

# INTL 410/510: The Global Story of Race

CRN: 17362

Time: MW 0830 – 0950

Location: 101 ALL

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**Course Description:** There is no such thing as biological human race. So how did race become such a salient social category? And why does it persist? Working from a historical, biological, and anthropological perspective, this course first explains how race came to be a key principle of social organization in various global locations, including the USA, India, and Brazil. Then it explores why the concept of race is biologically invalid. It finishes with a critical look at present-day social implications of misapprehensions about human variation, with a focus on structural racism.

**Course Learning Outcomes**

Students who complete all requirements should be able to:

1. Summarize how views of human difference have changed over human history.
2. Explain the basics of human biological variability and how those relate to concepts of race.
3. Analyze how racial caste systems are maintained through global and national institutions and policies.
4. Understand present-day racial inequity in historical and global perspective.

**Required Texts**

1. Graves, Joseph L., Jr. 2001. *The Emperor's New Clothes: Biological Theories of Race at the Millenium*. Rutgers, NJ: Rutgers University Press. 978-0813533025
2. Harrison, G. 2010. *Race and reality: what everyone should know about our biological diversity*. Amherst, N.Y: Prometheus Books. 978-1591027676
3. Hobbs, Jeff. 2015. *The Short and Tragic Life of Robert Peace: A Brilliant Young Man Who Left Newark for the Ivy League*. New York: Scribner. 978-1476731919

**GRADING** will be based on two exams, a written assignment, and class participation as follows:

Exams (2; 25% each)	50%
Written assignment (1)	25%
Attendance and participation (including regular Canvas posts):	25%

Grading scale: A+=98+; A=93-97; A-=90-92; B+=88-89; B=83-87; B-=80-82; C+=78-79; C=73-77; C-=70-72; D+=68-69; D=63-67; D-=60-62; F=59 or below.

**Exams:** Questions on the exams will be based on the readings and the in-class presentations and discussions. The second exam is not comprehensive, it is only on material covered after the first exam.

**Written assignment:** At the beginning of the course, you will take a pre-test about your knowledge and perceptins about race and racism. Toward the end of the quarter, you will write an essay in which you critically

analyze your initial responses in light of what you have learned. Your essay assignment is due by email before class on the due date noted in the syllabus. Details about the essay will be made available in class.

**Class attendance and participation (including weekly posts):** Grades will be based on your attendance and participation in class discussions. In order to get full credit you must not only attend class on time, but also meaningfully contribute to the discussion. In addition, you will compose weekly posts on our class Canvas page with your impressions and experiences concerning race **as it relates to our class topics**. You may write about more personal aspects and experiences in your life, on campus, or at home, but you must relate it to our topical issues. Bring your entry to each Wednesday class meeting when we'll hold a discussion of each student's blog. **Entries must be posted on Monday before midnight each week, starting with the second week of class.** Your posting is worth half of your participation score on discussion days.

**Make-up policy:** A student may be allowed to make up an exam scheduled in class if and only if: 1) the student has a written excuse from a doctor, religious leader, coach, or other similar authority, **and** 2) the student makes arrangements **prior to the exam** that s/he will be absent. The only exception to this rule is if the written excuse from a doctor documents the medical inability of the student to use a phone or send email prior to the exam. If a student misses a test without making prior arrangements, the student will be assigned an F for that exam.

If the writing assignment is turned in late, 5 points will be deducted for each day that passes beyond the due date, including weekend days.

There is no make-up for attendance and participation, including your weekly posts, so if you cannot attend regularly or find it too difficult to participate in discussions, you should consider taking another course. No excuses are needed or accepted for absences, except in the case of an exam day as described above.

**Accessible education statement:** The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 155 Oregon Hall at 541-346-1155 or [uoaec@uoregon.edu](mailto:uoaec@uoregon.edu).

Classes	Topics and readings—subject to change throughout the quarter
Sept 24	Orientation. What is race? What is racism? Readings (to be read <i>after</i> class this week only; all other readings to be done before) <ol style="list-style-type: none"> <li>1. Graves: Intro</li> <li>2. Harrison: Foreword, Intro</li> <li>3. Watch "Race—the power of an illusion, Episode 1: The Differences Between Us" (available via libraries website; see link on Canvas)</li> <li>4. Post a blog entry about your background by Monday at midnight</li> </ol>
<b>SECTION 1: HISTORY</b>	
Sept 26	History of race up through Darwin <ol style="list-style-type: none"> <li>1. Graves: Ch 1-3</li> <li>2. Harrison: Ch 1</li> <li>3. Watch “Race—the power of an illusion, Episode 2: The Story We Tell” (Canvas)</li> <li>4. Post an entry by Monday at midnight</li> </ol>
Oct 1,3	Late 19 <sup>th</sup> - Early 20 <sup>th</sup> century concepts of race and the birth of eugenics <ol style="list-style-type: none"> <li>1. Graves: Ch 4-7</li> <li>2. Harrison: Ch 3</li> <li>3. Post an entry by Monday at midnight</li> </ol>
Oct 8, 10	Later 20 <sup>th</sup> century perspectives: How structural racism is built into the USA <ol style="list-style-type: none"> <li>1. Graves: Ch 8, 9</li> <li>2. “Race—the Power of an Illusion, Episode 3: The House We Live In” (Canvas)</li> <li>3. Harrison: Ch 6</li> <li>4. Post an entry by Monday at midnight</li> </ol>
<b>Oct 15</b>	<b>First Exam</b>
<b>SECTION 2: THE BIOLOGY OF RACE (or lack thereof)</b>	
Oct 17 [lec 9-10, 12]	The biological basis of human variation: Population genetics and human evolution crash course <ol style="list-style-type: none"> <li>1. Reread Graves on population genetics, pp. 111-115, 143-149</li> <li>2. James Bindon: “Race in the wake of the human genome project” (Canvas)</li> <li>3. No entry this week!</li> </ol>
Oct 22, 24 [lec 11, 13]	Race and biology: What patterns do our genes show? How are “racial” characteristics distributed? <ol style="list-style-type: none"> <li>1. Kay McChesney “Teaching Diversity” (Canvas)</li> <li>2. Alan Templeton “Biological races in humans” (Canvas)</li> <li>3. Post an entry by Monday at midnight</li> </ol>
<b>SECTION 3: GLOBAL CASE STUDIES AND IMPLICATIONS</b>	

Oct 29, 31	<p>INDIA</p> <ol style="list-style-type: none"> <li>1. H.H. Risley “The Study of Ethnology in India” (Canvas)</li> <li>2. Crispin Bates “Race, Caste and Tribe in Central India: the early origins of Indian anthropometry” (Canvas)</li> <li>3. Post an entry by Monday at midnight</li> </ol>
Nov 5, 7	<p>BRAZIL</p> <ol style="list-style-type: none"> <li>1. Listen to <i>Speaking of Race</i> podcast episode with Dr. Cribelli (Canvas)</li> <li>2. NPR story: “For Affirmative Action, Brazil Sets Up Controversial Boards to Determine Race” (listen and/or read; Canvas)</li> <li>3. “Ch 6: Latin America: mixture and racism” from <i>Race: An Introduction</i>, pp.135-155 (Canvas)</li> <li>4. Post an entry by Monday at midnight</li> </ol>
Nov 12, 14	<p>Race and health inequality</p> <ol style="list-style-type: none"> <li>1. Graves: Ch 11</li> <li>2. Harrison: Ch 5</li> <li>3. Clarence Gravlee et al “Genetic ancestry, social class...Puerto Rico” (Canvas)</li> <li>4. Post an entry by Monday at midnight</li> </ol>
Thanksgiving week	<p>You get the entire week off for Thanksgiving Break! To make up for it, <b>read all of <u><i>The Short and Tragic Life of Robert Peace</i></u></b>. Talk to your family or friends about it. Write a post, due before class on the 26<sup>th</sup>, that addresses what it’s like to talk to your community about the social construction of race and racial inequity.</p>
Nov 26, 28	<p>Race and white privilege</p> <ol style="list-style-type: none"> <li>1. Ian Haney-Lopez: “Colorblind white racism” (Canvas)</li> <li>2. Frances Kendall “Undoing racism—Understanding white privilege” (Canvas)</li> <li>3. Ijeoma Oluo “The Heart of Whiteness” (Canvas)</li> <li>4. Post an entry by Monday at midnight</li> </ol>
Dec 7	<b>SECOND EXAM (final; not cumulative)</b>