ANT 332 Class, Race, Ethnicity and Gender in Anthropological Perspective

“Society does not consist of individuals, but expresses the sum of interrelations, the relations within which these individuals stand.”


“Know thyself”

— Greek proverb, sometimes attributed to Chiron (550 B.C.E.)

This course examines the cultural constructions of race, ethnicity, class and gender to better understand the emergence and reproduction of social inequality and its implications for individuals, communities and nations. Through ethnographic and theoretical readings, students gain a deeper understanding of how each social category intersects with each of the others. The curriculum will examine the ideologies, practices, performances, and relations between class, race, ethnicity, and gender and the complex of their socio-cultural dynamics.

Learning Objectives of this course include gaining knowledge of social science concepts and analytic tools, including “ideology,” “social construction,” “essentialism,” and “stratification.” You will also gain skills in producing “intimate ethnography” and “auto-ethnography,” demographic data collection, and how to integrate qualitative and quantitative data. Your information literary skills will be enhanced by exploring and using information from the American Anthropological Association’s virtual museum “Race: Are We So Different?” ([http://www.aaanet.org/resources/A-Public-Education-Program.cfm](http://www.aaanet.org/resources/A-Public-Education-Program.cfm)), the PBS online Project, “Race-The Power of an Illusion” ([http://www.pbs.org/race/001_WhatsRace/001_00-home.htm](http://www.pbs.org/race/001_WhatsRace/001_00-home.htm)), accessing data from the U.S. Department of the Census ([http://www.census.gov/](http://www.census.gov/)), and from the John Jay College Library electronic database (e.g., *Ethnic Newswatch*).

Learning Outcomes:

- identify and critically reflect on class, race, ethnicity and gender as major categories of social analysis.
- locate, understand, and critically review class, race, ethnicity and gender theories and research in Anthropology and related disciplines.
- analyze relevant social phenomena through a complex approach using given key concepts.
- formulate complex research questions on class, race, ethnicity and gender issues.
- give informative oral and written presentations on class, race, ethnicity and gender.
Course Policies:

Attendance/Punctuality/Participation

- Students must arrive on time for class, and attend class. Absences will have a very negative impact on final grade. Students may miss up to three classes; upon the fourth absence, the student will be withdrawn from the class or given a grade of F.
- Each two instances of arriving late for class will count as an absence.
- In-class exercises cannot be made up outside of class or at a later date for credit.
- You are expected to be active participants in class discussion, important because it: a) shows your understanding of the concepts and topic; b) helps expand your knowledge of the topic and also helps your classmates better understand the material and to think about topics in different ways; c) builds life skills such as public speaking; and d) helps build your self-confidence.

* See Appendix for Policies on Classroom Conduct, Plagiarism, Incompletes, Withdrawal Procedure, and Accessibility Students.

Required Readings:

All readings will be available on e-reserve. The reading packet comprises original-source material from scholarly journals and books.

Course Assignments:

Throughout the semester, there will be 6 two-page written assignments and a final, 5-page paper. You will apply your growing theoretical and empirical knowledge to reflect on your own social positionality using anthropological methods (auto-ethnography; intimate ethnography) and secondary qualitative and quantitative data. The assignment topics are listed in the weekly course schedule; assignment questions will be provided at least one week before the due date. Assignments are due on the dates indicated.

Grading:

The assignments account for approximately 80% of your final grade. Active class participation and attentiveness accounts for approximately 20%. Your final grade for this course will be based upon performance on the written assignments and your class participation. The written assignments are extremely important since they reflect the students' academic seriousness and rigor.

Papers must be typed, double-spaced, in 12 point Times Roman font, with numbered pages, 1 inch margins all around, in black ink and on white papers. Proofread and correct your work. Grammar and spelling count, as does the clarity of your thinking and writing.
Course Schedule

I. Theoretical Approaches to Understanding Class, Race, Ethnicity and Gender (3 weeks)

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<th>Paper 1: Auto-ethnographic Statement (2 pages)</th>
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A. Social Construction
http://philosophy.fas.nyu.edu/docs/IO/1153/socialconstruction.pdf

B. Dialectics
http://www.nyu.edu/projects/ollman/docs/dd_ch01.php

C. Intersectionality


D. Habitus

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<th>Paper 2: Social Positionality and the Self (2 pages)</th>
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II. Race (3 weeks)

A. Race as Social Category


AAA website: Race: Are We So Different?
http://www.understandingrace.org/home.html


B. As Lived Experience


In-class films: Kiri Davis, “A Girl Like Me” (http://www.mediatthatmattersfest.org/films/a_girl_like_me/);
Lecture by Tim White, “White Like Me: Reflections on Race from a Privileged Son.”

Paper 3: Reflections on Race and Racialization (2 pages)
III. Ethnicity (3 weeks)

A. As Social Category


B. As Lived Experience


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Paper 4: Ethnic Groups and Boundaries in NYC (2 pages)
IV. Class (3 weeks)

A. As Social Category


B. As Lived Experience


Paper 5: Class Manifestations: Work, Neighborhood, Home (2 pages)
V. Gender (3 weeks)

A. As Social Category


B. As Lived Experience


Paper 6: Gendered Habits and The Habitus of Gender (2 pages)

VI. Wrap up; final paper due (last day of class)

Final Paper 7:
Bringing it Home: An Intimate Ethnography of Race, Ethnicity, Class & Gender
Appendix

Classroom Conduct

a. No use of cell phones or other electronic devices in class, unless pre-approved by the instructor. Students are expected to be respectful of each other and the professor during class.

b. It is expected that students will not speak when others are speaking, and that all classroom discussants will be cognizant of the importance of forcefully stating an argument without ever attacking another student personally.

c. Active use of derogatory language will not be tolerated: we may discuss derogatory language, and we may analyze it, but we will not use it to hurt others. Violations of these standards of behavior may lead, in extreme cases, to dismissal from the classroom.

Plagiarism: College Policy on Plagiarism

Plagiarism is the presentation of someone else’s ideas, words, or artistic, scientific, or technical work as one’s own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source.

Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

It is the student’s responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited.

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation.

(From the John Jay College of Criminal Justice Undergraduate Bulletin, p. 36)

Incompletes

An incomplete will be allowed to students who have passing grades and become seriously ill or suffer tragedies that prevent them from otherwise completing the course. To receive an incomplete, the illness or tragedy must be documented in a written memo. The memo must clearly show that the emergency prevented the student from completing the remainder of the coursework.

Withdrawal Procedure

Ceasing to attend class or verbal notice thereof by you does not constitute official withdrawal.

Accessibilities Students

If you have a documented disability as described by the Rehabilitation Act of 1973 (P.L. 93-311 Section 504) and Americans with Disabilities Act (ADA) and would like to request academic and/or physical accommodations please contact The Office of Services for Students with Disabilities (212) 237-8185, as soon as possible. Course requirements will not be waived but reasonable accommodations may be provided as appropriate.