Course Description

From the emergence of Black Lives Matter, to the Dakota Access Pipeline protest, and a resurgence of white nationalism; in recent years, categories of race and ethnicity have become heated sites of contestation and public debate. Discussions about race and ethnicity permeate much of our current media and political climate. These forms of identity are also extremely personal. Racial and ethnic identities show us, to cite the popular feminist adage, how the personal is political.

In this course, we will examine theories and ethnographies of race and ethnicity to understand why and how these forms of identity are such important aspects of our everyday lives. Throughout the semester we will explore the diverse social, political, cultural and historic dynamics that shape racial and ethnic identities in the US and around the world. Anthropology has played a key role in producing ideas about race, ethnicity and human diversity. We will start the course by looking at how anthropology’s history shaped understandings of race and ethnicity. In the first half of the class we will cover key concepts in the study of race and ethnicity, starting with Boasian approaches to race and unpacking diverse interventions made by scholars and anthropologists of color. This background will allow us to understand how racial thinking was a tool of colonialism and key to the development of nation-states and the expansion of capitalism. Readings will highlight intersectionality, post-colonial theory, critical race theory, and
indigenous scholarship. We will also discuss the importance of understanding racism, not just race. In the second half of the course, we will explore how ideologies and categories of race and racism operate in a global, capitalist world. Themes that will be discussed include the relationship between multicultural identities and capitalism, the re-emergence of the biologization of race in light developments in genomics, and the need to imagine new racial futures. During the semester we will think through our own identities, experiences, and beliefs in a safe environment. Students will learn how to approach the subject of race and ethnicity from a critical perspective.

**Course Requirements**

**Attendance**
Regular, punctual attendance is non-negotiable. Attendance will be taken each class through a sign-in sheet. It is your responsibility to sign in. If you forget to sign in you will be marked as absent. Signing the name of a student who is not present is not allowed. You are allowed 2 unexcused absences. Three unexcused absences will result in a 1/3-grade markdown on the final course grade. Arriving to class more than 15 minutes late counts as 1/2 absence. Excused absences should be cleared with me before class, with the exception of extenuating last-minute emergencies. An excused absence will only be granted when the student provides some documentation for their reason for missing class. Reasons like “I have to study for another class,” or just saying “I’m not feeling well” will not be counted as excused absences.

**Participation**
Class participation is essential. Discussion is a central and important part of this class, the learning process, and your final grade. You are expected to attend class having done the assigned readings and ready to participate in class discussion with questions and comments. Bring your readings to class as well as notes on the readings, questions you have, and material you would like to discuss. Having the material present with you is important in fostering and maintaining a good and productive class discussion. Attending and participating during in-class workshops is part of your participation grade.

**Discussions**
Our classroom is a safe space. Regardless of the topic being discussed we will closely hear each other’s thoughts, feelings, opinions and responses. We will respond to each other in a respectful and thoughtful manner. As we engage with material we might have strong feelings about we will not insult, disrespect or devalue anyone’s feelings and comments. This classroom is a safe space of conversation, attentive and critical listening and discussion. An important learning objective is to develop the ability to grapple with sensitive subjects while engaging with differing perspectives and points of view in a critical, respectful and open manner.

**Assignments**
A number of assignments will be used to evaluate your progress in the course. Assignments vary in format, including essay writing, image production, and digital blog development. Any short projects developed during in-class Workshops also compose part of your participation grade. Late assignments will NOT be accepted. All due dates are stated in the course schedule. Assignments must be handed in hard copy; emailed-electronic versions will not be accepted.
order to get full credit students must fulfill the stated word length of each assignment. At the end of the document you must include the word count of the document. Proofread all assignments before handing them in. All written assignments must be double-spaced using font size 12 and 1” margins.

**Academic Integrity**

The work you turn in for this class has to be your own and come from your own critical engagement and reflections on class material and discussion. However, students are strongly encouraged (and will sometimes be required) to collaborate on all other aspects of their coursework; including discussing assignments, reading each other’s work, and making suggestions for editing and revision. If you use, incorporate or discuss ideas in your work found elsewhere, you must cite and provide the source following a citation style. You are expected to be familiar with and to follow the University’s policies on academic integrity (see [http://www.brandeis.edu/studentlife/srcs/rr/](http://www.brandeis.edu/studentlife/srcs/rr/)).

**Special Accommodations**

If you are a student with a documented disability on record at Brandeis University and wish to have a reasonable accommodation made for you in this class, please see me immediately. Accommodations will not be granted retroactively.

**Required Texts:**

- Kim TallBear. Native American DNA
- Octavia Butler. Wild Seed.
- All other readings will be available on LATTE

**GRADE COMPONENTS**

- Attendance and Participation (15%)
- 1 Critical Essay (15%)
- 2 Critical Essay (20%)
- Race/Ethnicity Interviews (35%)
- Discussion Questions (15%)

**Schedule**

**History of Anthropological Approaches to Race and Ethnicity**

**Week 1**

Thursday August 29
Introduction, discussion of syllabus and short exercise

**Week 2**

**Tuesday September 3**

-Chapter 1: History and Theory of a Racialized World  
-Chapter 2: Rethinking Race at the turn of the Century: W.E.B. Du Bois and Franz Boas

***Group A***

**Thursday September 5**

-Chapter 5: The Concept of Race

-Franz Boas. Race, Language and Culture  
-Race and Progress  
-Race and Character

***Group B***

**Week 3**

**Tuesday September 10**


***Group A***

**Thursday September 12**

-In Class Workshop

**Week 4: Race, Colonialism and the Technologies of Power**

**Tuesday September 17**

-Peter Wade. Race and Ethnicity in Latin America  
-Chapter 2: Blacks and Indigenous in Latin America  
-Chapter 3: Early Approaches to Blacks and Indigenous People, 1920s to 1960s
**Group B**

**Thursday September 19**


-Deborah Poole. An Image of “Our Indian”: Type Photographs and Racial Sentiments in Oaxaca 1920-1940.

**Group A**

**Week 5**

**Tuesday September 24**

-Cedric Robinson, Racial Capitalism.

**Critical Essay 1 DUE**

**Critical Race Thinking**

**Thursday September 26**

-Screening: Ethnic Notions, dir. Marlon Riggs

**Week 6**

**Tuesday October 1 – NO CLASS**

**Thursday October 3 – BRANDIEIS MONDAY – NO CLASS**

**Week 7**

**Tuesday October 8**

-Audre Lorde. The Master’s Tools Will Never Dismantle the Master’s House

-Kimberlé Williams Crenshaw. Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color

**Group B**

**Thursday October 10**

-Gloria Anzaldúa. *La Conciencia de la Mestiza: Towards a New Consciousness*
Silvia Rivera Cusicanqui. Ch’ixinakax utxiwa: A Reflection on the Practices and Discourses of Decolonization

***Group A

**Week 8**

**Tuesday October 15** – BRANDEIS MONDAY – NO CLASS

**Thursday October 17**

-Margaret Anderson and Patricia Hill Collins. Why Race, Class, and Gender Still Matter

-Eduardo Bonilla Silva. Racism Without Racists

***Group B

**Week 9: On Whiteness**

**Tuesday October 22**

-Peggy MacIntosh. White Privilege: Unpacking the Invisible Knapsack

-John Hartigan Jr. Establishing the Fact of Whiteness

-Matthew Wolf-Meyer. Biomedicine, the whiteness of sleep, and the wages of spatiotemporal normativity in the United States

Screen: The Whiteness Project

***Group A

**Thursday October 24**


-Sarita Srivastava. “You’re Calling me a Racist?: The Moral and Emotional Regulation of Antiracism and Feminism.

***Group B

**Week 10: Race, Ethnicity and Identity**

**Tuesday October 29**
Marisol de la Cadena. Women are More Indian: Ethnicity and Gender in a Community Near Cuzco.

Jean Comaroff. The Empire’s Old Clothes: Fashioning the Colonial Subject

***Group A

Thursday October 31

-Jean and John Comaroff. Ethnicity, INC: On the Affective Economy of Belonging

-Charles Hale. Neoliberalism Multiculturalism: The Remaking of Cultural Rights and Racial Dominance in Central America

***Group B

***Critical Essay 2 DUE

Week 11

Tuesday November 5

-Screening: Miss Navajo, dir Billy Luther

Thursday November 7 – Individual Work No Class Meeting

Week 12

Tuesday November 12

-Mark Anderson. Black and Indigenous: Garifuna Activism and Consumer Culture in Honduras
  -Introduction
  -Chapter 3: Black Indigenism: The Making of Ethnic Politics and State Multiculturalism

***Group A

Thursday November 14

-Mark Anderson
  Chapter 5: This is the Black Power we Wear: Black America and the Fashioning of Young Garifuna Men

-Shalini Shankar. Creating Model Consumers: Producing Ethnicity, Race, and Class in Asian American Advertising
***Group B

**Week 13: Race and Science Today**

Tuesday November 19

-Nadia Abu El-Haj. The Genetic Reinscription of Race

-Stephan Palmié. Genomics Divination, Racecraft

***Group A

Thursday November 21 – NO CLASES AAA

**Week 14**

Tuesday November 26

-Kim TallBear. Native American DNA  
   -Introduction and Chapter 1

***Group B

Thursday November 28 – NO CLASSES THANKSGIVING

**Week 15**

Tuesday December 3

-Kim TallBear. Native American DNA  
   -Chapters 2 and 3

***Group A

**Imagining Racial Futures**

Thursday December 5

-Amade M’charek. Beyond Fact or Fiction: On the Materiality of Race in Practice

-Shaka McGlotten. Oridnary Intersections: Speculations on Difference, Justice, and Utopia in Black Queer Life

***Group B

**Week 16**
Tuesday December 10

-Octavia Butler. Wild Seed.

*Final Essay DUE –December 16*

**Discussion Questions Prompt**

Class will be divided into two groups (A and B). Each person must hand in a discussion question the day their group is designated. Each person in class will submit a discussion question once a week.

Discussion questions will be posted in LATTE the day before class. All questions are due by Monday and Wednesday by 9pm. These questions will be used to foster class discussion. These questions must refer to the readings assigned for that day. A good discussion question is one that requires analysis, synthesis, interpretation, and critical thinking in order to answer it. Questions based on a particular passage should encourage and challenge us to articulate and uncover meaning in the text. Each question must state what is the main argument the author or authors are making.