

Lee D. Baker  
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**Office Hours:** Mon 12-1, Thur 2-3  
208 Friedl Building

**Location:** 204 Friedl Building  
**Time:** Tuesday/Thursday 10:15-11:30 AM

**The Anthropology of Race**  
**CULANTH 208FS**  
Fall 2021

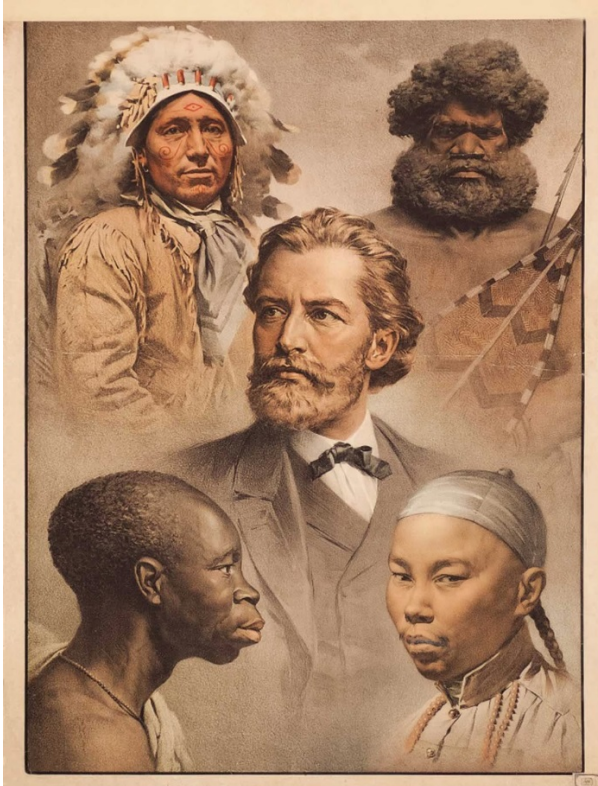


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Illustrator: G. Ellka

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, biology and so-called natural sciences provide 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 the historical construction of race and its contemporary manifestation as a crucial aspect of American culture and an integral component of

people's identity. We will also explore how people experience race in different parts of the world.

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.

**Required text:** Lee D. Baker (1998) *From Savage to Negro: Anthropology and the Construction of Race, 1896-1954*. Berkeley: University of California Press.

**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.

90-100 A	79-75 C+
89-85 B+	74-70 C
84-80 B	69-60 D
	No Credit: for less than 60 percent

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.

### 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. However, good attendance alone does not guarantee a bonus point.

**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.

**Discussions and Activities:** We will be discussing and exploring politically charged and highly emotional content. Scholars and intellectuals have produced volumes of grounded and empirical research on race, which will be the basis of our discussion. On the other hand, each member of the class will have personal experiences, family histories, and political commitments 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 ensuring that our classroom space is 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 you must properly cite your ideas and quote other scholars directly when you employ their ideas. Talking about and editing each other's essays is fine and encouraged. However, you must adhere to the community standard and 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. I will evaluate your essays 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 Sakai:** The reading assignments may change and the syllabus of record will always be posted on Sakai. Any changes will be announced in class and on the announcements on Sakai.

**Accommodations:** Duke University is committed to providing equal access to students with documented disabilities. Students with disabilities may contact the Student Disability Access Office (SDAO) to ensure your access to this course and to the program. There you can engage in a confidential conversation about the process for requesting reasonable accommodations both in the classroom and in clinical settings. Students are encouraged to register with the SDAO as soon as they begin the program. Please note that accommodations are not provided retroactively. More information can be found online at [access.duke.edu](http://access.duke.edu) or by contacting SDAO at 919-668-1267, [SDAO@duke.edu](mailto:SDAO@duke.edu).

**Attendance Policy Related to COVID Symptoms, Exposure, or Infection:** Student health, safety, and well-being are the university's top priorities. Please do not come to class if you have symptoms related to COVID-19, have had a known exposure to COVID-19, or have tested positive for COVID-19. If any of these situations apply to you, you must follow university guidance related to the ongoing COVID-19 pandemic and current health and safety protocols. If you are experiencing any COVID-19 symptoms, contact student health. 919-681-9355.

Tuesday August 23: First day of class

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## The Myth of Race: Keeping it Real

Thursday, August 26:

Screening of *Race: The Power of an Illusion Vol. 1*

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Tuesday, August 30:

JL Graves (2004) *The Race Myth*. Penguin: New York  
Chapter 1: How Biology Refutes Our Racial Myths

Bart De Langhe & Philip Frenbach (2019) The Dangers of Categorical Thinking. *Harvard Business Review* (Sept-Oct)81-91

Elizabeth Kolbert (2018) There's No Scientific Basis for Race—It's a Made-Up Label. *National Geographic* (April).

(Sorting Activity 1, bring your own laptop)

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Thursday, September 2:

Howard Winant and Michael Omi (2007) Racial Formations. In *Race, Class and Gender in the United States*. Paula S. Rothenberg, ed. New York: Worth. Pp. 13-22.

David Berreby (2018) [Why Do We See So Many Things as “Us vs. Them”](#)  
Nationalgeographic.com, April

Mahmood Mamdani (2001) [A Brief History of Genocide](#). *Transition*, No. 87, pp. 26-47

Stephen Jay Gould (1994) [The Geometer of Race](#). *Discover* 15(11):64-70.

(Sorting Activity 2)

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Tuesday, September 7:

National Human Genome Research Institute. [Our Molecular Selves](#)

Nina Jablonski (2012) [Human Skin pigmentation as an Example of Adaptive Evolution](#). *Proceedings of the American Philosophical Society* 156(1), 45-57.

Noah A. Rosenberg, et. Al (2002) [Genetic Structure of Human Populations](#)  
*Science* 20 December 2002: Vol. 298. no. 5602, pp. 2381 - 2385

David Reich (2018) [How Genetics Is Changing Our Understanding of Race](#). *New York Times*, March 23.

Gavin Evans (2018) [The Unwelcome Revival of “Race Science.”](#) *The Gaurdian.com*, March 2.

## The Myth of Race: Sports vs. IQ

Thursday, September 9:

JL Graves (2004) *The Race Myth*

Chapter 6: Europeans, Not West Africans, Dominate the NBA

S. Stephens-Davidowitz (2013) [In the NBA, ZIP Code Matters.](#) The New York Times, November 2.

G. Warner (2013) [How One Kenyan Tribe Produces the World's Best Runners.](#)

Knight Commission. [Achieving Racial Equity: In College Sports. A Report by the Knight Commission on Intercollegiate Athletics](#)

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Tuesday, September 13:

Van Jenson & Alex Miller (2016) Why Basketball Runs in the Family --- In the NBA, 48.8% of players are related to an elite athlete; NFL is 17.5% *Wall Street Journal*, Eastern edition; New York, N.Y. 25 May 2016: D.6.

J. Entine (2000) *Taboo: Why Black Athletes Dominate Sports and Why We're Afraid to Talk About It*

Chapter 3: By the Numbers

Chapter 15: The 'Scheming, Flashy, Trickiness' of Jews

J.P. Rushton (2000) *Race, evolution, and behavior: A life-history perspective (3rd Edition)*. Port Huron, MI: Charles Darwin Research Institute.

Chapter 6: Life History Theory

Adam Miller (1994) "Professors of Hate." *Rolling Stone*. New York: Oct 20, 1994. Iss. 693; pg. 106

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Thursday, September 16:

**EXAM #1**

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

Tuesday, September 21:

Screening of *Race: The Power of an Illusion Vol. 2*

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.

Walter Johnson (2013) [King Cotton's Long Shadow.](#) *New York Times* MARCH 30, 2013

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**Thursday, September 23:**

**LD Baker (1998) *From Savage to Negro***

Chapter 1: History and Theory of a Racialized Worldview

**Derrick Bell (2000) *Race, Racism, and American Law*. New York: Aspen.**

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

**George Fredrickson (2002) *A Short History of Racism***

Chapter 2: The Rise of Modern Racism(s)

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

**Tuesday, September 28:**

**LD Baker (1998) *From Savage to Negro***

Chapter 2: The Ascension of Anthropology as Social Darwinism

**Frederick L. Hoffman (1896) *Race Traits and Tendencies of the American Negro*. American Economic Association 11(1, 2, 3):1-329. (Selections from Chapter 1 and 5).**

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**Thursday September 30:**

**William B. Smith (1905) *The Color Line: A Brief in Behalf of the Unborn*. New York: McClure, Phillips & Co. (Selections from Chapter 1)**

[Pratt, Richard Henry \(1892\) \*The Advantages of Mingling Indians with Whites\*. In \*Proceeding of the National Conference of Charities and Corrections the Nineteenth Annual Session Held in Denver, Col., June 23-29, 1892\* Pp. 45-59. Boston: George H. Ellis.](#)

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**Tuesday, October 5: FALL BREAK!!!**

## **Popular Culture, Entertainment, and Reproducing Stereotypes**

**Thursday, October 7:**

Screening of *Ethnic Notions*

**LD Baker (2010) *Fabricating the Authentic and the Politics of the Real* (Chapter 3). In *Anthropology and Racial Politics of Culture*. Durham: Duke University Press. Pp. 66-116.**

**LD Baker (1998) *From Savage to Negro***

Chapter 3: Anthropology in American Popular Culture

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Tuesday, October 12:

Shoshi Parks [These horrifying 'human zoos' delighted American audiences at the turn of the 20th century](#)  
'Specimens' were acquired from Africa, Asia, and the Americas by deceptive human traffickers

Hurbert H. Bancroft (1894). *The Book of the Fair: An Historical and Descriptive Presentation of the World's Science, Art, and Industry, as Viewed Through the Columbian Exposition*. Chicago: Bancroft  
Chapter 20: "[Anthropology and Ethnology](#)" (skim but view images).

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

Frederick Douglass (1893) "Frederick Douglass's Speech At Colored American Day," 25 August. Reprinted in Christopher Reed, *"All the World Is Here!" The Black Presence at White City* (Bloomington: Indiana University Press, 2000), pp. 193-94.

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## Immigration and the Assimilation of the Not Quite White

Thursday, October 14:

Bureau of the Census (1910)

[Instructions To Enumerators: Thirteenth Census of the United States](#). Washington: Government Printing Office. Read: Pp. 28-32.

[Dictionary of Races or Peoples](#). Washington: Government Printing Office. Read: Introduction, entries on "Aryans," "East Indians," "Italians," & "Negroes."

John R. Commons (1907)

[Races and Immigrants in America](#). Norwood, MA: MacMillan Co.  
Read: Races and Democracy Pp. 1-21, Asiatic Immigration Pp. 101-104

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## Shifting a Paradigm, Shaping the Future

Tuesday, October 18:

LD Baker (1998) *From Savage to Negro*

Chapter 4: Progressive-Era Reform

Chapter 5: Rethinking Race

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Thursday, October 21:

**Claudia Roth Pierpont (2004) The Measure of America; Annals of Cultures. The New Yorker March 8, 2004 80(3):048**

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

**Boas, Franz (1910) The Real Race Problem. *The Crisis*. 1(2):22-25**

**William B. Smith (1905) The Color Line: A Brief in Behalf of the Unborn. New York: McClure, Phillips & Co. (Selections from Chapter 4)**

Tuesday, October 25

**EXAM #2**

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## Science, Law, and New Formations of Race

Thursday, October 28:

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

**LD Baker (1998) From Savage to Negro**

Chapter 6: The New Negro

Chapter 7: Looking Behind the Veil

Chapter 8: Unraveling the Boasian Discourse

**Zora Hurston (1929) Letter to Franz Boas. October 20**

Franz Boas Professional Correspondence, American Philosophical Association

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Tuesday, November 2:

**Mae M. Ngai (1999) The Architecture of Race in American Immigration Law: A Reexamination of the Immigration Act of 1924. The Journal of American History. 86(1):67-92.**

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

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

**Ian Haney Lopez (2006) White by Law: The Legal Construction of Race. New York: NYU Press.**

Chapter 3: Ozawa and Thind

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## Law, Science, and the Conspiratorial Backlash

Thursday, November 4:

**LD Baker (1998) From Savage to Negro**

Chapter 9: Anthropology and the 14<sup>th</sup> Amendment

**Robert Carter. Thurgood Marshall, and Spottswood Robinson (1952). Appendix to Appellants' Briefs: the**

Effects of Segregation and the Consequences of Desegregation: a Social Science Statement, Brown V. Board of Education. Washington: U.S. Supreme Court, October Term.

Brown v. Board of Education of Topeka 347 U.S. 483 (1954)

Howard Margolis (1961) Science and Segregation: The American Anthropological Association Dips into Politics. *Science* 134(3493):1868.

Joseph Loftus (1962) Virginia Debates Negro Abilities. *New York Times* Feb 18:62.

Alex Haley (1966) George Lincoln Rockwell: a Candid Conversation With the Fanatical Führer of the American Nazi Party. *Playboy* 13(4):71-74, 76-82, 154,156.

George Lincoln Rockwell (1966) [From Ivy Tower to Privy Wall: On the Art of Propaganda](#)

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## The New Jim Crow

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Tuesday, November 9:

[Kids Who Die](#) (YouTube Video) Published on Aug 5, 2015

Michelle Alexander (2010) *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York: New Press.  
Chapter 5 “The New Jim Crow” Pp. 178-220.

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Thursday, November 11:  
Viewing of The 13th

Ta-Nehisi Coates (2014) The Case for Reparations. *The Atlantic*.

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## White Privilege and Challenges of a “Post-Racial” Society

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Tuesday, November 15:

Exercises: [Where Race Lives: A Tale of Two Families](#)  
[The Geography of Hope and Desperation in America](#):

Karen Brodtkin (1994) How did Jews Become White Folks? *In Race*, edited by Steven Gregory and Roger Sanjek, Pp. 78-102. New Brunswick: Rutgers University Press

Carol Graham (2018) [Premature Mortality and the long decline of hope in America](#). Brookings Institute

Peggy McIntosh (1990) [White Privilege: Unpacking the Invisible Knapsack](#). *Independent School*, pp. 31–35.

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Thursday, November 18:

Devah Pager and Bruce Western (2005) *Race at Work: Realities of Race and Criminal Record in NYC Job Market*. Also check out the comments in AC 360 [Blog about Pager's Study](#)

Jeneen Interlandi (2020) *The Coronavirus Race Gap, Explained*. *The New York Times*. October 4 SR4

Eduardo Bonilla-Silva (2021) [What Makes Systemic Racism Systemic](#). *Sociological Inquiry* 91(3)513-533

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Tuesday, November 23:

Marcolini, Barbara and Chris Crilliol (2017) [The History of Affirmative Action](#). *New York Times* Video. August 2. (we will watch together in class).

Eric Hoover (2017) [What Colleges Want in an Applicant \(Everything\)](#). *New York Times*. November 1, 2017.

Lee D. Baker & Traci Canada "Is it Worth it? Science Education of the Talented 2%." *Transforming Anthropology* 24(2):116-124.

Hartocollis, Anemona & Stephanie Saulag (2017) [Affirmative Action Battle Has a New Focus: Asian-Americans](#). *New York Times*. August 2, 2017.

Please review, but not carefully read:

[FISHER v. UNIVERSITY OF TEXAS AT AUSTIN](#), U.S. 11-345 (2013)

[Fisher vs. Texas](#) Brief for Respondents (August 6, 2012) Brief for Petitioner (May 21, 2012)

Amicus Curiae

Brief in Support of Respondents – [The Ivy League and Six Additional Private Colleges and Universities](#)

Brief in Support of Petitioner - [Asian American Legal Foundation and the Judicial Education Project](#)

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Thursday, November 25: HAPPY THANKSGIVING

Tuesday, November 29 Review Session

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Thursday, December 2: LAST DAY OF CLASS

**EXAM #3**

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