

# AFRICAN AMERICAN ANTHROPOLOGY

## ANTH 3130 – FALL 2021

### UNIVERSITY OF NORTH TEXAS SYLLABUS

#### Instructor:

**Kimberly Wren, Ph.D. (she/her)**

#### Contact Information:

**Office:** Sycamore Hall 330H

**Office hours:** Fridays 8:00 a.m. – 9:30 a.m. or by appointment via Zoom

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#### Class Time:

Tuesdays (6:00 PM - 8:50 PM) face-to-face; Online the rest of the week

#### Class Location:

SAGE 354

#### Course Description:

Considering the current climate, this course will focus on activism and advocacy in the African American (AA) and African diaspora community. Anthropologists, particularly AA anthropologists, have a long history in advocacy work. We are going to trace this work beginning with theory and methods in critical analysis. We will also explore AA and African diaspora contributions to the American way of life and the ongoing battle for recognition, life, liberty, and justice in their communities. The experience of AA and African diaspora populations will be filtered through the lenses of racialization, self-determination, and systemic marginalization. This course will include critiques, discussions, and a final's project of your choosing.

#### Learning Objectives:

Upon successful completion of this course, learners will be able to:

1. Apply anthropological theories and critical race theory to political, social, and economic problems in African diaspora and African American (AA) communities.
2. Identify the role anthropologists played in racializing AA and the role race plays in anthropology today.
3. Articulate how anthropologists contributed and continue to contribute to social movements, and how their continued activism highlights AA resilience and struggle to maintain harmony in their communities.
4. Critically analyze social movements and advocacy groups (Civil Rights Movement, Black Panther Party, Black Lives Matter, etc.) including their purpose and impact on AA and African diaspora communities.
5. Describe key figures in social movements impacting AA and African diaspora communities, including Frederick Douglas, W.E.B. DuBois, Booker T. Washington, George Washington Carver, Marcus Garvey Jr., Dr. Martin Luther King Jr., Malcolm X, Cornell West, Alicia Garva, Opal Tometi, Patrisse Cullors, etc.
6. Critique material that shows the marginalization, disenfranchisement, and/or discrimination of members in the AA or African Diaspora community.
7. Create a finals project that analyzes or evaluates the accomplishments of a social movement or prominent figure in a social movement.

#### Course Texts:

All course readings will be uploaded to Canvas for your convenience. There is no primary text for this class. However, a bibliography of books, chapters, and articles used in this course is provided at the end of this syllabus. These readings

are subject to change. Changes to assigned readings will be made at least one week in advance. These changes will also be announced in class and posted to Canvas.

### Course Prerequisite:

There are no required prerequisites for this course. However, in order to be successful in this course you will need to:

- Follow instructions on assignment rubrics.
- Cite sources, giving credit to where you obtain information.
- Communicate with others through discussions and utilize tact when offered differing perspectives.
- Make the commitment to spend at least 5 hours a week reading the assignments, reflecting on the material covered, and participating in other activities throughout the course.

### Course Structure:

The first session will be an introduction to the course syllabus, student expectations, and teacher expectations. You will also have a discussion question to get you thinking about race and power. In all future sessions, I will typically provide a lecture covering the topic of the day during the first 45 minutes of class. Students are encouraged to ask questions and provide input during lectures. The last 35 minutes of the session will be treated as an open-ended discussion of the lecture and assigned readings. I will also assist in leading each discussion, but I really want you all to take the lead. All lectures will be recorded on Zoom and posted within 24 hours on Canvas.

### Course Website:

All course materials, readings, and other resources necessary for this course will be available on Canvas. **All critiques, discussions, and the finals project must be submitted through Canvas. All questions and correspondence must be submitted to my UNT e-mail directly or through Canvas. Please use your UNT e-mail ONLY to correspond with me.**

### Evaluation:

There will be many opportunities for you to sharpen your critical thinking skills in this class. Your discussions, critiques, and finals project will all require critical thinking. **All work must be completed using Microsoft Word, 12-point font, double-spaced, 1-inch margins (top, bottom, right, and left).**

#### *Class Participation: (15% of total grade)*

As there are only 15 days that we meet this semester. Each day (in-person or Zoom) is worth 10 points. You will need to participate in classroom discussions by posting on Zoom or commenting in class. Please communicate with me if you are having trouble attending class. I cannot accommodate you if you do not communicate with me.

#### *Discussions: (24.5% of total grade; due by 11:59PM on Saturdays)*

There will be seven discussion questions you need to respond to in this course. Each response is worth 35 points. All relevant input and observations are welcome. I expect students to respect each other's input. I welcome challenges to any perspective, including my own, as long as they are presented respectfully. **All discussion responses must be between 100 and 150 words. Use the Discussion Rubric for guidance.** I will address each student independently regarding any comments I have concerning individual responses. You will have a week to complete each discussion question. All discussions are due at the end of the week on Saturdays at 11:59pm.

#### *Critiques: (48% of total grade; due by 11:59 PM on Saturdays)*

Students are required to submit six critiques during this course. Each critique is worth 80 points. See the **Critique Rubric**. Students must select a peer-reviewed, anthropologically relevant journal article or reading from among the readings provided in this syllabus. **Some weeks you will be allowed to critique videos or police reports.** Each critique must include the name of the article/video/police report number and the author(s) in the title. The text (not including the title) must be **150-250** words and include:

- Describe the main argument, purpose, or context of the article, video, or police report
- Describe the rights violated, hate crime committed, or discriminatory act, etc.
- Who is the perpetrator and who is the victim?
- Point out evidence supporting the violation; evidence from the material you chose.

- Did the perpetrators and/or victims perceive violations as violations?
- Point out obstacles (cultural, religious, legal, political, social, geographical, linguistic, etc.) to addressing these violations.
- Is there any information regarding attempts to address these violations?
- What is your opinion the on work?

Please take these critiques seriously as they are easy grades and make up a sizable portion of your total grade. All critiques are due on Saturdays. I will not accept late critiques without prior notification or a legitimate excuse.

**Final Project: (12.5% of total grade; due by 11:59 PM on Saturdays)**

The final project is worth 125 points. You must analyze or evaluate the accomplishments of a social movement or prominent figure in a social movement. The format is up to you. Some options include: PowerPoint presentation, photographic diary or timeline, poem (Spoken Word), musical performance, or another form of art. I will have to approve your format. You are required to address the following questions: What motivated the movement or prominent figure (be specific)? Who led the movement or influenced the prominent figure? If you are looking at a person, what was their role in the movement? Which communities supported the movement or prominent figure? Which communities did not support the movement or prominent figure? What were the goals of the movement or prominent figure? Were these goals realized? What obstacles did/does the movement or prominent figure face? Is this an ongoing movement? Is this prominent figure still a part of the movement? If not, did they leave a predecessor? If the movement ended, why did the movement end? Why is this person no longer part of the movement? What is your opinion of the movement or prominent figure? Refer to the **Final Project Rubric**.

**Grading Composition:**

Class Participation (15 x 10)	150
Discussions (7 x 35)	245
Critiques (6 x 80)	480
<u>Final Project</u>	<u>125</u>
Total Points	1000

**Grading Scale:**

900-1000 A / 800-899 B / 700-799 C / 600-699 D / 0-599 F

**Assignment Policy:**

The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324 and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

**Class Recordings & Student Likenesses (Delete this statement if not applicable)**

Synchronous (live) sessions in this course will be recorded for students enrolled in this class section to refer to throughout the semester. Class recordings are the intellectual property of the university or instructor and are reserved for use only by students in this class and only for educational purposes. Students may not post or otherwise share the recordings outside the class, or outside the Canvas Learning Management System, in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

## Course Policies

### *Contacting the Professor:*

I am available on **Fridays from 8:00-9:30 AM** or by appointment and via email at [kimberly.wren@unt.edu](mailto:kimberly.wren@unt.edu). All emails must be submitted from your UNT e-mail address. Please give me 24 hours to respond before you send a follow-up email during the week and 48 hours on the weekend.

### *Face Coverings*

UNT encourages everyone to wear a face covering when indoors, regardless of vaccination status, to protect yourself and others from COVID infection, as recommended by current CDC guidelines. Face covering guidelines could change based on community health conditions.

### *Attendance*

Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course. It is important that you communicate with the professor and the instructional team prior to being absent, so you, the professor, and the instructional team can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor and instructional team if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community.

If you are experiencing any [symptoms of COVID-19](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) (<https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html>) please seek medical attention from the Student Health and Wellness Center (940-565-2333 or [askSHWC@unt.edu](mailto:askSHWC@unt.edu)) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Team at [COVID@unt.edu](mailto:COVID@unt.edu) for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure.

### *Class Participation*

#### *Late Work*

Late assignments will not be accepted unless you have shown that there is a legitimate (i.e., medical emergency, loss of a family member, etc.) reason your work is late.

#### *Examination Policy*

There are no exams in this class.

#### *Assignment Policy*

All due dates with assignments are posted on Canvas. They are also on the course schedule at the end of this syllabus.

#### *Extra Credit*

Extra credit will be offered on some assignments.

#### *Server Outage and Technical Difficulty*

The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and contact the UNT Student Help Desk: [helpdesk@unt.edu](mailto:helpdesk@unt.edu) or 940.565.2324 and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

### **Instructor Responsibilities and Feedback**

Include a statement:

- After having completed an assignment, you should expect to see your grade (with feedback, if applicable) within 7 days (1 week).

## Withdrawal

If you are unable to complete this course, you must officially withdraw by the University-designated date (for a “W” with instructor approval). Withdrawing from a course is a formal procedure that YOU must initiate. I cannot do it for you. If you simply stop attending and do not withdraw, you will receive a performance grade, usually an “F”.

## Virtual Classroom Citizenship

The same guidelines that apply to traditional classes should be observed in the virtual classroom environment. Please use proper netiquette when interacting with class members and the professor.

## Copyright

Some or all of the materials on this course Web site may be protected by copyright. Federal copyright law prohibits the reproduction, distribution, public performance, or public display of copyrighted materials without the express and written permission of the copyright owner, unless fair use or another exemption under copyright law applies.

## UNT Policies

### *Academic Integrity Policy*

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. [Insert specific sanction or academic penalty for specific academic integrity violation.]

### *ADA Policy*

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the [ODA website \(https://disability.unt.edu/\)](https://disability.unt.edu/).

### *Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)*

The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

### *Emergency Notification & Procedures*

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

### *Retention of Student Records*

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student’s records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational

Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

### *Acceptable Student Behavior*

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT's [Code of Student Conduct](https://deanofstudents.unt.edu/conduct) (https://deanofstudents.unt.edu/conduct) to learn more.

### *Access to Information - Eagle Connect*

Students' access point for business and academic services at UNT is located at: [my.unt.edu](http://my.unt.edu). All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle Connect](https://it.unt.edu/eagleconnect) (https://it.unt.edu/eagleconnect).

### *Student Evaluation Administration Dates*

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 [insert administration dates] of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" ([no-reply@iasystem.org](mailto:no-reply@iasystem.org)) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the [SPOT website](http://spot.unt.edu/) (<http://spot.unt.edu/>) or email [spot@unt.edu](mailto:spot@unt.edu).

### *Survivor Advocacy*

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students Office at 940-5652648.

### *Important Notice for F-1 Students taking Distance Education Courses*

#### *Federal Regulation*

To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the [Electronic Code of Federal Regulations website](http://www.ecfr.gov/) (<http://www.ecfr.gov/>). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:

(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no on-line or distance education classes may be considered to count toward a student's full course of study requirement.

## University of North Texas Compliance

To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:

- (1) Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
- (2) Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email [internationaladvising@unt.edu](mailto:internationaladvising@unt.edu)) to get clarification before the one-week deadline.

## Student Verification

UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See [UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses](https://policy.unt.edu/policy/07-002) (<https://policy.unt.edu/policy/07-002>).

## Use of Student Work

A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student's permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student's written permission.

Download the UNT System Permission, Waiver and Release Form

## Transmission and Recording of Student Images in Electronically-Delivered Courses

1. No permission is needed from a student for his or her image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.
2. In the event an instructor records student presentations, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.

3. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.

Example: This course employs lecture capture technology to record class sessions. Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings.

No notification is needed if only audio and slide capture is used or if the video only records the instructor's image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes.

## Academic Support & Student Services

### Student Support Services

#### Mental Health

UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center) (<https://studentaffairs.unt.edu/student-health-and-wellness-center>)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [UNT Care Team](https://studentaffairs.unt.edu/care) (<https://studentaffairs.unt.edu/care>)
- [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry) (<https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry>)
- [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling) (<https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling>)

#### Chosen Names

A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

- [UNT Records](#)
- [UNT ID Card](#)
- [UNT Email Address](#)
- [Legal Name](#)

*\*UNT eUIDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.*

#### Pronouns

Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don't assume someone's name, we should also ask and not assume someone's pronouns.

You can [add your pronouns to your Canvas account](#) so that they follow your name when posting to discussion boards, submitting assignments, etc.

Below is a list of additional resources regarding pronouns and their usage:

- [What are pronouns and why are they important?](#)
- [How do I use pronouns?](#)
- [How do I share my pronouns?](#)



- [How do I ask for another person's pronouns?](#)
- [How do I correct myself or others when the wrong pronoun is used?](#)

#### Additional Student Support Services

- [Registrar](https://registrar.unt.edu/registration) (<https://registrar.unt.edu/registration>)
- [Financial Aid](https://financialaid.unt.edu/) (<https://financialaid.unt.edu/>)
- [Student Legal Services](https://studentaffairs.unt.edu/student-legal-services) (<https://studentaffairs.unt.edu/student-legal-services>)
- [Career Center](https://studentaffairs.unt.edu/career-center) (<https://studentaffairs.unt.edu/career-center>)
- [Multicultural Center](https://edo.unt.edu/multicultural-center) (<https://edo.unt.edu/multicultural-center>)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services) (<https://studentaffairs.unt.edu/counseling-and-testing-services>)
- [Pride Alliance](https://edo.unt.edu/pridealliance) (<https://edo.unt.edu/pridealliance>)
- [UNT Food Pantry](https://deanofstudents.unt.edu/resources/food-pantry) (<https://deanofstudents.unt.edu/resources/food-pantry>)

#### Academic Support Services

- [Academic Resource Center](https://clear.unt.edu/canvas/student-resources) (<https://clear.unt.edu/canvas/student-resources>)
- [Academic Success Center](https://success.unt.edu/asc) (<https://success.unt.edu/asc>)
- [UNT Libraries](https://library.unt.edu/) (<https://library.unt.edu/>)
- [Writing Lab](http://writingcenter.unt.edu/) (<http://writingcenter.unt.edu/>)

#### A Note on the Syllabus and Schedule

Syllabus and schedule are subject to change at instructor discretion; please check email and Canvas regularly for updates.

**Course Schedule: Some readings will be listed as OPTIONAL on Canvas**

WEEK	DEADLINES	TOPIC	ASSIGNED READINGS
1	Discussion 1	Course Introduction	Course Syllabus; Founding Documents on Canvas
2	Critique 1	The Art of Amending: Becoming Human	Know Your Rights PDF; Nguyen 2004
3	Discussion 2	Becoming Human in Anthropology: Theory and Methodology	Perry and Paynter 1999; Blakey 2001; Agbe-Davies 2007; Ogundiran and Falola 2007
4	Critique 2	Identity, Racialization & Inequality	Caspari 2009; Giles 2012; Roseman 2014; Ifekwunigwe 2017; Wren 2017 (1-19)
5	Discussion 3	The “Karen” Phenomenon	Billings 1991; <b>Combs 2011</b> ; Wren 2017 (26-27)
6	Critique 3	Why protest? Part I: Criminalization and Victimization	Brundage 1993(p 86- 102); Curtis-Richardson 1997; Davidson 2007; “Emmett Till is Murdered”; Reverby 2011; Hoewe and Zeldes 2012; Paul & Brooks 2015; Karatzas 2018
7	Discussion 4	Why protest? Part II: Criminalization and Victimization	Rhodes 2001; Muller and Schrage 2014; Richardson et al. 2014; Maddan 2014; Ture and Gultieri 2017
8	Critique 4	Social Movements Part I: How do we protest?	Weik 1997; Andrews 2014;
9	Discussion 5	Social Movements Part II	LaRoche & Blakey 1997; Rosado 2003;Thompson 2019
10	Critique 5	Black Lives Matter, All Lives Matter, Blue Lives Matter: Why does it matter nationally and globally?	Cooper 2016; Haugerud 2016 (p 588-590); Maharawal 2017; Agozino 2018; Beer 2018
11	Approve Finals Project	People are expendable, money isn’t!	Maskovsky 2017; Giroux 2019; <b>TBD</b>
12	Discussion 6	“Defund the Police”: What does it really mean?	Megan Francis Video; Moving Forward Together; Sargis 2010; <b>TBD</b>
13	Critique 6	Freedom of Speech, For	Cook 1993; Blakey 1998;

		Some	McDavid 2002; Stone 2017
<b>14</b>	Discussion 7	Anthropologists and Civil Rights Happy Thanksgiving	Roberts and McCarthy 1995; <b>TBD</b>
<b>15</b>	Everyone will meet on Zoom on Tuesday	AA Contributions; Review Finals Project	Engel and Grant 2018; West 1993 (p 33-46, 61-67); Burton 1995 (p 17-27, 61-70, 75-84)
<b>16</b>	<b>FINALS PROJECT</b>		

### Bibliography (APA format):

- Agbe-Davies, A. (2007). Practicing African American archaeology in the Atlantic World. In: A. Ogundiran, T. Falola, (Eds.), *Archaeology of Atlantic Africa and the African diaspora* (pp. 413-425). Bloomington: Indiana University Press.
- Agozino, B. (2018). Black Lives Matter Otherwise All Lives Do Not Matter. *African Journal of Criminology & Justice Studies*, 11(1), I–XI.
- Andrews, K. (2014). From the ‘Bad Nigger’ to the ‘Good Nigga’: an unintended legacy of the Black Power Movement. *Race & Class*, 55, 22-37.
- Beer, C. T. (2018). Do black lives increasingly matter? *Contexts*, 17(1), 90-91.
- Billings, W. (1991). The Law of Servants and Slaves in Seventeenth-Century Virginia. *The Virginia Magazine of History and Biography*, 99(1), 45-62.
- Blakey, M.L. (1998). The New York African Burial Ground Project: An examination of enslaved lives, a construction of ancestral ties. *Transforming Anthropology*, 7, 53-58.
- Blakey, M. L. 2001. Bioarchaeology of the African Diaspora in the Americas: Its Origins and Scope. *Annual Review of Anthropology* 30: 387-422.
- Bower, B.A. (1991). Material culture in Boston: The black experience. In: R.H. McGuire, R. Paynter, (Eds.), *The archaeology of inequality* (pp. 55-63). Oxford, U.K.: Blackwell.
- Brundage, W.F. (1993). *Lynching in the New South: Georgia and Virginia, 1880-1930*. Chicago: University of Illinois Press.
- Burton, M.G. (1995). *Never say nigger again!: An antiracism guide for white liberals*. Nashville: James C. Winston Publishing Company, Inc.
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