

Anthropology 189: Race, Racialization, and the Production of the Other

Lecturer: Dr. Marlee Tichenor
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Office Hours: Tuesday 4:00 – 5:00 PM, Thursday 4:00 – 5:00 PM
Office Hours Location: 207 Kroeber Hall
Sign up for OH at: www.wejoinin.com/sheets/ixms0

Course Time and Location:
Tuesday and Thursday
2:00 – 3:30 PM
88 Dwinelle Hall
Fall 2016

Course description: Contemporary world and American politics are dominated by both overt and covert racialized discourses, making the study of the historic production of race and the institutions that uphold racial oppression particularly important. This course will introduce anthropological and other theoretical tools to analyze the way institutions and scientific disciplines have produced Otherness from Enlightenment until today.

First, we will investigate how the era of European expansion and colonialism produced ideas of an Other as an opposite to a Western “Self,” which upheld and produced justifications for economic, political, and social oppression. How were scientific discourses about variation coopted into and produced by ethnocentric ideologies about unilineal evolution toward Western civilization? How have these liberal theories been imprinted onto people’s bodies and in what way do they linger in current political and development discourses? Second, we will turn to the particular American history of institutionalized racism. How was “whiteness” in the American exceptional case produced and for what ends? What histories sit below the race concept as it exists in America today? We will look at how American cities were carved by racial politics, using the San Francisco Bay Area as an example. Finally, we will investigate the ways that concepts of race have been produced and reified by biological research in an era of genetic research and how difference conceived as “race-based” is re-emerging in dangerous ways. As we will see, in some ways, this resurgence was part of an effort to promote more inclusive medical research, but assumptions about difference have become embedded within genetic research that then assert the reality of that biological difference.

Required texts:

- **Course reader:** Unless otherwise noted here, the required readings can be found in the course reader, which are available for purchase at Copy Central on Bancroft. Additional articles will be posted to bCourses and noted as such here.
- **Books:** There are four required books available at the campus bookstore. There will also be desk copies available for 2 hour loan periods at the Anthropology library. Remember to also look at Moe’s and online for used copies, but be sure you get the right publication date and publisher.

Coates, Ta-Nehisi. 2015. *Between the World and Me*. New York: Spiegel & Grau.

Alexander, Michelle. 2012. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. New York: The New Press.

Fanon, Frantz. 2008. *Black Skin, White Masks*. R. Philcox, trans. New York: Grove Press.

Self, Robert. 2005. *American Babylon: Race and the Struggle for Postwar Oakland*. Princeton: Princeton University Press.

Expectations

Grade evaluation breakdown:

Attendance and Class Participation	20%
Discussion Facilitating	10%
Critical Reading Responses (5 Total)	25%
Book Review (4-5 pages)	15%
Final Paper (9-11 pages)	30%

Important due dates:

Critical Reading Response #1	Sept 6
Critical Reading Response #2	Sept 27
Book Review on <i>Black Skin, White Masks</i>	Oct 4
Critical Reading Response #3	Oct 25
Critical Reading Response #4	Nov 8
Critical Reading Response #5	Nov 29
Take Home Final	Dec 13

Attendance and Class Participation: Attendance and participation are **mandatory** – you will not pass the class if you have more than 3 unexcused absences. This is a theory-driven course, and it will require close reading and active participation. Please come to class with all of the readings completed that are listed for that day. Your grade will be impacted negatively if you come unprepared.

Note on difficult topics and mutual respect: Throughout the course of the semester, we will be addressing issues on which people may hold strong and diverse opinions. It is critical that we respect one another's thoughts and address comments to the idea and not the person. This course is not a forum for demeaning or threatening language.

Discussion Facilitating: Every meeting, except for the first two and last two sections, we will dedicate part of the class to peer discussion of the reading. You will be required to lead discussion to half of the class (we will split into two groups for discussion) on the readings due that day, **twice during the course of the semester**. You each will be required to present a summary, the key points, and concepts of a reading, as well as have three questions ready to pose to your peers for discussion (which can include links to discussions we have about other texts and topics introduced in the lectures). I will pass around a list on the second day of class, and you will have to choose two of the discussion leading slots.

Critical Reading Responses: Over the course of the class, you will write five Critical Reading Responses (each worth 5% of your final grade). The purpose of these short assignments is to help you better prepare for discussion and to help you critically engage with the reading. Each CRR will be two pages, double-spaced. You will upload them to bCourses by **7pm, the Monday evening before it is due** and bring in a physical copy on the Tuesday they are due.

Note on academic honesty: Anthropology 189 is a course designed to provoke critical thinking. While I encourage you to help each other and work together to understand theory and concepts, all written work must be your own. Please do not use other students' papers or exercises for your assignments. If you incorporate another author's ideas, be sure to cite properly. If you are struggling with knowing out how to cite correctly, please ask for clarification. Plagiarized assignments will receive an F. For more information on what constitutes academic dishonesty, see the following link:
<http://gsi.berkeley.edu/resources/honesty/introduction.html>

Communication

Office hours: I am available on Tuesdays and Thursdays after class for office hours. During these meetings, I can help clarify topics from class discussions and readings, or I can help you with your writing. Coming to office hours is a great way to get additional feedback on your work, particularly if you are struggling with understanding certain concepts or how to incorporate feedback. If you cannot make the scheduled office hours, we can meet at a mutually arranged time.

Email: The best way to get in touch with me is via email at marleejot@berkeley.edu. In general, I write back quickly, but give me at least 24 hours to respond to your inquiry. I highly discourage waiting until the last minute to get in touch with me regarding written assignments. I may not respond in time to that panicky email sent to me at 2 am! Please plan accordingly.

Accommodation: If you are having problems that affect your ability to attend, participate, or keep up with the workload, please do not wait until right before assignments are due to ask for help, and please do not just disappear. I may be able to help or direct you to someone else who can.

Course Schedule

Week 1: Anthropological orientations and race as a social construct

Thursday 8/25 Course introduction

- Links to relevant news articles are on bCourses

Week 2: Urgency and racialization in today's world

Tuesday 8/30

- Coates, *Between the World and Me* (2015) (Part I)
- Bayoumi, "Preface" and "Rasha," *How Does It Feel to Be a Problem* (2008)

Thursday 9/1

- Coates, *Between the World and Me*, Coates (2015) (Parts II and III)

PART I: ENLIGHTENMENT AND COLONIALISM

Week 3: Enlightenment and representing the Other

Tuesday 9/6

- **DUE:** Critical Reading Response #1 on Moore, Pandian, and Kosek
- Moore, Pandian, and Kosek, "Introduction: The Cultural Politics of Race and Nature: Terrains of Power and Practice" (2003)

Thursday 9/8

- Foucault, 17 March 1976 Lecture, "*Society Must Be Defended*" (1976)
- Said, *Orientalism* (Introduction) (1978)

Week 4: Anthropology, European ethnocentrism, and alterity

Tuesday 9/13 Rationality and the production of “primitive”

- Mudimbe, “The Power of Speech,” *The Invention of Africa* (1988)
- Evans-Pritchard, Chapter 1-2, *Witchcraft, Oracles, and Magic Among the Azande* (1946)

Thursday 9/15 Social Darwinism and cultural relativism

- Stein, “Biological Science and the Roots of Racism,” (1988)
- Boas, “Race: Prejudice” and “Race: Class Consciousness” (1945)

Week 5: Colonization and racialization

Tuesday 9/20

- Fanon, *Black Skin, White Masks* (1952) (Foreword, Introduction, Ch. 1, 4, and 5)
- Arnold, “Introduction: Disease, medicine and empire,” *Imperial medicine and indigenous societies* (1988)

Thursday 9/22

- Fanon, *Black Skin, White Masks* (1952) (Ch. 6-8)
- Stoler, “Placing Race in *The History of Sexuality*” (1995)

Week 6: Postcolonial theory, modernit(y)(ies), and underdevelopment

Tuesday 9/27

- **DUE:** Critical Reading Response #2 on either Chakrabarty or Gilroy
- Chakrabarty, “Postcoloniality and the Artifice of History,” *Provincializing Europe* (2003)
- Gilroy, “Masters, Mistresses, Slaves, and the Antimonies of Modernity,” *The Black Atlantic* (1993)

Thursday 9/29

- Escobar, Chapters 1-2, *Encountering Development* (1995)
- Frank, Andre Gunder, “Development and Underdevelopment in the New World” (1975)

PART II: AMERICA’S EXCEPTIONAL RACIALIZED PAST

Week 7: The United States and the creation of “whiteness”

Tuesday 10/4

- **DUE:** Book Review on *Black Skin, White Masks*
- Sacks, “How Did Jews Become White Folks?” (1994)
- Painter, “The Second Enlargement of American Whiteness,” *The History of White People* (2010) (**Posted on bCourses**)

Thursday 10/6

- Dubois, “The Concept of Race,” *Dusk of Dawn* (1940)
- Baldwin, “Nobody Knows My Name: A Letter from the South,” *Notes from a Native Son* (1961)
- Baldwin, “My Dungeon Shook,” *The Fire Next Time* (1963)

Week 8: The New Jim Crow and apartheid in the United States

Tuesday 10/11

- Alexander, *The New Jim Crow* (Intro and Ch. 1)
- Bourgois, “Violating Apartheid in the United States,” *In Search of Respect* (1996)

Thursday 10/13

- **In class:** *The House I Live in*, Jarecki, excerpts
- Alexander, *The New Jim Crow* (Ch. 2-3)
- Foucault, “Truth and Juridical Forms” (last two lectures) (1973)

Week 9: Incarceration and local topographies of racial oppression

Tuesday 10/18 Finishing discussion on incarceration

- Alexander, *The New Jim Crow* (Ch. 4-6)

Thursday 10/20 Oakland as example and exception of American postwar politics

- Self, *American Babylon* (Intro and Ch. 1 and 3)

Over the weekend: Go to Emeryville’s Bay Street and listen to the audio tour, “An Unsettling Walk?” (<http://kalw.org/post/unsettling-sound-walk#stream/0> - I also have an mp3 of the tour that I will post on bCourses) To get to Bay Street by mass transportation, take the Shellmound/Powell line of the Emery-Go-Round, which you can get at the MacArthur BART station.

Week 10: Local topographies of racial oppression

Tuesday 10/25 Twinned postwar sub/urbanization

- **DUE:** Critical Reading Response #3 on Self **and** “An Unsettling Walk?”
- Self, *American Babylon* (Ch. 4 and 6)

Thursday 10/27 Black power and late capitalism in San Francisco

- Self, *American Babylon* (Ch. 7 and 8)
- Solnit & Schwartzberg, “The Shopping Cart and the Lexus,” *Hollow City* (2000)

PART III: BIOLOGICAL REIFICATION OF RACE AND RACIALIZED MEDICINE

Week 11: Biological determinism and the genetic reification of race

Tuesday 11/1

- Relethford, “Race and Global Patterns of Phenotypic Variation” (2009)
- Gravlee, “How Race Becomes Biology” (2009)

Thursday 11/3

- **In class:** *African American Lives* (PBS), Gates, excerpts
- Fullwiley, “The Molecularization of Race: Institutionalizing Human Difference in Pharmacogenetics Practice” (2008)
- Nelson, “BioScience: Genetic Genealogy Testing and the Pursuit of African Ancestry” (2008)

Week 12: Rejuvenating racial science as reparation for harm science has done

Tuesday 11/8 (ELECTION DAY, MAKE SURE TO VOTE) Informed consent and race

- **DUE:** Critical Reading Response #4 on Landecker or Lombardo & Dorr
- Landecker, “Immortality, In Vitro: A History of the HeLa Cell Line” *Biotechnology and Culture* (2000)
- Lombardo and Dorr, “Eugenics, Medical Education, and the Public Health Service: Another Perspective on the Tuskegee Syphilis Experiment” (2006)

Thursday 11/10

- Bliss, “Making Science Racial” (2012)
- Hartigan, “Mexican Genomics and the Roots of Racial Thinking” (2013)

Week 13: Racialized visions of (global) health

Tuesday 11/15

- Whitmarsh, “Hyperdiagnostics: Postcolonial Utopics of Race-Based Biomedicine” (2009)
- Montoya, “Bioethnic conscription: Genes, race, and Mexicana/o ethnicity in diabetes research” (2007)

Thursday 11/17

- **In class:** *In the Shadow of Ebola* (PBS), Siegel and Mitman
- Farmer, “An Anthropology of Structural Violence” (2004)
- Anderson, “Introduction: Postcolonial Technoscience,” (2002)

Week 14: Intersectionality of race and gender

For Tuesday 11/22

- **In class:** Guest Lecturer, Beth Packer
- Readings TBD (**Posted on bCourses**)

Week 15: Globalizing difference and narrating racial interpellation

Tuesday 11/29 Locating global difference in race

- **DUE:** Critical Reading Response #5 on Ong or Hamilton
- Ong, “A Milieu of Mutations: The Pluripotency and Fungibility of Life in Asia” (2013)
- Hamilton, “Revitalizing Difference in the HapMap: Race and Contemporary Human Genetic Variation Research” (2008)

Thursday 12/1 Narratives of encountering race

- Adichie, Chapter 1, *Americanah* (2013)
- Lahiri, “When Mr. Pirzada Came to Dine,” *Interpreter of Maladies* (1999)
- Mullings, “Anthropology Matters” (2015)

Take home final due Tuesday 12/13 – drop them off at my mailbox outside 232 Kroeber Hall by 5pm.

Campus Resources

Disabled Students' Program (DSP)

260 César Chávez Student Center

642-0518

<http://dsp.berkeley.edu>

The Disabled Student's Program serves students with disabilities of all kinds, including mobility, visual, or hearing impairments; speech impairments; chronic illnesses such as AIDS, diabetes, and lupus; seizure disorders; head injuries; painful conditions such as back injuries and carpal tunnel syndrome; psychological disabilities such as bipolar disorder and severe anxiety or depression; attention deficit disorder; and learning disabilities. Services are individually designed and based on the specific needs of each student as identified by DSP's Specialists. The Program's official website includes information on DSP staff, UC's disabilities policy, application procedures, campus access guides for most university buildings, and portals for students and faculty/proxy respectively.

Student Learning Center

260 César Chávez Student Center

642-9494

<http://slc.berkeley.edu>

As the primary academic support service for students at the University of California at Berkeley, the Student Learning Center (SLC) assists students in transitioning to Cal; navigating the academic terrain; creating networks of resources; and achieving academic, personal and professional goals. Through various services including tutoring, study groups, workshops and courses, SLC supports students in Biological and Physical Sciences, Business Administration, Computer Science, Economics, Mathematics, Social Sciences, Statistics, Study Strategies and Writing

Student Life Advising Services (SLAS)

119 César Chávez Student Center

642-4257

<http://slas.berkeley.edu>

Student Life Advising Services (SLAS) is an academic counseling/advising service that assists all undergraduate students, with a primary focus on Education Opportunity Program students and students who participated in outreach programs. The SLAS office assists students in developing the skills required to succeed at Berkeley and beyond by taking a comprehensive approach to counseling/advising on academic, personal and social matters.

Ombudsperson for Students

102 Sproul Hall

642-5754

<http://sa.berkeley.edu/ombuds>

The Ombudsperson for Students provides a confidential service for students involved in a University-related problem (either academic or administrative), acting as a neutral complaint resolver and not as an advocate for any of the parties involved in a dispute. The Ombudsman can provide information on policies and procedures affecting students, facilitate students' contact with services able to assist in resolving the problem, and assist students in complaints concerning improper application of University policies or procedures. All matters referred to this office are held in strict confidence. The only exceptions, at the sole discretion of the Ombudsman, are cases where there appears to be imminent threat of serious harm.

Tang Center Counseling and Psychological Services

2222 Bancroft Way

642-9494

<http://uhs.berkeley.edu>

The UHS Counseling and Psychological Services staff provides confidential assistance to students managing problems that can emerge from illness such as financial, academic, legal, family concerns, and more. In the realm of sexual harassment, UHS coordinates education programs, crisis counseling, advocacy, and medical care for women and men who have been harassed or assaulted (Tang Center, 2222 Bancroft Way; Prevention, 642-7202; Victim Assistance and Counseling, 642-6074; Counseling Services, 642-9494; Medical Care, 642-3188).