

SYLLABUS

ANTH 4550.01- RACE, ETHNICITY, AND IDENTITY

FALL 2018

Professor: Dr. Jara Carrington

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Office Hours: Tuesdays 2:00- 3:30,

Wednesdays 10- 11:30

Office: Chilton Hall 308C

Class meetings: MWF 9:00- 9:50

Meeting location: Hickory Hall 252

“The most general statement of our politics at the present time would be that we are actively committed to struggling against racial, sexual, heterosexual, and class oppression, and see as our particular task the development of integrated analysis and practice based upon the fact that the major systems of oppression are interlocking. The synthesis of these oppressions creates the conditions of our lives.”

- Combahee River Collective Statement (1977)

COURSE DESCRIPTION

The concepts of race and ethnicity, and the cultural meanings attributed to perceived racial and ethnic differences, have significantly shaped the development of societies across the globe. In this class, we will learn how to think anthropologically about racial and ethnic categories and identities, and to consider the cultural meanings that are attached to them, with a focus on the United States. We will analyze how demarcations of racial and ethnic boundaries have been culturally constructed over time, especially in and through intersecting norms about gender, sexuality, class, and nationality; and we will focus on the complex ways that hierarchies of race and ethnicity are represented, reproduced, and/or contested in U.S. politics and culture.

The first half of the course will center the writings of anthropologists, sociologists, critical race theorists, black feminist theorists, and cultural studies scholars to help us build an interdisciplinary theoretical foundation for the study of race and ethnicity. The second half of the course we will focus our analyses on various institutions and processes in order to “think like an anthropologist” about race and racialization in the United States. Throughout the course, we will bring scholarly, activist, media, fiction, and other forms of writing together in conversation to understand how cultural meanings about race, ethnicity, and identity are transmitted, reproduced, and contested.

COURSE OBJECTIVES

- Understand and evaluate foundational concepts and theories in the study of race, ethnicity, and identity
- Develop and exercise critical thinking skills in the analysis of race, ethnicity, and identity

- Understand and be able to use the concept of intersectionality
- Critically analyze how historical processes and relationships continue to impact the cultural meanings we attribute to various forms of social difference today
- Critically evaluate the politics and sites of representation of racial and ethnic difference

REQUIRED TEXT

There is one required text for this course, which is available at the UNT Bookstore. It is “Scratching Out a Living: Latinos, Race, and Work in the Deep South” by Angela Stuesse (2016). All other required readings will be available for download on our course webpage.

COURSE EXPECTATIONS

General Information: This course requires considerable reading and writing. Although you do not need a background in anthropological theory to succeed in the class, you will be expected to grapple with difficult texts that you may need to re-read and sit with to fully understand. In other words, cursory readings will not be sufficient.

In addition, we may cover material in this course that challenges your personal beliefs and opinions. I do not expect you to agree with course materials in order to do well in this course, but I do expect you to approach these topics in an open and intellectual fashion. Comments that are disrespectful to your classmates and/or myself will not be tolerated.

Each class period, I will expect you to:

- Have completed the readings
- Pose questions for clarification or extension of points
- Participate actively in discussion and debate
- Respectfully challenge your instructor and peers where appropriate
- Contribute positively to the classroom climate

Late work: I do not accept late quizzes, tests, assignments, or papers unless you have made specific arrangements with me in advance, have a doctor’s note, and/or have otherwise received my approval.

Extra Credit: Extra credit can be earned at any point during the semester. I will suggest several opportunities in class, and I am relatively open to creative ideas from you. Options to earn extra credit include: relevant movie/documentary analysis, attending a related talk/lecture on campus, a personal reflection that puts course content in conversation with an experience you have had, or developing a creative piece such as poetry or artwork. You must get approval from me ahead of time for your choice, so check with me before you do the work.

Electronics in the Classroom: Please turn off your cell phone prior to coming to class. Students may use laptop computers to take notes and for class purposes only; students checking email, using Facebook, etc. will be asked to turn off their computers and will not be allowed to use their computers in subsequent classes.

Academic Honesty: The Department of Anthropology does not tolerate plagiarism, cheating, or helping others to cheat. For this class, writing assignments will be submitted through Turnitin, a Web based resource that compares the text of student papers to an extensive electronic database. Writing assignments will be assessed by Turnitin for textual similarity review.

- Cheating includes the physical or electronic **distribution or use** of answers for graded components, such as discussion posts, writing assignments, and exams.
- Plagiarism is defined as misrepresenting the work of others (whether published or not) as your own.
- Plagiarism may be inadvertent or intentional. That is, plagiarism is still plagiarism even if you “didn’t mean to do it.” Any facts, statistics, quotations, or paraphrasing of any information that is not common knowledge, should be cited.
- Students suspected of any of these will be provided the opportunity for a hearing; if found guilty they can receive an automatic “F” in the course. In addition, I reserve the right to pursue further disciplinary action within the UNT legal system, which may result in your dismissal from the university.
- For more information on paper writing, including how to avoid plagiarism, and how to use citations, see <http://www.unt.edu/anthropology/writing.htm>. For information on the University’s policies regarding academic integrity and dishonesty, see the UNT Center for Student Rights and Responsibilities, <http://www.unt.edu/csrr/>.

Academic Accommodations: The University of North Texas is committed to providing accommodation for all students with disabilities. If you have or acquire a disability that may affect your participation in class, I will strive to accommodate your needs. To ensure that the necessary accommodations are made, be sure to contact the Office of Disability Accommodation (located in Sage Hall) as soon as possible to ensure your needs are met in a timely manner. They will work with both of us to ensure proper accommodations are made. If you need accommodations, please remember that reasonable prior notice needs to be given to the Office of Disability Accommodation. Note that students need to obtain a new letter of accommodation for every semester and meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at 940.565.4323.

Basic Needs: You can’t learn if you are hungry! UNT does have a Food Pantry on campus. Any current UNT student in need can visit the UNT Food Pantry 8am-6pm Monday-Thursday and 8pm-5pm on Fridays. Students will check-in at the Dean of Students Office front desk in the Union, Suite 409. Students may go directly to room 366 from 5PM-6PM, Monday-Thursday. Students who visit the food pantry can request to meet with a staff member to discuss any difficulties they may be facing during the hours of 8am-5pm. When appropriate, referral to additional campus and/or community resources will be made. The Dean of Students Office has established protocols that allow for student confidentiality and dignity to be maintained. In addition, there is a pantry located at the Discovery Park Location in the Engineering Library (M130) next to the Career Center, as well as a Food

Pantry located at UNT's Frisco campus, which can be accessed by visiting the information desk.

COURSE EVALUATION

I.	Class Participation	5%
II.	Reading Quizzes	15%
III.	Current Events	20%
IV.	Midterm Exam	20%
V.	Research Paper	40%
	i. Proposal-	10%
	ii. Draft Outline and Annotated Bib-	10%
	iii. Final Paper-	20%

I. Class Participation (50 points)

This class relies on the intellectual commitment and *active* participation of all students. This goes beyond merely showing up for class, and includes: responding to discussion questions that I pose to the class, asking your own questions for clarification, and respectfully responding to classmates' discussion points if relevant. In order for you to participate, you need to have completed the reading assignment for that day and be ready to talk about it in class.

The topics we will be discussing can be politically charged, so I expect everyone to *actively* listen to others as well as be respectful of each other's ideas. You should bring assigned readings to class each day as we will refer to and utilize them throughout our meetings. You should take notes regarding lectures and classroom discussions because these notes, alongside your marginalia/notes on the readings, will come in very handy for exam preparation and your research paper.

II. Reading Quizzes (150 points)

In order to encourage students to come to class, and to come to class prepared, 10 reading quizzes will be given throughout the semester. Each quiz is worth 15 points. Quizzes will be random and unannounced; they will consist of multiple choice and fill-in-the-blank questions, and will cover information provided in the required reading for that day. Students who are absent will not be given the opportunity to make up these points unless they have a documented excuse and have received permission from the instructor ahead of time.

III. Current Events (200 points)

As a means to kick off each course meeting with student leadership and to provide an opportunity for you to put the concepts and ideas we are learning in class in conversation with events and issues in our society today, each student will complete one "Current Event" presentation and short paper during the course. Current Event presentation topics can include anything related to "race" or "ethnicity" and can involve events or issues related to: economics, politics, current social movements, religion, language, social and news media, food, and more. While current news stories or notable events make especially good

“Current Events,” other options include analysis of activist efforts/groups (i.e. analyze the history of organizations and/or coalitions, organizational brochures, manifestos, protest and mobilization, etc), artistic works (poems, prose, music lyrics, artwork, performance art, etc), academic or intellectual work (articles, books, etc), or any other sites that you think are interesting and relevant. Be creative!

In the second week of class, you will sign up to give a short, **5-7 minute presentation** that will take place at the beginning of class on the day you select. On the day of your presentation, you will also be required to turn in a **300-400 word paper** that is an analysis of your Current Event topic/materials. In your presentation and paper, you should provide a description of your topic, explain its significance/relation to course materials or content, and offer your very insightful and critical analysis of the object (FYI: “I thought it was interesting” is neither insightful nor critical). Your verbal presentation should not go over five minutes, and be ready to answer any questions we might have for you.

IV. Midterm Examination (200 points)

There is one examination for this class, a midterm. It will be an essay exam that will allow you to demonstrate your understanding of, and ability to apply, course content. Course content includes assigned readings, lectures, discussions, videos, and presentations. The exam will be administered outside of class. As such, it is open book and open note, but note that this courtesy comes with increased expectations on my part and thus a higher standard for success. This means that proper preparation for the exam is key to doing well. I will provide study guidance one week before the exam.

V. Research Paper (400 points)

Your objective will be to write a research paper that analyzes a site, institution, or process related to race and ethnicity. This could include a physical location such as a cultural festival, cafe, or meeting site, as well as other sites of representation or institutions such as written media including literature, magazine/newspaper articles; visual media arts like TV, movies, or other cinematic representations; technology and social media; particular areas of law and policy; dynamics of institutions such as the university, the medical system, or the criminal justice system; and/or any related activist or advocacy groups or materials.

This paper should present an ARGUMENT. I want you to analyze how your “site” relates to broader cultural processes of race and ethnicity. For instance, you may want to consider the following questions: what does your topic tell us about dominant cultural meanings about race and ethnicity? How does the site/topic reinforce, reproduce, and/or contest cultural meanings about race? What links are being made between racial/ethnic difference and claims about citizenship, national belonging, and/or local belonging? How do racial and ethnic categories work with other categories of social difference, like gender, sexuality, class, religion, nationality, etc. to produce certain kinds of cultural meanings?

This paper will give you a chance to think through critical questions that are timely and important to all of us, particularly with recent political and cultural events. It also allows you to bring in “outside” materials into the classroom, forcing us to negotiate the relationship between theories, methodologies, politics, activisms, and agencies. You will be

required to research and use at least **5 outside academic sources** in addition to any of the course materials. One of your central objectives of this assignment is to work towards applying and extending analyses and concepts acquired throughout the course towards your particular topic, and to juxtapose these concepts and analyses to articles you have found in your own research.

To help you build a solid final product, the research paper will be broken into three components:

- i. Project Proposal (100 points)**
You will turn in a **300-400 word** project proposal that describes in narrative form your idea for your research, including the site that you have chosen for analysis, the guiding research question for the paper, the sources of data that you will use to answer this question, and the methods you will use to obtain that data. This is due **October 22**.

- ii. Draft Outline and Annotated Bibliography (100 points)**
You will submit a draft outline of your paper, which will include the argument/thesis of the paper and the structure of the body. You will also include with your draft outline an annotated list of at least 3 *scholarly* sources that are *not* required readings for this class. Each annotation should include the citation of the source and a 2-3 sentence description for each that explains the topic of the source and why you think it will be useful for your paper. This is due **November 15**.

- iii. Final Paper (200 points)**
Your final paper should be between **1750-2000 words** (7-8 pages, double spaced), and will be due **December 10**.

***A Note on Paper Formatting: All papers are to be double spaced, with 12-point font and 1-inch margins on all sides, and should contain a works cited/references page. In-text quotes and references should be properly cited. You may use whichever format you are most familiar with (i.e. MLA, APA, Chicago), but you must be consistent. If you do not know what I am talking about here, please, please, please ask the Instructor, your Instructional Assistant, or the UNT writing lab for help.**

<p style="text-align: center;">IMPORTANT DATES TO REMEMBER Your Current Event Date 10/14- Midterm Exam Due 10/22- Project Proposal Due 11/15- Draft Outline and Annotated Bibliography Due 12/10- Final Paper Due</p>

NOTE: The instructor reserves the right to add, delete, or revise segments of the syllabus. Any changes in the course schedule will be announced in class and on the course webpage.

COURSE SCHEDULE

INTRODUCTION

- 8/27: Introduction to the Course - no assigned readings
- 8/29: Adrienne Rich "Claiming an Education"
- 8/31: James Peacock Ch. 1- "It's Real! Culture Beheld" in *The Anthropological Lens: Harsh Light, Soft Focus* (available as an e-book through UNT library)

THE CULTURAL CONSTRUCTION OF "RACE" AND "ETHNICITY"

- 9/3: NO CLASS- LABOR DAY!
- 9/5: Yolanda Moses "Thinking Anthropologically about 'Race': Human Variation, Cultural Construction, and Dispelling Myths"
- 9/7: Joseph Graves, Jr. "How Biology Refutes our Racial Myths"
- 9/10: Lee Baker "Rethinking Race at the Turn of the Century: W.E.B. DuBois and Franz Boas" pages 99-110
AAA Statement on Race
(<http://www.americananthro.org/ConnectWithAAA/Content.aspx?ItemNumber=2583>)
- 9/12: Lee Baker "Rethinking Race at the Turn of the Century: W.E.B. DuBois and Franz Boas" pages 111-126
Anthrodendum "About those Ancestry.com Commercials"
<https://anthrodendum.org/2018/05/25/about-those-ancestry-dot-com-commercials/>
- 9/14: Karen Brodtkin "How Did Jews Become White Folks?"

THINKING CRITICALLY ABOUT RACE AND ETHNICITY IN THE UNITED STATES

- 9/17: Michael Omi and Howard Winant "The Theory of Racial Formation"
- 9/19: Richard Delgado and Jean Stefancic "Critical Race Theory: An Introduction"
Derrick Bell "Who's Afraid of Critical Race Theory?" pages 898- 907
- 9/21: Stuart Hall "New Ethnicities"

9/24: Sara Ahmed "Making Strangers"
Keesha Beckford "Dear White Mom"

AT THE INTERSECTIONS: RACE, ETHNICITY, CLASS, GENDER, SEXUALITY

9/26: Kimberlé Crenshaw "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory, and Antiracist Politics" pages 139-152

9/28: Kimberlé Crenshaw "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory, and Antiracist Politics" pages 152-167

10/1: Audre Lorde- "Age, Class, Race, and Sex: Women Redefining Difference"
Combahee River Collective Statement
Shadowproof "Why the Combahee River Statement Matters 40 Years Later"

10/3: Zine Magubane "Which Bodies Matter? Feminism, Poststructuralism, Race, and the Curious Theoretical Odyssey of the 'Hottentot Venus'" pages 816-827

10/5: Zine Magubane "Which Bodies Matter? Feminism, Poststructuralism, Race, and the Curious Theoretical Odyssey of the 'Hottentot Venus'" pages 827-832
Fieldnotes: Kara Walker's "A Subtlety"

10/8: Paul Farmer "An Anthropology of Structural Violence" pages 305-317

10/10: Cathy Cohen "Punks, Bulldaggers, and Welfare Queens: The Radical Potential of Queer Politics"

10/12: MIDTERM EXAM, NO CLASS

MIDTERM EXAM DUE BY SUNDAY OCTOBER 14 AT 11:59PM.

POLITICS AND SITES OF REPRESENTATION

10/15: Stuart Hall "What is the Black in Black Popular Culture?"

10/17: Mimi Thi Nguyen "The Hoodie as Sign, Screen, Expectation, and Force" pages 791-801

10/19: Mimi Thi Nguyen "The Hoodie as Sign, Screen, Expectation, and Force" pages 801- 813

- 10/22: Lisa Marie Cacho “Racialized Hauntings of the Devalued Dead” pages 25-42
Project Proposal Due
- 10/24: Leo Chavez “Toward a Framework for Reading Magazine Covers” in *Covering Immigration: Popular Images and the Politics of the Nation*
- 10/26: Yarimar Bonilla and Jonathan Rosa “#Ferguson: Digital protest, Hashtag Ethnography, and the Racial politics of Social Media in the United States”
- 10/29: NPR “‘National Geographic’ Reckons with Its Past: ‘For Decades our Coverage was Racist’” <https://www.npr.org/sections/thetwo-way/2018/03/12/592982327/national-geographic-reckons-with-its-past-for-decades-our-coverage-was-racist>

INSTITUTIONS AND PROCESSES OF RACIALIZATION IN THE UNITED STATES

Criminal Justice System

- 10/31: Angela Davis “Slavery, Civil Rights, and Abolitionist Perspectives Towards Prison” in *Are Prisons Obsolete?*
Review Audre Lorde Project website www.alp.org
- 11/2: Alexandra Cox “The Racialized Consequences of Neoliberal Juvenile Justice Practices”
Review Black Lives Matter website, especially “About Us,” “Our Herstory,” and “Principles” links <http://blacklivesmatter.com/who-we-are/>

Education

- 11/5: U. Aggarwal “The Politics of Choice and The Structuring of Citizenship post-Brown v. Board of Education”

Housing

- 11/7: Setha Low “Maintaining Whiteness: The Fear of Others and Niceness”

Immigration

- 11/9: Eithne Luibhéid “A Blueprint for Exclusion: The Page Law, Prostitution, and Discrimination Against Chinese Women”
Review No One is Illegal website <https://toronto.nooneisillegal.org/demands>

Settler Colonialism

- 11/12: J. Kahaulani Kauanui “The Politics of Blood and Sovereignty in Rice v. Cayetano”
Review The Red Nation’s website <https://therednation.org>
- 11/14: Deborah Miranda “Extermination of the Joyas: Gendercide in Spanish California”

- 11/16: Jon Eagle Sr. "Turbulent Water: The Dakota Access Pipeline and Traditional Cultural Landscapes"
Nick Estes "Fighting for Our Lives: #noDAPL in Historical Context"
Draft Outline and Annotated Bibliography Due

AN ETHNOGRAPHIC APPROACH TO RACE AND ETHNICITY IN THE UNITED STATES

- 11/19: Scratching Out a Living pages 1-25
- 11/21: Scratching Out a Living pages 26- 43
Recommended: Scratching Out a Living pages 44-68
- 11/23: THANKSGIVING BREAK, NO CLASS (Note that you still have a reading assignment!) Scratching Out a Living pages 68- 92
- 11/26: Scratching Out a Living pages 93- 119
- 11/28: Scratching Out a Living pages 120-146
Recommended: Scratching Out a Living pages 120-146
- 11/30: Scratching Out a Living pages 147- 167
- 12/3: Scratching Out a Living pages 168- 188
Recommended: Scratching Out a Living pages 189-206
Peer review workshop for research paper
- 12/5: Scratching Out a Living pages 207- 226
Recommended: Scratching Out a Living pages 227-248
- 12/10: **Final Research Paper Due by 11:59PM**