

ANTHROPOLOGY AND RACE

ANTH 7000-001, Fall 2016

Anthropology Department

Thursday 10:00am – 12:30pm, Hale 455

Course website: <http://lkrrace.wordpress.com/main-page/>

Professor L.K. Roland (rolandl@colorado.edu)

Office: 444 Hale Hall, (303) 492-8022

Office Hours by appointment:

Mondays 12noon – 2pm, and Thursdays 12:30 – 2pm

The goals of this graduate seminar are multifold. The first involves a critical examination of the ways in which “race” has been historically theorized in U.S. anthropological discourse. Here the work of Franz Boas and his followers among others will be explored with regard to the relational configurings of “race” and “culture” so foundational to the discipline of anthropology. Secondly, this seminar will examine the limitations and problematics of such framings as well those of later formulations predicated on a “race/culture” tension such as more recent “color-blind” discourses, and anthropologically-sanctioned “no-race” postures. Third, the seminar will examine the emergence of a politics and analytics of “race-and-self” foregrounded by contemporary anthropologists of color. The seminar will then conclude with a survey of recent ethnographies and ethnographically-informed studies of race in the U.S. as well as other areas of specific interest to students. Broadly speaking the seminar will both critically explore anthropology’s role in the construction of race, as well is its later role in its de-construction. While U.S. racial understandings will be considered, special efforts will be made to incorporate racial understandings from various cultural contexts.

Course Requirements:

Reaction Papers/Class Participation	20 pts (10 wkly papers, 2 pts each)
Seminar Papers	60 pts (3 essays, 20 pts each)
Class Leadership	20 pts

Reaction Papers & Course Blog (10 papers – due weekly, worth 2 points each)

As a graduate level seminar, this course will cover a large amount of material through reading assignments and class discussion. It is important that you read the assigned material critically, as well as for specific content. In order to foster individual student thinking as well as collaborative discussion, this course incorporates a blog. The day’s discussion leader will post 3-5 discussion questions (see “Leadership Expectations” below) to which the rest of the class may respond or make substantive comments in a blog (i.e., reaction paper).

Bloggers should treat their postings as personal think pieces rather than summaries of the readings, allowing you to reflect on the various anthropological themes that have been brought up by the texts. How do the theoretical points of the readings relate to one another? Which of the week’s texts did you find most useful in the development of your understanding of racial constructions and/or theorization? Consider the theoretical strengths of a given position, as well as the gaps that it leaves in its wake. If there are aspects of the readings that you find difficult, unfamiliar, or even offensive, you can discuss this in your response. Students are expected to

use their analyses as platforms for in-class discussion. These papers should be no longer than 2 pages and are due by **10 pm the evening before class** to the course's website: <http://lkrrace.wordpress.com/main-page/>. In addition to their own postings, students are expected to regularly comment on other students' blogs. Students are not required to submit blogs when they submit a Seminar Paper (nor, therefore, during the week that they lead discussion). *Late submissions will not be accepted or graded.*

Seminar Papers (3 papers due in course of semester, worth 20 pts each)

Each of you is also required to submit 3 seminar papers to me during the course of the semester. One of these papers is to cover the material for the week during which you are responsible for organizing class discussion. The other two seminar papers are to be handed in any other weeks of the semester you choose. The papers are to be handed in at the beginning of the class session during which we will cover the material at issue. *I strongly suggest you consider your overall workload for the semester and submit these papers as early as possible.*

These papers are to critically evaluate the readings for the week in question. Basically, a critical evaluation of the material should consist of a brief summary of the authors' main theses, a paragraph or two placing the readings within the larger context of the literature we are covering in this course, and a critical evaluation of the arguments the authors make. You should evaluate the material in terms of the authors' ability to present well-supported, sound arguments. These papers should be between 6-10 pages and are due at the beginning of the class in question.

In my evaluation of your writing for these papers I will consider: (1) clarity of the argument (is it well conceptualized?), (2) whether the argument is addressed in a systematic and convincing manner (does every paragraph further your thesis?), (3) analysis and demonstrated theoretical understanding of material (does student summarize the material as well as interpret it in her/his own terms?), and (4) writing style, technical writing (does it demonstrate correct grammar, terminology, punctuation, and pagination?).

Class Leadership (20 points)

Graduate school exposes students to a greater depth of knowledge on a topic than their prior education. In many cases, it also serves as a pathway toward a level of expertise with which one may instruct others. To that end, each of you will be in charge of leading discussion of the course material for one class session during the semester. At this time, you will be in charge of organizing the class meeting and discussion for the entire class period. Organizing the class discussion involves presenting a critical review of the required readings for the week, raising specific questions and issues for the week, and relating the material to previous readings and class discussions. I do not want you simply to summarize the material, but to respond to it critically. As discussion leader, you must post a list of questions to the course website (<http://lkrrace.wordpress.com/main-page/>) for the class by **10 p.m. on the Sunday preceding** the class session you organize. These questions should help focus your classmates as they do the readings, and provide a partial basis for class discussion.

I will evaluate discussion-leadership using the following criteria:

- (1) Is the class session organized well? (5 pts)
 - Relates material to previous course readings
 - Provides internal summaries and transitions
 - Summarizes and distills main points at end of class
 - Paces class session appropriately
 - Appears well-prepared

- (2) Does the discussion leader present the material well? (2 pts)
 - Speaks audibly and clearly
 - Communicates enthusiasm
 - Discussion questions are stimulating and posted on time
- (3) Is the discussion leader credible in his/her role? (4 pts)
 - Shows competent understanding of the material
 - Able to admit insufficient knowledge
 - Shows respect for others' viewpoints/criticisms
- (4) How is the substantive content discussed? (6 pts)
 - Integrates text material into discussion
 - Presents views other than her/his own
 - Explains difficult terms
 - Presents background information for ideas
- (5) How is the discussion leader's rapport with the other class members? (3 pts)
 - Encourages participation
 - Corrects misunderstandings of material
 - Encourages class members to respond to one another
 - Requires class members thought and participation
 - Solicits and responds constructively to class members opinions
 - Treats members equitably
 - Acknowledges different approaches
 - Recognizes when others are confused

Readings:

Five books are available at **The CU Bookstore** as well as **The Colorado Bookstore**. Other readings are available on the course website (<http://lkrace.wordpress.com/course-readings/>). I strongly recommend downloading and printing the readings at the beginning of the term. Create a computer folder with all the PDFs of the readings, and a physical coursepack of printed copies.

Baker, Lee D., *From Savage to Negro: Anthropology and the Construction of Race*. Berkeley: University of California, 1998.

Essed, Philomena and David Theo Goldberg, eds. *Race Critical Theories: Text and Context*. Malden, MA: Blackwell, 2002. (noted as **RCT** in syllabus)

Hartigan, John D. *Racial Situations: Class Predicaments of Whiteness in Detroit*. Princeton, NJ: Princeton University Press, 1999.

Jackson, John L. *Harlemworld: Doing Race and Class in Contemporary Black America*. Chicago: University of Chicago, 2001.

Weheliye, Alexander G. 2014. *Habeas Viscus: Racializing Assemblages, Biopolitics, and Black Feminist Theories of the Human*. Durham, NC: Duke University Press.

Reading and Discussion Schedule (subject to modification)

Week 1 (8/25): Introductions

Lee D. Baker (2010) – “Preface” in *Anthropology and the Racial Politics of Culture*

Week 2 (9/1): Early Anthropological Constructions of Race DISCUSSION LEADER: **ROLAND**

- Lee D. Baker (1998) – *From Savage to Negro: Anthropology and the Construction of Race, 1896-1954* – Chapters 1-4.
- George Stocking (1994) – “The Turn-of-the-Century Concept of Race” in *Modernism/Modernity* 1, no. 1(1994): 4-16.
- Edward Said (1979) – Imaginative Geography and Its Representations: Orientalizing the Oriental (from *Orientalism*) in RCT
- Michel-Rolph Trouillot (1991) – “Anthropology and the Savage Slot: The Poetics and Politics of Otherness” in *Recapturing Anthropology*
- Franz Fanon (1952) – “The Fact of Blackness” in *Black Skin, White Masks*

Week 3 (9/8): Franz Boas – Culture vs. Race DISCUSSION LEADER: **ROLAND**

- George Stocking (1974) – “The Basic Assumptions of Boasian Anthropology” in *The Shaping of American Anthropology, 1883-1911; A Franz Boas Reader*.
- Franz Boas (selections)
- George Stocking (1984) – “Franz Boas and the Culture Concept in Historical Perspective” in *Race, Culture and Evolution*
- Lee D. Baker (1998) – *From Savage to Negro* – Chapters 5
- Julia Liss (1998) – “Diasporic Identities: The Science and Politics of *Race* in the Work of Franz Boas and W.E.B. Du Bois” in *Cultural Anthropology* 13(2):127-166
- Faye Harrison (1992) “Du Boisian Legacy in Anthropology” in *Critique of Anthropology* 12(3):239-260
- W.E.B. Du Bois (1897) “Conservation of Races”

Week 4 (9/15): Followers DISCUSSION LEADER: **ROLAND**

- Lee D. Baker (2010) – “The Cult of Franz Boas and his ‘Conspiracy’ to Destroy the White Race” in *Anthropology and the Racial Politics of Culture*
- Ruth Benedict (1940) – *Race: Science and Politics* (selections)
- Ashley Montague (1942) – *Man’s Most Dangerous Myth* (selections)
- Melville Herskovits (1941) – *The Myth of the Negro Past* (selections)
- Lee D. Baker (1998) – *From Savage to Negro* – Chapters 7 and 8
- Leonard Lieberman (1997) – “Gender and the Deconstruction of the Race Concept” in *American Anthropologist* 99(3): 545-558.

Week 5 (9/22): Critiques

DISCUSSION LEADER: _____

- Kamala Visweswaran (1998) – “Race and the Culture of Anthropology” in *American Anthropologist* 100(1):70-83.
- John Hartigan (2005) – “Culture Against Race: Reworking the Basis of Racial Analysis” in *South Atlantic Quarterly* 104(3):543-560.
- William S. Willis (1969) – “Skeletons in the Anthropological Closet” in *Reinventing Anthropology*
- Walter Benn Michael (1992) “Race into Culture” in *Critical Inquiry* 18(4):655-685.
- Talal Asad (1973) – “Introduction” in *Anthropology and the Colonial Encounter*

Week 6 (9/29): Shades of Color Blindness

DISCUSSION LEADER: _____

- American Anthropological Association Statement on "Race" (1998)
- AAPA Statement on Biological Aspects of Race (1996)
- Faye Harrison (1998) – “Introduction: Expanding the Discourse of Race” in *American Anthropologist* 100(3):609-631.
- Matt Cartmill (1998) – “The Status of the Race Concept in Physical Anthropology” in *American Anthropologist* 100(3):651-660.
- Lee D. Baker (1998) – *From Savage to Negro* – Chapter 10
- Eugenia Shanklin (1998) – “The Profession of the Color Blind: Sociocultural Anthropology and Racism in the 21st Century” in *American Anthropologist* 100(3):669-679.

Week 7 (10/6): Embodied Racial Contestations

DISCUSSION LEADER: _____

- Faye Harrison (1991) – “Anthropology as An Agent of Transformation” in *Decolonizing Anthropology: Moving Further Toward an Anthropology for Liberation*.
- Faye Harrison (1991) – “Ethnography as Politics” in *Decolonizing Anthropology*
- Irma McClaurin (2001) – “Introduction: Forging a Theory, Politics, Praxis, and Poetics of Black Feminist Anthropology” in *Black Feminist Anthropology: Theory, Politics, Praxis, and Poetics*
- Donna Haraway (1991) – “Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective” in *Simians, Cyborgs, and Women: the Reinvention of Nature*.
- Mark Anthony Neale (2006) - “Queers in a Barrel” in *New Black Male*

Week 8 (10/13): Post-colonial Approaches to Race

DISCUSSION LEADER: _____

- Homi Bhabha - Of Mimicry and Man (RCT)
- Ranajit Guha – Preface to *Without Hegemony: History and Power in Colonial India* (RCT)
- Ann Stoler - Racial Histories and their Regimes of Truth (RCT)
- Gayatri Spivak (1988) “Can the Subaltern Speak?” in *the Post-Colonial Studies Reader*
- RCT Reflections on the above

Week 9 (10/20): Contemporary Racial Theorizations DISCUSSION LEADER: **ROLAND**

- Paul Gilroy (1987) – “Race, Class and Agency” in *There Ain’t No Black in the Union Jack*
- Michael Omi and Howard Winant (1986) – “Racial Formation” (RCT)
- Stuart Hall (1989) – “New Ethnicities” in *the Post-Colonial Studies Reader*
- Gloria Anzaldúa (1987) – *Borderlands/La Frontera* (chapters 5 & 7)
- L. Kaifa Roland (2013) – “T/Racing Belonging through Cuban Tourism.” *Cultural Anthropology*. 28(3):396–419.
- Thomas C. Holt (2000) – “Race, Nation & the Global Economy” and “Epilogue: The Future of Race” in *The Problem of Race in the 21st Century*

Week 10 (10/27): Gendered Race Discourse DISCUSSION LEADER: _____

- Irma McClaurin (2001) – Theorizing a Black Feminist Self in Anthropology: Towards an Autoethnographic Approach in *Black Feminist Anthropology*
- Patricia Collins – Defining Black Feminist Thought (RCT)
- Kamala Visweswaran (1994) – Feminist Ethnography as Failure in *Fictions of Feminist Ethnography*
- Chandra Mohanty - Cartographies of Struggle: Third World Women and the Politics of Feminism (RCT)
- Mark Anthony Neale (2006) - “What the Hell is a Black Male Feminist?” in *New Black Male*
- L. Kaifa Roland (2014) – “Between Belonging and the F/Act of Niggerisation.” In *Trayvon Martin, Race, and “American Justice:” Writing Wrong*. K.J Fasching-Varner, A. Dixon, R. Reynolds, K. Albert, eds. Pp. 215–220. Rotterdam, The Netherlands: Sense Publishers.

Week 11 (11/3): Ethnographies of Race DISCUSSION LEADER: **ROLAND**

John Hartigan (1999) – *Racial Situations: Class Predicaments of Whiteness in Detroit*

Week 12 (11/10): DISCUSSION LEADER: **ROLAND**

(NOTE: provide Prof. Roland hard copy for student selected readings)

John L. Jackson (2001) – *Harlemworld: Doing Race and Class in Contemporary Black America*

11/17 AAA Meetings (no class)

John L. Jackson (2008) – Racial Paranoia (selections)

11/24 Thanksgiving Break (no class)

Week 14 (12/1): DISCUSSION LEADER: **ROLAND**

Alexander G. Weheliye (2014) – *Habeas Viscus: Racializing Assemblages, Biopolitics, and Black Feminist Theories of the Human*

Week 15 (12/8): DISCUSSION LEADER: **ALL**

Student assigned readings