

Anthropology of Race and Ethnicity, ANT 310L, AMS 315D, AFR 317D

Dr. John Hartigan

[CLA 0.112](#), MW 9:00-10:00

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Objectives: Why are race and ethnicity such important aspects of our everyday lives? This course examines how and why these forms of identity matter so intensely, both in this country and around the world. Our aim is to understand the fundamental dynamics shaping racial and ethnic identity by drawing on theories and methods from anthropology. The first third of the course will cover key concepts and the basic forces that make ethnicity and race important. The second portion of the course will develop a cultural perspective on these topics by surveying a range of ethnographic work on these forms of identity. The final third of class will address a variety of ways that race and ethnicity operate in the sphere of public culture. Rather than attempt to present a survey of various groups and traditions, the aim of this course is to introduce students to the challenges of producing reliable knowledge claims about race and ethnicity.

Dynamics: The lectures and readings will present various aspects of ethnic and racial identity, using examples drawn from around the globe and our everyday lives. Discussion sections on Fridays provide students the opportunity to comment on and raise questions about the material.

Grading and Course Requirements: Evaluations in this course will be based on one exam and two assignments (a book review and a mini-ethnography), as well as class participation. The exam will cover roughly the first five weeks of the course and represent 30% of your grade. The book review, of *Blue-Chip Black*, will count for 20% and the ethnographic project, regarding some aspect of race and ethnicity, will be worth 40% of your overall grade. Both these assignments are described below. Class participation (i.e. active involvement in discussions, attendance, etc.) will count for 10% of the final grade.

Attendance Policy: Attendance for lectures is expected and is mandatory for discussion sections. Students with two or more unexcused absences from discussions will have their final evaluation reduced by at least one letter grade.

This syllabus is not a contract; reading assignments and topics are subject to change, reflecting the general pace of student/instructor progress in this class.

Texts: (additional articles listed in syllabus will be posted to Blackboard).

Ethnicity and Race: Making Identities in a Changing World, Cornell & Hartman.

Blue-Chip Black: Race, Class, and Status in the New Black Middle Class, Lacy.

Race in the 21st Century, Ethnographic Approaches, Hartigan.

Class Schedule.

Week 1 Introduction.

W 8-28: Why race and ethnicity matter.

Week 2 Colonialism, Nationalism, Post-colonialism.

W 9-4: Historical overview. Readings: *Ethnicity & Race*, Chps 1-2.

Week 3 Ethnicity: The Middle East and Africa.

M 9-9: The Balkans and the Caucus Mts. Readings: *Ethnicity & Race*, pgs 146-153.

W 9-11: Postcolonial Ethnicity. Readings: *Ethnicity & Race*, Chps 3-4.

Week 4 Race, Culture, Power.

M 9-16: What is Race? Readings: *Ethnicity & Race*, Chp 5 & 6.

W 9-18: Race, Culture, Nature. Readings: *Race in the 21st*, Chapter 3.

Week 5 Landscape of Race: Politics, Labor, Residence.

M 9-23: Possessive Investment in whiteness. Readings: Lipsitz.

W 9-25: Pulling it all together. Readings: *Ethnicity & Race*, Chp 7-8.

Week 6 America's "National Conversation on Race."

M 9-30: EXAM.

W 10-2: A year of race stories in the news. Readings: Hartigan, "From gangsta parties to the postracial Promised Land: A year of race stories" and "Waking Up to Race with *Imus in the Morning*."

Week 7 Cultural Perspectives on Race.

M 10-7: What Can You Say? Thinking about the cultural conventions shaping racial discourse." Readings: *Race in the 21st*, Chapter 1; Hartigan, "'Race Doesn't Matter': Manic Glimpses of a Postracial Future."

W 10-9: Ethnography and Cultural analysis. Readings: *Race in the 21st*, Chapter 2.

Week 8 Whiteness: Ethnographic Perspectives.

M 10-14: Studying whiteness, pt 1. Readings: *Race in the 21st*, Chapter 4.

W 10-16: Studying whiteness, pt 2. Readings: *Race in the 21st*, Chapter 4.

Week 9 Blackness: Ethnographic Perspectives.

M 10-21: Studying blackness, pt 1. Readings: *Race in the 21st*, Chapter 5.

W 10-23: Studying blackness, pt 2. Readings: *Race in the 21st*, Chapter 5.

Week 10 Beyond Black and White: Ethnographic Perspectives. [*ethnographic research topics due in disc. sections*]

M 10-28: Studying Latinos, Readings: *Race in the 21st*, Chapter 6.

W 10-30: Studying Asians, Readings: *Race in the 21st*, Chapter 6.

Week 11 Ethnography of Race.

M 11-4: *Blue-Chip Black*, Introduction + chps 1-3.

W 11-6: *Blue-Chip Black*, chps 4-6 + Conclusion.

Week 12 Sorting Out Race and Culture. [*book reviews due in disc. sections*]

M 11-11: Racial Analysis. Readings: *Race in the 21st*, Chapter 2 and 7.

W 11-13: Cultural Analysis. Readings: *Race in the 21st*, Chapter 2 and 7.

Week 13 Gentrification.

M 11-18: Reproducing race in urban space. Readings: *Turf Wars*, Gabriella Modan

W 11-20: Gentrification in Austin: Racial and class dynamics of change in Central Texas.

Week 14 Gentrification and Immigration.

M 11-25: film: *Flag Wars*.

W 11-27: Debates over belonging. Readings: Oboler, "Racializing Latinos in the U.S.: Toward a New Research Paradigm."

Week 15 Technologies of Race

M 12-2: Readings: Nakamura, “Digital Racial Formations.”

W 12-4: Concluding Comments.

Assignments: Here are initial, basic descriptions of the written projects you will do in this class. More detailed information will be provided when we reach the portion of the course that features these assignments. These projects are designed to facilitate your engagement in the process of generating social data and analysis concerning race and ethnicity.

1. Reviewing *Blue-Chip Black*: (5 pgs, due Week 12)

The goal in this writing project is to develop your understanding of what make a good ethnography. In reviewing *Blue-Chip Black*, your aim is to summarize the core methods, theories, and research questions developed and deployed by Karyn Lacy. You will need to provide an overview of the book's key concerns and findings. But you will also need to hone in on aspects of this ethnography that you find particularly interesting. In closing this review, you must convey an overall assessment of the work, reflecting on its strengths and weaknesses.

2. Ethnographic project: (7 pgs, due December 11th) Based on interviews and additional observations, you will write an analytical description of some aspect of racial dynamics. The goal is to objectify some portion of the cultural processes by which we “do” race and ethnicity. Various templates or models for these projects will be presented through lectures and readings during weeks seven through twelve. As well, course materials during this period will illustrate the basics of developing a cultural analysis. These projects will be your opportunity to try out this approach to social science research. Your project may be comparative, by trying to distinguish race and ethnicity, or you could singularly focus on just one of these broad subjects. You will use ethnographic data to formulate a basic insight or intuition pertaining to the continuing significance of race. Ethnographic research is assembled from an array of preliminary tasks, which will be covered and assessed in discussion sections over the last few weeks of the term. Such preliminary tasks include:

- = Identifying assumptions about and orientation towards race.
- = Formulating a cultural question or frame of analysis.
- = Practicing techniques of observation and interviewing.
- = Identifying relevant units of analysis.
- = Analyzing portions of interviews.

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UT Honor Code: <http://registrar.utexas.edu/catalogs/gi09-10/ch01/index.html>)

Familiarize yourself with University statements about plagiarism and the consequences of plagiarizing: <http://www.lib.utexas.edu/services/instruction/learningmodules/plagiarism/>

Penalties for violation of this Code can include failure of the course and University disciplinary action.