

AFRICAN AMERICAN ANTHROPOLOGY

ANTH 3130 – FALL 2020
UNIVERSITY OF NORTH TEXAS

Instructor: Kimberly Wren, Ph.D.

Contact Information: Office: Sycamore Hall 330H
Office hours: Wednesday 2:00 p.m. – 4:00 p.m. or by appointment via Zoom
E-mail: Kimberly.Wren@unt.edu
Phone: (940) 565-229

Class Time: Mondays (2:00 PM - 3:20 PM) face-to-face; Online the rest of the week

Class Location: PEB 216

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. Understand the role anthropologists played in racializing AA and the role race plays in anthropology today.
3. Understand 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 Douglass, 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, Times New Roman font, 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, **unexcused** absences will be counted against you. In other words, attendance is mandatory on Mondays via Zoom or face-to-face. Each day is worth 10 points. 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 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.

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.

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.

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:

Late Work: Late discussions, critiques, and the final project 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.

Attendance: As there are only 15 days that we meet this semester, unexcused absences will be counted against you. You will miss information vital to your assignments if you do not attend every class. See <https://policy.unt.edu/policy/06-039> for the **Student Attendance and Authorized Absences** policy.

COVID-19 Impact on Attendance: While attendance is expected as outlined above, it is important for all of us to be mindful of the health and safety of everyone in our community, especially given concerns about COVID-19. Please contact me if you are unable to attend class because you are ill, or unable to attend class due to a related issue regarding COVID-19. It is important that you communicate with me prior to being absent so I may make a decision about accommodating your request to be excused from class.

If you are experiencing any symptoms of COVID-19 (<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) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Hotline at 844-366-5892 or COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure. While attendance is an important part of succeeding in this class, your own health, and those of others in the community, is more important.

Class Materials for Remote Instruction: The UNT fall schedule requires this course to have fully remote instruction beginning November 28th. Additional remote instruction may be necessary if

community health conditions change or you need to self-isolate or quarantine due to COVID-19. Students will need access to a [webcam and microphone – faculty member to include what other basic equipment is needed] to participate in fully remote portions of the class. Additional required classroom materials for remote learning include: [list specific software, supplies, equipment or system requirements needed for the course]. Information on how to be successful in a remote learning environment can be found at <https://online.unt.edu/learn>.

Statement on Face Covering: Statement 2: Face coverings are required in all UNT facilities. Students are expected to wear face coverings during this class. If you are unable to wear a face covering due to a disability, please contact the Office of Disability Access to request an accommodation. UNT face covering requirements are subject to change due to community health guidelines. Any changes will be communicated via the instructor.

Extra Credit: Extra credit might be offered on some assignments.

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>) to learn more. Review these sources for information regarding unacceptable and inappropriate behavior. Such behavior is not tolerated on UNT's campus and will not be tolerated in class.

Academic Integrity: The **Student Academic Integrity** policy is available at <https://policy.unt.edu/policy/06-003>. 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.

ADA Accommodations Statement: “The University of North Texas (UNT or University) does not discriminate on the basis of disability in admission, treatment, or access to its programs or activities, nor in employment in its programs or activities. The University is committed to providing equal educational access for qualified students with disabilities in accordance with state and federal laws, including the Americans with Disabilities Act of 1990 as Amended, and Section 504 of the Rehabilitation Act of 1973. In addition, the University is committed to making all programs and activities sponsored by UNT accessible, as required by the Texas Accessibility Standards and the Americans with Disabilities Act Accessibility Guidelines. To this end, all academic units are willing to make reasonable and appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies in order to facilitate equality of educational access for persons with disabilities.” This statement and more information related ADA accommodations can be found at https://policy.unt.edu/sites/default/files/16.001_StudentAccommodation.2018Pub2.pdf. Furthermore, 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/) or contact the ODA directly at 940-565-4323.

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.

Contacting the Professor: I am available on **Wednesday from 2:00-4:00 PM** or by appointment and via email at 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.

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) to get clarification before the one-week deadline.

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

WEEK	DEADLINES	TOPIC	ASSIGNED READINGS
1 8/24-8/29	Discussion 1	Course Introduction	Course Syllabus; Founding Documents on Canvas
2 8/30-9/5	Critique 1	The Art of Amending: Becoming Human	Know Your Rights PDF; Nguyen 2004
3 9/6-9/12	Discussion 2	Becoming Human in Anthropology: Theory and Methodology	Perry and Paynter 1999; Blakey 2001; Agbe-Davies 2007; Ogundiran and Falola 2007
4 9/13-9/19	Critique 2	Identity, Racialization & Inequality	Caspari 2009; Giles 2012; Roseman 2014; Ifekwunigwe 2017; Wren 2017 (1-19)
5 9/20-9/26	Discussion 3	The “Karen” Phenomenon	Billings 1991; Combs 2011 ; Wren 2017 (26-27)
6 9/27-10/3	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 10/4-10/10	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 10/11-10/17	Critique 4	Social Movements Part I: How do we protest?	Weik 1997; Andrews 2014;
9 10/18-10/24	Discussion 5	Social Movements Part II	LaRoche & Blakey 1997; Rosado 2003;Thompson 2019
10 10/25-10/31	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 11/1-11/7	Approve Finals Project	People are expendable, money isn’t!	Maskovsky 2017; Giroux 2019; TBD
12 11/8-11/14	Discussion 6	“Defund the Police”: What does it really mean?	Megan Francis Video; Moving Forward Together; Sargis 2010; TBD
13 11/15-11/21	Critique 6	Freedom of Speech, For Some	Cook 1993; Blakey 1998; McDavid 2002; Stone 2017
14 11/22-11/25	Discussion 7	Anthropologists and Civil Rights	Roberts and McCarthy 1995; TBD
11/26-11/29		Happy Thanksgiving	
15 11/30-12/3	Everyone will meet on Zoom on Monday	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)
16 12/5-12/11	FINALS PROJECT		

Bibliography (APA format):

APA format link:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_basic_rules.html

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