

SYLLABUS
ANTH 4550.100
RACE, ETHNICITY, AND IDENTITY
FALL 2023

Professor: Dr. Jara Carrington
(she/they)

Email: jara.carrington@unt.edu

Office Hours: Tuesdays 11-12:30PM and
Wednesdays 12:30-2PM; or by
appointment

Office: Sycamore Hall 122

Class meetings: T/Th 2:00-3:20

Meeting location: ENV 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

- Describe 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
- Explain 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 AND INFORMATION

General Information: This course requires considerable reading and writing. Although you do not need a background in anthropological theory or critical race 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 class, but I do expect you to a) approach these topics in an open and intellectual fashion and b) use course content and the provided resources to complete assignments. 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

Names and Pronouns: I will gladly honor your request to call you by a name that differs from school records as well as whatever pronouns you use. I also understand that we grow and change in how we understand ourselves, therefore appropriate name and pronouns can change during the semester. So, please advise me of how to address you whenever you feel comfortable, safe, and ready to do so. You can add pronouns to your Canvas account here <https://community.canvaslms.com/t5/Student-Guide/How-do-I-select-personal-pronouns-in-my-user-account-as-a/ta-p/456>. The Pride Alliance office at UNT also offers support and information regarding communication about your name or pronouns.

Attendance: Students are expected to attend class meetings. It is important that you communicate with the professor prior to being absent so that you and I can discuss and mitigate the impact of the absence on your attainment of course learning goals.

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 me, be sure to include the course number (ANTH 4550.001) and/or name in the subject line along with the topic of the email. Please use your email account rather than Canvas for communicating with me.

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 expects its students to abide by the high ethical standards of practicing professionals within the field of anthropology. The Department does not tolerate cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, or sabotage. This includes the use of unauthorized professional writing/editing services and generative AI for assignments. Students are expected to follow the [American Anthropological Association's code of ethics](#): "In their capacity as researchers, anthropologists are subject to the ethical principles guiding all scientific and scholarly conduct. They must not plagiarize, nor fabricate or falsify evidence, or knowingly misrepresent information or its source"

(<http://ethics.americananthro.org/category/statement/>).

- The UNT policy on Academic Misconduct defines Cheating as 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 who are suspected of cheating or plagiarism will receive an automatic zero on the assessment.** I also reserve the right to pursue further disciplinary action within the UNT system. In this instance, 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 additional resources to help with paper writing, including how to avoid plagiarism and how to use citations, see the [Department of Anthropology Writing Guide](#). In addition, students are encouraged to make use of the [UNT Writing Center](#).
- For more information on the University’s policies and procedures regarding academic integrity and dishonesty, see the UNT [Student Academic Integrity policy](#).

Two more points about this:

A) Just don’t do it. Assignments submitted in this course will be run through Turnitin, a web-based resource that compares the text of student submissions to an extensive electronic database and assesses for use of generative AI. Even without that, I will 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 to ask for help on in-text citations, rather than passing off someone else’s work as your own.

B) Cheating/Plagiarism/use of generative AI are also issues related to the politics of citation and representation. When you represent someone else’s thoughts/writing as your own, you are denying them credit for their intellectual work. Especially when authors are women, persons of color, queer, and/or are born outside the United States and Europe, plagiarism is yet another way in which certain 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.

Emergency Notification and 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.

Resources

UNT Food Pantry: Any current UNT student in need can visit the 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. **YOU CAN'T LEARN IF YOU ARE HUNGRY!**

Need Technical Assistance? Contact the UNT IT Helpdesk!

Phone: 940-565-2324
E-Mail: helpdesk@unt.edu
Location: Sage Hall, Room 130

Technology Resources

<http://it.unt.edu/helpdesk>

Academic Assistance/Resources

UNT Learning Center

The UNT Learning Center provides a variety of tutoring services that are open to you—including online tutoring for distance students. Check out their website for more information here: <https://learningcenter.unt.edu/tutoring>

UNT Writing Center

Also, the UNT Writing Center provides assistance with any academic writing needs. Find more about their services here: <https://writingcenter.unt.edu>

Canvas

Canvas Privacy Policy: <https://www.instructure.com/policies/privacy>

Canvas Accessibility Policy: <https://community.canvaslms.com/docs/DOC-2061-accessibility-within-canvas>

EVALUATION

This course is designed to help you develop and use skills important to anthropologists—reading, listening, asking questions, and communicating orally and in writing. While there are no exams in this class, students will have the opportunity to demonstrate these skills through other means. Students can earn up to 850 points for the semester in the following assessments:

Class Participation	100 points
Weekly Discussion Questions	300 points
Current Event Analysis	150 points
Final Project	300 points
- Final Project Proposal	100 points
- Final Project	200 points

I. Class Participation (100 points)

This class relies on the intellectual commitment and *active* participation of all students. Active participation 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—whether in person or on Zoom. 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.

Especially for this 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 the writing assignments this semester.

II. Weekly Summary and Discussion Questions (300 points)

Discussion is a crucial component of our meetings. In order to participate in the discussion, you need to come to class having read the assigned readings. As a reward to you for reading, you will be able to earn points by raising one original, substantial, and thought-provoking Discussion Question pertaining to each week's readings and topics. I will utilize the most pertinent discussion questions in our class to help prompt and guide our conversations.

Your original, substantive, and thought-provoking Weekly Summary and Discussion Question should focus on one assigned reading each week. That being said, I encourage you to put the assigned reading in conversation with other assigned readings or current events. The goal of this assignment is to encourage deeper engagement with the text in question and the points the author is making.

You should submit one discussion question **each week** by **9:00AM on the day** of the class

that **the related reading is assigned**, for a total of 11 submissions. Each Summary and Discussion Question is worth 30 points, and I will drop the lowest score of one submission. Late submissions will not be accepted without proper documentation and permission from the instructor.

Each submission should be approximately 200-250 words.

In order to earn all of the points, your Summary and Discussion Question should contain:

A. Brief Summary of the Reading (12 points)

1. Include a general discussion of the article/chapter's content
2. Identify significant terms or concepts used by the author
3. Discuss the argument(s) being made by the author

B. Relevant Quote (6 points)

1. Include at least one relevant quote from the reading that you think speaks to the main points the author is making

C. Discussion Question (12 points)

1. Create a discussion question that focuses on the reading. Keep in mind the best discussion questions will be:
 - a. Open-ended- Questions cannot be answered with yes/no or either/or
 - b. Answerable- Questions do not require extensive knowledge from outside the course, and can be answered using knowledge/experience versus speculation
 - c. Substantive and relevant- Questions should be related to a significant point/argument in the reading, and should ask us to consider the point/argument in the context of the themes of this course.

III. Current Event Analysis (150 points)

In order 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 a Current Event Presentation. In this assignment, you will pick a **specific** "current event" related to "race" and/or "ethnicity" and analyze it using concepts from our lesson content and/or the required readings. By current I mean it should have occurred within the past 5 years or so. Current Event topics could include but are not limited to art, social movements, popular media such as film or TV, social media trends, news stories, domestic and international events, law/policy, and more. Be creative!

In the second week of class, you will sign up to give a short, **10-12 minute presentation (50 points)** 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 **500-600 word paper (100 points)**. In your presentation and writing assignment, you will want to:

1. Identify and provide a brief description/summary of your current event topic
2. Explain the current event's relationship to course content by using at least **TWO relevant concepts or theories from class or your required readings. You should define/describe these concepts using class materials within the presentation and writeup**

3. Offer your very insightful and critical analysis of the topic (FYI: “I thought it was interesting” is neither insightful nor critical)
4. In your written paper, please include a weblink or copy of object if relevant

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

V. Final Project: Applying your Anthropological Knowledge

Your objective will be to complete a final research project on a contemporary social issue/dynamic/relationship of your choosing related to **race** or **ethnicity**. More specifically, I want for you to select and analyze a site where cultural meanings about race and ethnicity get produced, reinforced, and/or contested. In your project, you will analyze your chosen topic using an anthropological approach, with specific attention to how your specific “site of analysis” is related to broader cultural processes/meanings about race and ethnicity.

There are two sets of options for your final project.

A) Informative/Educational “Blog” or “Vlog” Series

In this assignment, you will have the opportunity to focus on and learn more about a topic related to the themes in this course, and to write or speak about that topic for a non-specialist audience using academic themes, concepts, and frameworks learned in class and in your own outside research. This assignment thus challenges you on multiple levels—to find and make use of the relevant background information and scholarly literature to inform the blog/vlog, to craft an argument based on that literature, and to translate your findings in an accessible way to a non-specialist audience. I encourage you to find a use relevant graphics or images from reputable online sources.

The assignment consists of a series of at least **THREE** blogs or vlogs. Each one should focus on different aspects of a specific topic, thus enabling you to dig in and offer some complexity in your discussion and analysis. How these entries progress is up to you. The topic of your blog/vlog series is up to you, but it must be relevant to course themes. You will show its relevance by making **substantive** use of at least **TWO scholarly sources from the course’s required readings**, in addition to **TWO scholarly sources of your own selection**. You are welcome to bring in news stories, white papers, op-eds, or other non-scholarly sources as well, but these will not be included in the scholarly sources requirement.

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

- Particular areas of law and policy such as immigration policies, anti-discrimination laws, privacy laws, voting laws
- Racialized dynamics of/within institutions such as the university, the medical system, or the criminal justice system

- Analysis/commentary on the representation of racial and ethnic identities or communities in music, TV or film, animation, social media, news media, or literature
- Relevant activist/advocacy groups or materials
- Archival research about a particular social movement, group, place, or person

Your final project should:

1. Set your topic within a particular cultural and historical context
2. Include substantive use of at least **two anthropological concepts, theories, and/or methods from our class readings. To do this well, you will need to define/describe the concept, theory, and/or method using required readings from the course, citing the source of information.**
3. **Include use of at least two concepts, theories, or methods from “outside” scholarly readings. To do this well, you will need to define/describe the concept, theory, and/or method, citing the source of information.**
4. Include a works cited/references page

In addition the following parameters should be met:

The project should present a stance or 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 work to create, reinforce, and/or contest cultural meanings about race/ethnicity?
- How might your topic reveal how racial and ethnic categories or hierarchies work with other categories of social difference, like gender, sexuality, class, religion, nationality, etc. to differently position certain people or communities in relation to each other or in relation to the state?
- What cultural knowledges are implicit or explicit in your topic? How does this knowledge make links between racial or ethnic difference and the potentiality for citizenship, community, or belonging?

The topic should be SPECIFIC. That is, I want you to focus in on a particular aspect of your selected topic/site. For instance, if you are interested in media representation, the project should focus on a specific film or show, rather than something like “Latiné representation in Hollywood.” The more specific the focus, the more able you will be to analyze complex cultural processes and practices and articulate an argument about how they work and/or their effects.

The project should be ANTHROPOLOGICAL. In your final project, you will be required to make substantive use of 2 specific concepts, theories, and/or methods from the required scholarly readings from the course, in addition to 2 concepts, theories, or methods from your own research. To do this well, you will need to define/describe the concept, theory, and/or method and show where you found that information (i.e. cite your sources!). 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.

More information to come about this project throughout the semester.

For Blogs: Each entry should be 600-750 words.

For Vlogs: Each entry should be 3-3 ½ minutes long

B) Praxis Project

A praxis-based project requires substantive engagement throughout the majority of the semester with a relevant non-profit or activist organization/group/individual. This could be a group that you already work with, or one that you would like to get involved with. By substantive engagement, I mean that you should be engaging with this group or person regularly (i.e. weekly) for the majority of the semester, for a total of *at least* 25 hours. This could be in a capacity as a member or employee that works with the group, or it could be as an intern, a volunteer, or through some other connection to the group. Note that the project must still meet the requirements of the assignment, so will require an additional (short) write-up to document the experience and make use of the scholarly resources. If you choose the praxis option, this must be approved by me before you submit your project proposal.

To help you get an early start thinking about your project, you will complete a project proposal midway through the semester.

i. Project Proposal and Annotated Bibliography (100 points)

To help you get started on the project, you will turn in a **200-250-word** project proposal as well as an annotated list of **TWO suggested scholarly references and TWO suggested non-scholarly references** that you might use for the project (word limit does not include the annotations).

The proposal should describe in narrative form your idea for your project, including the topic/site that you have chosen for analysis, your proposed format, and the guiding research question(s) and/or argument(s) for the project. Along with the proposal, you will also submit a list of at least 2 relevant scholarly sources not included on our class reading list and 2 non-scholarly sources that you think you may use for your project, with a 3-5 sentence description for each source and why you think it might be useful for your project. You are not required to use any or all of these sources in your final project, but this assignment is meant to encourage you to start looking for resources ahead of time.

ii. Final Project (200 points)

Details provided above. Regardless of format, ALL projects should contain a works cited/references page. In-text quotes and references should be properly cited using whatever format you are most familiar with (Anthro majors use Chicago Style).

***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. Chicago, APA, MLA), but you must be consistent. If you do not know what I am talking about here, please, please, please ask me or the UNT writing lab for help.

Check out this resource by Trent University on doing scholarly research!

<https://www.trentu.ca/academicskills/how-guides/how-use-sources/research-process/research-plan#grey%20lit>

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.

<p style="text-align: center;">IMPORTANT DATES TO REMEMBER Weekly Discussion Questions Your Current Event Presentation Date 10/26- Project Proposal and Annotated Bibliography Due 12/12- Final Project Due</p>
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COURSE SCHEDULE

INTRODUCTION

- 8/22: Introduction to the Course - no assigned readings
*** no weekly summary/discussion question due this week!**
- 8/24: 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)
*** no weekly summary/discussion question due this week!**

THE CULTURAL CONSTRUCTION OF "RACE" AND "ETHNICITY"

- 8/29: Yolanda Moses "Thinking Anthropologically about 'Race': Human Variation, Cultural Construction, and Dispelling Myths"
- 8/31: 1. Joseph Graves, Jr. "How Biology Refutes our Racial Myths"
2. AAA Statement on Race

FRAMING THE CONVERSATION: THE CONSTRUCTION OF RACE AND ETHNICITY IN THE UNITED STATES

- 9/5: Johan Galtung "Violence, Peace, and Peace Research"
- 9/7: Karen Brodtkin "How Did Jews Become White Folks?"
- 9/12: Deborah Miranda *Bad Indians* pages xi-xx; 1-35
- 9/14: 1. Richard Delgado and Jean Stefancic "Critical Race Theory: An Introduction"
2. Derrick Bell "Who's Afraid of Critical Race Theory?" pages 898- 907
- 9/19: Michael Omi and Howard Winant "The Theory of Racial Formation"
- 9/21: 1. Audre Lorde- "Age, Class, Race, and Sex: Women Redefining Difference"
2. Combahee River Collective Statement
- 9/26: Kimberlé Williams Crenshaw. 1989. "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory, and Antiracist Politics"
- 9/28: Leo Chavez "The Latino Threat Narrative"

ANALYZING RACE AND ETHNICITY: REPRESENTATION, COMMUNITY, AND BELONGING

- 10/3: Leo Chavez "Toward a Framework for Reading Magazine Covers" in *Covering Immigration: Popular Images and the Politics of the Nation*
- 10/5: Lisa Marie Cacho "Racialized Hauntings of the Devalued Dead" pages 25-42 required, entire chapter recommended
- 10/10: Isabel Molina "#OscarsSoWhite: How Stuart Hall Explains why Nothing Changes in Hollywood and Everything is Changing"
- 10/12: Mimi Thi Nguyen "The Hoodie as Sign, Screen, Expectation, and Force"
- 10/17: Yarimar Bonilla and Jonathon Rosa "#Ferguson: Digital Protest, Hashtag Ethnography, and the Racial Politics of Social Media in the United States"
- 10/19: Deborah Miranda *Bad Indians* pages 38-74
- 10/24: 1. Excerpt from Zora Neale Hurston
2. Alice Walker "In Search of Zora Neale Hurston"
*** no weekly summary/discussion question due this week**

- 10/26: 1. Sara Ahmed "Making Strangers"
2. Keesha Beckford "Dear White Mom"
*** no weekly summary/discussion question due this week**

TURN IN: PROJECT PROPOSAL BY 2:00PM ON CANVAS

- 10/31: Su'ad Abdul Khabeer "Citizens and Suspects: Race, Gender, and the Making of American Muslim Citizenship"

- 11/2: Deborah Miranda *Bad Indians* pages 76-105

TAKING A CLOSER LOOK AT SITES OF RACIALIZATION

The Body

- 11/7: Zine Magubane "Which Bodies Matter? Feminism, Poststructuralism, Race, and the Curious Theoretical Odyssey of the 'Hottentot Venus'"
***Content warning: Discussion of gender, sexual, and racial violence**

- 11/9: Deborah Miranda *Bad Indians* pages 108-139
***Content warning: Discussion of sexual and racial violence**

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

- 11/16: Deborah Miranda *Bad Indians* pages 140-175

11/20- 11/24: NO CLASS! ENJOY YOUR BREAK!

Law and Policy

- 11/28: Angela Davis "Slavery, Civil Rights, and Abolitionist Perspectives Towards Prison" in *Are Prisons Obsolete?*
*** no weekly summary/discussion question due this week!**

- 11/30: Eithne Luibhéid "A Blueprint for Exclusion: The Page Law, Prostitution, and Discrimination Against Chinese Women" in *Entry Denied: Controlling Sexuality at the Border*
*** no weekly summary/discussion question due this week!**

Housing and Home

- 12/5: Setha Low "Maintaining Whiteness: The Fear of Others and Niceness"
*** no weekly summary/discussion question due this week!**

12/7: Final considerations, wrap up if needed
Recommended: Deborah Miranda *Bad Indians* pages 176-208
*** no weekly summary/discussion question due this week!**

TURN IN: FINAL PROJECT (DUE TUESDAY DECEMBER 12 by 11:59PM ON CANVAS)