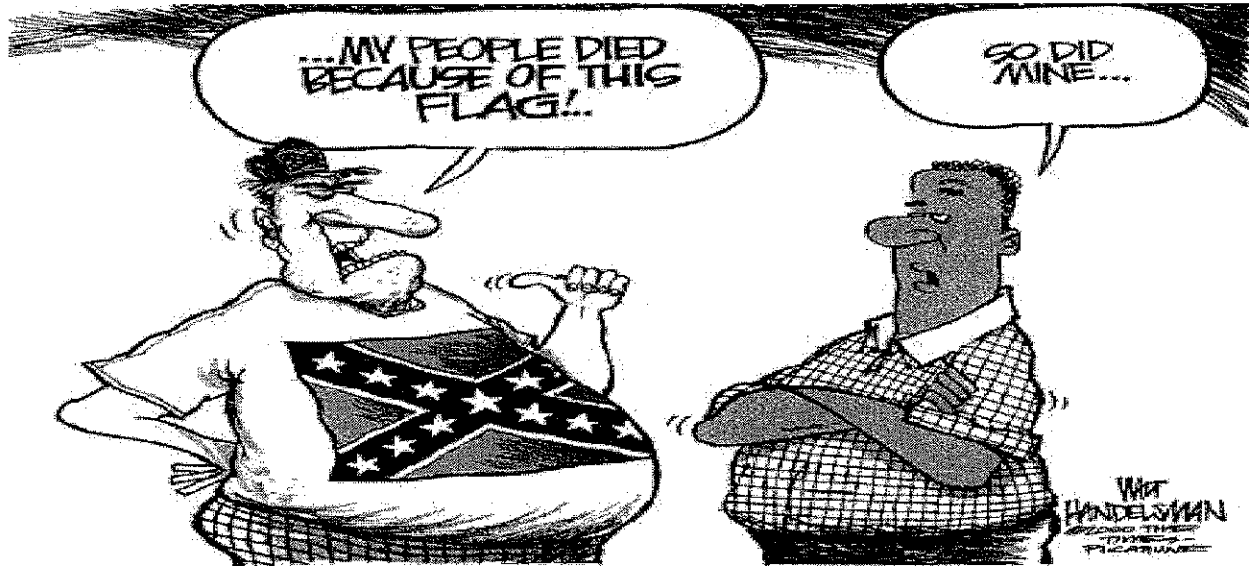


ANTH 344 (01): GENDER, RACE, AND CLASS
 Millersville University of Pennsylvania, Spring 2020



Instructor: Dr. García

Class Schedule: MW 3:00-4:15

Course Location: McComsey 203

Course Reference #: 13675

Office Hours: MWF 9:45-10:30; MW 12:00-12:30; Tuesday 2:30-4:15 or by appointment

Office Location: Gerhart Room 5

Office Phone: (717) 871-7471

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Course Description

This upper-level anthropology course critically examines the complex intersection of constructs of gender, race, ethnicity, social class, and sexuality, among other factors, as dynamic variables that shape individual and collective life experiences. These variables serve as pillars around which social identities are created, maintained, and redefined, and around which individual and group agency is manifested (a social phenomenon commonly referred to as “identity politics”). The central premise of the course is that “race,” as we commonly know it, is not a natural biological division of the human species, but rather a culturally created/socially defined concept whose meanings and boundaries of membership has changed over time. Throughout this course we will examine various theoretical issues, such as the historical development of race as a socially constructed concept within the United States, how formerly stigmatized European ethnic immigrant groups achieved whiteness in the United States, the recent shifts in the U.S. economy and how this has impacted Americans’ class identities, and how variables such as gender, race, and class intersect to shape individual’s and group’s lived experiences within their society. An overarching theme of this course is an intellectual critique of the hegemonic “multiculturalism/diversity” paradigm in American society, which notoriously essentializes racial/ethnic/gender/sexuality groups by constructing such groups as monolithic entities and emphasizing the alleged differences *between* groups, while overlooking important social and cultural variations *within* groups.

Note: This course counts towards the Perspectives (“P”) fulfillment for the gen-ed curriculum.

1st Disclaimer (BE SURE TO READ!):

Although this course counts as a Perspectives (“P”) course, *all students must understand that this is, first and foremost, a 300-level Anthropology course and will be taught as such.* Students

will be required to “think anthropologically” and to “think outside the box”; personal anecdotes and emotions are not the focus of this course. Anthropological discourse on race, gender, and sexuality is intellectual in nature and thus very different from the “personal/anecdotal approach towards these topics that predominate in American society.

2nd Disclaimer: Controversial Subject Matter (Important: Do Read):

This course deconstructs seemingly commonsensical, often taken for granted social identity categories of race, class, gender, and sexuality in American society. ***This course centers around concepts of power, privilege, and inequalities relating to social class, race/ethnicity, gender, etc. within the United States, and as such, its content will focus on issues such as sexism, feminism, racism, classism, homophobia, etc.*** These experiences have been largely ignored within, and omitted from, the traditional canons of American history and education curricula (hence, the establishment of such courses as gen ed requirements in higher education). As such, some students sometimes react in defensive, resistant, hostile and/or dismissive manners to the subject matter at hand and/or take the course content personally. The purpose of the course is to think critically and learn. The instructor does not impose a “politically correct” agenda on the course, however all students are expected to treat one another with civility and respect. ***The instructor does not identify any particular social group as “good” or “evil” and does not engage in hostility towards any particular group (phenomena often mockingly referred to as “white bashing,” “male bashing,” the “homosexual agenda,” etc).*** **However, this course does remain true to its subject matter and does not “sugarcoat” its content.** Also, students are forewarned that some of the readings and films, in keeping true to form, contain racial/ethnic/sexual slurs, including “the N-word.” *Any and all students with a willingness to learn and a commitment to complete the requisite coursework are welcomed to enroll. Students who foresee this approach to the class as problematic or in conflict with their personal views may wish to consider withdrawing from the course at their discretion.*

IMPORTANT (Be Sure to Read): Policy on In-Class Texting, Cell Phones, and Laptops

Be sure to read the “Texting/Cell Phones/Laptops” policy on page 4-5 of this syllabus.

Note: This course fulfills a requirement in the university’s Perspectives (“P”) requirement.

Required Texts:

There is one (1) required books for the course, which are available for purchase at the University Book Store:

- *Hartigan, John. Racial Situations: Class Predicaments of Whiteness in Detroit. Princeton University Press, 1999. ISBN: 978-0691028859*
- Additional readings are posted on the course’s Desire2Learn site.

Note: *Reading is an absolute must in this course! Not having purchased the book is NOT an acceptable excuse for not doing the reading! Frequent quizzes will be issued to assess whether or not students have completed the assigned readings.*

Course Objectives

By the end of the course, students will be able to...

- think critically about categories such as gender, race, and class by deconstructing the commonplace social meanings and definitions attributed to each
- understand what anthropologists mean when they say that race is a “socially constructed concept”, know how the federal U.S. government has defined races under OMB Directive 15, and be able to deconstruct popular racialized discourses in American society
- likewise understand gender and sexuality as social constructs

- know what essentialism is, and be able to refrain from engaging in essentialized thinking with regards to race/ethnicity, gender, sexuality, and social class by understanding human diversity as a *continuum* of difference rather than a *discrete set* of differences
- understand what “identity politics” are and why it is so contentious
- understand the difference, from an anthropological perspective, between “critical multiculturalism” and “vulgar multiculturalism”
- improve their critical reading skills through considerable practice
- improve their writing skills through considerable practice

Statement on Academic Dishonesty:

It is important that students refrain from cheating, plagiarism, passing someone else’s intellect off as their own original work, and all other forms of academic dishonesty. Academic dishonesty is a serious violation of Millersville University’s policies regarding academic life and will not be tolerated. Be sure to consult the university policies on academic dishonesty for additional information:

<http://www.millersville.edu/about/administration/policies/pdf/academics/Academic%20Policy%20-%20Academic%20Honesty%20and%20Dishonesty.pdf>

In all cases of academic dishonesty, the instructor will notify the Associate Provost of the offending student and pursue appropriate penalties and sanctions.

ACCOMODATIONS: Anyone who has a disability should contact the Office of Learning Services (<http://muweb.millersville.edu/~ols/index.php>) to obtain appropriate academic accommodations and related services for students. If you have done this, please meet with me to insure that we implement the recommended accommodations.

Other Resources: Millersville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment, comply with Title IX of the Education Amendments of 1972, 20 U.S.C. §1681, et seq., and act in accordance with guidance from the Office for Civil Rights, the University requires faculty members to report to the University’s Title IX Coordinator incidents of sexual violence shared by students. The only exceptions to the faculty member’s reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Faculty members are obligated to report to the person designated in the University Protection of Minors policy incidents of sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred. Information regarding the reporting of sexual violence, and the resources that are available to victims of sexual violence, is available at <http://www.millersville.edu/social/eq/title-ix-sexual-misconduct/index.php>.

COURSE POLICIES

increasingly more problems are becoming prevalent in the college classroom to the point that they now, unfortunately, must be addressed up front. Some of the most pressing issues are discussed below, along with how these issues are handled in this course:

Effort and Commitment: There is little point in enrolling in a course or attending an institution of higher learning if a student is not committed to learning. This includes completing all assigned readings prior to coming to class, attending class regularly, focusing on the course during class, and actively participating in class discussion and other class-related activities. The instructor attempts to make the course as intriguing and interesting as possible, however, this is not entertainment! It is the student’s responsibility to be committed.

Reason(s) for Taking the Class: The class is open to any and all students who meet the requirement(s) for enrollment. However, it is not recommended that students take this class

simply because they looked up the instructor on "Rate My Professors" and/or they assume that the class will be an easy grade. It is also not recommended that students take this class simply because they registered late and no other classes were open or available.

Reading for Class: Reading is an absolute must for this course! Not having purchased the book(s) is not an acceptable excuse for not doing the reading. Students are expected to complete all assigned readings for the week prior to coming to class. Frequent quizzes will be issued during class that reflect the content of the assigned readings, therefore it is imperative that students complete the readings before coming to class! Willfully choosing not to read can and will have disastrous consequences on a student's overall grade!

Attendance Policy: Attendance is mandatory and critical to a student's standing in the course. Attendance will be recorded each class by having students sign the official class attendance sheet. Attendance grade will be determined by calculating the portion of classes the student attended throughout the semester.

Attendance will be recorded each class by having students sign the official class attendance sheet. Forgetting to sign the attendance sheet will be recorded as an absence from class, so be sure to sign the attendance sheet. **Any and all absences due to medical reasons will only be excused if the student presents the instructor with official, proper medical documentation for each date(s) they were absent from class due to alleged medical purposes.** Students who seek any excused absence – for any reason – must obtain an excused absence from the Registrar's Office first and then contact the instructor. **DO NOT ASK THE INSTRUCTOR FOR AN EXCUSED ASBENCE!**

Additionally, some days class may let out a little earlier than other weeks. However, class is not over until the instructor officially dismisses the class. Students must be physically present for the entirety of class to receive attendance credit. ***Students who arrive to class excessively late (10 minutes late or greater) or who leave class early – for whatever reason (to catch a train, to obtain a ride, because they find class boring, etc.), or who leave the room while class is in session and do not return for an extended period of time beyond a reasonable bathroom break (approximately 10 minutes or so) will NOT receive attendance credit, and it will be counted as an absence. Furthermore, if a student misses a quiz because they arrive to class late...the student automatically earns a grade of zero ("0") for that quiz, and it will not be possible to take the quiz.***

Class Participation: Participation accounts for a significant percentage of a student's overall course grade (see "Grading Criteria" section for specific information). Students are expected to complete all readings prior to class, and to contribute to class discussions on the readings and films. ***Simply showing up to class and sitting in silence will not earn students participation points, and engaging in non-course related activities – such as text messaging, surfing the web, playing on the computer, updating one's Facebook page, listening to Ipods, doing work for other classes, sleeping, playing video games, watching movies, etc – while class is in session will result in a loss of participation points.***

Desire 2 Learn Site: This course makes adequate use of its Desire 2 Learn site. Important class announcements, study questions for upcoming readings, and other information will be posted on Desire 2 Learn. Be sure to check the site frequently to keep up to date on the course. Additionally, the instructor will send occasional announcement to the class through the Blackboard listserv. Be sure to check your Millersville email account for any announcements.

Texting/Cell Phones/Laptops: Aside from distracting the user's attention from class, using cell phones, laptops, and other electronic devices also distracts the attention of the surrounding students. The instructor easily notices any and all cases of students using phones and/or computers while class is in session, and ***such students will lose five (5) participation points off***

their semester grade, per each infraction, for sending text messages, playing games, surfing the web, using Facebook, or any other use of cellular and portable devices in the midst of class.

These deducted points are cumulative and irredeemable, so repeated use of phones and/or computers during class will have a disastrous impact on one's final grade. The instructor permits laptops for class use only if the student provides documentation from the Office of Learning Services indicating a need for such a device.

Late Work: All work and assignments are due at the start of class on the designated dates (otherwise, the word is conserved "late"). All work and assignments are due on the designated dates. *Late work will incur an upfront 50 percent point deduction.*

Quizzes: In order to ensure that students read for class, frequent quizzes will be frequently disseminated that reflect the content of the assigned readings. While there is no set structure for which specific dates the quizzes will be issued, it is a good idea to treat each upcoming class as if a quiz would be disseminated. *During quizzes, students are permitted to use any notes they have taken on the readings, but they are not permitted to use the readings themselves! The instructor will allow no more than two (2) missed quizzes, as a result of either late arrival to class or absence, to be taken during the course of the semester, regardless of reason for the absence. Any missed quiz must be taken within one week from when it was originally issued.*

Important: Some students have deliberately arrived at class late in order to miss the quiz on purpose so that they can ask classmates which questions are on the quiz, and then request to take the quiz at the end of class or on another day. To deter this, students who are not present in class at the beginning, when the quiz is issued, will not be permitted to take the exam and will receive a zero ("0") score for that quiz. Furthermore, students who miss more than two (2) quizzes will not be permitted to take additionally missed quizzes – talk to the instructor about this.

Course Grade: The grade for this course will be determined according to the following formula:

A	94+	C+	77-79	D-	60-63
A-	90-93	C	74-76	F	59 or below
B+	87-89	C-	70-73		
B	84-86	D+	67-69		
B-	80-83	D	64-66		

Coursework/Grading Criteria (Note: All Assignments and Point Values Subject to Change)

Autoethnography	100 Points
Final Paper	100 Points
Quizzes	95 Points
Presentation/Critique	15 Points
Cultural Events Paper	20 Points
Presentation Responses	25 Points
Attendance	50 Points
Participation	60 Points
Total Points	465 Points

Presentation/Critique Guidelines

Each student will be required to have selected one (1) of the assigned readings on the syllabus by the start of the third week of class, for which they will prepare and deliver an in-class presentation (you will give your presentation on your assigned reading on the date that that reading is listed on the syllabus). *You will be given 12-15 minutes with which to both present your ideas and facilitate a mini-class discussion (you should aim for something like a 5 minute summary of the reading and a 10 minute discussion). To help you facilitate the mini-discussion, come up with 2-3 questions for general class discussion that are related to your assigned reading (questions are to be discussion worthy – asking something basic like "What social*

class/ethnicity/sexual orientation is the author?" is not discussion worthy (because it has a basic answer), but something like "What social/historical/personal factors have influenced the author's perspectives of issues of social class and race in American society?" would be discussion worthy.

One more example for clarification:

- "When did the 'Black Lives Matter' movement begin?" (NOT discussion worthy)
- "What specific criticisms have been raised against the 'Black Lives Matter' movement by some blacks, as well as whites, and why/for what reasons? Do you think these are valid criticisms or not, and why so? (this IS discussion worthy)
 - Notice the difference between these two types of questions?
 - This first question is not discussion-worthy because it has a clear-cut, precise answer (in 2013 following the acquittal of George Zimmerman for the shooting of Trayvon Martin)...but the second question is discussion-worthy because it contributes to a discourse.

Your presentation should be clear, structured, and include questions that your assigned reading has raised for you, and which you would like the class to discuss. *Be sure to email the instructor a copy of your presentation and questions for discussion before class.* In your presentation, you should aim to recap the author's main points, ideas, and arguments raised in the reading.

- **A power-point (or Prezi, Google Docs, etc.) presentation is required**, as they generally make for more memorable and engaging presentations, from the students' perspective (guidelines will be issued)

Students' participation grades are based largely on their participation in the mini-discussions of questions raised by their peers (and not just on discussion points raised by the instructor during lecture). Students who do not participate in the mini-discussions will substantially reduce their class participation grade for the semester.

Your grade for the summary/presentation will be based on your preparedness and presentation in class. Attempting to conduct a presentation without having read the actual text will not only result in embarrassment, but also constitute academic dishonesty.

The summaries/critiques are based on the *assigned readings* (not videos) for the course.

Tips and Tactics for Success in the Course

This course is like anything in life – it is what you make of it. You will get out of this course only as much as you put into it, so it is up to you to determine how much your grade is worth to you. Having said that, outlined below are some basic strategies for maximizing your potential:

- Attend class regularly and pay attention while class is in session
- Complete all assigned readings prior to coming to class
- **Check your Millersville email frequently** for announcements regarding the class; by neglecting to do so, you may miss important announcements.
- Take detailed notes during class lectures, as well as during the readings (remember that any notes you take on the readings can be used on quizzes)
 - Power points are helpful but not the "end-all, be-all" as they only contain a few basic points per slide
- **The instructor will not provide Power Points/slides (and taking pictures of slides is a form of academic dishonesty...therefore, note-taking and paying attention in class is absolutely critical!)**
- (Expect frequent quizzes on the readings...there is no getting around this! **Don't forget that no more than two (2) quizzes missed due to lateness or absence can be taken over the course of the semester.**)
- Take notes on the assigned readings, which will prove helpful during quizzes

- We will be watching several films throughout the semester. These films can also be viewed via Youtube or the library. It is the student's responsibility to obtain and watch any films/videos that they miss during class due to absence!
- Ask questions in class or during office hours if you would like clarification or assistance with the content of the course
- Participate regularly and productively during class discussions...you are getting a grade for participation, after all

Course Calendar

- **Note:** *The timeline for this course may need to be adjusted in the event of severe weather or other unforeseen circumstances. All dates, readings, and assignments subject to change.*
- Be sure to complete all assigned readings prior to coming to class on the date indicated
- The symbol (*) denotes readings that are not eligible to be used for presentations

WEEK 1

Jan 22: First Day of Class

- Welcome to the course

WEEK 2

Jan 27: The Social Construction of Race

- "Racial Formation in the United States" (Michael Omi and Howard Winant)**
- "Racial Identity and the State" (Michael Omi)**
- "Why Race Isn't as 'Black' and 'White' as We Think"***

Jan 29: The Root of the Problem: Essentialism vs. Intersectionality/Multiple Realities

- "Intersectionality (Justin García)"***
- "Teaching Against Culturalist Essentialism" (Judith Goode)**
- "Sexual Fluidity: Understanding Women's Love and Desire" (Lisa Diamond)**
- **Deadline to Select an Article for Class Presentation (Have something selected by the start of class)**

WEEK 2

Feb 03: The Colorblind Paradigm

- "Color-Blind Privilege: The Social and Political Functions of Erasing the Color Line in Post-Racial America" (Charles Gallagher)**
- "'If People Stopped Talking About Race, It Wouldn't Be a Problem Anymore': Silencing the Myth of a Colorblind Society" (Ted Thornhill)

Feb 05: American Whiteness, Deconstructed: Who is "White" & What Does This Mean?

- "Caucasians" (Justin García)**
- "White Privilege: Unpacking the Invisible Knapsack" (Peggy McIntosh)**
- "Explaining White Privilege to a Broke White Person" (Gina Crosley-Corcoran)**

WEEK 3

Feb 10: American Whiteness, Deconstructed: White Supremacy & White Nationalism

- "White Supremacy" (Justin García)**
- "What White Supremacists Taught a Jewish Scholar About Her Identity" (Abbey Ferber)**

Feb 12: American Blackness, Deconstructed

- "Blackface"***
- "Colorism"***
- "Black Power" (Justin García)**

- *"Black Feminism" (Justin García)***

WEEK 4

Feb 17: American Blackness, Deconstructed

- *"Black Ethnics: Race, Immigration, and the Pursuit of the American Dream" (Christina Greer)***

Feb 19: Social Class, Inequality, Privilege, and Identity

- *"Shadowy Lines That Still Divide" (Janny Scott and David Leonhardt)***
- *"Media Magic: Making Class Invisible" (Gregory Mantsios)***
- *"Middle Class" (Justin García)*

WEEK 6

Feb 24: Social Class, Occupation, & Inequality

- *"Military Mirrors a Working-Class America"****
- *"Women in the State Police: Trouble in the Ranks" (Jonathan Schuppe)***

Feb 26: Social Class Privilege and Higher Education

- *"Affirmative Action"****
- *"Trivializing Diversity: The Problem of Overinclusion in Affirmative Action Programs" (John Martinez)***
- *"Why are Doves of Unqualified, Unprepared Kids Getting Into Our Top Colleges? Because Their Dads Are Alumni" (John Larew)***

WEEK 7

Mar 02: Beyond Whiteness and Blackness: Asian American Identities

- *"The Model Minority: Asian American Success as Race Relations Failure" (Frank Wu)***
- *"Neither Black Nor White" (Angelo Ancheta)***

Mar 04: Beyond Whiteness and Blackness: *Latinidad*

- *"Latinos and the U.S. Race Structure" (Clara Rodriguez)***
- *"The Myth of the Latin Woman: I Just Met a Girl Named Maria" (Judith Ortiz Cofer)***
- *"Black Hispanics: The Ties That Bind" (Vivian Brady)*

WEEK 8

Mar 09: Sexuality, Sexual Orientation, and Identity

- *"The Invention of Heterosexuality" (Jonathan Katz)***
- *"Darker Shades of Queer: Race and Sexuality at the Margins" (Chong-Suk Han)***
- **Autoethnography Due!**

Mar 11: No Class – Instructor Has Prior Engagement

- **Out-of-class Assignment Will Be Provided For Students to Complete**

WEEK 9

Mar 16: Spring Break – No Class!

Mar 18: Spring Break – No Class!

WEEK 10

Mar 23: Interracial Relationships and Multiracial Identities

- *"Navigating Interracial Borders: Black-White Couples and Their Social Worlds" (Erica Chito-Childs)****

- *"But What About the Children? Understanding Contemporary Attitudes Toward Interracial Dating"* (Nikki Khanna)**

Mar 25: Male Heterosexual Desire and Racialized Gender Constructs

- *"Butta Pecan Mamis"*** (Raquel Rivera)
- *"A Taste for Brown Sugar"***

WEEK 11:

Mar 30: Higher Education and the Challenges of Diversity: Overview

- *"Feelings of Isolation Trouble Minorities on Campus"***
- *"Political Correctness"* (Justin García)**
- *"Do You See What I See? Teaching Race in the Age of Colorblind America"* (Terrence Tucker)**

Apr 01: Higher Education and the Challenges of Diversity: Overview, continued

- *"Latino Spaces Have Always Been the Most Violent: Afro-Latino Collegians' Perceptions of Colorism and Latino Intragroup Marginalization"* (Jennifer Haywood)
- **Video: *Race and Terror (Charlottesville)***

WEEK 12

Apr 06: Higher Education and the Challenges of Racial/Ethnic Diversity

- *"The Impact of Color-Blind Ideologies on Students of Color: Intergroup Relations at a Predominantly White University"* (Amanda Lewis)**

Apr 08: Urban Anthropology: Putting It All Together

- Hartigan, Introduction

WEEK 13

Apr 13: Urban Anthropology: Putting It All Together

- Hartigan, Ch. 1 ("History of the 'Hood;" just read until p. 55)

Apr 15: Urban Anthropology: Putting It All Together

- Hartigan, Ch. 2 ("A Hundred Shades of White," part 1)

WEEK 14

Apr 20: Urban Anthropology: Putting It All Together

- Hartigan, Ch. 2 ("A Hundred Shades of White," part 2)

Apr 22: Urban Anthropology: Putting It All Together

- Hartigan, Ch. 3 ("Eluding the "R" Word")

WEEK 16

Apr 27: Urban Anthropology: Putting It All Together

- Hartigan, Ch. 4 ("Between All-White and All-Black")

Apr 29: Urban Anthropology: Putting It All Together

- Hartigan, Conclusion
- **Cultural Events Paper Duel**

FINAL PAPER (ON RACIAL SITUATIONS) DUE AT SCHEDULED TIME DURING FINALS WEEK!