RACIALIZED BODIES
STPEC 492H
Tuesday/Thursday 11:30-12:45pm
Spring 2015
Elm, 210

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Hashtag: #RacdBod2015

This is exploratory seminar in understanding the process and meaning of racialization in the United States. In our discussion-based format, we will take a critical look at the social meanings and cultural consequences of the idea of the racialized body through history, anthropology, fiction and film. Our journey begins with mapping out the idea of “Race” in the United States and the mythical racial categories often seen as “natural” or having some inherent biological component. Our next phase will be to expand how racialization has traditionally been defined and challenge these set categories to include the lived reality of racialization and the process of “Othering” within and around our borders. Our topics will include racial profiling and the Prison Industrial Complex; understanding the complexities of Whiteness; Immigration policy and debates; Islamophobia and the emergence of religious racialization; heterosexism and all that goes with that, and even the recent fascination with everything Zombie and Zombie culture.

Introduction

Twitter: I will try to use Twitter as a “real time” tool and a way to help you all generate ideas and questions that also shape the class lecture better. This also provides a “third space” and encourages independent discussion and serves as a bridge between the popular and the scholarly – part of the aim of the course. Twitter is a way that allows for your quick, but yet deeper thoughts about what we do in class and how that influences how you see things happening in the wider world. Twitter is the link to a real-world discussion that is shared in real-time. Our hashtag will be #RacdBod2015. We will check our hashtag at the start of each Twitter Thursday (and sometimes if something significant has happened in the news related to our topic) to serve as a check-in exercise. I will also use twitter to post comments and observations about films we are watching in class as a way to highlight key facts and arguments. Please add this whenever you’re tweeting something relevant to class. This will help to create a searchable archive or RSS feed. Tweet blog links, videos, and stories. Participation in twitter can enhance participation score.
Attendance
You are expected to attend class every day, arrive on time, and participate in an informed and consistent manner. Lecture notes will not be available online so it is imperative that you attend class. If you are absent from class, it is your responsibility to check on announcements made while you were away.

Required Readings
- All readings available online and Moodle.

Course Policies
- Read prior to arrival to class, you should have completed the article prior to coming to class, this will help the discussion as well as your overall participation grade. I will lecture on many of the topics, yet to be successful in participation, you need to read.

- You will be given a few moments to finish all cell phone activity and the use of computers is strongly discouraged except in specific circumstances (disability accommodation) and with permission from instructor.

- Unless you are bringing enough food for the entire class (instructor included), you are asked to not eat during our class meeting. Please drink as many beverages as needed, hydration is important to good health.

Academic Honesty:
Academic dishonesty is prohibited in all programs of the University. Academic dishonesty includes but is not limited to: cheating, fabrication, plagiarism, and facilitating dishonesty. Appropriate sanctions may be imposed on any student who has committed an act of academic dishonesty. Instructors should take reasonable steps to address academic misconduct. Any person who has reason to believe that a student has committed academic dishonesty should bring such information to the attention of the appropriate course instructor as soon as possible. Instances of academic dishonesty not related to a specific course should be brought to the attention of the appropriate department Head or Chair. The procedures outlined below are intended to provide an efficient and orderly process by which action may be taken if it appears that academic dishonesty has occurred and by which students may appeal such actions.

Since students are expected to be familiar with this policy and the commonly accepted standards of academic integrity, ignorance of such standards is not normally sufficient evidence of lack of intent. For additional information, please go to:

http://www.umass.edu/dean_students/codeofconduct/acadhonesty/

Some Additional Realities to Consider:
1. Create a safe atmosphere for open discussion. If members of the class may wish to make comments that they do not want repeated outside the classroom, they can preface their remarks with a request that the class agree
not to repeat the remarks. Also, think about your language (including body language), posture, etc. contributes to safe/empowering or disempowering/unsafe learning environment.

2. **Take Risks:** I want this class to be a space where everyone should feel comfortable enough to disagree with each other. This needs to be a safe space so reflect on the ways you engage others with your own pronouncements and how you react (with words, body language) to their statements – react privilege and positionality.

3. **Read and dialogue in a politically engaged way.** Racial Dynamics, for our purposes here, reflects **power**, and relationship to systems/sources of power. Power dynamics are contextual (situational) and relational. You may have power in some spaces and lack it in others, all depending on social location. Ask yourself these questions while reading and discussing within the classroom space: Is the analysis leaving anyone relevant out? For what reasons? Where is this analysis coming from? Whose knowledge base is being explored or forwarded? ¹

**Course Requirements/Assignments:**

**Participation (10)**
In order for this class to be productive you will need to come to class each day prepared to discuss the material. This requires more than simply doing the reading (WHICH IS ESSENTIAL), but arriving at class with a readiness to discuss the issues for that day. While I will lecture, it is expected that the class be interactive. Your participation extends beyond what happens in class. I hope that I provide a variety of opportunities to hear your voices in and outside of class the brief time we spend together.

Ways to enhance your participation grade & contribute to class:
- you can email me questions or comments prior to class
- you can hand me a note before class that asks specific questions and I will try my best to incorporate into the day’s class
- you can enhance participation by following aspects of our central topic in the news/social media

**Bus Rider Ethnography (Part 1 & 2): (20 pts)**
There are many people that make up communities. When we attend a large university such as UMass Amherst, sometimes we stay within our campus boundaries and venture out for social needs, food, visits and other goal oriented excursions. Do you look around you to see people living/working/occupying spaces beyond the campus borders? What are the dynamics of communities from the other two institutions (Amherst College and Hampshire College)? What are the dynamics of local community members. Some of you experience this on a daily basis, some of you have all of your needs met at UMass, how does this shape your worldview (at

¹ Taken from syllabus of Dr. David J. Leonard, Introduction to Ethnic Studies (earlier portions borrowed as well). [http://drdavidjleonard.com/](http://drdavidjleonard.com/)
the moment, locally)? The idea behind Bus Rider Ethnography is to introduce you to a method of fieldwork very common in anthropology, called ethnography. This assignment should take place over the first part of the semester and we will collectively go through the process of understanding what ethnography is and why it is a research method. Complete instructions will be distributed in advance of your trips.

**Lecture Reviews** (20 points)
The more places you go, the more you will learn. Attend a lecture on campus or around the Five College area. You will be required to attend at least one STPEC lecture or STPEC Brown Bag Lunch Series and one additional event. The review assignment is not a summary of what the speaker talked about, but what you took from the experience. We will be thinking about questions such as:
What was the audience?
Did you go alone or with friends?
What did you learn?
What did you like/appreciate/hate?

**Distinguished Lecture Series:**
Professor Chris Tinson, Hampshire College
“Black (im)Possibility: Ferguson and the Persistent Indictment of American Society”
Wednesday, February 11, 7:00pm

H. Patricia Hynes, Director, Traprock Center for Peace and Justice in western Mass
“Vietnam: An Unfinished War”
Wednesday, March 4, 4:00pm

Frances Crowe, former Director of AFSC and Peace Activist Extraordinaire
“Sixty Years of Working for Justice and Peace in the Valley”
Monday, April 13, 4:00pm
Take Home Mid Term Assignment: You will be asked to choose a movie (from any time period) and write a thoughtful review/response to the theme/topic/situation of the film.

**Take Home Mid Term Assignment:** *Race in the Media* (20)
For this assignment, you will select a series of videos (YouTube, Vimeo)/reality show/News special/tv series/social media. This category is open, however, I ask that you turn in a draft abstract by 3/3 and a final abstract (with revisions) by 3/10. We will go over complete directions and discuss the expectations. The assignment will be due after your return from a relaxing Spring Break on 3/26.

**Final Project:** *An Ethnography of Self* (30)
This assignment may be a bit demanding. But we will walk through this process together and work with our teams for a final outcome. This Ethnography of Self will take place in three parts. (1) Create a biographical section about yourself, your background, your interests, your dreams in life, etc. (2) Do an ethnographic project
in a place you feel comfortable, (a interest club, a fraternity or sorority, an organization you are a part of, your job, the Blue Wall) (3) Do an ethnography of a place where you don’t feel comfortable or a place you might not ever think about going (Blue Wall, fraternity or sorority, People’s Market, Holyoke Mall, your job – because you don’t want to be there). Complete details will be distributed, but this summary is to prepare you to start thinking about your two sites as the semester unfolds. The final result will be from 10-20 pages, depending on your format, how you choose to write, what you will include in your final report, if you include pictures (which are welcome), etc.

Course Topics
Week 1
1/20: Introduction

1/22: Syllabus/Team building/Questionnaire

Week 2
1/27: #Reclaiming Martin and #BlackLivesMatter
Tometi, Opal (co-authored by Alicia Garza and Patrisse Cullors-Brignac), Celebrating MLK Day: Reclaiming Our Movement Legacy,

Jackson, Sarah, “Why I Want to Talk about Race, And Why You Should, Too,”

*Watch: The Daily Show:
http://www.huffingtonpost.com/2014/12/03/daily-show-ferguson_n_6260122.html

1/29: Twitter Thursday

Week 3
2/3: The Prison Industrial Complex:
Davis, Angela, “Masked Racism: The Prison Industrial Complex”
http://www.historyisaweapon.com/defcon1/davisprison.html

Extein, Andrew, “The Center for Sexual Justice: How the Criminalization of the Queer Community Affects Us All”

2/5: Race/ Discussion and Check In
What is the school-to-prison pipeline? Is it real or imagined?
http://www.tolerance.org/magazine/number-43-spring-2013/school-to-prison
Team-based response
Week 4: Movie Week!
*Professor Chris Tinson talk, Wednesday, February 11 @7pm*
2/10: Movie
Do The Right Thing, A Spike Lee Joint

2/12: Movie, cont’d.
American History X, Tim Kaye
Make sure you take notes we will not meet to discuss the movie until a week later!

Week 5
2/17: No Class – Follow Monday schedule
2/19: Twitter Thursday/Review & Discussion (refresh) of Do The Right Thing &
American History X

Week 6
**The W. E. B. Du Bois Lecture, featuring author, David Levering Lewis**
Monday, February 23, 2015 @ 4pm

2/24: Privilege
and the Archaeology of Identity, (University of Utah Press, 2001).

*Watch: Tim Wise: On White Privilege
http://youtu.be/J3Xe1kX7Wsc
*Watch: What Kind of Asian Are You?
http://youtu.be/DWynJkN5HbQ?list=PLmZEE9fD_nF28VzLfk5xR9O_LA_tmuon9

2/26
Lipsitz, George, The Possessive Investment in Whiteness: Racialized Social Democracy
and the "White" Problem in American Studies, American Quarterly, Vol. 47, No. 3 (Sep.,
1995), pp. 369-387,
http://www.jstor.org/stable/2713291

Week 7
*H. Patricia Hynes talk, Wednesday, March 4th @ 4pm*
*turn in draft of abstract for Take Home Mid Term Assignment*
3/3: What is Ethnography?
http://savageminds.org/2012/05/31/what-makes-something-ethnographic/
*Watch: What is Ethnography?
http://vimeo.com/3248398

3/5: In the field: Bus Ride Ethnography (part 1)
We will not meet, you are encouraged to use this class time to get out into the field
and get on a bus (or two or three).
Week 8
3/10: Review of Ethnography practice/experience
Discussion and Check In
*turn in final abstract for Take Home Mid Term Assignment topic*

3/12: Twitter Thursday/Mid Term Assignment

Week 9
3/17
No Class – Spring Break

3/19
No Class – Spring Break

Week 10
3/24: What is in your toybox?

3/26: Twitter Thursday/thinking more about dolls & toys & children & Race Take Home Mid Term Assignment Due!

Week 11
3/31: The Daring Racism Experiment That People Still Talk About 20 Years Later
http://www.huffingtonpost.com/2015/01/02/jane-elliott-race-experiment-uprah-show_n_6396980.html

4/2: Team Work/Discussion

Week 12
4/7: Zombies

4/9: Zombies

Week 13
*Frances Crowe talk, Monday, April 13th @ 4pm*
4/14: And more Zombies

4/16: Twitter Thursday/Check in/Ethnography of Self
Week 14
4/21: Team Work & Ethnography of Self workshop

4/23: Free

Week 15
4/28: Course Wrap Up!
Last Day of Class

Course Outcomes:
- To understand the ways in which race matters
- To understand the persistence of racism and inequality within the United States and elsewhere around the globe
- To reflect on the ways in which privilege impacts opportunities and outcomes
- To be able to discuss the significance of race as it relates to work, food industry and criminal justice system