**PART IV: HOW REAL IS RACE? A Sourcebook on Race, Culture and Biology.**

 **MAJOR WEBSITES RESOURCES WITH LIVE LINKS AND UPDATES, AS NEEDED.**

**LAST UPDATE: JAN 30, 2014**

**African American Lives 2**

* A variety of on-line and hands-on human classification exercises that provide opportunities for participants to see how difficult it is to classify people into distinct races. This lesson is from a PSS show hosted by Henry Louis Gates Jr.

[**http://www.pbs.org/wnet/aalives/teachers/rationalizing\_race.html**](http://www.pbs.org/wnet/aalives/teachers/rationalizing_race.html)

**The African Burial Ground Project: (Most useful for Parts 1 and 2)**

* These two websites tell the story of how the site was discovered, what it revealed, and how it became a national monument.

**New York Public Library - Schomburg Research Library**

<http://www.nypl.org/research/sc/afb/shell.html>

**The U.S.National Park Service**

<http://www.nps.gov/afbg/index.htm>

**American Anthropology Association Websites related to “Race: are we so Different?” Project**

* The following four major websites and other links to those sites represent the compendium of websites of the **American Anthropological Association** that contain material and resources important to this book and for the users of materials about race in classrooms, in work places and in communities.
1. **The Official American Anthropology Association Website-Resources-Race a Public Education Project**

This site describes the overall project with its mission to “help promote a broad understanding of race and human variation.” The Project includes a traveling museum exhibit, an interactive website (which is explored in detail below), and educational materials including the second edition of this book. The project looks at race in the United States through the lenses of biology, history and lived experience (racism). The project was funded by the Ford Foundation and the National Science Foundation in 2003 and launched in 2007. Over 2 million people have visited the website and the exhibits to date. On this official site for the project, readers can take a virtual tour of the exhibit, see the introductory video to the project and purchase project merchandise such as CDs and DVDs from the exhibit that have been grouped together for classroom and professional learning. The CD/DVD contains powerful vignette from the “Living with Race” section of the exhibit that focus on such issues as transracial adoption, multicultural identity and coping with racism in the U.S.

**Virtual Tour of the Exhibit**

<http://www.understandingrace.org/about/virtour.html>

**Introductory Video**

<http://www.youtube.com/v/8aaTAUAEyho>

**Race Project Merchandise (CD/DVD)**

<http://www.aaanet.org/resources/RACE-Educational-Sets-and-T-shirts-Now-Available.cfm>

1. **AAA RACE Project Official Interactive Website ( Useful for all chapters)**

The official website of the “Race are we so Different?” Project is designed to provide information to visitors to the site about what race is, and what race isn’t. The site is organized around and explores the three major themes of the exhibit: Biology and human variation, the history of race in America and how race is experienced in the lives of people in the United States today. This book, *How Real is Race: A Source book on Race, Culture and Biology* is one of two books expressly written to complement and enhance the materials on the website and in the exhibit of the RACE project. The other book written to complement the materials in the exhibit and website is a *Race: are we so Different?* (See Reference list in this section for complete citation). The web links below are listed in the broad headings mentioned above, human variation, history and lived experience. The numbers in parentheses refer to chapters in our book, *How Real is Race?*

**Race: Are we so Different Website (Main website page)**

[www.understandingrace.org](http://www.understandingrace.org)

**General Information from the website**

* **Glossary**

<http://www.understandingrace.org/resources/glossary.html>

* **Race are we so Different? Introductory Video to the Project**

<http://www.youtube.com/v/8aaTAUAEyho>

* **Race Project Bibliography**

<http://www.understandingrace.org/resources/pdf/annotated_bibliography.pdf>

**History**

* **Defining Whiteness**

<http://www.understandingrace.org/history/gov/eastern_southern_immigration.html>

* **Race History Timeline Movie**

<http://www.understandingrace.org/history/timeline_movie.html>

**Human Variation**

* **Basic Genetics (2)**

<http://www.understandingrace.org/humvar/molecular_01.html>

* **Human Spectrum (1)**

<http://www.understandingrace.org/humvar/spectrum.html>

* **Human Variation (3)**

<http://www.understandingrace.org/humvar/race_humvar.html>

* **Macroevolution (3, 4)**

 <http://www.understandingrace.org/humvar/sickle_01.html>

* **Our Molecular Selves Video (1)**

<http://www.understandingrace.org/humvar/molecular/index.html>

* **Out of Africa Theory (3, 4)**

<http://www.understandingrace.org/humvar/africa.html>

* **Sickle Cell Trait (2, 3)**

<http://www.understandingrace.org/humvar/sickle_01.html>

* **Skin Color-Nina Jablonski (3)**

 [www.understandingrace.org/humvar/skin](http://www.understandingrace.org/humvar/skin)

<http://www.understandingrace.org/humvar/skin_01.html>

**Lived Experience**

* **A Girl like Me -Video**

<http://www.understandingrace.org/lived/video/index.html>

* **Global Census**

<http://www.understandingrace.org/lived/global_census.html>

* **Who is White?**

<http://www.understandingrace.org/lived/who_is/index.html>

1. **RACE: A Teacher’s Guide (on Project Website) ( Useful for all Chapters)**
* This guide serves as a teaching tool to assist educators in addressing race and human variation in the classroom. The guide meets national and select state standards for science and social studies and teachers may use the various lesson plans to develop a module on race and human variation for biology, social studies or social science classes. We encourage educators to present the topic of race and human variation in an integrated fashion as we have done in the guide. All material is downloadable. There are two guides one for middle school, and one for high school. (Description taken from website).

<http://www.understandingrace.org/resources/for_teachers.html>

1. ***How Real is Race? A Source Book on Race, Culture and Biology* Official AAA Website for the 2nd edition of book.**
* This website is designed to complement and enhance the 2nd edition of a companion book to the AAA Race Project, *How Real is Race: A Sourcebook on Race, Culture and Biology* by Carol C. Mukhopadhyay, Rosemary Henze and Yolanda T. Moses

( AltaMira Press, 2014).This website, designed by the authors, three nationally noted anthropologists, provides materials and resources to widen and deepen the understanding of topics covered in the book. In addition, the website explores areas not covered in the RACE exhibit, such as cross-cultural issues of race, multi-ancestral identities, and race and immigration in the 21st century. The website is designed for educators, students and professionals in many fields. It includes linkages to the new Common Core Standards, useful for pre-college educators. It will be periodically updated with new materials and resources.

* + [**www.understandingrace.org/resources**](http://www.understandingrace.org/resources)

**Anthro Notes- Department of Anthropology-Smithsonian National History Museum**

* This newsletter provides information to teachers all over the United States on topics related to the four sub-fields of anthropology. They explore such issues as human evolution, human variation, and language and culture. The overall mission of the newsletter is to disseminate information about anthropology to other anthropologists, archaeologist, professionals, and teachers, especially in schools. But the material is useful in college settings in introductory classes as well.

<http://anthropology.si.edu/outreach/anthnote/anthronotes.html>

* **“Black is/Black Ain’t”– Film (13)**

This 1995 award winning film focuses on the diversity of what it means to be Black in the U.S..

<http://www.newsreel.org/nav/title.asp?tc=CN0011>

**Facilitators Guide for Film**

<http://www.newsreel.org/guides/blackgui.htm>

**California Newsreel Website** **(Films)**

* California Newsreel is a leading resource center for the advancement of racial justice and diversity, and the study of African American life and history as well as African culture and politics. It provides films on a wide variety of social justice and health issues as well.

<http://newsreel.org/about-California-Newsreel>

**Census and Related Websites (Useful for all chapters)**

* This series of websites gives an overview of the range of census data that is collected and kept by the U.S. Census Bureau. In addition to reporting on the data from the 2010 Census in this website, it also provides a link to historical censuses, to data on specific ethnic groups, and to Internet sites for those interested in genealogy.
* **Main access Page**

<http://www.census.gov/main/www/access.html>

* **Reports From the 2010 Census**

<http://www.census.gov/prod/cen2010/briefs/c2010br-02.pdf>

* **Measuring America: The Decanal Census : From 1790 to 2000**

<http://www.census.gov/prod/2002pubs/pol02marv.pdf>

* **Census Finder – A Directory of free Census Records**

[www.censusfinder.com](http://www.censusfinder.com)

**Southeast Asian Categories**

<http://www.census.gov/prod/cen2010/briefs/c2010br-11.pdf>

**2010 Demographics on Dominicans**

<http://www.law.cornell.edu/supct/html/02-241.ZO.html>

* **Internet Sites for Genealogists**

<http://www.azlibrary.gov/is/genealogy/handouts/documents/InternetSitesforGenealogists.pdf>

**Historical Census Browser-University of Virginia Library**

<http://fisher.lib.virginia.edu/collections/stats/histcensus/>

**Closing the Achievement Gap Video (11)**

* This video looks at Amistad Academy, a public charter school for mostly poor fifth through eighth graders who often enter performing at lower-than-average levels but leave performing on par with students from wealthier areas. Available from the PBS website. .

<http://www.pbs.org/closingtheachievementgap>

**Conflict Resolution Programs**

• The two websites listed here provide information on conflict resolution programs endorsed by Educators for Social Responsibility and the National Conference on Community and Justice.

<http://esrnational.org/professional-services/high-school/prevention/conflict-resolution-violence-prevention-lessons-high-school/>

<http://www.nccjctwma.org/whatwedo/anytown.html>

**Dadi’s Family (Film) (9)**

* Dadi's Family. a documentary film, provides an intimate portrayal of a patrilineal, patrilocal joint family household in Northern India, with a particular focus on women of different generations, particularly mothers and daughters and daughters-in-laws. It describes both stability and changes in Indian joint family life in the 1980s. <http://www.der.org/films/dadis-family.html>

**Documentary Educational Resources (Films) (8, 9)**

* Documentary films that explore the culture and lives of people around the world. There is an extensive collection of films about race relations cross-culturally.

<http://www.der.org/>

<http://www.der.org/films/index-by-subject.html#race>

**The Dolan DNA Learning Center, (2, 4)**

* Cold Spring Harbor Laboratory, Cold Spring Harbor, NY. A rich DNA Learning Center for students. Opportunities for engagement include a range of programs and educational resources that can be downloaded.

 [www.dnalc.org](http://www.dnalc.org)

<http://www.dnalc.org/programs/>

<http://www.dnalc.org/resources/>

**EDChange Website (10-13)**

* Established by educators and dedicated to equity, diversity, multiculturalism, and social justice. They have developed resources, workshops, and projects that contribute to progressive change in individuals, schools, and American culture.

<http://www.edchange.org/>

**EDSITEment: The Official Humanities Website for Educators (Part 2 and 3)**

* “EdSITEment is a partnership among the National Endowment for Humanities, Verizon Foundation and the National Trust Foundation. As a member of the Thinkfinity consortia of websites for educators, EDSITEment particularly focuses on literature, language Arts, history, foreign languages, art and culture and even social studies.”

<http://edsitement.neh.gov> (general)

**Educators for Social Responsibility (10)**

* This website provides valuable information to students and teachers on Conflict Resolution and Violence Prevention strategies for High School.

<http://esrnational.org/professional-services/high-school/prevention/conflict-resolution-violence-prevention-lessons-high-school/>

**ERASE Project (Expose Racism and Advance School Excellence) (chapter 11):**

* The Erase Project contains materials useful to teachers to help them to understand and develop strategies and actions to shift thinking about the achievement gap to thinking about the issue as an “achievement opportunity.”

<http://www.eraseracismny.org/>

At the [www.raceforward.org](http://www.raceforward.org)

website please see two other documents of interest:

**The Racial Equity Impact Assessment Toolkit**

http://www.raceforward.org/practice/tools/racial-equity-impact-assessment-toolkit

 **The Race and Public Policy Video.**

<http://www.raceforward.org/practice/tools/race-and-public-policy-dialogue-video>

**For Colored Girls Who have Considered Suicide When the Rainbow is Enuf” (Film)**

This 2010 film produced by Tyler Perry s based on a bestselling book by Ntozoke Shange of the same name in 1975. The book was turned into an award winning Broadway play in addition to the T.V. movie version as well. It is the story of the lives of a group of African-American women of all ages as they face the tragedies and joys of their lives.

**Wikipedia Site**

<http://en.wikipedia.org/wiki/For_Colored_Girls_Who_Have_Considered_Suicide_When_the_Rainbow_is_Enuf>

**Amazon**

<http://www.amazon.com/colored-girls-considered-suicide-rainbow/dp/B0057D901U>

**NEW: Genetics and Social Science: Expanding Transdisciplinary Research.**

* This website has useful materials, especially for social scientists, biology-social links.

http://www.nchpeg.org/bssr/

**Genomics Science Program**

* This website is hosted by the U.S. Department of Energy, office of Science. The goal of this website is to provide suitable material for educators searching for information on genomics, systems biology and microbes. The materials are designed to enhance existing curricula. Supplements include modules on Genomics for Energy and Environmental Placement, The Biofuels Primer, the Image Gallery, and a virtual genomics library among other supplements.

[**http://www.genomicscience.energy.gov/education/index.shtml**](http://www.genomicscience.energy.gov/education/index.shtml)

**Gluten Intolerance (2, 3)**

* This website looks at the archaeological research around the history of the domestication of grains in Europe. It looks at this phenomenon at the macro evolutionary and at the genetic level.

 <http://www.mcdonald.cam.ac.uk/projects/genetics/projects/cereals/index.html>

 <http://www.shef.ac.uk/archaeology/research/domestication>

**Guess Who is Coming to Dinner? (Film) (9))**

* This film is set in 1967 San Francisco and tells the story of issues surrounding an interracial marriage between a white woman and an African American man. In the same year that the film was released, the Supreme Court struck down anti-miscegenation laws in 17 stat4es in the *Loving vs. Virginia* case (see entry in this website). U-tube has a free copy of the movie available. See link below.

[http://en.wikipedia.org/wiki/Guess\_Who's\_Coming\_to\_Dinner](http://en.wikipedia.org/wiki/Guess_Who%27s_Coming_to_Dinner)

<http://www.youtube.com/watch?v=xCAaEbCDovQ>

**Hawks, John Web blog - Paleoanthropology, Genetics and Evolution. (1)**

* This website by John Hawks focuses on paleoanthropology, genetics and evolution. It provides a wealth of information on topics covered in Part 1 of this book. The website once included photos of “shovel- shaped incisors”.

<http://johnhawks.net/weblog/hawks/about.html>

**How Real is Race? A Sourcebook on Race, Culture and Biology.**

* This website link, part of the official RACE project website, contains additional materials and resources related to this book. See also **American Anthropology Association Websites Related to *RACE: Are We So Different?* Project , for a fuller description of this website.**

 <http://www.understandingrace.org/resources/>

**Human Genome Project (1, 2, 3)**

* The Human Genome Project **C**ompleted in 2003, the Human Genome Project (HGP) was a 13-year project coordinated by the U.S. Department of Energy (DOE) and the National Institutes of Health. The following are web links that provide useful information related to Part 1 of this book.

**Information Archive**

[www.ornl.gov/sci/techresources/Human\_Genome/home.shtml](http://www.ornl.gov/sci/techresources/Human_Genome/home.shtml)

**Human Genome Project Education Resources**

<http://web.ornl.gov/sci/techresources/Human_Genome/education/index.shtml>

**Exploring Genes and Genetic Disorders**

<http://web.ornl.gov/sci/techresources/Human_Genome/publicat/genegateway/GeneGatewayHandout.pdf>

**Intelligence Tests- Wikipedia (Useful in Part 2 and 3)**

* This website discusses the intelligence quotient of IQ. It discusses the history of I.Q. tests; the variety of modern tests, their uses and reliability, genetics and environment, heritability, age and I.Q. and music and I.Q. among other topics.

<https://en.wikipedia.org/wiki/Intelligence_quotient>

**Jim Crow Laws in California - A Timeline (9)**

* This website lists the Jim Crow or segregation laws in the state of California from 1866 to 1952. In California, concern about Asian Immigration produced a series of segregation laws in the areas of miscegenation, education, employment and housing, right to vote, sale of alcohol and others. Some of these laws also pertained to Native Americans and African Americans as well.

<https://sites.google.com/a/aveson.org/www-salimcrowe-com/jim-crow-laws-california-a-timeline>

**Just a Piece of Cloth (video) 13**

* In this 34-minute documentary, four San Francisco Bay Area Muslim women share their stories about wearing and not wearing the Muslim headscarf (hijab). In 2013 and 2014, the film is being screened in communities, schools and colleges. The website includes a discussion guide, and provides updates on when the video will be released for purchase.

[www.justapieceofcloth.com](http://www.justapieceofcloth.com)

**Justice Matters (10, 11)**

* This site provides a variety of professional development activities for teachers and other personnel to build their skills to impact change policies on behalf of justice for students in schools.

http://www.justicematters.org/.

**Lactose Intolerance (2, 3)**

These two websites provide basic information on what lactose intolerance is and how it works and its geographic distribution among the world’s population.

**Ohio State University Medical Center**

<http://medicalcenter.osu.edu/patientcare/healthcare_services/digestive_disorders/lactoseintolerance/Pages/index.aspx>

**Geocurrents News Site**

<http://geocurrents.info/cultural-geography/culinary-geography/global-geography-of-milk-consumption-and-lactose-intolerance>

**Lip Shapes (1, 2)**

This article “ Top 10 Lip Shapes that Guys Love the Most” provides photos which illustrate the variability of lip types found among European Women.

<http://www.mmmglawblog.com/top-10-lip-shapes-that-guys-love-the-most/>

**The Loving Story-Video (9,13)**

* The Loving Story, a documentary film, tells the story of Richard and Mildred Loving to examine the drama, the history, and the current state of interracial marriage and tolerance in the United States. (Description is taken from the website)

<http://edsitement.neh.gov/websites/loving-story>

**Downloadable Teacher’s Guide**

<http://www.icarusfilms.com/new2012/ls.html>

**Maasai Women (Film) (9)**

 This 1980 documentary film explores the lives of women in a patrilineal, patrilocal, pastoralist [cattle-herding] society in East African. Interviews with Maasai women provide interesting cultural perspectives on topics such as polygamy, marriage, sexuality, and concepts of wealth.

<http://www.der.org/films/maasai-women.html>

**Maryland, State of. Relevant websites and teaching materials (Most Useful in Part 2):**

* **Maryland State Archives: Documents for the Classroom**
* http://msa.maryland.gov/
* **The Maryland Toleration Act of 1649**

[www.let.rug.nl/usa/D/1601-1650/maryland/mta.htm](http://www.let.rug.nl/usa/D/1601-1650/maryland/mta.htm) (accessed July 21, 2013).

**Matters of Race (Website) (10,13)**

ROJA Productions created 4 documentaries that

address questions of race. Each program focuses on one or more communities in

which racial attitudes and beliefs are being challenged. Teacher’s guides are included.

<http://www.pbs.org/mattersofrace/>

**Media Education Foundation (Most Useful in Part 3)**

The Media Education Foundation produced such films as “Tough Guise”, “Hip Hop Culture” and “Dreamworlds III, and most recently, *Joystick Warriors: Video Games, Violence & the Culture of Militarism.*” These films do an excellent job of exploring the intersections of race with issues of masculinity, femininity, class and ethnicity. In addition the website contains a catalog of dozens of films, discussion guides, handouts and full transcripts of their films.

<http://www.mediaed.org>

**Monsoon Wedding (Film) (9)**

* This popular commercial film made in 2001 and directed by Mira Nair, a world renowned filmmaker and native of India, portrays the stresses of a modern. Upper-middle-class Indian family as they preparefor the marriage of their thoroughly modern daughter. It looks at how traditions of arranged marriages often clash with the realities of modernity and individual choice.

<http://www.imdb.com/title/tt0265343/>

**Mukhopadhyay, Carol C.,**

* [www.sjsu.edu/people/carol.mukhopadhyay/](http://www.sjsu.edu/people/carol.mukhopadhyay/)
	+ See especially webpages on Teaching about Race and Webpage for this book, How Real Is Race?

**Myths of Human Genetics: An Introduction (2, 3, 4)**

* This website by John H. McDonald at the University of Delaware explores the myths of human genetics by having students collect data on themselves and perform a variety of 0n-class experiments.

http://udel.edu/~mcdonald/mythintro.html

**National Center for Biotechnology Information (1-4)**

* This website of the National Center for Biotechnology Information (NCBI) is a division of the National Library of Medicine (NLM) at the National Institutes of Health (NIH). Below are two links that give an overview of the site and a look at the Hap Map Project mentioned in Part 1.

**Genomic Primer and other materials**

<http://www.ncbi.nlm.nih.gov/About/primer/genetics_genome.html>

http://www.ncbi.nlm.nih.gov/genome

**Hap/Map Project**

<http://hapmap.ncbi.nlm.nih.gov/>

**The National Conference for Community and Justice (10)**

* “The National Conference for Community and Justice was founded in 1927 as The National Conference for Christians and Jews. It is a human relations organization promoting understanding and respect among all races, religions and cultures; providing education and advocacy, and building communities that are inclusive and just for all.” Activities and curricula for students, teachers and community groups, including the well known “Anytown” program for youth leadership development in social justice.

 <http://www.nccj.org/>

**NPR - National Public Radio- Books (8-13)**

* Author of book *Americanah* explains how it was that she learned to be black in America. Novelist Chimamda Ngozi Adichie grew up in Nigeria before immigrating to the U.S. This is an on-line interview.

<http://www.npr.org/2013/06/27/195598496/americanah-author-explains-learning-to-be-black-in-the-u-s>

**National Women’s History Museum On-Line (Most useful in Part 2)**

* The National Women’s History Museum (NWHM) website hosts on-line exhibits with rich materials on subjects that affect women in U.S. History as well as today.

<http://www.nwhm.org/online-exhibits/>

**Chinese American Women: A History of Resilience and Resistance**

<http://www.nwhm.org/online-exhibits/chinese/1.html>

**“Tracing Ancestry with mtDNA (Video Online) (2, 3, 4)**

* “Tracing Ancestry with mtDNA,” from NOVA is a film about The "Eve" who was actually the most recent common ancestor through matrilineal descent of all humans living today.

[www.pbs.org/wgbh/nova/neanderthals/mtdna.html](http://www.pbs.org/wgbh/nova/neanderthals/mtdna.html) .

**Oakland Unity High School (11)**

* It is the mission of Oakland Unity High School (Unity) to prepare its students for admission to and success in college. This school shows how against the odds they are able to graduate a high number of low income students who go on to college. To see the School Accountability Report Card, click on the SARC link at the school’s website below:

<http://www.unityhigh.org/>

**OMIM – Online Mendelian Inheritance in Man Website (2, 3)**

* The Online Mendelian Inheritance in Man website and catalog is a comprehensive authoritative compendium of human genes and genetic phenotypes that is freely available and updated daily. OMIM is authored and edited at the McKusick-Nathans Institute of Genetic Medicine, Johns Hopkins University School of Medicine.

 **Online Catalog of Mendelian Inheritance in Man**

<http://www.omim.org/>

**The OAH Magazine of History-Family History (9)**

* This Organization of American History special on-line issue of Family History published in 2001 offers an array of articles, lesson plans, educational resources on teaching, and Class room media. An extra bonus is that it also includes primary source documents as well as an annotated bibliography on teaching family history.

 <http://magazine.oah.org/issues/154/>

**Palomar College, Tutorials in Biological Anthropology and Cultural Anthropology, organized by Dr. Dennis O’Neil (See Parts 1 and 2, especially maps in Part 1)**

* The Palomar College Website, Department of Behavioral Sciences provides a wealth of information for both students and educators through their on-line tutorials on a wide variety of anthropology topics developed by Dr. Dennis O’Neil. Below are listed topics in both biological and cultural anthropology that help to illustrate concepts discussed in the chapters of this book.

**Biological (General) (1-4)**

<http://anthro.palomar.edu/tutorials/biological.htm>

* **ABO blood groups ( 2)**

http://anthro.palomar.edu/ blood/default.htm

**Bergman and Allen Rule (1-4)**

[www.pbs.org/wgbh/nova/neanderthals/mtdna.html](http://www.pbs.org/wgbh/nova/neanderthals/mtdna.html) .

**Environmental Adaptations (3)**

<http://anthro.palomar.edu/adapt/-> general

* **Exploring Our African Ancestry (4)**

<http://anthro.palomar.edu/hom02/mod_homo_4.htm>

* **Human Geographic Distribution (3)**

http://anthro.palomar.edu/adapt/adapt\_4.htm

<http://anthro.palomar.edu/vary/vary_3.htm>

<http://anthro.palomar.edu/adapt/adapt_3.htm>

**Modern Evolutionary Theory (3)**

<http://anthro.palomar.edu/synthetic/default.htm.>

**Skin Color ( 1-4)**

<http://anthro.palomar.edu/adapt/adapt_4.htm>

**Cultural Anthropology (5-13))**

<http://anthro.palomar.edu/tutorials/cultural.htm> (general)

* **Characteristics of Culture ( 5)**

<http://anthro.palomar.edu/culture/culture_2.htm>

* **Kinship (6,9)**

<http://anthro.palomar.edu/kinship/default.htm>

* **Language and Culture (6)**

<http://anthro.palomar.edu/language/default.htm>

* **Methods for Learning about Culture (5,6)**

<http://anthro.palomar.edu/culture/culture_3.htm>

* **Related Internet Sites (5-9)**

<http://anthro.palomar.edu/culture/links.htm>

* **Sex and Marriage (9)**

<http://anthro.palomar.edu/marriage/default.htm>

 **Pink Sari (Film)**

* This award winning film by Kim Longinoto explores the lives of women who have formed an activist organization to fight for the rights of women in unhappy domestic situations in India. They wear pink saris to show their solidarity.

<http://www.wmm.com/filmcatalog/pages/c789.shtml>

* Since the publication of this book, another extremely powerful documentary film on this “Pink Sari” women’s movement, entitled “The Gulabi Gang”, written and directed by Nishta Jain, has been released. For more information see: <http://www.imdb.com/title/tt2196638/> . For a You-Tube preview, but in Hindi, see: <http://www.youtube.com/watch?v=695OFUpJiuc>

**Policy Mic Website-“Wilcox County High School Students Organize School’s First Racially integrated Prom” (13)**

* This 2012 on-line article tells the story of Wilcox County High School, located in rural Rochelle, Ga., and how it has never had an integrated prom. It also describes how four friends — two Euro-Americans and two African-Americans —began to change the tradition

 <http://www.policymic.com/articles/33073/wilcox>

**The Power of Two (Film) (Part 1)**

The film, “The Power of Two” is the story of twin sisters, Anabel Stenzel (recently deceased) and Isabel Stenzel-Byrnes, with a Japanese mother and Euro-American father, and their fight to overcome cystic fibrosis. The film documents, not only their struggle to survive, including double lung transplants, but their efforts to inform the Japanese about the disease, long thought to be associated only with Europeans. The site also contains a discussion and action guide and extensive interviews with the two sisters.

<http://www.thepowerofftwmovie.com/the-film/>

<http://www.thepoweroftwomovie.com/home/>

**Race: The Power of an Illusion Companion Website (Useful for all chapters)**

* This comprehensive website is a companion to the California Newsreel film, Race: The Power of an Illusion. It has a comprehensive teacher’s guide as well as a discussion guide for the three films in the series.

<http://www.pbs.org/race> (General site)

* **ABO Blood groups (2,3)**

www.pbs.org/race/ 000\_About/002\_02\_b-godeeper.htm

* **Desiree’s Baby (4)**

[www.pbs.org/race/000\_About/002\_04-teachers-06.htm.](http://www.pbs.org/race/000_About/002_04-teachers-06.htm.)

* **Human Diversity (1,2,3)**

 [www.pbs.org/race/004\_HumanDiversity/004\_01-explore.htm](http://www.pbs.org/race/004_HumanDiversity/004_01-explore.htm)

* **Race and Wealth Disparities (11)**

[www.pbs.org/race/000\_About/002\_04-teachers-07.htm.](http://www.pbs.org/race/000_About/002_04-teachers-07.htm.)

* . **Sorting People Interactivity Module ( 1-4)**

[www.pbs.org/race/002\_SortingPeople/002\_01-sort.htm](http://www.pbs.org/race/002_SortingPeople/002_01-sort.htm) ,

**Race Matters Toolkit- Annie E. Casey Foundation (11)**

This toolkit is designed to help decision-makers, advocates, and elected officials get better results in their work by providing equitable opportunities for all. The toolkit presents a specific point of view on addressing unequal opportunities by race and offers simple, results-oriented steps to help you achieve your goals. ( Description taken from website)

<http://www.aecf.org/KnowledgeCenter/PublicationsSeries/RaceMatters.aspx>

**Science NetLinks Website (2, 3, 11)**

Science NetLinks is a project of the Directorate for Education and Human Resources Programs of the American Association for the Advancement of Science. This website gathers lesson plans, teaching tools and resources about Science writ large for teachers and other educators.

**General**

<http://www.sciencenetlinks.com>

 **Protein Synthesis Tool (2, 3)**

<http://sciencenetlinks.com/tools/protein-synthesis/>

**Race and the Achievement Gap (11)**

<http://sciencenetlinks.com/science-news/science-updates/race-and-achievement/>

**Sickle Cell and Sports (2, 3)**

* These two websites provide information about how College and professional sports teams are looking at the pros and cons of sickle cell Anemia testing for all athletes.

 <http://www.npr.org/blogs/health/2012/01/26/145923225/blood-doctors-call-foul-on-ncaas-screening-for-sickle-cell>

 <http://www.cbssports.com/collegefootball/story/11903550>

**Sickle Cell Websites-additional (2, 3)**

* **Sickle Cell Information.Net**

Website dedicated to educating the public about the structure of sickle cell hemoglobin and the mechanism of sickle cell disease. This also contains a link to the Mukherji Lab website [go into "links" after reaching the website].

www.[sicklecellinfo.net/index.htm.](http://sicklecellinfo.net/index.htm.)

* **Centers For Disease Control and Prevention**

 CDC is one of the major operating components of the Department of Health and Human Services. This website focuses on explaining the disease, providing healthy tips for living with the disease and trait, and free materials to download.

<http://www.cdc.gov/ncbddd/sicklecell/index.html>

**Sita Sings the Blues (Film)**

* This beautifully illustrated animated film takes a critical, modern. bordering-on-feminist look at the classic Hindu epic, The Ramayana, and the tale of Sita, captured by the demon Ravana, and then, after her return, having her "loyalty" [and sexual fidelity] challenged by her husband, Rama. The film weaves together multiple Indian interpretations of this classic along with stories of modern life, contemporary characters and the music of blues singer, Annette Hanshaw (as Sita).

Available for down-loading at: <http://www.sitasingstheblues.com/>

**Strom Thurmond’s Black Daughter: The Complicated Story of Race in the U.S.**

* These two websites explore the complexity of race in the U.S. by looking at the lives of Senator Strom Thurmond, a one time segregationist sSenator from the state of South Carolina, and the African American daughter that he fathered as a young 22 year old with the 16 year old African American maid in his parents’ household. The Thurmond family, and the daughter, Essie Mae Washington-Williams kept the family secret until 2003.

<http://www.washingtonpost.com/blogs/she-the-people/wp/2013/02/05/strom-thurmonds-black-daughter-a-flesh-and-blood-symbol-of-americas-complicated-racial-history/>

<http://en.wikipedia.org/wiki/Essie_Mae_Washinton-Williams>

**Teaching Tolerance Website (12)**

* Classroom activities focused on addressing racism, sexism, and other “isms” in the classroom, described in Part 3: <http://www.tolerance.org>

**Thinkfinity Website**

* “Thinkfinity is the Verizon’ Foundation’s free online professional learning Community. They provide access to over 60,000 experts in curriculum enhancement, along with thousands if award-winning digital resources for K-12 that are aligned to state standards and the common core.”

<http://www.thinkfinity.org/community/about-us>

**“1000 Genomes Project”, (4)**

* A worldwide collaboration among over 400 genetic scientists to continue to unlock the secrets of the genome on a global level. Provides articles and background reading as well as charts and graphs.

 [**http://www.1000genomes.org/**](http://www.1000genomes.org/)

**“Two American Families”-Documentary (Online) (Part 2 and 3)**

* Since 1992, Bill Moyer noted American Journalist, and commentator on the television show “Frontline” has been following the lives of two ordinary American families, one black and one white in Milwaukee Wisconsin. They are called the Stanleys and the Neumanns. He is particularly interested in how the economic downturn of 2008 has impacted their families’ economics and their places in society.

<http://billmoyers.com/2013/07/10/two-american-families/>

**Understanding Prejudice - Website (10, 11, 12, 13)**

* This website, which includes a "teacher's corner", has over 2000 links to help students understand prejudice and stereotyping. It also has a searchable database. <http://understandingprejudice.org>

**U.S. Commission on Civil Rights (11)**

* The U.S. Commission on Civil Rights website provides information and reports on various topics related to discrimination and prejudice in the United States. The Disparate Impact report shows how race intersects with the treatment of minority students in schools in the United States.

**General Site**

 <http://www.usccr.gov/pubs/larpt/main.htm>

 **Disparate Impact Report**

 <http://www.usccr.gov/pubs/School_Disciplineand_Disparate_Impact.pdf>

**Women Make Movies Website**

* This website provides over 550 award winning films by women independent filmmakers. The movies are about the lives and issues of women all over the world.

[www.wmm.com](http://www.wmm.com)