Course Name: Biological and Cultural Constructions of Race
Course Number: ANTH 345
Credits: 3 Credits

With the exception of legitimate emergencies, if you have a question about an upcoming assignment, please plan accordingly so I can respond to your question prior to the due date. Do not use my e-mail address to submit course documents; all course materials must be submitted through Canvas.

Notes on a Syllabus: A syllabus is designed as a contract between all members of a course—between an instructor and her/his students as well as between classmates. By remaining enrolled in this course, you are stating that you understand the terms set forth in this contract and that you agree to perform accordingly. Thus, I can hold you accountable for the material presented here. In turn, as your instructor, I am also entering into this contract, so I encourage you to hold me accountable. Please contact me if you notice any errors/discrepancies in the syllabus or any of the other course documents. Similarly, if you have questions concerning any grades, please refer to the grading rubrics here in the syllabus. If you still have questions, you can email me or arrange to meet or schedule a phone conversation.

Who to contact if you are unable to reach your instructor or have concerns/questions related to the course that the instructor has been unable to address adequately?
Brenda Kellar
Anthropology Online Degree Advisor
Oregon State University
220 Waldo Hall
Corvallis, OR 97331
541 737 4296
Brenda.Kellar@oregonstate.edu

Course Overview:
Although U.S. society has assumed race to be a “natural” or biological method of classification, anthropology and many other sciences have appropriately critiqued the race concept. This course provides an anthropological perspective on how race has been used to examine variation among humans and illustrates the inadequacy of race as a scientific category while acknowledging its relevance in creating very real social categories. To explore these ideas, we will move through three sections.

1. Biological: The role and limitations of human biological variation in “creating” racial categories.
2. Historical: The historical construction of race and the role of science in upholding and abolishing racial categories.
3. Cultural: The legacy and modern impact of the race concept in current society as part of a complex system of oppression.

These three sections represent how different domains contribute to our race-based society, and, while they are divided into discrete sections here, in society, they work together, not separately, to create the race concept. Thus, by the end of the course, I expect that you will be able to discuss these three domains of race, while understanding the complex interaction between these domains in creating and maintaining race as a social category.

These topics will be explored through lectures, readings, exercises, interviews, group discussions, videos and podcasts. This course is part of the OSU Baccalaureate Core and fulfills the Difference, Power, and Discrimination (DPD) learning outcomes:
1. Explain how difference is socially constructed
2. Using historical and contemporary examples, describe how perceived differences, combined with unequal distribution of power across economic, social, and political institutions, result in discrimination
3. Analyze ways in which the interactions of social categories, such as race, ethnicity, social class, gender, religion, sexual orientation, disability, and age, are related to difference, power, and discrimination in the United States.

Course Materials: Each week of the course is organized into a folder/tab on Canvas. All of the content material for that week will be in the associated folder, except for the readings from the required Smedley and Smedley (2012) text. In the weekly folders, you will find the following materials:

Weekly Objectives
Each week you will receive a brief overview of the week’s topic, associated content (i.e. a “to do” list), and the learning objectives—both for the week and also how they contribute to the learning objectives for the course.

Readings
There is one required text and two optional texts. They are available through OSU bookstore or online retailers.

REQUIRED:
Smedley, Audrey and Brian D. Smedley

There will also be a film that you will be required to gain access to: The Other Side of Immigration. You have several options
1. You can watch it for free at: http://www.veoh.com/watch/v68395803QnTRcqFW
2. If you already have an existing Netflix account, you can instant watch it
3. You can purchase it to stream from Amazon for $3.99
4. You can sign up for a free trial of Netflix for 30 days and stream it for free, just be sure to cancel the account once you are done. ALSO, note that you don’t watch this film till Week Ten, so don’t sign up Week One or your subscription will have lapsed.

OPTIONAL [excerpts from these texts posted online and great resources for students interested in further exploration of the topic]:
Hartigan, John, Jr.

Relethford, John

Additional readings will be posted on Canvas under each Week’s folder. Readings may have been added or deleted since this syllabus was initially posted so make sure you check each week. Please keep up with them so you can be insightful in your discussion and to ensure that you will not get behind in the course.

Lectures
Each week you will watch one to two lectures or learning modules. These will be presented in an online, Adobe® Presenter format that will open a new tab automatically when you click on the link to the lecture in Canvas. There is also a basic PDF version of the lecture slides below this Adobe® Presenter link. Please be prepared to take 20-40 minutes to watch the lectures (duration of the lecture is indicated). Also, you can pause the Adobe® Presenter slides at any point and associated dialogue transcript is provided in the dialogue box next to each slide.

This course is offered through Oregon State University Ecampus. For more information visit: ecampus.oregonstate.edu.
Movies, Podcasts, and Miscellaneous Multimedia

Occasionally we will utilize other media to explore concepts from the course. You will find links to these resources in the weekly folders.

**NOTE:** For textbook accuracy, please always check the textbook list at the OSU Bookstore website. Sample syllabi may not have the most up-to-date information.

**Learning Outcomes:**

From this course you will be able to:

- Define the processes that create human biological variation in anatomically modern *Homo sapiens* through time
- State historical examples of the origin and development of race and racism, from an anthropological perspective with an emphasis on the U.S.
- Explain how science has culturally constructed race, falsely linking race to complex behavioral traits despite biological limitations in creating racial categories
- Examine racism as a prevalent and potent form of oppression
- Identify and critique the persistence of biological race categories, e.g. in health and medicine, forensics, and popular media
- Evaluate your own experience in society with regard to human diversity and develop strategies to abolish false assumptions about race in order to create a more equitable society

Additionally, as a result of this course being a Bacc Core, Difference, Power and Discrimination requirement, you will also be able to:

- Explain how difference is socially constructed
- Using historical and contemporary examples, describe how perceived differences, combined with unequal distribution of power across economic, social, and political institutions, result in discrimination
- Analyze ways in which the interactions of social categories, such as race, ethnicity, social class, gender, religion, sexual orientation, disability, and age, are related to difference, power, and discrimination in the United States.

**Evaluation of Student’s Mastery of Learning Outcomes:**

<table>
<thead>
<tr>
<th>Grading</th>
<th>Pts</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation (10 Discussions, 10 points each)</td>
<td>100</td>
<td>27.8%</td>
</tr>
<tr>
<td>Written exercises (5, 20 points each)</td>
<td>100</td>
<td>27.8%</td>
</tr>
<tr>
<td>Section 1: Quiz 1</td>
<td>40</td>
<td>11.1%</td>
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<tr>
<td>Section 2: Assignment</td>
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<tr>
<td>Section 3: Quiz 2</td>
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<td>11.1%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>360</strong></td>
<td><strong>100%</strong></td>
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**Grading Scale:**

Please see the below grading scale. For more detailed descriptions of grading assessments for the discussion board assignments, see the *Grading Rubric: Discussion Board Assignments* document in the “Start Here” section.

<table>
<thead>
<tr>
<th>Total Points Earned</th>
<th>Grade</th>
<th>Total Points Earned</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>334-360 (93%-100%)</td>
<td>A</td>
<td>262-272 (73%-75%)</td>
<td>C</td>
</tr>
<tr>
<td>324-333 (90%-92%)</td>
<td>A-</td>
<td>252-261 (70%-72%)</td>
<td>C-</td>
</tr>
<tr>
<td>309-323 (86%-89%)</td>
<td>B+</td>
<td>237-251 (66%-69%)</td>
<td>D+</td>
</tr>
<tr>
<td>298-308 (83%-85%)</td>
<td>B</td>
<td>226-236 (63%-65%)</td>
<td>D</td>
</tr>
<tr>
<td>288-297 (80%-82%)</td>
<td>B-</td>
<td>216-225 (60%-62%)</td>
<td>D-</td>
</tr>
<tr>
<td>273-287 (76%-79%)</td>
<td>C+</td>
<td>&lt; 215 (&lt;60%)</td>
<td>F</td>
</tr>
</tbody>
</table>

This course is offered through Oregon State University Ecampus. For more information visit: ecampus.oregonstate.edu.
Participation (10 Discussions, 10 points each):
There will be a total of ten assigned discussions (10 points each) posted on the weekly Discussion Board that are required for your participation grade. The weekly discussion topics will be posted by the instructor, will relate to that week’s content and require you to synthesize and apply the material in that week’s folder (lecture, readings and occasional videos). You are expected to post at least TWICE per week to each of the ten discussion questions during the designated time frame. In your second post, a response to a classmate, always include a greeting with their name. This is not only respectful it helps me know who you are responding to.

Your initial post must be 300-400 words and will focus on the prompts/question(s) for the week (7 points). Your second post must be 150-200 words and will be a response to a classmate’s post (3 points). Pertaining to word requirements, you are welcome to comment more than the required two posts, but be sure that your first post is 300-400 words and second post is 150-200 words. This means that you cannot “meet” word requirements through multiple posts; you must have at least two posts that meet these requirements, not many that tally up to these word counts. You will lose points if you do not meet these requirements.

The initial post is due by Thursday at 11:59 p.m. (PST) of each week, and your second, response post is due by Sunday at 11:59 p.m. (PST). Late posts are not accepted.

Your participation grade reflects the quality of your post, i.e. posts should demonstrate that you have read and thought about the assigned material as well as your classmate’s responses. Simple responses such as “good post” or “I agree” are not acceptable nor are posts that repeat information already posted (that means you must read your classmates posts each week!). Discussions are a critical tool for learning and retaining information as well as engaging with the material and your classmates. Please consider this a core component of the course!

Feel free to make these discussions lively by adding additional resources or bringing in outside resources!

Also, note that under “Start Here” section you will see a Grading Rubric: Discussion Board Assignments document. Here you will find a detailed discussion of how I assess discussion board posts.

Written Exercises (5 exercises, 20 points each):
There are a total of five written exercises posted under the weekly folder in which they are due. You must submit your exercise as a separate attached document (as a .doc/.docx file). DO NOT EMAIL the exercises to me. I will not grade them if you email them to me. Also, DO NOT paste them in the dialogue box via the submission link. It is your responsibility to ensure that you submit an assignment that does not have uploading errors – if I cannot open your assignment to grade it, your assignment will be considered late and no longer worth credit. They are due by the end of the week they are assigned—no later than Sunday at 11:59 p.m.

Since there is a great amount of variation between exercises, I recommend merely follow the directions to ensure that your finished exercise is available for full credit.

Assignment (1 assignment, worth 80 points):
There will be one written assignment. Guidelines for this assignment are provided in the “Week 5” and folder. Read these guidelines carefully and please contact me if you have further questions. Note that this assignment requires more time and critical thought than the exercises, so I recommend beginning it well in advance of the due date. Submit this assignment on Canvas as .doc or .docx file.

Quizzes (2 quizzes, worth 40 points):
There will be two quizzes posted under the “Week 4” and “Week 10” folder. Use your weekly wrap up, exercises, and assignments to study for the quizzes. The quizzes will be open for three days (Tuesday through Thursday) and you are allowed one hour. The quizzes will be based on all material covered in class (reading, lectures, videos, etc.) and be a combination of multiple choice, true/false, fill in the blank, short answer, and
essay questions. You do not need a proctor to take your quizzes. There are no make-up quizzes unless arrangements are made 24 hours prior to the quiz opening date! No exceptions!!

NO EXTRA CREDIT WILL BE OFFERED FOR THIS COURSE.

GRADES WILL BE POSTED WITHIN 5 DAYS OF THE DUE DATE. IF OTHERWISE, I WILL SEND AN E-MAIL.

UNIVERSITY AND COURSE GUIDELINES:
Make-up Policy: No quiz retakes after the due date without prior arrangements. It is your responsibility to take the quizzes during the days/times it is available. For participation (i.e. discussion board posts), written exercises, and assignments: Late work is not accepted.

Students with Disabilities: Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the instructor in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations, but who have not yet obtained approval through DAS, should contact DAS immediately at 541-737-4098.

OSU Academic Dishonesty Policy: Plagiarism, cheating, and academic dishonesty show disrespect for yourself and others. Plagiarism is the use of another person’s work without proper citation of the source. Cheating is the use of unauthorized materials or copying from another’s work during a quiz, test, discussion, term paper or other assignment. OSU has strict policies on plagiarism, cheating and other forms of academic dishonesty. I will give an automatic “F” for the course to any student who participates in plagiarism, cheating, or academic dishonesty.

Writing Style: Submit your assignment, exercises and posts using the writing style in APA format (see https://owl.english.purdue.edu/owl/section/2/10/). Assignments, exercises and posts are expected to be well organized and have little to no errors in grammar, spelling or syntax. If you need assistance in organizing and communicating your ideas in writing, please consult the writing center (see http://writingcenter.oregonstate.edu/). ALWAYS be sure you are citing all sources other than your own—to not do this is plagiarism.

The writing center is FREE and as an Ecampus student, you also have access to FREE tutoring. You will not be able to procrastinate if you utilize these services, so please plan accordingly.

Expectations for Student Conduct: Students are expected to maintain proper academic conduct in this class. This includes treating peers with respect and meeting the conduct expectations of Oregon State University regarding cheating and other behaviors.

Technical Assistance: The Extended Campus (E-campus) staff and website can provide any technical assistance needed as you engage an online course. Please visit their Technical Assistance webpage at http://ecampus.oregonstate.edu/services/technical-help.htm Information Services is an excellent place to start in receiving technical assistance for e-campus classes http://oregonstate.edu/is/ In addition, you may find a full directory of e-campus staff at http://ecampus.oregonstate.edu/staff/
- COURSE DEMO
- GETTING STARTED

COURSE SITE LOGIN INFORMATION
Information on how to login to your course site can be found HERE.
**Course Evaluation and Feedback:** Students will be given the opportunity to evaluate this course and instructor at the end of the term through the university-wide system of class evaluations (OSU Student Evaluation of Teaching). Instructions for evaluations will be posted on Canvas as an Announcement near the end of the term. Throughout the term, students may offer feedback via email.

**Ground Rules for Classroom Conduct:**

**COMMUNITY:** Get to know your classmates. Don’t think of class communication as simply student-teacher interactions, but as a group interaction. Direct your comments to your classmates and respond to the comments of your classmates when you desire. *Assume the best of others in the class and expect the best from them.* Recognize the experiences, abilities, and knowledge each person brings to the class and value the diversity.

**CONFIDENTIALITY:** Personal material discussed within the class should not leave the classroom in a way that can identify the speaker.

**OPENNESS AND LANGUAGE:** We are exploring the concept of race, which is strongly tied to language. Let us do our best to monitor our own language use. We need to be open when exploring the effects language has on our lives and we need to make it known when we are offended by other people’s words. We must be ready to apologize for things we say or do that hurt people. Openness also means that you may hear things you don’t like. We do not have to agree with each other, but we do have to explain our views in a non-offensive manner.

**ADHERENCE:** In order to foster a respectful environment where we can speak openly while being respectful, I encourage you to communicate to others if you feel injured or offended by their commentary. In doing so, again, *assume the best of others,* and therefore, convey your response with respect to your peers’ experiences and opinions. If you are struggling with respectful communication through conflict, please feel free to email me or arrange a meeting via phone or during office hours. *That being said, I reserve the right to remove any post that violates these rules and the offender will receive a zero for that week’s participation grade.* Additionally, if you read a post that you find too offensive, please do not assume I have read and approved the content. If you find a post that deeply offends you, please email me and let me know.

**NETIQUETTE (Also posted in the “Start Here” section)**

Familiarize yourself with these guidelines for a productive and effective online classroom experience:

- The discussion board and blog are your spaces to interact with your colleagues related to current topics or responses to your colleague's statements. It is expected that each student will participate in a mature and respectful fashion.
- Participate actively in the discussions, having completed the readings and thought about the issues.
- Pay close attention to what your classmates write in their online comments. *Ask clarifying questions,* when appropriate. These questions are meant to probe and shed new light, not to minimize or devalue comments.
- Think through and *re-read your comments* before you post them.
- *Assume the best of others* in the class and expect the best from them.
- *Value the diversity* of the class. Recognize and value the experiences, abilities, and knowledge each person brings to class.
- Disagree with ideas, but *do not make personal attacks.* Do not demean or embarrass others. Do not make sexist, racist, homophobic, or victim blaming comments at all.
- *Be open* to be challenged or confronted on your ideas or prejudices.

(Adapted from a statement provided by Dr. Susan Shaw, the Director of the School of Language, Culture, and Society, at Oregon State University)

For more information on Netiquette go to: [http://www.albion.com/netiquetterule2.html](http://www.albion.com/netiquetterule2.html)

**REFUND POLICY INFORMATION**

Please see the [Ecampus website](http://www.albion.com/netiquetterule2.html) for policy information on refunds and late fees.

This course is offered through Oregon State University Ecampus. For more information visit: [ecampus.oregonstate.edu](http://ecampus.oregonstate.edu).
<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPICS</th>
<th>READINGS/VIDEOS</th>
<th>To Submit - Discussion Posts, Exercises, Quizzes, Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part I - Biological</td>
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</table>
| 1 | Introduction: The Race Concept [Lecture 1A] | **Read Text:** Smedley and Smedley (2012), Pp 1-39  
**Film:** Race: The Power of an Illusion, Part I | **Exercise 1:** Exploring Perspectives of Race/The Story We Tell/Viewing Guide; Due: Sunday at 11:59 pm of Week One  
**Discussion:** Introductions  
Initial due: Thursday of Week One at 11:59 pm  
Response due: Sunday of Week One at 11:59 pm |
| 2 | Human Biological Variation I [Lectures 2A & 2B] | **Read Online:** Relethford Ch. 1, Ch. 3  
**Listen:** Radiolab excerpt [http://www.radiolab.org/story/91654-race-doesnt-exist-or-does-it/](http://www.radiolab.org/story/91654-race-doesnt-exist-or-does-it/) | **Discussion:** Radiolab Reflection  
Initial due: Thursday at 11:59 pm of Week Two  
Response due: Sunday at 11:59 pm of Week Two |
| 3 | Human Biological Variation II [Lectures 3A & 3B] | **Read:** Relethford Ch. 5 and 10; Jablonski and Chaplin (2002)  
**Watch:** Jablonski TED Talk  
**Study Guide:** Quiz One available for review  
**Activity:** Understanding Race Online Interactive Tool [http://www.understandingrace.org/humvar/race_humvar.html](http://www.understandingrace.org/humvar/race_humvar.html) | **Exercise 2:** The “Story” of Human Biological Variation  
Due: Sunday at 11:59 pm of Week Three  
**Discussion:** Describe Variation to a Friend  
Initial due Thursday at 11:59 pm of Week Three  
Response due Sunday at 11:59 pm of Week Three |
| Part II - Historical |
| 4 | Antecedents to Race, Early America [Lectures 4] | **Read Text:** Smedley and Smedley Ch. 4-5  
**Film:** Race The Power of an Illusion Part II: The Story we Tell  
**Web:** Tim Wise video; Oatmeal Info-graphic | **Quiz One:** Open Tuesday at 12:01 am until Thursday at 11:59 pm of Week Four  
**Discussion:** Race in History  
Initial due **Friday** at 11:59 pm of Week Four (**Extension due to quiz**)  
Response due Sunday at 11:59 pm of Week Four |
| 5 | Un/Relearning History pt. 1 [Lectures 5A, 5B] | **Read Text:** Smedley and Smedley Ch. 7-8  
**Film:** *Scientific Racism: The Eugenics of Social Darwinism* [approx. first 30 mins] UK | **Discussion:** Eugenics  
Initial due Thursday at 11:59 pm of Week Five  
Response due Sunday at 11:59 pm of Week Five |
|---|---|---|---|
| 6 | Un/Relearning History pt. 2 [Lectures 6A & 6B] | **Read Text:** Smedley and Smedley Ch. 10-12  
**Film:** *Scientific Racism: The Eugenics of Social Darwinism* [approx. second 30 mins] UK  
**Article link:** Reproductive Justice and Eugenics [clip and article]  
**Podcast:** Gladwell interview | **Discussion:** Visible Thinking Project: “I knew [w], I didn’t know [x], I used to think [y] but now I think [z].” and topic area for Assignment 1  
Initial due Thursday at 11:59 pm of Week 6  
Response due Sunday at 11:59 pm of Week 6  
**Exercise 3:** Eugenics film viewing guide/The Diversity Wheel/IAT test  
Due Sunday at 11:59 pm of Week 6 |
| 7 | Race and Racism in 21st Century: Intro & Case Study (Whiteness) [Lectures 7A & 7B] | **Read Text:** Smedley and Smedley Ch. 14  
**Read Online:** Hartigan, Ch. 1 & 4; McIntosh pp. 94-105; Lipsitz 2010  
**Film:** *Race the Power of an Illusion, Part III: The House We Live In* | **Assignment:** Race in Media  
Due Sunday at 11:59 pm of Week 7  
**Discussion:** Examining Whiteness  
Initial due Thursday at 11:59 pm of Week 7  
**No Response post this week *Due to Assignment**  
**Exercise 4:** Your Story of Learning Race & Racism/*The House We Live In* Viewing Guide - Due **Monday** of Week 8 at 11:59 pm.*Extension due to assignment |
**Video:** Stop and Frisk; Daily Show x2; SB1070 Video; White News Satire  
**Interactive Game:** Privilege and Oppression Board Game | **Discussion:** Racial Profiling/Experiences of Racism  
Initial due Thursday at 11:59 pm of Week 8  
Response due Sunday at 11:59 pm of Week 8 |
| 9 | Race in Health: Case Study [Lectures 9A & 9B] | **Films:** Unnatural Causes: When the Bough Breaks [28 min]; Unnatural Causes: Bad Sugar [28 mins]  
**Read Text:** Smedley and Smedley Ch. 15  
**Read Online:** Singer et al., David 2007; Dominguez 2008  
**Study Guide for Quiz 2 Available** | **Discussion:** How Race Becomes Biology  
Initial due Thursday at 11:59 pm of Week 9  
Response due Sunday at 11:59 pm of Week 9  
**Exercise 5:** Board “Game” Free-write and Unnatural Causes Viewing Guide  
Due Sunday at 11:59 pm of Week 9 |
|---|---|---|---|
| 10 | Immigration & Looking to the Future: Race, Racism and You [Lectures 10A & 10B] | **Read Online:** Graves; Lopez, Griffin, AAPA statement  
**Video:** The Other Side of Immigration  
Short Clips in Lecture | **Quiz Two:** Open Tuesday at 12:01 am until Thursday at 11:59 pm of Week Ten  
**Discussion:** Race Card and Now What?  
Initial due **Friday** at 11:59 pm of Week 10  
*Extension due to quiz*  
Response due Sunday at 11:59 pm of Week 10 |
| **FINALS WEEK** | Good luck studying for your other classes! We are done! | | |