

**Department of History | African American Studies
University of Florida**

Racial Theories EU/US

HIS 3454, Section 167D | AFA 3930, Section 02A6

Spring 2017

Periods 4

Mondays/Wednesdays/Fridays, 10:40 – 11:30 am

Location: Flint Hall, 119

Professor: Ibram X. Kendi, Ph.D.
Office: 226 Keene-Flint Hall
Office Hours: Mondays/Wednesdays, 11:45 a.m. – 12:30 p.m. or by appointment
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E-mail: ikendi@ufl.edu (primary form of communication)

Course Description

This course examines the history of anti-Black racist theories in Western Europe, colonial America, and the United States from their origins in 15th century Portugal to the present.

Required Books

Ibram X. Kendi, *Stamped from the Beginning: The Definitive History of Racist Ideas in America* (New York: Nation Books, 2016)

Dorothy Roberts, *Fatal Invention: How Science, Politics, and Big Business Recreate Race in the Twenty-First Century* (New York: The New Press, 2012)

Keeanga-Yamahatta Taylor, *From #Black Lives Matter to Black Liberation* (Chicago: Haymarket Books, 2016)

Academic Course Requirements

Reading Pop Quizzes (30 Percent). Students will be given six, five-question pop quizzes at the beginning of six class periods. There is no need to study. Reading the text carefully will suffice as studying. There are no make-ups, unless you have an approved excuse. Each quiz is worth 20 points for a total of 100 points. Your lowest quiz grade will be dropped. A student cannot use the excuse that the browser would not come up. If the link works for one, then it should work for all. And if it does not work for you, then there is something wrong with your computer and it is on you if you chose not to seek out a replacement computer.

Three Commentaries on Current Events & Issues (30 Percent). Students are to write three roughly 1,000-word commentary discussing the historical context for a current event or issue that surfaces in the racial discourse of the United States during the semester. Specifically, students are to show historical context for a racist or antiracist idea that is uttered or defended. For examples of how to write these types of commentaries that use history to shed light on a current event or issue, see the op-eds written by the professor at ibram.org/op-eds.

- 1st commentary due **January 30, 2017**.
- 2nd commentary due **February 28, 2017**

- 3rd commentary due **March 31, 2017**.
- Students will receive five points of extra credit if the commentary is submitted for publication to a reputable periodical. You must copy (BC) the professor on the email for proof. Students will receive an additional five points of extra credit if the commentary is published.

Class Presentations (15 Percent). We will be reading a variety of sources, including book excerpts, essays, commentaries, speeches, and letters. Each student will select one source and give a class presentation. The presenter is to provide background information and historical context for the source and author. Students are to discuss its racist and antiracist ideas, and review the evidence supplied to substantiate these ideas. Finally, students are to facilitate a classroom discussion, with at least three discussion questions. If we are reading two sources that day, then each presenter will be allotted 20 minutes for the presentation and discussion. If we are reading three sources that day, then each presenter will be allotted 15 minutes. If we are reading four sources that day, then each presenter will be allotted 12 minutes.

Final Research Paper (25 Percent). There will not be a final exam. This final research paper will function as your final exam. Students are to select a research topic of relation to this course, meaning it must have relation to the history of racist (and antiracist) ideas.

- Research Topic Due (100-word statement): **March 15, 2017**
- Research Paper Outline Due: **April 5, 2017**
- Research Paper Due (Minimum 10 pages): **April 17, 2017**

Note: All assignments must be typed in 12-point in a word processing font.

Extra Credit

During the semester, there may be events on campus that have some relationship to this course. If the event is approved, the instructor give extra credit for attending and writing a one-page reflection paper about your experience. A half of a point will be added to your overall grade/average for attending and writing about an event.

Grading Scale (Numerical Grade Equivalent)

	100-94 = A	93-90 = A-
89-87 = B+	86-84 = B	83-80 = B-
79-77 = C+	76-74 = C	73-70 = C-
69-67 = D+	66-64 = D	63-60 = D-
	59-0 = E	

Grading Percentages Corresponding to Letter Grades

	97 = A	92 = A-
88 = B+	85 = B	82 = B-
78 = C+	75 = C	72 = C-
68 = D+	65 = D	62 = D-
	59 = E	

Grading Policy

The grading for this course will be based on the student's knowledge of the material, and how they articulate this knowledge through class discussion and assignments. **Students cannot turn in any assignments late.**

Course evaluation process

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>.

Class attendance policy

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Students with Disabilities

Students requesting classroom accommodation must first register with the Dean of Student Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

UF's Honesty Policy

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor of this class.

Tentative Course Schedule

Week # 1

Wednesday, January 4 ~ Course Overview

Friday, January 6 ~ Required Reading: *Stamped*, Prologue & Chapter 1, pgs. 1-21.

Week #2

Monday, January 9 ~ Required Reading: *Stamped*, Chapters 2-4, pgs. 22-57.

Wednesday, January 11

Required Reading:

1. Book Excerpt, Gomes Zurara, *The Chronicle of the Discovery and Conquest of Guinea*, Chapter 22-26, 74-86
 - Available online (copy and paste into browser):
https://books.google.com/books?id=sd9BAAAAAYAAJ&dq=zurara+%22they+lived+like+beasts%22&source=gbs_navlinks_s
2. Short Story, Henry Neville, *The Isle of Pines*, 1668.
 - Available online (copy and paste into browser):
https://books.google.com/books?id=wYYUAAAAQAAJ&dq=the+isle+of+pines&source=gbs_navlinks_s

Friday, January 13 ~ Required Reading: *Stamped*, Chapters 5-6, pgs. 58-76.

Week #3

Monday, January 16 ~ No Class

Wednesday, January 18

Required Reading:

1. Sermon, Cotton Mather, *A Good Master Well Served*, 1696.
 - Available online (copy and paste into browser):
<http://quod.lib.umich.edu/e/evans/N00618.0001.001?rgn=main;view=fulltext>
2. Pamphlet, Cotton Matter, *The Negro Christianized*, 1706.
 - Available online (copy and paste into browser):
<http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1028&context=etas>

Friday, January 20 ~ Required Reading: *Stamped*, Chapters 7, pgs. 79-91.

Week #4

Monday, January 23 ~ Required Reading: *Stamped*, Chapters 8-9, pgs. 92-119.

Wednesday, January 25

Required Reading:

1. Two Pamphlets, John Woolman, *Some Considerations on the Keeping of Negroes*, Part I, 1754, & Part 2, 1762.
 - Available online (copy and paste into browser):
<https://archive.org/stream/considerationon00wool#page/n1/mode/2up>
 &
<http://quod.lib.umich.edu/e/evans/N07291.0001.001?rgn=main;view=fulltext>
2. Pamphlet, Benjamin Rush, *An Address to the Inhabitants of the British Settlements in America, Upon Slave-Keeping*, 1773
 - Available online (copy and paste into browser):
<http://readtheconstitutionstupid.com/en/2012-01-27-19-34-40/2012-01-27-19-37-04/miscellaneous/2342-1773-an-address-to-the-inhabitants-of-the-british-settlements-in-america-upon-slave-keeping-benjamin-rush>

Friday, January 27

Required Reading:

1. Book Excerpt, Edward Long, *The History of Jamaica*, 1774, 3rd Book, Chapter 1, 351-383.
 - Available online (copy and paste into browser):
https://books.google.com/books?id=xr0NAAAAQAAJ&source=gbs_navlinks_s
2. Writings Excerpts, Immanuel Kant, from *Race and the Enlightenment: A Reader*, 38-64 [Canvas].

Week #5

Monday, January 30

Required Reading:

1. Book Excerpt, Thomas Jefferson, *Notes on the State of Virginia*. 228-240.
 - Available online (copy and paste into browser):
https://books.google.com/books?id=-KlbAAAAQAAJ&dq=thomas+jefferson+notes+on+the+state+of+virginia&source=gbs_navlinks_s
2. Lecture, Samuel Stanhope Smith, “An Essay on the Causes of the Variety of Complexion and Figure in the Human Species,” 1787, 1-18, 32-36, 58-59.
 - Available online (copy and paste into browser):
https://books.google.com/books?id=0PfeHT2v9ScC&dq=Samuel+Stanhope+Smith,+%E2%80%9CAn+Essay+on+the+Causes+of+the+Variety+of+Complexion+and+Figure+in+the+Human+Species%22&source=gbs_navlinks_s

Wednesday, February 1 ~ Required Reading: *Stamped*, Chapters 10-12, pgs. 120-158.

Friday, February 3 ~ Required Reading: *Stamped*, Chapters 13-15, pgs. 161-201.

Week #6

Monday, February 6 ~ Required Reading: *Stamped*, Chapters 16-17, pgs. 202-222.

Wednesday, February 8

Required Reading:

1. U.S. Supreme Court Decision, Roger B. Taney, *Dred Scott v. Sandford*, 1857.
 - Available online (copy and paste into browser):
https://www.law.cornell.edu/supremecourt/text/60/393#writing-USSC_CR_0060_0393_ZO
2. Speech in U.S. Senate Debate, Abraham Lincoln, Charleston, Illinois, September 18, 1858.
 - Available online (copy and paste into browser):
<https://www.nps.gov/liho/learn/historyculture/debate4.htm>

Friday, February 10

Required Reading:

Statements of Southern States on Succeeding from the Union, 1860 & 1861.

1. South Carolina
2. Georgia
3. Mississippi

4. Florida

- Available online (copy and paste into browser):
http://www.civilwar.org/education/history/primarysources/declarationofcauses.html#South_Carolina
&
<http://www.civilwarcauses.org/florida-dec.htm>

Week #7

Monday, February 13 ~ Required Reading: *Stamped*, Chapters 18-20, pgs. 223-260.

Wednesday, February 15

Required Reading:

1. Government Report, Robert Dale Owen, J. McKaye, Samuel G. Howe, "Final report of the American Freedmen's Inquiry Commission," May 15, 1864.
 - Available online (copy and paste into browser):
<http://www.civilwarhome.com/commissionreport.html>
2. Open Letter, William Lloyd Garrison, "Letter to Professor Newman," *The Liberator*, July 22, 1864 [Canvas].

Friday, February 17

Required Reading:

1. Speech, President Andrew Johnson, Third Annual Message to Congress, December 3, 1867.
 - Available online (copy and paste into browser):
<http://www.presidency.ucsb.edu/ws/?pid=29508>
2. Book Excerpt, James Pike, *The Prostrate State, South Carolina Under Negro Government*, Chapter 1-2 & 4-9.
 - Available online (copy and paste into browser):
<https://archive.org/stream/prostratestates01pikegoog#page/n6/mode/2up>

Week #8

Monday, February 20 ~ Required Reading: *Stamped*, Chapters 21-22, pgs. 263-279.

Wednesday, February 22

Required Reading:

1. Commentary, Henry W. Grady, "In Plain Black and White: A Reply to Mr. Cable," *Century Magazine*, April 1885.
 - Available online (copy and paste into browser):
<http://twain.lib.virginia.edu/huckfinn/cablans.html>
2. Speech, Booker T. Washington, "Atlanta Compromise," September 18, 1895.
 - Available online (copy and paste into browser):
<http://historymatters.gmu.edu/d/39/>
3. Supreme Court Decision, Henry Billings Brown, *Plessy v. Ferguson*, 1896.
 - Available online (copy and paste into browser):
<https://www.law.cornell.edu/supremecourt/text/163/537>

Friday, February 24 ~ Required Reading: *Stamped*, Chapters 23-25, pgs. 280-322.

Week #9*Monday, February 27*

Required Reading:

1. Book Excerpt, William Hannibal Thomas, *The American Negro: What He Was, What He Is, and What He May Become*, Foreword & Chapter 5, pgs. 397-432.
 - Available online (copy and paste into browser):
<http://docsouth.unc.edu/church/thomas/thomas.html>
2. Essay, W.E.B. Du Bois, "The Talented Tenth," September 1903.
 - Available online (copy and paste into browser):
<http://teachingamericanhistory.org/library/document/the-talented-tenth/>

Wednesday, March 1

1. Book Excerpt, Charles Davenport, *Heredity in Relation to Eugenics*, 1911, Chapter 1, pgs. 1-25.
 - Available online (copy and paste into browser):
https://books.google.com/books?id=OFAQAAAAAYAAJ&source=gbs_navlink_s_s
2. Book Excerpt, Madison Grant, *The Passing of the Great Race*, 1916, Part I, Chapter 1-2, pgs. 3-36.
 - Available online (copy and paste into browser):
https://books.google.com/books?id=reh_r_6sLmkC&dq=madison+grant+the+passing+of+the+great+race&source=gbs_navlinks_s
3. Book Excerpt, Lewis Terman, *The Measurement of Intelligence*, 1916, Chapter 6, pgs. 78-104.

Friday, March 3 ~ Required Reading: *Stamped*, Chapters 26, pgs. 323-334.**Week #10 ~ No Classes, Spring Break****Week #11***Monday, March 13* ~ Required Reading: *Stamped*, Chapters 27-28, pgs. 335-364.*Wednesday, March 15*

Required Reading:

1. Essay, James Baldwin, "Everybody's Protest Novel," 1949.
 - Available online (copy and paste into browser):
<http://www.uhu.es/antonia.dominguez/semnorteamericana/protest.pdf>
2. Book Excerpt, Gunnar Myrdal, *An American Dilemma*, Chapter 43, pgs. 923-935 [Canvas].

Friday, March 17 ~ Required Reading: *Stamped*, Chapters 29-31, pgs. 365-409.**Week #12 ~***Monday, March 20* ~ Required Reading: *Stamped*, Chapters 32-33, pgs. 410-439.*Wednesday, March 22*

Required Reading:

1. Supreme Court Decision, Justice Lewis F. Powell, *Bakke v. University of California*, 1978.
 - Available online (copy and paste into browser):
https://www.law.cornell.edu/supremecourt/text/438/265#writing-USSC_CR_0438_0265_ZO
2. Supreme Court Decision, Dissenting Opinion, Justice Harry Blackmun, *Bakke v. University of California*, 1978.
 - Available online (copy and paste into browser):
https://www.law.cornell.edu/supremecourt/text/438/265#writing-USSC_CR_0438_0265_ZX3

Friday, March 24 ~ Required Reading: *Stamped*, Chapters 34-36, pgs. 440-468.

Week #13

Monday, March 27

Required Reading:

1. Article, Charles Krauthammer, "Children of Cocaine," *The Washington Post*, July 30, 1989.
 - Available online (copy and paste into browser):
<http://digitalcollections.library.cmu.edu/awweb/awarchive?type=file&item=410809>
2. Article, Donald Kimmelman, "Poverty and Norplant: Can Contraception Reduce the Underclass?" *Philadelphia Inquirer*, December 12, 1990 [Canvas].
3. Article, John J. Dilulio, "The Coming of the Super Predators," *Weekly Standard*, November 27, 1995.
 - Available online (copy and paste into browser):
<http://www.weeklystandard.com/the-coming-of-the-super-predators/article/8160>

Wednesday, March 29

Required Reading:

1. Book Excerpt, Richard Herrnstein and Charles Murray, *The Bell Curve: Intelligence and Class Structure in American Life*, Introduction & Chapter 14, pgs. 317-340 [Canvas].
2. Book Excerpt, Dinesh D'Souza, *The End of Racism*, Preface and Chapter 12, pgs. vii-ix & 477-524 [Canvas].

Friday, March 31

Required Reading:

1. Press Conference Transcript, "Remarks Made by the President, Prime Minister Tony Blair of England (via satellite), Dr. Francis Collins, Director of the National Human Genome Research Institute, and Dr. Craig Venter, President and Chief Scientific Officer, Celera Genomics Corporation, on the Completion of the First Survey of the Entire Human Genome Project," July 20, 2001.
 - Available online (copy and paste into browser):
<https://www.genome.gov/10001356/>
2. Book Excerpt, Nicholas Wade, *A Troublesome Inheritance: Genes, Race, and Human History*, Preface & Chapter 5, pgs. vii-x, 95-121 [Canvas].

Week #14

Monday, April 3 ~ Required Reading: *Fatal Invention*, Chapter 3-4, pgs. 57-103.

Wednesday, April 5 ~ Required Reading: *Fatal Invention*, Chapter 5-6, pgs. 104-146.

Friday, April 7 ~ Required Reading: *Fatal Invention*, Chapter 7-8, pgs. 149-201.

Week #15

Monday, April 10

Required Reading: *Stamped*, Chapter 37 & Epilogue (part 1), pgs. 482-503.

Wednesday, April 12

Required Reading:

1. Speech, Senator Barack Obama, "A More Perfect Union," March 18, 2008.
 - Available online (copy and paste into browser):
<https://my.barackobama.com/page/content/hisownwords/>
2. Commentary, John McWhorter, "Racism in America is Over," Forbes, December 30, 2008.
 - Available online (copy and paste into browser):
http://www.forbes.com/2008/12/30/end-of-racism-oped-cx_jm_1230mcwhorter.html

Friday, April 14 ~ Required Reading: Taylor, *From #Black Lives Matter*, pgs. 107-152

Week #16

Monday, April 17 ~ Required Reading: Taylor, *From #Black Lives Matter*, pgs. 191-219

Wednesday, April 19 ~ Required Reading: *Stamped*, Epilogue (part 2), 503-511.

Week #17: Finals Week

Final Exam (no class meeting): *Thursday, April 28, 10:00 am – 12:00 pm*