

AMAN 207: Race, Racism, and Redress

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Course Description

Recent events in the U.S. and around the globe have prompted a re-examination of the salience of race in contemporary life. Since its inception, anthropology has been concerned questions of human origins, diversity, and community. Utilizing diverse anthropological approaches this course examines how we understand, experience, and embody racial meanings. The first section of this course examines the relationship between race, bodies and science. The second section illustrates the ways race is embedded in social structures, often resulting in violence and dispossession. Finally, we explore contemporary racial issues and resistance strategies to gain a better understanding of how groups and individuals form strategies to abolish racism. Throughout the course students will learn to think critically about their own identities, beliefs, and potential for enacting change.

Learning Objectives

- To understand the origins of race and ethnicity and its intersections with multiple social identities.
- To engage students with a variety of methodological and theoretical approaches to the study of race and ethnicity.
- To recognize how race and ethnicity are culturally-specific through an examination of a variety of global contexts.
- To promote a critical examination of students' identities, experiences and beliefs.

Required Materials

All required materials will be made available on Lyceum.

Grading and Major Assignments

Participation (50 points)

Students are expected to attend class on time prepared to discuss all required materials. Materials should be printed and annotated. Students are expected to contribute in a well-informed and substantive way in each course meeting.

Attendance

Absences are unexcused except in the case of emergency. For each unexcused absence beyond a maximum of two, 10 points will be deducted from the student's final grade. Only medical and family emergencies are accepted. Five points will be deducted for each late entrance in addition to two.

Blog Posts (100 points each) **Due 9/26, 10/24, and 10/28**

For each course section students will be required to write a blog post examining a form of representation or discourse drawn from outside the course. These can be drawn from film, television, popular culture, ethnographic observation, history, newspaper or magazine articles etc. Each blog post should be a minimum of 1000 words and include at least two references. Additionally, each student must pose a well-formed question or comment on at least two of their peer's posts (10 total points).

Short Essays (50 points each)

Students will complete a Racial Reflection essay (**Due 9/19**) and an interview of someone in a different racial group (**DUE 10/12**). More detailed instructions will be distributed in class and via Lyceum in advance of the due date.

Final Paper (300 points) **Due 12/11**

Students will be required to revise and expand on one of their blog posts for a final paper that includes a minimum of five additional academic sources and contains at least 3000 words. More detailed instructions will be distributed in class and via Lyceum in advance of the due date.

Student Presentations (100 points)

Students will present their arguments and findings from their final papers in class. Presentations should be 10-15 minutes in length.

Course Policies

In this class we will engage difficult, complex, and at times, uncomfortable topics through discussion and interaction. In order to foster an environment where everyone can learn we must ensure that everyone participates. Students are discouraged from using electronic devices unless absolutely necessary. If a student is utilizing chat or checking social media during class they will be banned from using such devices.

Moreover, students are expected to contribute to the construction of an inclusive classroom. This means both in terms of respecting your peers' opinions, gender, race, religion, and ethnic presentations, and keeping in mind that we are reading and talking about real people's experiences and lives in this course. However, this course is designed to engage questions about power, privilege, and inequality that require critical commentary. You will be expected to question the perspective of the authors, the professor, yourself, and your peers. However, your critiques should be geared toward promoting learning and dialogue.

Resources

While I am always available for additional help and questions, there are several resources on campus to help you succeed in this course and others. If you have any concerns about the accessibility of the course content and assessments you can contact me and the Office of Accessible Education <http://www.bates.edu/accessible-education/> to arrange accommodations.

The Academic Resource Commons <https://www.bates.edu/academic-resource-commons/> provides drop-in hours for doing homework and scheduled tutoring sessions.

The Writing and Speaking Center provides writing specialists you can contact to schedule an appointment or ask a question about writing.

The Office of Intercultural Education <https://www.bates.edu/oie/#connect-with-us> offers resources for LGBTQ students, first-generation college students, and students of color.

If you have any mental health needs or just having a bad day, you can make an appointment with Counseling and Psychological Services here: <https://www.bates.edu/counseling-psychological-services/>.

Also, me! Stop by my office hours for any questions or concerns you may have about class, your college experience, or life in general.

Course Calendar

Subject to Change. Check Lyceum for updates.

Section I: Race, Science, and Bodies

September 5 – Introduction.

September 7 – Race and Biology

Graves, Joseph. 2015. "Race ≠ DNA." *Teaching Tolerance*.
<https://www.tolerance.org/magazine/summer-2015/race-dna>

Kendi, Ibram. 2015. "99.9 Percent the Same"

September 12 – Race as Social Construct

Brodin Sacks, Karen. 1996. "How the Jews Became White Folks"

Omi, Michael and Howard Winant 1995. *Racial Formation in the United States*

September 14 – Blurring the Lines: Embodied Experiences of Race

Gravlee, Clarence. 2009. "How race becomes biology: Embodiment of social inequality"

Fassin, Dider. 2011. "How to do Race with Bodies"

September 19 – Embodied Experiences of Race Cont.

DUE – Racial Reflection Essay

Coates, Ta-Nehesi. 2016. *Between the World and Me* Pgs. 1-12.

September 21 – Race and Anti-Racism in Anthropology

Mullings, Leith 2005. Interrogating Racism: Towards an antiracist anthropology. *Annual Review of Anthropology* 34: 667-693.

SECTION II: Racial Systems, Power, and Violence

September 26 – Living Race

DUE: First Blog Post

DiAngelo, Robin. 2011. “White Fragility”

Oluo, Ijeoma. 2017. “The Heart of Whiteness”

<https://www.thestranger.com/features/2017/04/19/25082450/the-heart-of-whiteness-ijeoma-oluo-interviews-rachel-dolezal-the-white-woman-who-identifies-as-black>

September 28 – Race and Deportation

Golash-Boza, Tanya. 2017. “Structural Racism, Criminalization, and Pathways to Deportation for Dominican and Jamaican Men in the United States”

October 3 – Race, Violence and Memory

Besteman, Catherine. 1999. “Hard Hair: Somali Constructions of Gosha Inferiority”

October 5 - Race, Violence and Memory Cont.

Farmer, Paul. 2001. “An Anthropology of Structural Violence”

Auslander, Mark. 2010. "Holding on to Those Who Can't Be Held": Reenacting a Lynching at Moore's Ford, Georgia

Dungey, Azie. “Past Imperfect” <https://www.thisamericanlife.org/623/we-are-in-the-future>

October 10 – Race Across Borders

Smith, Christen. 2016. Facing the Dragon: Black Mothering, Sequelae, and Gendered Necropolitics in the Americas.

“Blacks and Whites See Race Issues Differently”

<https://www.usnews.com/news/blogs/data-mine/2014/12/15/blacks-and-whites-see-race-issues-differently>

October 12 – The War on Terror

DUE: Interview

Naber, Nadine 2008. "Look, Muhammed the Terrorist is Coming?: Cultural Racism, Nation-Based Racism, and the Intersectionality of Oppressions after 9/11"

Abu-Lughod, Lila. 2002. Do Muslim Women Really Need Saving? Anthropological Reflections on Cultural Relativism and Its Others

FALL BREAK

SECTION III: Forging Anti-Racist Futures

October 24 – Are Prisons Obsolete?

DUE: Second Blog Post

Watch: The 13th

Davis, Angela. 2003. Are Prisons Obsolete?

October 26 – What is Anti-racism?

Bonnett, Alastair. 2014. "Practising Anti-racism" In *Anti-racism*. Routledge.

Lorde, Audre. "The Master's Tools Will Never Dismantle the Master's House"

October 31 – Storytelling and Anti-racism

Pratt, Geraldine. 2012. "Creating New Spaces of Politics: Nanay: A Testimonial Play"

In Class: The Space Traders

November 2 – Black Lives Matter

Garza, Alicia. 2018. *When they call you a terrorist*.
See links to additional materials on Lyceum.

November 7 – White Allies

Hughey, Matthew. 2014. "Everyday Activities with Antiracists Whites for Racial Justice"

Visit SURJ website.

November 9 – Mixed Race

Wendy, Cheng. 2013. "SGV Dreamgirl: Interracial Intimacies and the Production of Place"

Anzaldúa, Gloria. 1987. "*La consciencia de la mesiza: A New Consciousness*"

November 12 – Remodeling the Model Minority

Shankar, Shalani. 2008. “Remodeling the Model Minority Stereotype”

November 14 – Resistance and Pleasure

Kivland, Christy. 2014. Becoming a Force in the Zone: Hedonopolitics, Masculinity, and the Quest for Respect on Haiti’s Streets. 672-698.

November 16 – NO CLASS

THANKSGIVING BREAK

November 28 - Case study: Contemporary Racial Issues

DUE – Third Blog Post

TBD by Class Poll

November 30 - Case study: Contemporary Racial Issues

TBD by Class Poll

December 5 – Student Presentations

December 7 – Student Presentations

FINAL PAPER DUE 12/11