This course is framed by a simple contradiction. Race is real, yet it is a myth. Racial categories are very real social and cultural phenomena. They are rooted in history and culturally constructed through laws, the media, and various institutions. These categories are reproduced, subverted, and sometimes changed by people through socialization, media consumption, interaction, dialogue, protest, and political participation.

Yet, what makes race real, animates it with so much power, and fosters its tenacious hold on much of the Western world’s collective psyche? It is the fact that people largely believe that race has something to do with nature, biology, or rational science. Ironically, it is biology and so-called natural sciences that provides the best evidence that there is no valid basis to organize people by racial categories.

In this course, we will focus on the discipline of anthropology and its role in shaping the cultural politics of race. We will explore both its historical construction and its contemporary manifestation as a crucial aspect of American culture and an integral component of people’s identity. At the conclusion of this course, you should be able to critique contemporary ideas of biological notions of race, explain how race is socially constructed through laws, media, and popular culture, and understand that patterns of human diversity do not fit neatly into categories of race. Finally, you will begin to understand why race remains a powerful force in contemporary society.

We will read original texts and contemporary analysis.

Required Text:

**Course Requirements:** You will be required to take three exams over the course of the semester. The exams will involve a take home essay and an in-class multiple choice/short answer tests.

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If you consistently come prepared and participate in class, you will get a bonus point (i.e. B+ to A-).

Notice: The only way you can get a letter grade increase is if you consistently come to class and participate.

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**Course Protocol**

**Attendance:** Students are advised not to miss class -- this is a personal responsibility. Roll will occasionally be taken to help me determine who earns a bonus point (I will tell you now, I usually take attendance on those days when not many people show up for class). Lecture materials are also covered in the exams.

**Reading Assignments:** Reading assignments are to be completed and ready for discussion the day of class. Please keep in mind that I have selected readings that build on each other. You and a partner will be responsible for presenting quick overview of the reading at the beginning of the class. Your notes should be updated to the course blog, before class.

**Discussions and Activities:** We will be discussing and exploring politically charged and highly emotional content. Volumes of grounded and empirical research have been produced on race, which will be the basis of much of our discussion. On the other hand, each member of the class will have personal experiences, family histories, and political commitments that have been formed by race and racism that need to be respected and embraced. Personal experience can inform but not drive the discussion—the plural of anecdote is not data. I am committed to insuring that our classroom space remains a safe learning environment where different perspectives are respected and challenged, embraced and critiqued.

**Community Standard**

Duke has a community standard, which I expect every student to adhere. Your writing must be your own prose, and your ideas and quotes must be properly cited. Talking about and editing each other's essays is fine and encouraged. However, you must adhere to the community standard and do not collaborate or work together on the essays, unless explicitly stated in the essay prompt. Plagiarism will not be tolerated.

**Writing Assignments**

This course requires a number of written assignments designed to develop critical reading and writing, as well as enhance one’s analytical skills. The evaluation of your essays will be based on critical analysis, close reading of the texts, and synthesis of information. I will be looking specifically at how you synthesize the films, lectures, and discussions in class as you creatively connect that material with the texts. In short, your essays should creatively bring it all together.

**Syllabus and Blackboard:** The reading assignments may change and the syllabus of record will always be posted on blackboard. Any changes will be announced in class and on the announcements in blackboard.
Tuesday, August 25: First day of class

The Myth of Race: Keeping it Real

Thursday, August 27:


Carol C. Mukhopadhyay, Rosemary Henze, and Yolanda T. Moses (2007) *How Real is Race*
Chapter 1: Why Contemporary Races are not Scientifically Valid

Tuesday, September 1:

Chapter 1: The Nomenclature of Race

Chapter 1: How Biology Refutes Our Racial Myths

Jonathan Marks (1997) *Scientific and Folk Ideas about Heredity*

(Sorting Activity 1, bring your own laptop)

Thursday, September 3:

Carol C. Mukhopadhyay, Rosemary Henze, and Yolanda T. Moses (2007) *How Real is Race*
Chapter 2: Human Biological Variation: What We Don’t See

Jared Diamond (1994) Race without color
Discover. Chicago: Nov 1994. Vol. 15, Iss. 11; p. 82 (8 pages)

Discover. Chicago: Nov 1994. Vol. 15, Iss. 11; p. 64 (6 pages)

Science 20 December 2002: Vol. 298. no. 5602, pp. 2381 - 2385

(Sorting Activity 2)
The Myth of Race: Sports vs. IQ

Tuesday, September 8:

Graves, JL. The Race Myth
Chapter 6: Europeans, Not West Africans, Dominate the NBA


Thursday, September 10:

Chapter 1: Breaking the Taboo on Race and Sports
Chapter 3: By the Numbers
Chapter 15: The ‘Scheming, Flashy, Trickiness’ of Jews

Tuesday, September 15:

Chapter 6: Life History Theory


Thursday, September 17:

TRAVEL TO UNC TO VIEW HOPA PROJECT
http://www.seaweedproductions.com/hapa/

Tuesday, September 22:

EXAM #1
The Reality of Race: Capitalism + Democracy = Racism

Thursday, September 24:


Carol C. Mukhopadhyay, Rosemary Henze, and Yolanda T. Moses (2007) *How Real is Race*
Chapter 7: Race and Inequality: Race As a Social Invention to Achieve Certain Goals.

Tuesday, September 29:

LD Baker, *From Savage to Negro*
Chapter 1 History and Theory of a Racialized Worldview

Chapter 2: American Racism and the Uses of History § 2.8 The Dred Scot Case (39-44)

Thursday, October 1:

George Fredrickson (2002) *A Short History of Racism*
Chapter 2 The Rise of Modern Racism(s)

Chapter 2: Wild Card: Racism by Analogy

Tuesday, October 6 (fall break)

The Reality of Race: Social Darwinism and the Science of White Supremacy

Thursday, October 8:

Screening of *In The White Man’s Image*

LD Baker, *From Savage to Negro*
Chapter 2: The Ascension of Anthropology as Social Darwinism

Haller, John S. 1971. *Race and the Concept of Progress in Nineteenth Century American*
**Popular Culture, Entertainment, and Reproducing Stereotypes**

**Tuesday, October 13:**

Screening of *Ethnic Notions*

*Fabricating the Authentic and the Politics of the Real* (*Chapter 3*)

**Thursday, October 15:**


Chapter 20: “Anthropology and Ethnology” (skim but view images).

Ida B. Wells, "To Tole With Watermelons," *The Cleveland Gazette*, 22 July 1893


Shifting a Paradigm, Shaping the Future

Tuesday, October 20:

LD Baker, *From Savage to Negro*
Chapter 4: Progressive-Era Reform
Chapter 5: Rethinking Race

Thursday, October 22:

March 8, 2004 80(3):048

Boas, Franz (1895) *Human Faculty As Determined by Race*. Proceedings of the American Association for the Advancement of Science 43:301-327


Tuesday, October 27:

EXAM #2

Science, Law, and New Formations of Race

Thursday, October 29:

Screening of *Race: The Power of an Illusion* vol. 3

LD Baker, *From Savage to Negro*
Chapter 6: The New Negro
Chapter 7: Looking behind the Veil

Hurston, Zora *Letter to Franz Boas. October 20, 1929*
Franz Boas Professional Correspondence, American Philosophical Association
Tuesday, November 3:

LD Baker, *From Savage to Negro*
Chapter 8: Unraveling the Boasian Discourse

**TAKAO OZAWA v. U.S**, 260 U.S. 178 (1922)

**U.S. v. BHAGAT SINGH THIND**, 261 U.S. 204 (1923)

Chpt. 3: *Ozawa and Thind*

Thursday, November 5:

LD Baker, *From Savage to Negro*
Chapter 9: Anthropology and the 14th Amendment


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**Law, Science, and the Conspiratorial Backlash**

Tuesday, November 10:


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**White Privilege and Challenges of a Post-Racial Society**

Thursday, November 12:

Exercise: *Where Race Lives, a history of two families*


Berry, Brent and Eduardo Bonilla-Silva (2007) 'They should hire the one with the best score': White sensitivity to qualification differences in affirmative action hiring decisions. Ethnic and Racial Studies 31(2)215-242

Tuesday, November 17:

Chapter 3: Calling a Spade a Spade: Defining Discrimination

Devah Pager and Bruce Western (2005), Race at Work: Realities of Race and Criminal Record in NYC Job Market, AC 360 Blog about Pager’s Study

Being a Black Man Washington Post Series (Browse Site).
Black in America: CNN Presents (Browse Site)
Black in America II

Thursday, November 19:


Tuesday, November 24:
Class Discussion with Administration: College Admissions and not Checking the Box

Thursday, November 26: (Thanksgiving Break)

Tuesday, December 1: EXAM #3

Thursday, December 3: (last day of class)

Class wrap-up and course evaluations (attendance is mandatory).