

Race and Racism

ANTH4980

Days and Time: T-Th, 1:00-2:15PM

Room: Aderhold 329

Instructor: Dr. Scott Catey
Email: acatey@gsu.edu

Office hours: T-Th 12-1PM & BY APPT.
Office location: Sparks Hall, 352B

Required texts:

1. Joseph Graves. 2003. *The Emperor's New Clothes: Biological Theories of Race at the New Millennium*. Rutgers.
2. Audrey Smedley. 2007. *Race in North America: Origin and Evolution of a Worldview*. 3rd ed. Westview Press.
3. Kamari Maxine Clarke & Deborah Thomas. 2009. *Globalization and Race: Transformations in the Cultural Production of Blackness*. Duke.
4. Donald Fixico. 2000. *The Urban Indian Experience in America*. New Mexico.

*** Reading assignments are to be read prior to the class period for which they are scheduled.**

Course Overview:

This year marks the 80th anniversary of the start of the notorious Tuskegee syphilis experiments. In addition, last year the President's Commission on the Study of Bioethical Issues published its [report](#) on similar transgressions committed in Guatemala in 1946-48. These events provide an excellent opportunity for the assessment of the career of the idea of race and the vile practices it engenders. The race concept itself has a fraught history. At different historical moments and political conjunctures, including our own, it has been held to be a natural fact, a social fiction, an illusion, a product of science, a token of common sense, an abandoned archaism, a foundation for conflict, or combinations of these. These various conceptualizations index issues of signification, that is, the inscription of meaning in racial categories and the consequential effects of such inscriptions for individuals, populations, cultures, and societies. Currently in vogue in the U.S. are notions of "colorblindness" and "post-racial society." What do these terms mean? What presumptions and tensions are embedded in them? What meanings do they carry, and who is privileged to create and stabilize these meanings? How useful or accurate are they as depictions of social reality? What do they ignore or obscure? Who benefits from these ideas, and who continues to experience marginalization, exclusion, and suffering?

This course will examine the concept of race from biological, socio-cultural, and ethnographic perspectives, with particular emphasis on constructions of meaning and processes of racialization. We will examine the role that "race" and its cognates and proxies play in structuring societies, distributing resources, and shaping identities. The first segment of the course will examine human biological variation and the history of biological theories of race. The second part of the course will examine the genesis and development of the concept of race in social and cultural context. The third part of the course will center on current ethnographic engagements with race and racism, cross-cultural experiences of race and racism, and anthropology's function as public voice and agent of anti-racism and social justice. The histories, theories, and practices through which race has been constructed and racism effected will be our primary focus; the intersections of race with class, gender, sexuality, nationality, ethnicity, migration, religion, language, and poverty will also be examined. The course will be organized around lectures, in-class discussion and exercises, and group activities.

Course Objectives:

At the end of the course, students will:

- Be able to describe historical and global patterns of human variation and diversity
- Understand the problems and errors associated with trying to map "race" onto biological variation
- Understand and be able to articulate the origins and development of the concept of race
- Have greater awareness of cross-cultural differences in perceptions of human diversity
- Understand the impacts of racism at multiple levels, including individual, family, community and society

Grading:

The course will be modeled on a modified seminar format, therefore, attendance, preparation, and participation in in-class discussion, group work, and writing are imperative and will count toward the final grade. This is a Critical Thinking through Writing (CTW) course, and accordingly written assignments will require revision and resubmission. Full details will be discussed in class. The CTW rubric appears at the end of this syllabus, and will give students an idea of how their writing will be evaluated. A portfolio containing all CTW materials is due at or before the start of class on April 19, 2012. The portfolio must be a 9"x12" clasp envelope with the student's name clearly printed on the front.

As part of the CTW requirements, students must write a critical review (3-5pp) of one ethnography that deals with race and racialization (to be chosen from a list provided). An initial draft of this paper is due at or before the start of class on March 06, 2012. Two hardcopies must be brought to class, which will be distributed to your colleagues for peer review. Peer reviews must be completed and returned by March 20, 2012. Students must then integrate peer review and the instructor's comments in a final revision of the review due in hardcopy with the rest of the CTW portfolio at or before the start of class on April 19, 2012. The portfolio contents must be in hardcopy. Late materials will be penalized.

Finally, there will be one exam given at the end of the term. This exam will be a take-home, open-book essay format that will require students to address the content of the course, and engage these materials in a self-reflective way. Students will have one week to write the exam. It must be between 7-8 pages, maximum 1" margins all around, 12 point Times font, type-written, spell-checked, and proofread. Full details regarding the exam will be distributed in class. Late exams will NOT be accepted.

A table listing letter grades and their equivalent grade points appears on page 4 of this syllabus.

Late Policy:

Barring acceptable justification, any assignment submitted late will have 33% of its full value deducted for each day that it is late, including weekends and holidays.

Attendance Policy:

Absences will be excused pursuant to GSU guidelines. Excused absences will not affect the final grade. Documentation will be required. Unexcused absences will affect the final grade. Three or more unexcused absences will result in a failing grade. Make up work must be agreed with the instructor in advance except in case of emergency.

Grading Breakdown:

Discussion, attendance, preparation & participation: 40%	Review paper: 30%	Exam: 30%
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Schedule: January 9 – April 23, 2012

Week 1

Topic	Reading, Assignments, Activities
1/10: Introduction & Orientation 1/12: Where do we begin?	1/10: 1/12:

Week 2

Topic	Reading, Assignments, Activities
1/17: Biological Theories of Race I 1/19:	1/17: Graves, chapters 1-5 1/19:

Week 3

Topic	Reading, Assignments, Activities
1/24: Biological Theories of Race II 1/26:	1/24: Graves, chapters 6-9 1/26:

Week 4

Topic	Reading, Assignments, Activities
1/31: Biological Theories of Race III 2/02: Film: <i>Scottsboro</i>	1/31: Graves, chapters 10-11, Conclusion 2/02:

Week 5

Topic	Reading, Assignments, Activities
2/07: (Ethno)History of the Race Concept I 2/09:	2/07: Smedley, chapters 1-4 2/09:

Week 6

Topic	Reading, Assignments, Activities
2/14: (Ethno)History of the Race Concept II 2/16: Film: <i>Zoot Suit</i>	2/14: Smedley, chapters 5-10 2/16:

Week 7

Topic	Reading, Assignments, Activities
2/21: (Ethno)History of the Race Concept III 2/23: FEBRUARY 24: Course midpoint	2/21: Smedley, chapters 11-15 2/23:

Week 8: February 27 – March 4, 2012: SPRING BREAK

Week 9

Topic	Reading, Assignments, Activities
3/06: Race/Transformations I 3/08:	3/06: Clarke & Thomas, Introduction, + chs by Baker, Adams First draft of selected ethnography review due 3/08: Clarke & Thomas, chs by Brown, Campt, Pabst

Week 10

Topic	Reading, Assignments, Activities
3/13: Race/Transformations II 3/15:	3/13: Clarke & Thomas, chs by Clarke, Fikes, Godreau, Ifekwunigwe, Farred 3/15:

Week 11

Topic	Reading, Assignments, Activities
3/20: Film, <i>The Exiles</i> 3/22:	3/20: Peer reviews due for return 3/22: Fixico, pp. 1-50

Week 12

Topic	Reading, Assignments, Activities
3/27: Race/Transformations III 3/29:	3/27: Fixico, pp. 51-100 3/29: Clarke & Thomas, chs by Hernandez-Reguant, LaBennett

Week 13

Topic	Reading, Assignments, Activities
4/03: Race/Transformations IV 4/05:	4/03: Fixico, 101-200 4/05:

Week 14

Topic	Reading, Assignments, Activities
4/10: Film, <i>Who Killed Vincent Chin</i> 4/12: Film, <i>Who Killed Vincent Chin</i>	4/10: Clarke & Thomas, chs. By Codrington, Sawyer, Thomas 4/12: Exam handed out

Week 15

Topic	Reading, Assignments, Activities
4/17: 4/19:	4/17: Fixico, 150-end 4/19: Exam due Portfolio due

ADA Statement:

Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which accommodations are sought.

Academic Honesty at GSU

The Georgia State University's honor code requires all students to be honest in their academic work. University policies on cheating, plagiarism, and related issues are available at: http://www2.gsu.edu/~catalogs/2010-2011/undergraduate/1300/1380_academic_honesty.htm.

GSU's Attendance Policy:

The GSU Dean of Students Student Code of Conduct can be found here: http://www2.gsu.edu/~wwwdos/wordFilesEtc/2011-2012_April_14_On_Campus_Handbook_Student_Code_of_Conduct.pdf. The attendance policy is on page 35.

GSU's Grading scale:

Letter Grade	A+	A	A-	B+	B	B-	C+	C	C-	D	F, WF
%-age	100%	93-99%	90-93%	88-89%	84-87%	80-83%	78-79%	74-77%	70-73%	60-69%	0-59%
Grade Point	4.3	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.0	0.0

Useful Information:

- The course syllabus provides a general plan for the course; deviations may be necessary.

- Laptop use during class is permitted only for the purposes of note-taking or other appropriate uses. Students found using laptops or other electronic devices inappropriately will be asked to leave and will receive an unexcused absence for the day.
- Cell phones and pagers must be turned off during class.
- Any late assignment will be docked 33% for each day it is late.
- Incompletes will not be allowed.
- Your constructive assessment of this course plays an indispensable role shaping education at Georgia State University. Upon completion of the course, please take time to fill out the online course evaluation.
- Plagiarism in any form is subject to University policy, which may include penalties up to and including expulsion.
- Students requesting classroom accommodation must first register with the Office of Disability Services. The Office of Disability Services will assist with the development of an Accommodation Plan and will provide documentation to the student, who must then provide this documentation to the instructor when requesting accommodation.
- Students experiencing personal problems that interfere with their academic performance are encouraged to contact the University Counseling Center (404-413-1640) for assistance with psychological or mental health issues, and for sexual assault services.

ANTHROPOLOGY CTW RUBRIC (ANTH 3033; ANTH 4970; ANTH 4980)

Assessment ratings:

I = FULLY SATISFACTORY

II = SATISFACTORY, BUT NEEDS IMPROVEMENT

III = UNSATISFACTORY

1. Student identifies and summarizes a relevant issue, topic, or problem.

I Clearly identifies the challenge and subsidiary, embedded, or implicit aspects of the issue. Identifies integral relationships essential to analyzing the issue.

II Summarizes issue, though some aspects are incorrect or confused. Nuances and key details are missing or glossed over.

III Does not attempt to or fails to identify and summarize accurately

2. Through a review of available theories and appropriate research methods, student identifies multiple perspectives on her or his research question, and explores how these perspectives are rooted in specific social, cultural, and political-economic contexts.

I Identifies appropriate theories and methodologies.

Analyzes the issue with a clear sense of scope and context. Considers other potential contexts.

Analysis acknowledges complexity and situates theories in their multiple social, cultural, and political contexts.

Questions assumptions, addressing ethical dimensions underlying the issue.

II Begins to identify theoretical and methodological approaches that are appropriate for the research question, although in a limited way.

Presents and explores relevant contexts and assumptions regarding the issue, although in a limited way. Analysis primarily relies on established authorities.

Provides some recognition of context and consideration of assumptions and their implications.

III Fails to take into account fundamental aspects of anthropological theory and methods.

Approach to the issue is in egocentric or ethnocentric terms. Does not identify multiple perspectives on the research question.

Does not recognize context or surface assumptions and underlying ethical implications, or does so superficially.

3. Student develops own approach. This entails assessing the implications, strengths, and limitations of the theories and methods s/he selects.

I Position demonstrates ownership for constructing knowledge or framing original questions, integrating objective analysis and intuition.

Appropriately identifies own position on the issue, drawing support from experience, and information not available from assigned sources. Shows awareness of how own position is situated in a specific social, cultural, and political context.

Clearly presents and justifies own view or hypothesis while qualifying or integrating contrary views or interpretations.

Position or hypothesis demonstrates sophisticated, integrative thought and is developed clearly throughout.

II Position includes some original thinking that acknowledges, refutes, synthesizes, or extends other assertions, although some aspects may have been adopted.

Presents own position or hypothesis, though inconsistently. Presents and justifies own position without addressing other views, or does so superficially. Self-positioning shows partial reflexivity.

Position or hypothesis is generally clear, although gaps may exist.

III Position or hypothesis is clearly inherited or adopted with little original consideration.

Addresses a single source or view of the argument, failing to clarify the established position relative to one's own.

Fails to present and justify own opinion or forward hypothesis. Position or hypothesis is unclear or simplistic.

Fails to show awareness of how own position is situated in a specific social, cultural, and political context.

4. Student collects, presents, and analyzes data in an appropriate manner.

I Evidence of search, selection, and source evaluation skills; notable identification of uniquely salient resources.

Examines evidence and its source; questions its accuracy, relevance and completeness.

Discerns fact from opinion.

Correlations are distinct from causal relationships between and among ideas. Sequence of presentation reflects clear organization of ideas, subordinating for importance and impact.

Information need is clearly defined and integrated to meet and exceed assignment, course or personal interests.

- II Demonstrates adequate skill in searching, selecting, and evaluating sources to meet the information need.*
- Use of evidence is qualified and selective.*
- Discerns fact from opinion and may recognize bias in evidence, although attribution is inappropriate.*
- Distinguishes causality from correlation, though presentation may be flawed.*
- Appropriate data/evidence or sources provided, although exploration appears to have been routine.*

III No evidence of search, selection or source evaluation skills.

- Repeats information provided without question or dismisses evidence without adequate justification.*
- Does not distinguish among fact, opinion, and value judgments.*
- Conflates cause and correlation; presents evidence and ideas out of sequence.*
- Data/evidence or sources are simplistic, inappropriate or not related to topic.*

5. Student draws sound conclusions, and assesses implications and consequences.

- I Identifies, discusses, and extends conclusions, implications, and consequences. Considers context, assumptions, data, and evidence. Qualifies own assertions with balance.*
- Conclusions are qualified as the best available evidence within the context. Consequences are considered and integrated. Implications are clearly developed, and consider ambiguities.*
- II Conclusions consider or provide evidence of consequences extending beyond a single discipline or issue. Presents implications that may impact other people or issues.*
- Presents conclusions as relative and only loosely related to consequences. Implications may include vague reference to conclusions.*
- III Fails to identify conclusions, implications, and consequences, or conclusion is a simplistic summary.*
- Conclusions presented as absolute, and may attribute conclusion to external authority.*

6. Student presents her or his argument effectively and in clear, well-organized, and grammatically correct English prose.

I Language clearly and effectively communicates ideas. May at times be nuanced and eloquent.

Errors are minimal. Style is appropriate for audience.

Organization is clear; transitions between ideas enhance presentation. Consistent use of appropriate format. Few problems with other components of presentation.

All sources are cited and used correctly, demonstrating understanding of economic, legal and social issues involved with the use of information.

II In general, language does not interfere with communication.

Errors are not distracting or frequent, although there may be some problems with more difficult aspects of style and voice.

Basic organization is apparent; transitions connect ideas, although they may be mechanical. Format is appropriate although at times inconsistent.

Most sources are cited and used correctly.

III In many places, language obscures meaning.

Grammar, syntax or other errors are distracting or repeated. Little evidence of proofreading. Style is inconsistent or inappropriate.

Work is unfocused and poorly organized; lacks logical connection of ideas. Format is absent, inconsistent, or distracting.

Few sources are cited or used correctly.

ANTHROPOLOGY CTW RUBRIC (ANTH 3033; ANTH 4970; ANTH 4980)	I: FULLY SATISFACTORY 11-15 pts.	II: SATISFACTORY, BUT NEEDS IMPROVEMENT 6-10 pts.	III: UNSATISFACTORY 0-5 pts.
1. Student identifies and summarizes a relevant issue, topic, or problem.	<i>Comments:</i> _____pts.	<i>Comments:</i> _____pts.	<i>Comments:</i> _____pts.
2. Through a review of available theories and appropriate research methods, student identifies multiple perspectives on her or his research question, and explores how these perspectives are rooted in specific social, cultural, and political-economic contexts.	<i>Comments:</i> _____pts.	<i>Comments:</i> _____pts.	<i>Comments:</i> _____pts.
3. Student develops own approach. This entails assessing the implications, strengths, and limitations of the theories and methods s/he selects.	<i>Comments:</i> _____pts.	<i>Comments:</i> _____pts.	<i>Comments:</i> _____pts.
4. Student collects, presents, and analyzes data in an appropriate manner.	<i>Comments:</i> _____pts.	<i>Comments:</i> _____pts.	<i>Comments:</i> _____pts.
5. Student draws sound conclusions, and assesses implications and consequences.	<i>Comments:</i> _____pts.	<i>Comments:</i> _____pts.	<i>Comments:</i> _____pts.
6. Student presents her or his argument effectively and in clear, well-organized, and grammatically correct English prose.	<i>Comments:</i> _____pts.	<i>Comments:</i> _____pts.	<i>Comments:</i> _____pts.

Additional comments & extra points:

Total= _____/100