

SYLLABUS

ANTH 4550.001- RACE, ETHNICITY, AND IDENTITY

FALL 2019

Professor: Dr. Jara Carrington
Email: jara.carrington@unt.edu
Office Hours: TBD
Office: Chilton Hall 308C

Class meetings: T/Th 11:00- 12:20PM
Meeting location: EESAT 115

"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 geographic 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 “Bad Indians: A Tribal Memoir” by Deborah Miranda (2013). 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

Email Policy: Please allow 48 hours for a response to your email. Emails sent during the weekend will be treated as if sent on Monday morning. When emailing your professor, be sure to include the course number (ANTH 4550.001) and/or name in the subject line along with the topic of the email.

Late work: As a general rule, I do not accept late assignments or exams unless you have made specific arrangements with me in advance, have a doctor’s note, and/or otherwise have received my approval. However, if you think you will miss a grade for a reason other than a medical excuse, please get in touch with me prior to the deadline and we may be able to work something out. Even if it only gets you partial credit, that is better than no credit at all!

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 the sound on 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 may be submitted through Turnitin, a Web based resource that compares the text of student papers to an extensive electronic database for textual similarity.

From UNT's Academic Integrity Policy:

"Cheating" means the use of unauthorized assistance in an academic exercise, including but not limited to:

1. use of any unauthorized assistance to take exams, tests, quizzes, or other assessments;
2. use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
3. use, without permission, of tests, notes, or other academic materials belonging to instructors, staff members, or other students of the University;
4. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor;
5. any other act designed to give a student an unfair advantage on an academic assignment.

"Plagiarism" means use of another's thoughts or words without proper attribution in any academic exercise, regardless of the student's intent, including but not limited to:

1. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement or citation, or
 2. the knowing or negligent unacknowledged use of materials prepared by another person or by an agency engaged in selling term papers or other academic materials.
- The definition of plagiarism means it 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 receive an automatic zero on the assessment. I also reserve the right to pursue further disciplinary action within the UNT system. Students will be provided the opportunity for a hearing; if found guilty they can receive an automatic "F" in the course. Multiple violations may result in 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/>.

Two more points about this: A) Just don't do it. I promise, I will most likely be able to tell if the writing is not yours. It is better to talk with me about why the assignment is not complete, or asking for (even late) help on in-text citations, rather than passing off someone else's work as your own. B) This is also an issue of a politics of citation and thus recognition. When you represent someone else's thoughts/writing as your own, you are denying them credit for their intellectual work. For many of our authors, especially those who are women, persons of color, queer, and/or live outside the United States and Europe, this is yet another way in which their voices are marginalized within the western academy. Actions have meaning. Please cite your sources.

Academic Accommodations: The University of North Texas is committed to providing accommodation for all students that are differently-abled. If you have or acquire a health concern 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	10%
II.	Reading Assessments	16%
III.	Current Events Presentation	20%
IV.	Midterm Exam	15%
V.	Research Paper	39%

- i. Proposal- 9%
- ii. Draft Outline and Annotated Bib- 10%
- iii. Final Paper- 20%

I. Class Participation (100 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.

Students will have the opportunity to earn both a midterm and a final participation grade, each worth 50 points. See the first paragraph in this section to make sure you understand what "participation" means.

II. Reading Assessments (160 points)

In order to encourage students to come to class, and to come to class prepared, 8 reading assessments will be given throughout the semester. Each assessment will be worth 20 points. The assessments make take different forms— it could be a brief quiz, a "quotation commentary" assignment, a free-writing exercise or other. Reading Assessments will be random and unannounced, and will ask you to demonstrate that you have completed 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/or have received permission from the instructor ahead of time.

III. Current Events Assignment with Peer Assessment (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, teams of two students will co-research and co-present one "Current Event" verbal 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, 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 and a classmate will sign up to give a short, **7-8 minute verbal presentation (150 points)** that will take place at the beginning of class on the day you select. In order to encourage fair sharing of work between partners, the final **50 points** of your grade for this assignment will be assessed by your partner based on the following: your level of engagement/effort, the sharing/division of labor, and teamwork.

In both the presentation and paper you will:

- Describe your topic
- Situate your topic within a broader cultural and historical context
- Explain the significance/relationship to course materials or content **using at least one concept/theory from class readings**
- Offer your very insightful and critical analysis of the object (FYI: "I thought it was interesting" is neither insightful nor critical).

Make sure to practice! Your verbal presentation should not go over seven minutes, and be ready to answer any questions we might have for you.

IV. Midterm Examination (150 points)

There is one examination for this class, a midterm. It is 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 Project (390 points)

Your objective will be to produce a final research project that focuses on a particular racial project and/or site of racialization (this will make more sense after the Omi and Winant reading). The form that your final product might take is relatively open to fit your interests and skill set. It could take the form of a traditional research paper, or it could be something else such as a podcast; an oral history interview; a Wakelet storyboard; a white paper; an artistic creation such as a painting, poem, or music; or other. Note that alternative formats will also require a brief written statement explaining the significance of the piece and relating it to scholarly concepts if those aspects are not explicit in the final project. Similarly, all projects must fulfill the requirements listed below regardless of format.

The focus of your paper could include, but is not limited to:

- Sites of representation such as literature, news media, TV or film, animation, social media
- Particular areas of law and policy such as immigration policies regarding undocumented migrants, anti-discrimination laws, privacy laws

- Dynamics of institutions such as the university, the medical system, or the criminal justice system; related activist/advocacy groups or materials, or other.

This project should present an ARGUMENT. That is, I want it to be more than a descriptive effort. As you are developing your ideas, you may want to consider the following questions: How does your topic show how cultural meanings about race/ethnicity get created, reinforced, and/or contested? How do racial and ethnic categories work with other categories of social difference, like gender, sexuality, class, religion, nationality, etc. within your topic? What links might your analysis help us to see between racial or ethnic difference and cultural ideas about citizenship, community, or belonging?

This project 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 make substantive use of at least **2 outside academic sources** in addition to **2 required academic reading sources** from the course readings. 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 project will be broken into three components:

i. Project Proposal (90 points)

You will turn in a **200-300 word** project proposal that describes in narrative form your idea for your research, including:

- Form of your final project
- Site/Topic that you have chosen for analysis
- Guiding research question/focus of interest for the project
- This is due **October 31**

ii. Annotated Bibliography (100 points)

You will submit an annotated list of at least 5 *scholarly* sources that are *not* required readings for this class. This includes 5 annotated bibliographic references that contain:

- A proper citation of the source, using the appropriate style for your discipline (Anthros use Chicago Style)
- A 3-4 sentence description for each reading that explains the topic of the source and why you think it will be useful for your paper.
- This is due **November 19**.

iii. Final Project (200 points)

- If you write a research paper, your final paper should be between **1750-2000 words** (see formatting rules below).

- If you choose to utilize an alternative format talk to me and we can decide the parameters for your project. Remember that you will still need to complete a brief written statement to fulfill the requirements below if those aspects are not explicit in the final project.
- All formats:
 - Substantive use of at least 3 relevant outside scholarly sources
 - Substantive use of at least 2 relevant scholarly sources from required course readings
- All completed versions of the final projects will be due **December 10**

***A Note on Paper Formatting: All papers that you submit in this class 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 me, your Instructional Assistant, or the UNT writing lab for help.**

<p>IMPORTANT DATES TO REMEMBER</p> <p>Your Current Events Assignment Due Date</p> <p>10/17- Midterm Exam Due</p> <p>10/31- Project Proposal Due</p> <p>11/19- Draft Outline and Annotated Bibliography Due</p> <p>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: 1. Adrienne Rich "Claiming an Education"
 2. 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: Yolanda Moses “Thinking Anthropologically about ‘Race’: Human Variation, Cultural Construction, and Dispelling Myths”
- 9/5: 1. Joseph Graves, Jr. “How Biology Refutes our Racial Myths”
2. AAA Statement on Race

FRAMING THE CONVERSATION: UNDERSTANDING RACE AND ETHNICITY

- 9/10: Karen Brodtkin “How Did Jews Become White Folks?”
- 9/12: 1. Richard Delgado and Jean Stefancic “Critical Race Theory: An Introduction”
2. Derrick Bell “Who’s Afraid of Critical Race Theory?” pages 898- 907
- 9/17: Michael Omi and Howard Winant “The Theory of Racial Formation”
- 9/19: 1. Audre Lorde- “Age, Class, Race, and Sex: Women Redefining Difference”
2. Combahee River Collective Statement
- 9/24: Kimberlé Williams Crenshaw. 1989. “Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory, and Antiracist Politics”
- 9/26: Paul Farmer “An Anthropology of Structural Violence”

CULTURAL PROCESSES OF RACE AND ETHNICITY IN THE UNITED STATES

- 10/1: Deborah Miranda *Bad Indians* pages xi-xx; 1-35
- 10/3: 1. Sara Ahmed “Making Strangers”
2. Keesha Beckford “Dear White Mom”
- 10/8 Leo Chavez “The Latino Threat Narrative”
- 10/10 Su’ad Abdul Khabeer “Citizens and Suspects: Race, Gender, and the Making of American Muslim Citizenship”
- 10/15 Deborah Miranda *Bad Indians* pages 38-74
- 10/17 **NO CLASS, MIDTERM EXAM**

RACE, ETHNICITY, AND THE POLITICS OF REPRESENTATION

- 10/22: Mimi Thi Nguyen “The Hoodie as Sign, Screen, Expectation, and Force”
- 10/24: Lisa Marie Cacho “Racialized Hauntings of the Devalued Dead” pages 25-42 required, entire chapter recommended

10/29: Leo Chavez "Toward a Framework for Reading Magazine Covers" in *Covering Immigration: Popular Images and the Politics of the Nation*

10/31: Deborah Miranda *Bad Indians* pages 76-105
DUE: Project Proposal

11/5: 1. Excerpt from Zora Neale Hurston
2. Alice Walker "In Search of Zora Neale Hurston"

TAKING A CLOSER LOOK/SITES OF RACIALIZATION

The Body

11/7: Zine Magubane "Which Bodies Matter? Feminism, Poststructuralism, Race, and the Curious Theoretical Odyssey of the 'Hottentot Venus'"

11/12: Deborah Miranda *Bad Indians* pages 108-139

11/14: J. Kahaulani Kauanui "The Politics of Blood and Sovereignty in *Rice v. Cayetano*"

Criminal Justice System

11/19: Angela Davis "Slavery, Civil Rights, and Abolitionist Perspectives Towards Prison" in *Are Prisons Obsolete?*
DUE: Annotated Bibliography

Immigration Law and Policy

11/21: Eithne Luibhéid "A Blueprint for Exclusion: The Page Law, Prostitution, and Discrimination Against Chinese Women" in *Entry Denied: Controlling Sexuality at the Border*

Housing and Home

11/26: Setha Low "Maintaining Whiteness: The Fear of Others and Niceness"

11/28: No Class, Holiday Break BUT read: Deborah Miranda *Bad Indians* pages 140-175

12/3: Deborah Miranda *Bad Indians* pages 176-208

Final Research Project Due Tuesday, 12/10 by 11:59PM