

Anthropology of Race and Ethnicity (ANT 3451U01)

Global Capitalism and the African Diaspora in the Modern World System (AFA 4243U02)

Tues/Thurs 2:00-2:50pm
Classroom: AHC3, Rm. 214

Instructor: Dr. Mitzi Carter

Contact: mcarter@fiu.edu,
Office: SIPA, Room 307
Office hours: Thurs 2:15-3:15 (schedule on calendly.com/professorcarter)

Course Description

This course introduces students to a diverse range of studies on race and ethnicity. In particular, we will examine the social construction of race and ethnicity mostly and the perpetuation and maintenance of racial inequality. Although the readings in this course are mostly centered on issues of race and ethnicity in the United States, we will also read and discuss the global renderings of race and ethnic constructions and processes in Latin America, the Caribbean and Japan.

This course begins with several sections devoted to understanding the role of anthropology in constructing ideas about race and notions of Blackness and Whiteness. The class readings and lectures will emphasize the anthropological production of knowledge around race and the rapidly changing gaze of “natives.” We will then explore multi-disciplinary literature to analyze particular regional phenomena, including a focused discussion on South Florida race relations and Asian Americans in California. Students will end the course exploring the growing body of counter narratives to rewrite understandings of race and intersecting identities.

Too often, discussions in relation to the African diaspora and race and ethnicity narrowly focus on the processes throughout the “Black Atlantic” but this course will also examine globalizing strategies of people from the African diaspora within the Asia-Pacific. Doing so allows us to rework the hardened binary of “East/West” but also critically reconsider theories that solely privilege the Black-White paradigm.

Some of the questions we will consider in this course include: How did anthropology shape or change conversations around race in the United States? What is the difference between race and ethnicity? What is “critical mixed race studies” and how is it shifting theories of race and ethnicity? How has racial inequality been shaped in the United States? What techniques, both institutional and intimate, continue to shape and define race and racism? How are Black Latinos and Black Caribbean Americans reshaping constructions of both ethnicity and race in the United States? Is Blackface racist if done in Japan? If yes, then do we theorize and understand and discuss global circulations of race? If no, then how do we explain those particular types of performances locally?

What will you learn in this class? Student Learning Outcomes and Goals

By the end of this course you should be able to:

- 1) **Global Awareness:** Students will be able to demonstrate knowledge of local and global social constructions of race and ethnicity in the US and other nation-states.
 - A. Students will be able to understand the key theoretical interventions in anthropology for analyzing race and ethnicity.
 - B. Students will be able to understand

- 2) **Global Perspective:** Students will be able to use the knowledge and diverse theorizing accumulated in the field of African diaspora studies to conduct a multi-perspective analysis of local, global, international, and intercultural issues as they relate to the great experiential diversity of African diaspora communities. Students will also be able to analyze why and how racial inequality persists.
 - A. Students will be able to critically analyze current events in Africa and the African diaspora as they relate to globalization.
 - B. Students will be able to better reflect on discussions, events, and issues in the United States and how they resonate, reflect or refract with similar conversations elsewhere.

- 3) **Global Engagement:** Students will be able to demonstrate willingness to engage in local, global, international, and intercultural problem solving as it pertains to the challenges of racism, xenophobia, marginalization, discrimination, etc. various communities face.
 - A. Students will be able to apply critical thinking skills to everyday forms of racism and address systematic forms of racism locally.

What will do in this class? Course Requirements

1) Attendance/class participation (20% of the grade)

The two class sessions per week are a main source of learning for this course. You should plan to arrive on time and stay for the entire session. Classroom activities may vary from one session to the next — they will include lectures and presentations, group discussions, and ethnographic or documentary films. Sometimes you will earn points by participating in class activities. **These graded class activities will not be announced ahead of time and cannot be made up. They may range from minute papers to concept maps.**

To get a good attendance grade you should:

Arrive to class on time and stay for the entire session.

Make sure you have checked in for each class. If you come in late and miss the roll call, come see the professor at the end of the class session.

Make sure your cell phones and other similar electronics are silenced and put away during class. Please do not text/make/take calls during class.

2) Reading Quizzes (20% of the grade)

Complete all required reading assignments before each class session and take the schedule reading quiz. They may consist of multiple choice questions or a short answer. **If you are late, you will miss out on these points.** No make-up quiz will be given for ANY reason, but only your top five scores will be included in your final course grade. This includes excused absences or late registration to the course.

3) Final Peer Teaching Pecha Kucha Presentations + “teach-in” guide (20% of grade)

The class will be divided into ten groups of five students each (may vary depending on final enrollment). By week four, your group will be assigned an issue to research and discuss in the form of a Pecha Kucha presentation. Your team will need to send a representative(s) to meet with me to discuss your presentation a week before it is due. Each student in the group is expected to write their own comprehensive “teach-in” guide to pass out to your peers. This guide will be approximately three to five pages. There will be a document on Canvas with specific instructions on how to create the teach-in guide. These presentations will be peer reviewed.

Up to 15 points of extra credit will be awarded to students who organize their teach-in and open it to students outside class time and on campus about your issue. It must be widely advertised on campus and students must practice the material and receive approval first before organizing it.

4) Discussion Posts (30% of grade)

Students will complete four discussion posts. These are not simple summaries of the readings but students are expected to demonstrate that you did the reading by engaging with some of the main themes and issues that you found interesting and/or problematic. There will be guided prompts. In each post, you will also post one or two questions or issues you would like to raise for discussion and respond to another person’s post. Please see the rubric and guide on canvas. All discussion posts and peer comments are due by Thursday at 9:15am when the forum closes.

5) Current Events Journals (15% of grade)

Students will find three current events articles around race and ethnicity issue discussed in the semester from a reputable news source (article publication should be less than one month old from the assignment due date). Students are required to summarize the article in a brief paragraph, then write a critical two-page analysis using the material from class on the first page (use and turn in the worksheet that will be downloaded on Canvas to make sure you cover all questions for the analysis) and then your second page of your journal should critically engage with the required text by Lee Baker for the course *From Savage to Negro*. For the first journal, students must use the Baker text to consider how an early anthropologist from Chapter 2 would analyze the issue raised in your chosen article. For the second journal, students will consider how an anthropologist from Chapters 7 or 8 would analyze the issue. For the third journal, students will consider how anthropologists today operating in the era of “color blind” racism might analyze your issue. For the final journal, use the material from the concluding chapter of the Baker book to consider the issue from a more contemporary anthropological perspective. These entries are 50 points each.

Please see the syllabus schedule for when these journals are due (all Thursdays at 9:15am on Canvas.) Submit them electronically through Canvas and be sure to come to class ready to discuss your work. These journals will not be accepted via email.



No make-up, late, or emailed journal entries will be accepted. You may turn in a fourth entry for up to 20 points of extra credit. This entry should engage with the analysis of DuBois and Boas as discussed in chapter 5 of the Baker text.

How will I be evaluated?

Grading is based on a 1,000 point system. There is no curve.

Attendance/Participation	150 points	15% of the final grade
Reading quizzes (5)	200 points	20% of the final grade
Presentation + Guides	300 points	30% of the final grade
Discussion Posts (4)	200 points	20% of the final grade
Current Events Journals (3)	150 points	15% of the final grade

940-1000	A
900-939	A-
870-899	B+
830-869	B
800-829	B-
770-799	C+
700-769	C
600-699	D
0-599	F

- If you miss class, it is your responsibility to get class notes from one of your classmates and/or follow up with me in a timely manner during office hours if needed. Please do not be surprised to find that emails asking “Did I miss anything important?” or “what did I miss?” may go unanswered. I will be more than happy to meet with you *in-person* during office hours to review important questions after you have already checked with a classmate for notes.
- Emailing me in advance of a trip, conflicting classes/exams, or work obligations is courteous but will not be counted as an excuse. Documentation is needed.

Please be respectful of deadlines. Points will be deducted for each day an item is late (excluding assignments like quizzes that have no make-ups) including weekend and holidays. Refer to the individual assignment sheet for number of daily points that will be deducted for

each assignment. The only exception to this rule is for **documented** medical or family emergencies. *You are required to bring this documentation as soon as your need to be tardy begins.* If you wait more than a week after the event, the regular point deductions apply to you as well.

Email Policies

I can be reached at mcarter@fiu.edu. **Please do not contact me through the Canvas message link.** I may not see your message until the end of the semester! It may take up to 48 hours for me to return your email. Please be patient. And be sure to read this wiki on how to email a professor before contacting me via email: <http://m.wikihow.com/Email-a-Professor>. **I prefer to be called Dr. Carter or Professor Carter.**

Classroom Civility Policies

Civility in the classroom and respect for the opinion of others is critical in this course. You may not agree with everything said or discussed in the class, yet courteous behavior and responses are expected in order to create a safe learning environment. To optimize teaching and learning, we all share the responsibility of creating a civil, non-disruptive, and safe atmosphere.

As the instructor I will:

- Start and end the class on time.
- Treat all students with courtesy and respect. I will do my best to support each and every one of your goals for this course. Please meet with me so I can fulfill this.
- Be open to constructive input from students.
- Ensure that all students will equally have an opportunity to participate in discussion, group work, and other classroom activities.
- Prepare an engaging, enlightening, and enjoyable classroom experience for all students.

Students are expected to:

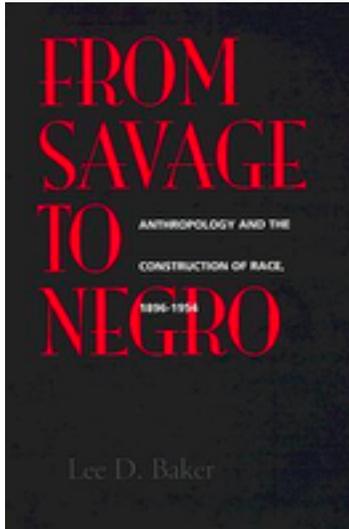
- Come to class on time and refrain from packing up before the class ends.
- Come to class prepared, having completed assigned readings and by bringing appropriate materials like a notebook, pen, and any assignments you are asked to bring to class.
- When speaking in class, use respectful language and keep comments and questions relevant to the topic at hand. We can only hear a variety of viewpoints if we can create a safe learning space.
- Silence cell phones before entering the classroom.
- Please do not open your laptop/ipads/etc unless you are explicitly taking notes. You may be asked to close, put away or turn off laptops during discussions and team activities, or if you

are surfing the web or doing other classwork. No electronics should be open during documentaries/films.

Plagiarism

All work turned in or presented in class must be a student's own. Any form of plagiarism is **absolutely not tolerated** and is grounds for a **failed assignment and may also result in appropriate disciplinary action**. Plagiarism includes: copying without proper citation from other sources, cutting and pasting from internet sources, using quoted material without properly citing the source. Other forms of academic misconduct will also be reported, such as paying someone else to do your work or purchasing written work online. Please view the University Code of Academic Integrity at: <http://www2.fiu.edu/~dwyere/academicintegrity.html>.

Required Text



Baker, Lee D. *From Savage to Negro: Anthropology and the Construction of Race, 1896-1954*. University of California Press, 1998.

Tentative Schedule*

Week	Topic	Read BEFORE class	Due in class or online
<u>Week 1</u> January 9, 11	Introduction, syllabus	<p>No readings on Tues.</p> <p>For Thurs read Chapter 1 of the Baker text (on Canvas)-you should have this book by next week.</p> <p>Highly recommended: “The Pen is Mightier than the Keyboard: Advantages of Longhand Over Laptop Note Taking.” Psychological Science 1-10 (see link on Canvas)</p>	<p>Log on to Canvas by Thursday this week and answer the introduction questions.</p> <p>Click on the “Week 1 & 2” folder in Canvas to prepare for next week. (Read ahead and take reading quiz #1 by Thurs of next week)</p>
<u>Week 2</u> Jan 16, 18	Is Race real? Are there are some elements of it that can be located in the body or is it totally a social construction?	<p>Chapter 2: Baker</p> <p>TBD</p> <p>Film: <i>Race: The Power of an Illusion, The Difference Between Us</i> (Episode 1-can find link and stream through FIU library)</p>	<p>Follow instructions on Canvas Week 2 folder for guided questions. Can you answer those questions? If so, you are reading well and will do well on the final exam! If not, bring questions to class and we’ll discuss.</p> <p>Reading quiz #1 online due Thurs BEFORE class at 9:15 am. Covers film too.</p>
<u>Week 3</u> 1/23, 1/25	Biological determinism and eugenics	<p>Washington, Harriet “The Black Stork” (Canvas)</p> <p>Chapter 3: Baker</p> <p>Film: The Life and Times of Sara Baartman</p>	Current Events Journal #1 due on Thurs

Week	Topic	Read BEFORE class	Due in class or online
<u>Week 4</u> Jan 30, Feb 1	Nationalism and White Ethnics: Constructing Whiteness	1) Chapter 4: Baker 2) Brodtkin, Karen, “Introduction.” In <i>How Jews Became White Folks and What That Says About Race in America</i> , New Brunswick: Rutgers University Press, 1998.	Discussion Post #1 due Thurs
<u>Week 5</u> Feb 6, 8	Culture, Racism and “the New Negro”	1) Chapter 6: Baker 2) Bonilla-Silva, Eduardo, “Racism without Racists.” In <i>Racism without Racists: Colorblind Racism and the Persistence of Racial Inequality in the United States</i> , Lanham: Rowan and Littlefield Publishers, 2003. 3) Listen to Podcast <i>Black as We Want to Be</i> on Canvas 3) Watch Film: <i>Race: The Power of an Illusion: The House We Live In</i>	Reading quiz #3 also due Thurs at 9:15am.
<u>Week 6</u> Feb 13, 15	Cultural Racism: Japanese Americans & Internment and the construction of pan- ethnic Asian American identities.	1) Takaki, Ronald, “The Myth of ‘Military Necessity’ for Japanese American Internment” 2) Le Espiritu, Yen. Asian American panethnicity: Bridging institutions and identities. Vol. 171. Temple University Press, 1993. 3) Film: Who Killed Vincent Chin	Discussion Post #2-due Thurs 9:15am

Week	Topic	Read BEFORE class	Due in class or online
Week 7 Feb 20, 22	Linguistic Discrimination and Racialization	1) https://news.stanford.edu/news/2014/december/vernacular-trial-testimony-120214.html 2) “Speaking like a Model Minority: ‘FOB’ Styles, ...” (on Canvas) 3) See Canvas for more links and podcasts for this week	Reading quiz #4
Week 8 Feb 27, March 1	Maintaining Whiteness What is whiteness and how is it maintained	1) Low, Setha, “Maintaining Whiteness” (Canvas) 2) Bonilla-Silva, Eduardo, “The Central Frames of Color-Blind Racism” 3) Honorary Whiteness & Asian Americans (TBD) 4) Choosing Whiteness in Latin American communities	Current Events Journal #3 due Thurs

Week	Topic	Read BEFORE class	Due in class or online
<p>Week 9</p> <p>March 6, 8</p>	<p>Colorism, Affective Capital, and Embodied Racism</p>	<ol style="list-style-type: none"> 1) Hordge-Freeman, Elizabeth, "Introduction" and "What's Love Got to do with It." In <i>The Color of Love: Racial Features, Stigma, and Socialization in Black Brazilian Families</i>. University of Texas Press, 2015. 2) Listen to Rough Translation podcast: Brazil in Black and White: http://one.npr.org/i/542840797:543264640 3) Thompson, Wendy Taiso, "Despite Your Tiger Mother, or Your Other Racial Half Will Not Save You from What the World Thinks of Your Blackness," <i>Meridians: feminism, race, transnationalism</i>, Volume 16, Number 1, 2017, pp. 39-48. 4) see Canvas for more media clips 	<p>Discussion Post #3</p> <p>Watch documentary link on Canvas. Questions on this doc are on final exam!</p>
<p>March 12-16</p>	<p>Spring BREAK!</p>		

Week	Topic	Read BEFORE class	Due in class or online
<u>Week 11</u> March 20, 22	Circulations of urban blackness in Japan Lecture on DuBois and his perspectives on Japan Possible guest speaker skyped from Japan!	1) Sterling, Marvin D., <i>Babylon East: Performing Dancehall, Roots Reggae, and Rastafari in Japan</i> (Durham: Duke, 2010) (Excerpts to TBD) 2) John G. Russell, "Playing with Race: Authenticating Alterity Authenticity, Mimesis, and Racial Performance in the Transcultural Diaspora" (See Canvas link) 3) TBD	Reading quiz #5
<u>Week 12</u> March 27, 29	Latinos and Black Immigrant Racial and Ethnic Identity in South Florida	1) Heavy reading week: See Canvas for list	Discussion post #4
<u>Week 13</u> April 3, 5	Race and Criminal Justice	1) Heavy reading week: See Canvas	Reading quiz #6 Outline of study guide due

Week	Topic	Read BEFORE class	Due in class or online
Week 14 Apr 10, 12	Rewriting Narratives of race: Speculative Fiction and Critical Mixed Race	1) Ruha Benjamin, "Racial Fictions, Biological Facts: Expanding the Sociological Imagination through Speculative Methods" http://www.ruhabenjamin.com/a/wp-content/uploads/2016/12/2016-Racial-Fictions-Biological-Facts.pdf 2) Chapter 10, Baker text 3) TBD (See Canvas) 4) Optional: "Ursula K. Le Guin on Redeeming the Imagination from the Commodification of Creativity and How Storytelling Teaches Us to Assemble Ourselves" https://www.brainpickings.org/2017/04/13/ursula-k-le-guin-operating-instructions-words-are-my-matter/	Current Events Journal #3 due on Thurs
Week 15 Apr 17, 19	Pecha Kucha Presentations and Teach-in Guides Due		All Pecha Kucha presentations are due on Tuesday peer reviews are due on Thursday!
Week 16 Final Exam Week	No class, no final!		

***The instructor reserves the right to modify the course schedule. Please default to messages on Blackboard and the Remind App for the most up-to-date readings. You are required to check into Blackboard at least once a week for any announcements or changes. Please download the Remind App (free) for up-to-date communication and reminders about class changes/updates/deadlines. The course code will be given during class.