The Global Story of Race
GLB 415/515 | Winter 2022 | CRN: 25233/25234 | WEB (asynchronous online format)

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Office hours: Tu 10:00-11:30 AM, Wed 12:30-2 PM via Zoom. Please make an appointment for a time slot in this window at https://calendly.com/ljweaver. If normal office hours times don’t work for you, please email for availability.

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Office hours: Tu/Th 2:00-3:15 PM via Zoom. Please make an appointment for a time slot in this window at https://calendly.com/apedraza-1. If normal office hours times don’t work for you, please email for availability.

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 mistaken beliefs about human variation, with a focus on structural racism.

Course Learning Outcomes
Students who complete all requirements should be able to:
1. Summarize how colonialism spread scientific racism to various non-Western societies around the world.
2. Learn how to integrate the notion that “race is not biological” from previous coursework into a study of global racisms.
3. Understand present-day racial inequity in diverse global settings.
4. Critique how racial caste systems are maintained through global and national institutions and policies.

Required Texts
Most readings, films, lectures, and podcast episodes for this course will be available on Canvas free of charge. The only exception is that each student must choose, obtain, and read a book from the list below for the literature review assignment due in Week 4. Because the assignment is due in the first part of term, it is crucial that you choose and make sure you get your book in the first week of class.

8. Another title dealing with global race and racisms, chosen in consultation with the instructor or GE

GRADING will be based on the following:

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<th>Component</th>
<th>Points</th>
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<tr>
<td>Academic book review</td>
<td>100</td>
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<tr>
<td>Canvas discussion posts</td>
<td>80</td>
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<tr>
<td>Research paper proposal</td>
<td>20</td>
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<td>Final research paper</td>
<td>200</td>
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<tr>
<td>TOTAL POSSIBLE</td>
<td>400</td>
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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.
Academic book review: In the first week of class, each student will choose, obtain, and read one book from the list provided (see course readings, above), which they will use as the basis of the book review assignment due in Week 4. Academic book reviews are a very specific type of writing; see appendix for more detail about expectations. Reviews will be approximately 1,000 words.

Canvas posts: Over the course, you will compose 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 by making direct connections to class readings or other materials. Each post should consist of 3-400 words of substantive thoughts. In order to get full credit, you must compose your own post and also respond to at least one other student’s post.

Research paper proposal and final submission: In lieu of a final exam, you will research and write a paper about racial inequality in a world area of your choosing. In Week 6, you will submit a paper proposal for feedback, and your final paper is due during finals week. It should draw on at least 12 academic sources and should consist of approximately 2000 words. If multiple students are interested in the same world region, they may elect to work together on a group project instead of a traditional research paper (with prior approval from the professor). The course will involve days specifically devoted to research for the final paper. Everyone’s final paper will be posted to Canvas to allow other students access. In addition to writing a paper, for full credit on the final paper you will be expected to read and respond to at least one other student’s essay.

See the Appendix for a longer description of the proposal and paper assignments.

Graduate student requirements and grades: In addition to the tasks listed above, graduate students will have:

- An additional reading assigned for most class sessions. These readings consist primarily of scientific papers, theoretical pieces, and primary source readings that are foundational to the topics we study.
- Expectation to produce longer, more in-depth posts of at least two substantive paragraphs consisting of 5-600 words. One portion of your post should summarize the key ideas of one of the additional graduate student readings (students may choose which one from the unit relating to the post), while another portion should reflect on how that reading intersects with larger course themes.
- The book review for grad students should still adhere to the 1000-word length limit specified for undergrads.
- For the research paper, an analysis of ~2500 words, using at least 16 outside academic sources. Grad students are encouraged to tailor the paper, with the professor’s guidance, to align with their own thesis or research work.

Written assignment guidelines:

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<th>Excellent (A grade)</th>
<th>Good (B grade)</th>
<th>Satisfactory (C grade)</th>
<th>Minimal Credit (D grade)</th>
<th>Far Below Standard Expectations (F grade)</th>
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<td>Written work is presented at a mature level, organized well and carefully edited, with correct grammar, good vocabulary, and high quality of careful and informed thinking. Meets all course expectations timely and completely. Shows thorough and active grasp of concepts and demonstrates exceptional ability to synthesize course lectures and materials.</td>
<td>Written work is presented at the college level, with good grammar, vocabulary, and thought, with good command of content and organization and only a few minor flaws. Meets course expectations timely and completely. Shows good grasp of concepts and ability to synthesize course lectures and materials, but does not rise to the level of being exceptional.</td>
<td>Written work is presented at college level with adequate grammar, vocabulary, and thought, but with frequent flaws, problems with organization, weak or minimal grasp of concepts, and limited ability to synthesize the course lectures and materials.</td>
<td>Written work is marred by serious problems of grammar, vocabulary, disorganization or unclear expression. Fails to meet basic minimum course expectations in a timely way. Grasp of concepts is incomplete or uncertain, and student does not adequately synthesize lecture and course materials.</td>
<td>Written work is marred by serious problems of grammar, vocabulary, disorganization or unclear expression. Fails to meet basic minimum course expectations in a timely way. Grasp of concepts is incomplete or uncertain, and student does not adequately synthesize lecture and course materials.</td>
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Written work does not achieve college level grammar, vocabulary, organization, and thought. Does not master concepts and lacks the ability to synthesize the lecture and course materials.

Course & UO policies
Assignment deadlines and make-up policy: Given the exigencies of the COVID pandemic, each student will automatically be allowed one “freebie” late discussion post assignment without penalty, and without making prior arrangements. This “freebie” late assignment must be turned in within a week of the original due date to receive credit. After that “freebie” late post, additional late posts will be graded as usual but will also have one percentage point deducted from that grade for every 24 hours of lateness. Excluded from the “freebie” option are the book review, final paper proposal, and final paper. In those cases, 5 points will be deducted from a student’s grade for every 24 hours late the submission is turned in.

Mental Health and Wellness: On campus at UO, students have access to mental health and wellness support through the UO Counseling Center https://counseling.uoregon.edu, through the Ducknest https://health.uoregon.edu/ducknest and through UO Recreation https://rec.uoregon.edu/. Students are encouraged to seek out these resources to support their mental health and wellness.

Equity and Inclusion: I welcome all students to this course, regardless of race, national origin, religion, immigration status, ability status, gender identity, or sexual orientation. If you have concerns about equity or inclusion in this course, please contact me directly so I can learn about how to make the course more welcoming. Students with precarious immigration status can seek support or information at this site: https://www.uoregon.edu/uo-dreamers.

Writing and academic support: Students should seek out the Tutoring and Academic Engagement Center in Knight Library, see: https://engage.uoregon.edu/

Accessibility: 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.

Academic Honesty and Student Conduct: Students are expected to do their own work and any evidence of plagiarism or academic dishonesty will be handled according to UO policy as outlined in the student code of conduct: https://policies.uoregon.edu/vol-3-administration-student-affairs/ch-1-conduct/student-conduct-code

Basic Needs: Any student who has difficulty affording groceries, lacks a safe and stable place to live, or is experiencing other problems meeting basic needs is urged to visit this helpful UO specific website: https://blogs.uoregon.edu/basicneeds/ and to contact the Office of the Dean of Students (541-346-3216) for support.
### Week 1, Lessons 1 and 2

**Orientation. What is race?**
1. Review syllabus and ‘getting started’ module, including welcome video
2. Read Graves: Intro
3. Read Harrison: Foreword and Intro
4. Sort people into racial groups using online tool (Canvas)
5. Watch "Race—The Power of an Illusion, Episode 1: The Differences Between Us" (Canvas)
6. Write a discussion post about your background. Due by 5 PM PST on Thursday of this week.
7. Choose your independent book for the book review assignment and start working on obtaining it.

### SECTION 1: HISTORY

#### Week 2, Lesson 1

**History of race up through Darwin**
1. Read Graves: Ch 1-3
2. Watch “Race—The Power of an Illusion, Episode 2: The Story We Tell” (Canvas)
3. Watch MTV Decoded episode “The Surprisingly Racist History of the Word Caucasian”
   [https://www.youtube.com/watch?v=GKB8hXYod2w](https://www.youtube.com/watch?v=GKB8hXYod2w)
4. SoR podcast episode #5: Monogenism and Polygenism
   [http://speakingofrace.ua.edu/podcast/monogenism-and-polygenism](http://speakingofrace.ua.edu/podcast/monogenism-and-polygenism)
   
   **Grads:** Read Cohen “Thomas Jefferson and the Problem of Slavery” (Canvas)

#### Week 2, Lesson 2

**Late 19th - Early 20th century concepts of race and the birth of eugenics**
1. Read Graves: Ch 7-8
2. Read Goodman and Moses, Ch 6
3. Watch transatlantic slave trade animated map
   [https://www.youtube.com/watch?v=JeCKftkNKJ0](https://www.youtube.com/watch?v=JeCKftkNKJ0)
4. Watch eugenics and Francis Galton video
   [https://www.youtube.com/watch?v=JeCKftkNKJ0](https://www.youtube.com/watch?v=JeCKftkNKJ0)
5. Read “Eugenics and the Nazis—The California Connection”
   
   **Grads:** Read Boas “New Evidence in Regard to the instability of human types” (Canvas)

#### Week 3, Lesson 1

**20th century perspectives, part 1**
1. Read Graves, Ch 9
2. Goodman et al. Ch 15
3. Watch “Gerrymandering, explained”
   [https://www.youtube.com/watch?v=JeCKftkNKJ0](https://www.youtube.com/watch?v=JeCKftkNKJ0)
4. Watch the Doll Test video
   [https://www.youtube.com/watch?v=tkpUyB2xgTM](https://www.youtube.com/watch?v=tkpUyB2xgTM)

   **Note:** you should be at least halfway through your independent book by now!**

   **Grads:** Read Livingstone & Dobzhansky 1962 “On the nonexistence of human racial types” (Canvas)

#### Week 3, Lesson 2

**20th century perspectives, part 2**
1. Read Goodman et al. Ch 12, plus review pages 82-86 from Ch. 6 (Haney-Lopez: Colorblindness)
2. Read Harrison: Ch 6
3. Watch “Race—The Power of an Illusion, Episode 3: The House We Live In” (Canvas)
4. Watch MTV Decoded “Why color blindness will not end racism”
   [https://www.youtube.com/watch?v=H4LPiT9TF_ew](https://www.youtube.com/watch?v=H4LPiT9TF_ew)
5. Write discussion post on the history of race (due by Thursday at 5 PM PST)
**SECTION 1:**

**Week 4, Lesson 1**

Grads: Read Atlantic article “Segregation Now”
https://www.theatlantic.com/magazine/archive/2014/05/segregation-now/359813/

Finish reading your independently chosen book for the academic book review assignment; start writing the review. **Write and submit your academic book review by Tuesday at 5 PM PST.**

**SECTION 2: THE BIOLOGY OF RACE (or lack thereof)**

**Week 4, Lesson 2**

The biological basis of human variation: Population genetics and human evolution crash course
1. Read Relethford and Harding “Population genetics of modern human evolution” (Canvas)
2. Read Graves on population genetics, pp. 111-115, and reread 143-149
3. Read Goodman et al. Ch 7, 10 (Canvas)
4. Listen to Dr. Weaver recorded Powerpoint lecture (Canvas)

Grads: Read Templeton “Human races: A genetic and evolutionary perspective” (Canvas)

**Week 5, Lesson 1**

Race and biology part 2: What patterns do our genes show?
1. Read McChesney “Teaching Diversity: The Science You Need to Know to Explain Why Race Is Not Biological” (Canvas)
2. Read Templeton “Biological races in humans” (Canvas)
4. Listen to Dr Weaver lecture (Canvas)

Grads: Read Bindon “Race in the wake of the Human Genome Project” (Canvas)

**Week 5, Lesson 2**

Race and bio part 3: How are “racial” characteristics distributed?
1. Read Goodman et al. Ch 8 (Canvas)
2. Read Harrison Ch 1-2
3. Listen to Dr Weaver lecture (Canvas)

Grads: Read Jablonski and Chaplin “The evolution of human skin coloration” (Canvas)

**Week 6, Lesson 1**

Take this class period to polish and submit the paper proposal. **Submit your research paper proposal to Canvas by 5 PM on Friday this week.** Also write a discussion on race and biology (due Tues at 5 PM PST).

**SECTION 3: GLOBAL CASE STUDIES AND IMPLICATIONS**

**Week 6, Lesson 2**

Race and Caste in India
2. Read Aulette Ch 4 (Canvas)

Grads: read Risley “The study of ethnology in India” (Canvas)

**Week 7, Lesson 1**

Race in Brazil
1. Read Aulette Ch 8 (Canvas)
2. SoR podcast #21: Race in Brazil http://speakingofrace.ua.edu/podcast/august-26th-2018
### Week 7, Lesson 2
**Race in South Africa**
1. Read Aulette Ch 5 (Canvas)
3. Watch BBC Africa: South Africa’s coloured community: ‘Still marginalised after apartheid’ [https://www.youtube.com/watch?v=OQpt7B3xCn8](https://www.youtube.com/watch?v=OQpt7B3xCn8)

Grads: Read Htun “From ‘racial democracy’ to affirmative action: Changing state policy on race in Brazil” (Canvas)

### Week 8, Lesson 1
**Independent research:** Use this part of the week to make headway on your final research paper. Write a discussion post on international race systems that begins to summarize some of the key ideas of your paper and ties them to class themes (due Tues of this week by 5 PM PST).

### Week 8, Lesson 2
**Structural racism in the USA**
1. Read Stevenson “Mass incarceration” from the 1619 Project and use the associated lesson plan as a guide to shape your reading (Canvas)
2. Read Ian Haney-Lopez: “Colorblind white dominance” (Canvas)

Grads: Review the entire 1619 Project

### Week 9, Lesson 1
**Race and health inequality**
1. Goodman et al.: Ch 16
2. Graves: Ch 11
3. Harrison: Ch 5

Grads: Read Oldenberg “Poverty matters: Contextualizing the syndemic condition of psychological factors and newly diagnosed HIV infection in the United States” (Canvas)

### Week 9, Lesson 2
**Race and white privilege**
1. Watch MTV decoded “Why does privilege make people so angry?” [https://www.youtube.com/watch?v=qcYpvV3eRhY](https://www.youtube.com/watch?v=qcYpvV3eRhY)
2. Read Diangelo White Fragility, Chs. 4 and 6 (Canvas)

Grads: Read Crenshaw “Demarginalizing the intersection of race and sex” (Canvas)

### Week 10, Lesson 1
**Independent research:** Use this part of the week to make headway on your final research paper; be sure to incorporate ideas/feedback you received from your peers obtained during the last discussion post.

### Week 10, Lesson 2
**Wrap-up**
1. Watch “Sometimes you’re a caterpillar” [https://www.youtube.com/watch?v=hRjWgx4sHGg](https://www.youtube.com/watch?v=hRjWgx4sHGg)
Appendix: Writing assignment descriptions

Academic book review

For this assignment, you will choose and independently read a book, then compose a review. Book reviews will be approximately 1,000 words. An essential feature of a good book review is the reviewer's ability to write concisely so that a comprehensive evaluation of the book can be obtained from a brief reading. So, do not write more, write more concisely -- find creative ways to communicate your critical evaluation of the book in a short essay. The point of a scholarly book review is not to summarize the content of the book, but to situate the value of the book and to evaluate critically the author's purpose, thesis, arguments, and methods of analysis. Hence, the bulk of one's review essay will be an evaluation of the author's presentation of his/her thesis, and a commentary on the book's contribution to one's understanding of important issues in the study of race and racism.

Among the features you will want to include in a strong review are:

- A discussion of the author's main arguments.
- An explanation of the type of sources and the methods the author employs to conduct the research and develop their arguments.
- An assessment of the strong points or shortcomings of the book.
- How does this book change the way one should think about race and racism?

Finally, you will want to make references to specific portions of the book to illustrate your evaluation. The challenge will be to do as much of this as possible and yet not let it interfere with the restricted length of the essay. In other words, find creative ways to give examples from the book in a limited space. Obviously, quotations should be kept to a minimum, and should rarely exceed one sentence.

(assignment description adapted, with thanks, from Dr. Bruce Dorsey, Swarthmore College)

Make sure you choose and get a hold of your book in the first week of class! Here are some suggestions:

8. Another title dealing with global race and racisms, chosen in consultation with the instructor or GE

Final paper proposal

Your paper topic proposal requires research in order to make your proposal adhere as close to your eventual paper as possible. I strongly suggest you come to office hours to discuss your topic proposal with me, because I will review all proposals for viability and reject any inappropriate or undoable topics. Please explore our course research guide, created
specifically for us by social science librarian Miriam Rigby, for sources you can use in your paper. Here is a video another social science librarian created for us to help you navigate the guide. This is a really fantastic resource tailor-made for your work in this course, so please take advantage of it.

The written proposal must include the following 2 things:

1. Your proposed paper topic: This part of the proposal is one sentence. Keep your paper topic narrow (but not so narrow that there are no scholarly sources available on the topic). Beyond just saying, "I will explore race in x or y people or region," you want to think about identifying a specific "angle" or "thesis" or "big idea" that will guide your paper: a set of relationships, events, themes, scholars, key racial ideas, areas of legislation, health conditions, or other facets of life that have been specifically shaped by race and racism in the world area and people of your choosing.

2. Why the topic is interesting and important: Address how you will focus the topic. This part of the assignment requires that you include two to three paragraphs about why this topic is interesting and important, and elaborate the specific "angle" you will take on it. Why should the reader care about your chosen topic? If you simply retell the story of race in a particular setting, that's a "report" more than it is a synthetic research paper. However, if you explore the origins and significance of a particular racial category, system, or mode of research that was carried out in the name of "race science" in the cultural group or nation of your choosing, you have the makings of an interesting and important research paper. It would require research pertaining to the early role of colonialism and racial science in your location, research on where the racial categories employed in that setting came from and how they were operationalized in the location of your choosing, and research on if/how that race system has persisted into the present, and with what effects on people part of and exterior to the racial hierarchy. Other potential angles to consider for a research paper:

--Choose a particular global event where race and racial categorizations were on display (say, a World War, or the World's Fair). How did race play out in this arena? What historical/political/cultural circumstances led up to and ensued from that event and its display of race? How might they still resonate today?

--Choose a particular group within your region of interest that has historically been racialized and marginalized. Conduct a thorough investigation of that group's cultural history and current lives. How has racial hierarchy shaped the lives of people in this group and cultural others in the same region?

--Another "angle," determined in discussion with the instructor.

**Final paper**

In lieu of a final exam, you will research and write a paper about racial inequality in a world area of your choosing. It should draw on at least 12 academic sources and should consist of approximately 2000 words (grads, 2500 words and 16 outside sources). It should be carefully written and proofread, and references and in-text citations should follow APA citation style. Your paper should be organized around the specific “angle” you developed through the paper proposal submission and feedback process.

Please explore our course research guide, created specifically for us by social science librarian Miriam Rigby, for sources you can use in your paper. Here is a video another social science librarian created for us to help you navigate the guide. This is a really fantastic resource tailor-made for your work in this course, so please take advantage of it. Like the course, this paper is intentionally multidisciplinary in its approach; you are encouraged to use primary source documents to examine how race was historically portrayed, anthropological or sociological sources that describe how racial classifications work in the present, development studies or global health research papers that document racial disparities in life chances, and current events to analyze up-to-the-minute racial conflict.

Do not forget that you'll post your final paper to Canvas, where others can access it. To get full credit for the final paper assignment, you will be expected to read and respond to at least one other student’s essay.