

ZORA NEALE HURSTON, ANTHROPOLOGIST

ANTH 4020-005, Fall 2019

Anthropology Department

Tuesday/Thursday 11:00–12:15 pm, Hale 450

Course website: <http://lkrhurston.wordpress.com/>

[case sensitive password: ZNH19class]

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

Office: Hale 444, ph. (303) 492-8022

Office Hours: Mon 12 – 2pm, Tues 12:30 – 2pm, and by appointment

In the last several decades, Zora Neale Hurston has been rediscovered primarily as a fiction writer in the field of literature. Her work remains overlooked in the discipline in which she was formally trained—Anthropology. In this course, we will read biographies about Ms. Hurston, as well as consider her famous—and not-so-famous—works in the context of ethnography. Why would a black woman in early twentieth century America choose to study Anthropology? Why is *Mules and Men* often discounted as a serious anthropological text? What might Hurston’s success at writing ethnography that has been accepted as literature teach us about the relationship between fiction and science? As we address such questions, students will be introduced to Zora Neale Hurston as a writer, a woman, and an anthropologist. They will also be introduced to the discipline of Anthropology more generally, both at the time Hurston wrote and as it has evolved today.

Course Requirements:

3 Seminar Papers	60 pts (20 pts each)
Class Leadership	20 pts
Online Discussion/Class Participation	20 pts

Grades are non-disputable. *Prior to Thanksgiving Break* students may conference with the instructor to know her/his overall status and to determine how to improve the final grade.

Class Participation & Online Discussion (20 points):

This course will be taught as an advanced seminar. This means that we will cover a large amount of material through reading assignments and class discussion; thus, you will find that your grade for this course will be adversely affected if you are habitually unprepared to participate in class discussions. Indeed, you cannot possibly do well in this course if you have not gained sufficient information from the readings to meaningfully participate in class discussions. It is self-evident that if you are not in attendance, then you are not able to meaningfully participate in class discussions. **Ten (10) unexcused absences will be regarded as grounds for failing the course.** Attendance and in-class participation is worth 10 points in the final grade.

To foster individual student thinking as well as collaborative discussion, this course incorporates an online discussion component. The day’s discussion leader(s) will post 2-3 discussion questions to course Canvas site (see “Leadership Expectations” below) to which the rest of the class may respond or make substantive comments in a responsive post (i.e., reaction paper). **Each student is expected to post (at least) 5 comments/responses in the course of the semester (2 points each);** you must submit at least one post in each of the three course modules (1. The Woman; 2. Ethno.; 3. Lit v. Exp. Ethno?). *A useful formula to consider is at least one (1) post per module, and one (1) comment on someone else’s post in a module when*

you're not presenting. Discussants 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. If there are aspects of the readings that you find difficult, unfamiliar, or even offensive, you can discuss this in your post. Students are expected to use these discussion posts (their own and those of others) as platforms for in-class discussion. These papers should be no longer than 2 pages (if double spaced) and posted to Canvas (<https://canvas.colorado.edu>) by **10 pm the evening before the relevant class discussion**. Late submissions will not be graded once the Canvas posting period is closed. In addition to their own postings, students are expected to regularly comment on other students' posts. Students are not required to submit discussion posts when they submit a Seminar Paper (nor, therefore, during the week that they lead discussion). Each post or comment is worth 2 points (up to 10 points maximum).

Discussion Leadership Expectations (20 points):

Each of you will share the responsibility for leading discussion of the course material for one class session during the semester. At that time, you and your co-leader(s) will be in charge of organizing the class meeting and discussion for the first half of the class period (approximately 40 minutes). Organizing the class discussion involves presenting a critical review of the required readings under discussion, raising specific questions and issues for that class session, 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 provide (at least) 2-3 questions for the class by **10pm two days before** the class session you organize (that is, for Tuesday sessions, by 10pm Sunday; for Thursday sessions, by 10pm Tuesday). These questions should help focus your classmates as they finish the readings, and provide a partial basis for class discussion. ***Class leadership involves preparation.*** Students are responsible for coordinating their reading schedules in time to meet with their co-leader(s) to plan the class session and post the discussion questions. Leaders are invited to consult with Prof. Roland about their readings in advance of their class during her office hours. ***Late presentations will not be permitted***; if some emergency makes you unable to present as scheduled, *you are responsible for communicating with co-presenters and locating another student with whom to exchange presentation slots.* Let Prof. Roland know as soon as possible that a change is in motion.

I will evaluate discussion leadership using the following criteria:

- (1) Is the class session organized well? **(5 points)**
 - 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) Do the discussion leaders present the material well? **(4 points)**
 - Speak audibly and clearly
 - Communicates enthusiasm
 - Discussion questions are stimulating and posted on time
 - Exhibit balanced and well-conceived division of labor*
- (3) Are the discussion leaders credible in their roles? **(3 points)**
 - Show competent understanding of the material
 - Able to admit insufficient knowledge
 - Show respect for others' viewpoints/criticisms
 - Take leadership role seriously

- (4) How is the substantive content discussed? **(5 points)**
- Integrates text material into discussion
 - Presents views other than their own
 - Explains difficult terms
 - Presents background information for ideas
- (5) How is the discussion leaders' rapport with the other class members? **(3 points)**
- 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

*After the class in which students have shared leadership responsibilities, Prof Roland will send a standardized email to the discussion leaders individually asking for an evaluation of each team members' contribution to the presentation. That feedback will be factored into each presenter's total Leadership Grade, which will be posted to Canvas within one week.

Seminar Papers (20 points each; 60 points total):

Each of you is also required to submit 3 seminar papers during the course of the semester. One of these papers is to cover the material for the session during which you are responsible for organizing class discussion. You may submit the other seminar papers before the end of the course modules for which you are not presenting; i.e., if you're presenting during "Ethnographer," then your other seminar papers will be during "The Woman" and "Lit v. Exp. Ethno?" (**please note** that I strongly discourage – i.e., harshly grade – seminar papers that focus on videos/films, and suggest visual media are better treated through online discussion postings). *The papers are to be submitted to Canvas before the beginning of the class session during which we will cover the material at issue.*

These papers are to critically evaluate the readings for the class 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 reading(s) within the larger context of the texts we are covering in this course, and a critical evaluation of the arguments the author(s) make. You should evaluate the material in terms of the authors' ability to present well-supported, sound arguments (see document link "A Personal Note to Undergraduates" at <https://lkrhurston.wordpress.com/course-readings/reading-strategically/>). These papers should be between 6-10 pages – double-spaced, 12-point font, 1-inch margins – and are due by the start 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?). *Each of the 4 criteria is worth 5 points for 20 points total.*

**** Papers will not be accepted after the assignment has closed on Canvas****

→Please see last page for syllabus notes on: *disability statement, religious observances, discrimination/harassment, classroom behavior, laptops/mobile phones, & honor code.* ←

Readings:

Four books are available at **The CU Bookstore** (note that the Meisenhelder is optional). The remaining readings are available through the course webpage (<http://lkrhurston.wordpress.com/course-readings/>) using the password ZNH19class (case sensitive). I strongly recommend downloading the readings at the beginning of the term to create a computer folder with all the PDFs of the readings.

Required Texts

Zora Neale Hurston, *Barracoon: The Story of the Last “Black Cargo”*

Cheryl A Wall, *Zora Neale Hurston: Folklore, Memoirs, & Other Writings*

Cheryl A Wall, *Zora Neale Hurston: Novels and Stories*

Susan Edwards Meisenhelder, *Hitting a Straight Lick with a Crooked Stick: Race and Gender in the Works of Zora Neale Hurston (optional)*

Videos:

We will be viewing the following three films on the dates noted below. Every effort is being made for the films to be available on our Canvas portal by the viewing date. Please note that while central to our understanding of the broader course content, videos should be considered supplementary material for discussion posts and seminar papers (that is, your papers should not focus solely on the videos).

9/10 “Zora Neale Hurston: Jump at the Sun”

11/5 “Zora’s Roots”

12/3 “Oprah Winfrey Presents *Their Eyes Were Watching God*”

Topics and Assignment Calendar:

NOTE: The reading listed on each date is to be completed for discussion on that date.

Tues., 8/27 Introduction, in-class entrance questionnaire, sign up for class leadership

I. Hurston, the Woman

Thurs., 8/29 Hurston, *Dust Tracks on the Road* (Ch. 3, 4, 5, 6) DISCUSSION LEADER: **Roland**

Tues., 9/3 *Dust Tracks* (Ch. 9, 10, 11, 13) DISCUSSION LEADER: **Roland**
Meisenhelder, Ch. 6 (available online)

Thurs., 9/5 *Dust Tracks* (Ch. 12, App. 1, 16, App. 2) DISCUSSION LEADERS (2-3): _____
Lionnet-McCumber “Autoethnography” (from Gates **online**)

COLLABORATIVE DISCUSSION

Tues., 9/10 Video – PBS *American Master’s Series*: “Zora Neale Hurston: Jump at the Sun”

I. Hurston's Ethnography

- Thurs., 9/12 *Barracoon* (all) DISCUSSION LEADER: **Roland**
- Tues., 9/17 Hurston, *Mules and Men* (Part 1: Introduction + CHOOSE 3 from Sections II - X) Harris-Lopez, "Performing Personae and Southern Hospitality" (**online**)
DISCUSSION LEADERS (2-3): _____
- Thurs., 9/19 Hurston, *Mules and Men* (Part 2: Section 1 + CHOOSE 2 from Sections II – VII)
DISCUSSION LEADERS (2-3): _____
- Tues., 9/24 Hurston, *Mules and Men* (Part 3: Section 1 + CHOOSE 2 from Sections II – VII) hooks, "Saving Black Folk Culture" (**online**)
DISCUSSION LEADERS (2-3): _____
- Thurs., 9/26 Hurston, *Tell My Horse* (CHOOSE part I, II, or III) DISCUSSION LEADER: **Roland**
- Tues., 10/1 Hurston, "Characteristics of Negro Expression" (p. 831-46) + 1 other Article Hill, "Hurston's Theory of Imitation" (**online**)
DISCUSSION LEADERS (2-3): _____
- Thurs., 10/3 Nwankwo, "Insider and Outsider, Black and American: Rethinking ZNH's Caribbean Ethnography" (**online**)
DISCUSSION LEADER: **Roland**

II. Literature or Experimental Ethnography?

- Tues., 10/8 *Jonah's Gourd Vine* (Part 1: Ch. 1-4) DISCUSSION LEADER: **Roland**
- Thurs., 10/10 *Jonah's Gourd Vine* (Part 2: Ch. 5-13) DISCUSSION LEADERS (2): _____
- Tues., 10/15 *Jonah's Gourd Vine* (Part 3: Ch. 14-22) DISCUSSION LEADERS (2): _____
- Thurs., 10/17 *Jonah's Gourd Vine* (Part 4: Ch. 23-25) DISCUSSION LEADERS (2-3): _____
Meisenhelder, Ch. 2 (available online)
- Tues., 10/22 *Moses, Man of the Mountain* (Part 1: Beginning - Ch.6) DISCUSSION LEADER: **Roland**
- Thurs., 10/24 *Moses, Man of the Mountain* (Part 2: Ch. 7-16) DISCUSSION LEADERS (2): _____
- Tues., 10/29 *Moses, Man of the Mountain* (Part 3: Ch. 17-29) DISCUSSION LEADERS (2): _____
- Thurs., 10/31 *Moses, Man of the Mountain* (Part 4: Ch. 30-end) DISCUSSION LEADERS (2): _____
Meisenhelder, Ch. 5 (available online)
- Tues., 11/5 Video – "Zora's Roots" COLLABORATIVE DISCUSSION

- Thurs., 11/7 *Seraph on the Sewanee* (Part 1: Ch. 1-16) DISCUSSION LEADER: **Roland**
- Tues., 11/12 *Seraph on the Sewanee* (Part 2: Ch. 17-23) DISCUSSION LEADERS (2): _____
Howard, “Seraph on the Sewanee” (**online** from Gates)
- Thurs., 11/14 *Seraph on the Sewanee* (Part 3: Ch. 24-end) DISCUSSION LEADERS (2-3): _____
Meisenhelder, Ch. 4 (available online)
- Tues., 11/19 *Their Eyes Were Watching God* (Part 1: Ch. 1-6) DISCUSSION LEADERS (2): _____
- Thurs., 11/21 *Their Eyes Were Watching God* (Part 2: Ch. 7-14) DISCUSSION LEADERS (2): _____
- Tues., 11/26 NO CLASS (Thanksgiving Break)
- Thurs., 11/28 NO CLASS (Thanksgiving Break)
- COLLABORATIVE DISCUSSION
- Tues., 12/3 **Video** – Oprah Winfrey Presents *Their Eyes Were Watching God*
READ “Listening & Living: Reading and Experience in TEWWG” (**online**)
- Thurs., 12/5 *Their Eyes Were Watching God* (Part 3: Ch. 15-end) DISCUSSION LEADER **Roland**
Meisenhelder, Ch. 3 (available online)
- DISCUSSION LEADER: **Roland**
- Tues., 12/10 Hernández, “Multiple Subjectivities and Strategic Positionality” (**online**)
McClaurin, “Walking in Zora’s Shoes” (**online**)
- Thurs., 12/12 Last class – Wrap Up

Syllabus Notes

Note 1 - Accommodation for Disabilities: If you qualify for accommodations because of a disability, please submit your accommodation letter from Disability Services to your faculty member in a timely manner so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities in the academic environment. Information on requesting accommodations is located on the [Disability Services website](#). Contact Disability Services at 303-492-8671 or dsinfo@colorado.edu for further assistance. If you have a temporary medical condition or injury, see [Temporary Medical Conditions](#) under the Students tab on the Disability Services website, or discuss your needs with me.

Note 2 – Classroom Behavior: Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Class rosters are provided to the instructor with the student's legal name. The TAs and I are happy to honor your request to address you by an alternate name or gender pronoun. Please advise us of this preference early in the semester so that they may make appropriate changes to their records. For more information, see the policies on [classroom behavior](#) and the [Student Code of Conduct](#).

Note 3: The University of Colorado at Boulder policy on **Discrimination and Harassment**, the University of Colorado policy on **Sexual Harassment** and the University of Colorado policy on **Amorous Relationships** apply to all students, staff and faculty. Sexual harassment is unwelcome sexual attention. It can involve intimidation, threats, coercion, or promises or create an environment that is hostile or offensive. Harassment may occur between members of the same or opposite gender. Anyone who believes s/he has been sexually harassed should contact the Office of Sexual Harassment (OSH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. Further information can be obtained at: <http://www.colorado.edu/sexualharassment/>. Any student, staff or faculty member who believes s/he has been the subject of discrimination or harassment based upon race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, or veteran status should contact the Office of Discrimination and Harassment (ODH) at 303-492-2127 or the Office of Student Conduct (OSC) at 303-492-5550. Information about the ODH, the above referenced policies and the campus resources available to assist individuals regarding discrimination or harassment can be obtained at <http://www.colorado.edu/odh>.

Note 4 – Honor Code: All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the Honor Code. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access to academic materials, clicker fraud, submitting the same or similar work in more than one course without permission from all course instructors involved, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code (honor@colorado.edu); 303-492-5550). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code as well as academic sanctions from the faculty member. Additional information regarding the Honor Code academic integrity policy can be found at the [Honor Code Office website](#). *As regards this specific course, if the TAs or I find you plagiarizing or cheating, you will receive an "F" on the assignment and, depending on how egregious the violation, an "F" in the course.*

Note 5 – Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation: The University of Colorado Boulder (CU Boulder) is committed to fostering a positive and welcoming learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct intimate partner abuse (including dating or domestic violence), stalking, protected-class discrimination or harassment by members of our community. Individuals who believe they have been subject to misconduct or retaliatory actions for reporting a concern should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127 or cureport@colorado.edu. Information about the OIEC, university policies, [anonymous reporting](#), and the campus resources can be found on the [OIEC website](#). *Please know that faculty and instructors have a responsibility to inform OIEC when made aware of incidents of sexual misconduct, discrimination, harassment and/or related retaliation, to ensure that individuals impacted receive information about options for reporting and support resources.*

Note 6 – Religious Holidays: Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. *In this class, it is required that you notify the professor of any classes, tests, or assignments that will be missed due to religious observance at least one week prior to the absence.* The instructor and the student can then determine jointly if/when missed material can be made up. See the [campus policy regarding religious observances](#) for full details.

Note 7 – Laptops/Mobile Phones: It is recognized that many students use laptops in class to take/review notes or to quickly search a topic under discussion. Should it be determined that **in-class laptops** are distracting from, rather than adding to, a productive learning environment (surfing, facebook, twitter, etc.), they will be disallowed for the abusing student(s). Depending on the classroom configuration, Prof. Roland or your TAs may choose not to permit laptops on the back row of the classroom. In their normal usage, an open laptop may be interpreted as a raised hand (i.e., you may be called on at any time). Please turn all **mobile phones** on silent/vibrate before entering class and keep it out of sight at all times; if you are expecting an urgent call, please notify the instructor before class, try to sit where you can easily exit, and leave the room when necessary without disrupting others.