ANT3451-18Fall 0001

Jump to Today Edit

Welcome to Race Matters: Anthropological Approaches to Racism!

Fall 2018

Professor Contact

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Course Information

- Course Name: Race Matters: Anthropology of Racism
- Course ID & Section: ANT3451
- Course date and time: T&Th, 1:30-2:45pm
- Credit Hours: 3
- Semester/Year: Fall 2018
- Location: BA2, 207

Racism, in the first place, is a weapon used by the wealthy to increase the profits they bring in by paying Black workers less for their work.

- Angela Davis

Sometimes I feel like rap music is almost the key to stopping racism. – Eminem

If you live in the elite world of dance, you find yourself in a world rife with racism. Let's face it. – Alvin Ailey

A black person grows up in this country - and in many places - knowing that racism will be as familiar as salt to the tongue. Also, it can be as dangerous as too much salt. I think that you must struggle for betterment for yourself and for everyone. – Maya Angelou

Racism is taught in the home. We agree on that? Well, it's very hard to teach racism to a teenager who's

listening to rap music and who idolizes, say, Snoop Dogg. It's hard to say, 'That guy is less than you.' The kid is like, 'I like that guy, he's cool. How is he less than me? – Jay Z

Course Description

Racism is a form of human oppression with a long political, social, cultural, and systemic history within the U.S. It is understood as an ideological tool or systemic apparatus to enable and create inequalities, hierarchies, and forms of power over some human populations and communities. However, racism cannot be understood without interpreting the meaning and construction of race. Neither can it be regarded as operating in isolation from other interlocking forms of oppression and domination such as sexism, classism, heteronormativity, and nationalism. This course will explore how the history of racism in the U.S. and around the world strengthens and allows for anthropological study of racism today. It will focus primarily upon the racial constructions and relations of the population of African diaspora. We will examine the anthropological approaches to the study of racism via media, photography, social movements, music, art, identity politics, being and subjectivity, institutional structure, and more.

The course explores: 1) the history and ideological formation of racism and constructions of race; 2) in what respects the anthropology of race differs from its research of the past to the contemporary; 3) a representative range of approaches to the anthropological study of race and racism; 4) how the study of racism might be interrogated across anthropological and humanities research as well as real world issues alongside other topics such as gender, sexuality, class, nationalism, human rights, and social change; 5) how media and technology are tools for the reproduction as well as resistance of racism.

Course Objectives

- to understand the concept of racism, its mechanisms, existence, and impact upon human life
- to understand the differences between race and ethnicity as forms of identity and human value
- to develop a critical fluency in at least one of the current anthropological approaches to the investigation of racism.
- to begin to develop fluency in thinking, writing, and researching issues related to racism and other forms of oppression

Required Texts

- Carolyn Fluehr-Lobban. *Race and Racism: An Introduction*, 2018, Second Edition
- Keenanga-Yamahtta Taylor. *From #BlackLivesMatter to Liberation*. 2016
- One of the following (book selection to be discussed first weeks of classes):
    - Jafari S. Allen, *¡Venceremos?: The Erotics of Black Self-making in Cuba*, 2011

- Elizabeth Farfan Santos. Black Bodies, Black Rights: The Politics of Quilombolismo in Contemporary Brazil. 2016
- Bianca C. Williams. The Pursuit of Happiness: Black Women, Diasporic Dreams, and the Politics of Emotional Transnationalism. 2018

Course Requirements

Attendance and participation 100pts: It is expected that students will attend all classes unless they have a valid excuse as determined by the professor. Class participation and demonstration of having read and reflected upon the texts is required. Students who have more than two undocumented absences will have 100 points deduced from their final grade. Students who have excessive undocumented absences will have 200 points deduced from their final grade and no extra credit allowed. Occasionally, there will be spontaneous in-class or homework activities for credit based upon the readings and topics of the week.

Strict class policy about the use of social media and cell phones in class. Please put your cell phones away. Do not use Facebook and social media while in class. Do not surf the internet for personal reasons.

Discussant 100 points: Students will rotate and start class discussion about the text(s). Student must point out main arguments, methods, and supporting concepts, ideas, and examples for discussion. Students must also bring 2-3 questions for class to discuss. Students will have 5-10 minutes.

In-Class Short Essay Quizzes 300pts: 2 short essay quizzes will be given in class based upon Keeanga-Yamahtta Taylor, *From #BlackLivesMatter to Black Liberation*

Book Review 200pts: Students will be required to write a book review of one of the ethnographic books. **Due 10/2 via Webcourses.**

Visual Anthropology Presentations 200pts: Students will make a 2-3-minute video and present it in class. The purpose of the video, or multi-media presentation is to create a visual anthropological approach to learning, educating, and affirming social change as a result of racism. A full rubric and project description for this assignment will be posted in Webcourses and discussed in class.

Final Paper 200pts: Students will write a 8-10-page, double space final paper proposing an anthropological research method and strategy to understand a social dilemma related to racism. Students will select a topic

either covered by the media or an issue of concern to the student that can be significantly researched. Students will write from their anthropological point of view that is based upon significant research of the topic and the readings in this course. Your paper should be well argued and supported by evidence. Topics must be approved by the end of October. **Due on 12/9 via Webcourses.**

Films will be screened in class.

Missed Assignments/Make-Ups/Extra Credit

There are several due dates for assignments, so you have to stay on top of this as **no late work will be accepted without penalty.** For every day that an assignment is late, 50 points are deducted. Not late work will be accepted after 3 days. Communication is key. If you feel that you are falling behind or anticipate missing an assignment, you may email me to explore your circumstances and any options for missed assignments or extra credit. **However, extra credit assignments are extended under documented circumstances. No make-up assignments or make-up exams are extended.**

Evaluation and Grading

Submitting work for evaluation: All of the work you do for this course is due on the day it is due. Late work may be accepted (only one assignment), but for much-reduced credit (one grade reduction for each 24 hour period that it is late), except with a physician-certified medical reason or a documented death in the family. Please plan carefully.

Evaluation Guidelines

Participation and Attendance	*100 points*
Discussant	*100 points*
Short Answer Quizzes	*200 points*
Book Review	*200 points*
Multi-Media Presentations	*200 points*
Final Paper	*200 points*

Letter Grade	Percentage
A	95 – 100
A-	90 – 94
B+	86 – 89
B	80 – 85
B-	75 - 79
C+	71 - 74
C	66 – 70
D	60 - 65
F	59 and below

Attendance Policy

If you miss a class: contact another student in the course to find out what occurred in class that day and what you will need to prepare for the next meeting. Students are expected to attend all classes; You will be penalized for excessive unexplained absences. In cases where you must miss class for periods longer than one week, you should see a Dean of Students for assistance to help verify these circumstances.

Being in class: In order to receive an excellent grade in this course, you will need to attend all class meetings, on time. While in class you may use your laptop computer to take notes and/or work on in-class projects. However, please refrain from using Facebook, on-line games, generalized surfing, etc. in order to be “mentally” (as well as physically) present in class. This will also avoid distracting other students.

Academic Honesty

Plagiarism and cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and

may be subject to appropriate referral to the **Office of Student Conduct (http://osc.sdes.ucf.edu/faq#students)** for further action. See the **UCF Golden Rule (http://goldenrule.sdes.ucf.edu/)** for further information. I will assume for this course that you will adhere to the academic creed of this University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

Accessibility Statement

The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the professor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must connect with **Student Accessibility Services (https://sas.sdes.ucf.edu)**, Ferrell Commons, 7F, Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Third-Party Software and FERPA

During this course you might have the opportunity to use public online services and/or software applications sometimes called third-party software such as a blog or wiki. While some of these could be required assignments, you need **not** make any personally identifying information on a public site. Do not post or provide any private information about yourself or your classmates. Where appropriate you may use a pseudonym or nickname. Some written assignments posted publicly may require personal reflection/comments, but the assignments will not require you to disclose any personally identity-sensitive information. If you have any concerns about this, please contact your instructor.

Course Summary:

Date	Details
	Introductions

Fri Aug 31, 2018 (https://webcourses.ucf.edu/courses/1300740/assignments/5815203) due by 11:59pm

Schedule

Week/Dates	Readings	Assignments	Due Dates
Week 1 8/21	**Overview and Introduction** Race: Are We So Different? A Project of the American Anthropological Association	Introduction Assignment for Financial Aid	8/31 at 11:55pm EST
8/23	**race and racism: origins** Fluehr-Lobban, Chapter 1: Anthropology, Race and Racism		
Week 2 8/28	**histories, ideologies, systems, institutions** Fluehr-Lobban, Chapter 2: Race, Human Evolution, and Natural Selection Harriet Washington. *Medical Apartheid*, Chapt. 1		
8/30	**eugenics and the anthropological agenda** Scientific Racism, Social Darwinism, Eugenics – in-class short films		
Week 3 9/4	**what is race**		

9/6	Fannon, The Face of Blackness Ruth Benedict, “Race: What It Is Not” Baker, *From Savage to Negro*. Chapter 1: The History and Theory of a Racialized Worldview **race: social or biological construction** Fluehr-Lobban, Chapter 3: Making a Science of Racial Inequality Wade, The Meaning of ‘Race’ and ‘Ethnicity’ “Race and Identity are Social Construct.” *The New York Times*, Sept 6 2016		
Week 4 9/11 9/13	**anthropological approaches to racism and antiracism** • Fluehr-Lobban, Chapter 4: Racism and Anti-Racism from the Nineteenth to the Twentieth-First Centuries • Frantz Boas. “The Outlook for the American Negro & Race Problems in America.” • Baker, Columbia University’s Franz Boas: He Led the Undoing of Scientific Racism **whiteness and white supremacy** • Fluehr-Lobban, Chapter 3: Whiteness, White Identity, and the Future of White Privilege in		

	America • Chapter from *White Privilege: Essential Readings on the other side of racism*		
Week 5 9/18 9/20	**racism and visual anthropology** 13th Film 13th Film continued • Angela Davis, *Prison Industrial Complex*, Introduction • Michelle Alexander, *The New Jim Crow,* Introduction		
Week 6 9/25 9/27	**racism, health, and environmental justice** • Reese, “We will no perish; we’re going to keep flourishing”: Race, Food Access and Geographies of Self-Reliance • Wright, “Race, Place, and the Environment in the Aftermath of Katrina **racism and politics** *No readings* *Freedom of Speech, Government and Violence, Podcasts - In class materials*		
Week 7 10/2	**race and culture** **book ethnographies** Read your ethnography book	**Book Review Due**	10/2 by noon via Webcourses

10/4	**book ethnographies - continued** Read your ethnography book *Recommended only* • Price and Mintz.The Birth of African American Culture: An Anthropological Perspective • Zora Neal Hurston Essay		
Week 8 10/9 10/11	**genocide and rebirth/healing** No readings. Kendrick Lamar and Other Musical Artists - In-class materials **colorism or racism?** • Morales, *Ethnic-Controlled Economy or Segregation? Exploring Inequality in Latina/o Co-Ethnic Jobsites* • Baran, *"Girl, You Are Not Morena. We Are Negras!": Questioning the Concept of Race in Southern Bahia, Brazil*		
Week 9 10/16 10/18	**racism and social change** Taylor,*From #Black Lives Matter to Black Liberation,* *Introduction - Chapter 2* Film: I Am Not Your Negro	**In-Class Essay Quiz**	

Week 10 10/23 10/25	**black lives matter movement** Taylor,*From #Black Lives Matter to Black Liberation- Chapter 3, 4 and 5* Taylor,*From #Black Lives Matter to Black Liberation - Chapter 6 and 7*	**In-Class Essay Quiz**	
Week 11 10/30 11/1	**From Melissa Perry-Harris to Michelle Obama to Omarosa Manigault** • bell hooks, “Racism and Feminism” **racism and queer/LGBTQI identities** • Cathy Cohen, “Punks, Bulldaggers, and Welfare Queens: The Radical Potential of Queer Politics” • Johnson and Green, Essay from *No Tea, No Shade: New Writings in Black Queer Studies*		
Week 12 11/6 11/8	**racism, media, and social media** Bonilla and Rosa, #Ferguson: Digital Protest, Hashtag Ethnography, and the Racial Politics of Social Media in the United States **racism, photography and the arts** Kara Walker and other Artists - in-class materials		

	materials		
Week 13 11/13 11/15	**racism and education** • Fluehr-Lobban, Chapter 5: Race, Intelligence and Mental Testing • Baker, Anthropology and the Fourth Amendment **Video Making Workshop**		
Week 14 11/20 11/22	**raciasm and global scales, international communities** Fluehr-Lobban, Chapter 7: International Perspectives on Race Relations **THANKSGIVING**		
Week 15 11/27 and 11/29	**Anti-Racist Video Presentations**	**Visual Anthropology Assignment Due**	11/27 and 11/29 by noon
Week 16		**Final Paper Due**	12/9 by midnight