ANTHROPOLOGY M 159P
(Same as Afro-American Studies M159P and Asian American Studies M169)

RACE AND RACISM

Spring 2009  W 9:00-11:50
# 111-691-200  Haines A18

Instructor: Kyeyoung Park
Office Hrs: R 3:00-4:00
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Objectives: This course explores contemporary approaches to the study of race and racism. It is designed to offer a broad analytic understanding of the historical and comparative study of race and racism. While focusing on the writings about the U.S., different racial situations such as Brazil, South Africa, and other settings will be also examined.

As recent scholarship on race has made clear, race is a historically constituted, socially constructed, and politically contested process. Scholars have revealed the complex intersection of race, ethnicity, and nation with class, gender, and sexuality in the construction of social identities and hierarchies. In the meantime, biological validity of the race construct has been dismantled from the contemporary public discourses. Unfortunately, in the context of post-civil rights era, the consequent denial of the existence of race has been used to justify cutting various social programs.

In this class, we attempt to answer the following questions:

1. What is the history of the idea of “race”?
2. What are the rise and development of racism (& antiracism)?
3. Why did separatist policies develop in the U.S. as Jim Crow and in South Africa as Apartheid, but in contrast to “racial democracy” in Brazil?
4. What is the relation of “race” to other axes of social differentiation, such as class, gender/sexuality, citizenship, and ethnicity?
5. What are the racial and racialized implications of neo-conservative public policies as well as structural processes within labor market dynamics, the criminal justice system, the media and other spheres in which “race” is continuously made and remade?
6. What is to be done in envisioning a post-racist world?
Requirements:
1. Class attendance and participation (10 points)
2. Midterm exam: 40 points; May 6 (Wednesday)
   Final (take-home) exam: 50 points; June 10 (Wednesday)

-Poor attendance will result in Lower final grades.
-Extra-credit will be given on commentaries. Each commentary will be worth one extra-credit point. Each commentary should consist of 500 words and must be based on journalistic articles dealing with race and racism. Attach copies of the original material to your commentary. (Your extra-credit(s) will be computed at the end of the quarter to help determine the outcome of borderline grades. A grade adjustment may be made if you have at least 5 extra-credits.) You may want to begin the extra-credit process by researching articles on the LexisNexis system.
-Class disruptions (arriving late, leaving early, chatting sessions, verbal and physical—cell phone and beeper—noises, etc.) will not be tolerated.
-Cheating, of all things (including signing the roll for someone else) will not be tolerated.

Readings: The following text is available at the bookstore.


In addition to the above textbook(s), the rest of readings will be posted on the class website.

*Article available on JSTOR or YRL online journals

The following website page will tell you how to set up an off-campus computer to have access to all the journals the library subscribes to.

http://www.bol.ucla.edu/services/proxy/

Schedule of Class

W 1, Introduction
- Sanjek, Roger, The Enduring Inequalities of Race. In Race, pp. 1-17

**Video:** *The House we live in, episode 3* (race: the power of an illusion) (2003)

Optional


**W 2, Race, Class, and U.S. Nationalism**

• Davis, Angela, *Slavery, Civil Rights and Abolitionist Perspectives Toward Prison*.  In *Are Prisons Obsolete?*  New York: Seven Stories Press,

**Video:** *Ethnic Notions*, dir. by Marlon Riggs (1974)

Optional

• Roediger, David, *The Wages of Whiteness: Race and the Making of the American Working Class*
W 3, Understanding Whiteness

- Brodkin, Karen, How Did Jews Become White Folks? In Race, 78-102
- Frankenberg, Ruth, Whiteness and Americanness: Examining Constructions of Race, Culture, and Nation in White Women’s Life Narratives. In Race, 62-77

Video, Racism

Optional


W 4, Mapping Racism I


Video: Shimon: (fingerprint) (1990)

Optional

W 5, Mapping Racism II
Video, The Forgotten roots (la raiz olvidada)
• Rodriguez, Clara E., Challenging Racial Hegemony: Puerto Ricans in the United States. In Race, 131-145
• *De Genova, Nicholas, Migrant “Illegality” and Deportability in Everyday Life. Annual Review of Anthropology 31: 419-47, 2002

Optional
• Trouillot, Michel-Rolph, Culture, Color, and Politics in Haiti. In Race, pp. 146-174
• Segal, D., “Race” and “Color” in Pre-Independence Trinidad and Tobago. In Trinidad Ethnicity, ed. by K. Yelvington, pp. 81-115. Knoxville: Univ. of Tennessee P., 1993

W 6, Racial Democracy
Midterm exam (May 6)
**Video: Mirrors of the Heart: Race and identity** (1993)

Brazil: the vanishing Negro

- Winant, Howard, Racial Democracy and Racial Identity: Comparing the United States and Brazil. In Racial Politics in Contemporary Brazil, 98-115

Optional


**W 7, Mixed Heritage**


- Weisman, Jan, The Tiger and His Stripes: Thai and American Reactions to Tiger Woods’s (Multi-) “Racial Self.” In The Sum of Our Parts: Mixed Heritage Asian Americans, 231-244
- Sanjek, R., Intermarriage and the Future of Races in the United States. In Race, pp. 103-30

**W 8, Race and Sex**


Optional

**Video: Jungle Fever**

- hooks, b., Reflections on Race and Sex.  In *Yearning: Race, Gender, and Cultural Politics*, 57-64.  South End P., 1990


**W 9, Race, Education, Health, and Politics**


**Video, Affirmative action at the crossroads**

(or Fear and Learning at Hoover elementary, dir. By Laura Angelica)

Optional

• Singer, Merrill, Health, Disease, and Social Inequality.  In Cultural Diversity, pp. 76-102
• Sanjek, Roger, Colorful before Color Blind: The Emergence of Multiracial Neighborhood Politics in Queens, New York City.  American Anthropologist 103 (4)

W 10, Contesting Race and Power


• Jones, Rhett S., Black/Indian Relations: An Overview of the Scholarship.  Transforming Anthropology 10 (1): 2-16, 2001

Optional: