aziz-ansari-why-trump-makes-me-scared-for-my-family.html>.
4. Ahmed, Ahmed. "An American-Muslim Comedian on Being Typecast as a Terrorist," Vox video, 4:15. November 2, 2015, <https://www.youtube.com/watch?v=QeBuWVvkUL4A>.
5. Ramsey, Franchesca. "If Microaggressions Happened to White People," Decoded, MTV News video, 2:40. July 22, 2015, <https://www.youtube.com/watch?v=KPRA4g-3yEk>.

Bonus Activity: Everyday Example writing workshops

Week 7: White Privilege

February 21/23/24

Required Readings:

1. Greenberg, Jon. "10 Examples That Prove White Privilege Protects White People in Every Aspect Imaginable," *Everyday Feminism*, blog, November 26, 2015, <http://everydayfeminism.com/2015/11/lessons-white-privilege-poc/>.
2. Gray, Emma and Jessica Samakow. "11 Things White People Need to Realize about Race," *The Huffington Post*, blog, July 23, 2015, http://www.huffingtonpost.com/entry/11-things-white-people-need-to-realize-about-race_us_55b0009be4b07af29d576702.
3. Mann, Royce. "'White Boy Privilege,' Slam Poem," *Youtube* video, 4:13, June 27, 2016, <https://www.youtube.com/watch?v=q4Q1jZ-LOT0&feature=youtu.be>.
4. Ramsey, Franchesa. "5 Tips for Being an Ally," *Chescaleigh*, *Youtube* video, 3:31, November 22, 2014, <https://www.youtube.com/watch?v=dg86g-QIM0>.

Assignment: 1st Everyday Example (White Privilege and Racial Hierarchy) due by Friday, February 24

Week 8: Structural Racism: Drugs, Incarceration, and Police Violence

February 28/March 2/3

Required Readings and Videos:

1. DuVernay, Ava. 2016. *13th: From Slave to Criminal with One Amendment*. Netflix. 1h 40m.

Week 9: Structural Racism: Education and Residential Inequality

March 7/9/10

Required Readings and Videos:

1. Millhiser, Ian. "American Schools are More Segregated Now Than They Were in 1968, and the Supreme Court Doesn't Care," *Think Progress*, August 13, 2015, <https://thinkprogress.org/american-schools-are-more-segregated-now-than-they-were-in-1968-and-the-supreme-court-doesnt-care-cc7abbf6651c#.wcfte5qkp>.
2. Fusion. "School Segregation is Still Pretty Bad Today," 4:06, December 14, 2016, https://www.youtube.com/watch?v=IMY_VZrmJ4I.
3. AJ+. "U.S. Schools Still Segregated," *Youtube* video, 3:31, August 10, 2014, <https://www.youtube.com/watch?v=i8pwm7GK0BM>.
4. Stokes, Sy. "The Black Bruins," *Youtube* video, 5:12, November 4, 2013, <http://www.youtube.com/watch?v=BEO3H5BOIFk>.
5. American Civil Liberties Union. "Niya Arrested for Challenging Police Abuse in School," *ACLU Videos*, 1:22. August 11, 2016, <https://www.youtube.com/watch?v=HynIKU8P9LU>.
6. Palos, Ari Luis. "Precious Knowledge – Trailer," *Youtube* video, 2:00, March 15, 2012, <https://www.youtube.com/watch?v=0ExJ2gly0m4>.

Spring Break

March 14/16/17

Week 10: Structural Racism: Health and Environmental Racism

March 21/23/24

Required Readings and Videos:

1. Belluz, Julia and Steven Hoffman. "America's Brutal Black-White Health Gap: Why Black Men Can Expect to Live 5 Years Less than White Men," *Vox*, April 30, 2015, <http://www.vox.com/2014/8/25/6052871/why-white-skin-works-better-than-most-medicine/in/5740388>.
2. Carpenter, Zoe. "What's Killing America's Black Infants? Racism is Fueling a National Health Crisis." *The Nation*, February 15, 2017, <https://www.thenation.com/article/whats-killing-americas-black-infants/>.
3. Vox. "Flint's Water Crisis, Explained in 3 Minutes," *Youtube* video, 3:36. January 21, 2016, <https://www.youtube.com/watch?v=NUSiLOWkrlw>.

Week 11: Colorblindness

March 28/30/31

Required Readings and Videos:

1. Demby, Gene. "Is it Racist to Call Someone 'Racist'?" *Code Switch: Race and Identity, Remixed*, November 23, 2016, <http://www.npr.org/sections/codeswitch/2016/11/23/503180254/is-it-racist-to-call-someone-racist>.
2. Greenberg, Jon. "7 Reasons Why 'Colorblindness' Contributes to Racism Instead of Solves It," *Everyday Feminism*, February 23, 2015, <http://everydayfeminism.com/2015/02/colorblindness-adds-to-racism/>.
3. Feminist Fridays. "Why It's Racist to be Colorblind," *Youtube* video, 4:48. May 2, 2015, <https://www.youtube.com/watch?v=iaqOkutHSpI&t=4s>.

Assignment: 2nd Everyday Example (Structural Racism) due by Friday, March 31

Week 12: The Backlash against Colorblindness: "Alt-right," White Nationalism, and White Supremacism

April 4/6/7

Required Readings and Videos:

1. Mathias, Christopher. "6 Rules of Islamophobia." *The Huffington Post*, January 23, 2017, http://www.huffingtonpost.com/entry/islamophobia-america_us_587cf491e4b0e58057ff98e0.

2. Al Jazeera English. "White Nationalist Richard Spencer Talks to Al Jazeera." *Youtube video*, 8:53. December 9, 2016, https://www.youtube.com/watch?v=ni_6sISHnqQ.
3. Reveal News. "A Frank Conversation with a White Nationalist." *The Center for Investigative Reporting*, podcast, 23:41. November 10, 2016, <https://www.revealnews.org/episodes/a-frank-conversation-with-a-white-nationalist/>.

Week 13: Popular Culture and Cultural Appropriation

April 11/13/14

Required Readings and Videos:

1. Johnson, Maisha Z. "What's Wrong with Cultural Appropriation? These 9 Answers Reveal its Harm," *Everyday Feminism*, June 14, 2015, <http://everydayfeminism.com/2015/06/cultural-appropriation-wrong/>.
2. Rutabingwa, Viviane and James Kassaga Arinaitwe. "Taylor Swift Is Dreaming of A Very White Africa," *Goats and Soda: Stories of Life in a Changing World from NPR*, September 1, 2015, <http://www.npr.org/sections/goatsandsoda/2015/09/01/436653602/taylor-swift-is-dreaming-of-a-very-white-africa>.
3. Walker, Tate. "4 Ways to Honor Native Americans Without Appropriating Our Culture," *Everyday Feminism*, August 26, 2014, <http://everydayfeminism.com/2014/08/honor-native-americans-without-appropriating/>.
4. Ramsey, Franchesca. "What's Wrong with Kylie Jenner's Cornrows?" *Decoded*, MTV News video, 3:05. July 17, 2015, <https://www.youtube.com/watch?v=ZYrqKIH1X2Y&t=13s>.
5. Quartz. "Here's What it Looks Like When Cultural Appropriation is Done Right," *YouTube*, video, 2:40. October 20, 2015, <https://www.youtube.com/watch?v=cEz8-oywKUK>.

Assignment: 3rd Everyday Example (Colorblindness) due by Sunday, April 16

Week 14: Anti-Racism

April 18/20/21

Required Readings and Videos:

1. Kray, Kel. "Dear Fellow White People: Loving Hip Hop Doesn't Make You (or Me) Anti-Racist," *Everyday Feminism*, April 21, 2015, <http://everydayfeminism.com/2015/04/loving-hip-hop-not-anti-racist/>.
2. Grair, Marchae. "So You Say You've Got White Privilege. Now What?" *New Sacred*, United Church of Christ Blog, June 1, 2016, <http://newsacred.org/2016/06/so-you-say-youve-got-white-privilege-now-what/>.

3. Morse, Brad and Chevall Pryce. "Mandatory Racism Awareness Class Awaits University Funding," *The Batt.com*, September 27, 2016, http://www.thebatt.com/news/mandatory-racism-awareness-class-awaits-university-funding/article_29826e40-8524-11e6-b3e2-b7301107d5bd.html.
4. The Root. "Descendants of Slaves Get Preferential Treatment at Georgetown University," video, 1:49, <http://theroottv.theroot.com/video/Descendants-of-Slaves-Get-Preferential-Treatment-at-Georgetown-University>.
5. James, Marlon. "Are you Racist? 'No' Isn't a Good Enough Answer," *The Guardian: Race Issues*, In My Opinion, video, 2:05, January 13, 2016, <https://www.theguardian.com/commentisfree/video/2016/jan/13/marlon-james-are-you-racist-video>.
6. Williams, Jesse. "BET Awards 2016," *Youtube video*, 4:54, June 26, 2016, <https://www.youtube.com/watch?v=orXogk3euMA>.

Week 15: The Backlash against Anti-Racism

April 25/27/28

Required Readings and Videos:

1. Gasman, Marybeth. "An Ivy League Professor on Why Colleges Don't Hire More Faculty of Color: 'We Don't Want Them,'" *The Washington Post*, September 26, 2016, <https://www.washingtonpost.com/news/grade-point/wp/2016/09/26/an-ivy-league-professor-on-why-colleges-dont-hire-more-faculty-of-color-we-dont-want-them/>.
2. Gasman, Marybeth. "What People Did When an Ivy League Professor Wrote Faculty of Color Don't Get Jobs Because 'We Don't Want Them,'" *The Washington Post*, October 11, 2016, <https://www.washingtonpost.com/news/grade-point/wp/2016/10/11/how-people-responded-when-an-ivy-league-professor-wrote-nonwhite-faculty-dont-get-jobs-because-we-dont-want-them/>.
3. Yate, Clinton. "FIFA Disbands Anti-Racism Task Force Under the Assertion that the Group's Work is Done," *The Undefeated*, September 26, 2016, <https://theundefeated.com/allday/fifa-disbands-anti-racism-task-force/>.
4. Halstead, John. "The Real Reason White People Say 'All Lives Matter,'" *The Huffington Post*, July 25, 2016, http://www.huffingtonpost.com/john-halstead/dear-fellow-white-people-b_11109842.html.
5. Edwards, David. "This White Lady From Glenn Beck's TV Channel is Mad as Hell about the 'Very Black' BET Awards," *Raw Story*, June 29, 2016, <http://www.rawstory.com/2016/06/this-white-lady-from-glenn-becks-tv-channel-is-mad-as-hell-about-the-very-black-bet-awards/>.

Assignment: Final Project due by Monday, April 24

Week 16: Conclusion

May 2

In-class presentations of final projects.

Have a nice summer break!