

# The Making of Race and Class from a Global Perspective

## FL07 - L97 IAS 190

Professor: Derek Pardue, PhD (dpardue@artsci.wustl.edu)

Office Location: 145 McMillan

Office Hours: Wed 11am-1pm

### Course Description

Do race and class matter in today's world? Has race always existed as a human category of difference? How do other cultures outside the US configure race? Is race just a black and white thing? What about class, is it just an economic category? Is class influenced by culture? To address these and other questions we will focus on the historical and cultural peculiarities of race and class. We will talk about race not as a thing but more as a process ("racialization") that we all engage in to make sense of human difference. Likewise, we will discuss class as a process, hence the title of the course: "the making of..." This course asks students to move conceptually from the era of European colonialism and the invention of the modern conception of "race" to the US Civil War period to the ascension of *negritude* as well as contemporary times. In a complementary fashion, to assert that, in fact, race and class do matter requires students to investigate the diversity and complexity in various places, such as Brazil, Martinique, Haiti, China, South Africa, and the US.

### Grading

40% Tests

20% Take-Home Test

20% Class Participation

20% Class Presentation

#### Tests (40% of final grade)

2 tests (**20 Total points each**) during class. Check course schedule below for due dates.

#### Take-Home Test (20% of final grade)

There will be one take-home test, which will be comprised of a series of short essay questions. Check course schedule below for due date. We will discuss the specifics of this in class as the date approaches.

#### Class Participation (20% of final grade):

This course is a "seminar," which means guided conversation and debate. It is not a lecture. My job is to provide the structure and orientation (and I hope some inspiration) for you all to engage with the topics and think through the issues. More details will come during the first week of class.

Presentation (20% of final grade):

Students will receive a handout with a number of themes from which to choose. There will be a sign-up sheet provided around the mid-semester for students to make a meeting time to discuss his/her essay with the professor. (**Total: 20 points**).

### **Required Texts**

Fanon, Frantz (1967). *Black Skin, White Masks*. New York: Grove Press.

Goldstein, Donna (2003). *Laughter out of Place: Race, Class, Violence, and Sexuality in a Rio Shantytown*. University of California Press.

Averill, Gage (1997). *A Day for the Hunter: A Day for the Prey*. University of Chicago Press.

Roediger, David (2005) *Working Toward Whiteness*. New York: Basic Books.

\*\* In addition, the course includes E-Res (<http://eres.wustl.edu/eres>) with various book excerpts and articles.

### **Course Schedule**

Week 1: Introduction / Course Nuts and bolts / Working Definitions

**Read:**

Week 2: Race and Colonialism as Parallel Histories

**Read:** Fanon, *Black Skin White Masks*

Week 3: More on Colonialism

**Read:** Finish Fanon

**\*\*Sign-Up Sheet to discuss Presentation with Professor\*\***

Week 4: Intersections of Race and Class

**Read:** Roediger

Week 5: Whiteness as a Category

**Read:** Finish Roediger

Week 6: Section Wrap-Up

**\*\* Test #1 in class\*\***

Week 7: Race as Performance

**Read:** Averill, *A Day for the Hunter*

Week 8: More on Performance

**Read:** Finish Averill

Week 9: Other articles on “world beat” and the commodification of race and class through music

**Read:** ERes

Week 10: Section Wrap-Up

**\*\* Test #2 in class\*\***

Week 11: Other formations of Race and Class

**Read:** ERes

Week 12: More on Asia and Africa

**Read:** ERes

Week 13, 14, and 15: Class Presentations

**\*\* Take-Home Test\*\***

**Extra Credit of 1 point on final semester grade: Fill out (thoughtfully, of course) an evaluation of this course on the following website: <http://evals.wustl.edu>**

**This is the only Extra Credit. Please do not ask for other opportunities.**

## **COURSE TIPS**

**How to do well in IAS 190:** The following tips may seem obvious, but they are worth reiterating so that we all understand that learning and academic performance depends on an integrated effort. There are many moving parts and it is your job (and mine as facilitator) to keep track of all the different media and points of engagement with topics so that student evaluation can be the most comprehensive and fair as possible.

- Do the reading – Class lectures and discussions will make little sense if you have not read the text.
- Make notes while reading – How often do we read something and 15 minutes later are unable to recall anything about the text? It is extremely useful to jot down ideas, questions, or at least page numbers of stuff you think is important, confusing, weird, or seemingly wrong in your mind. These points are the raw material for class discussion and the starting point of intelligent discussion, critical skills development and ultimately learning.
- Come to class – Attendance is not taken per se; however, it will be impossible to do well in this class if you are not present. Not only will we spend time interpreting and making sense of the readings, but we will also talk about case studies NOT covered in the readings. We will watch films and perhaps have a guest lecture or two, all of which will appear in some form on the writing assignments.
- Check Blackboard – Blackboard is the bulletin board for the course. There will be announcements, map links, and other important course information uploaded there. You can check your grade, communicate with your group colleagues and generally keep up with the basics of the course if you miss a class. Blackboard is extremely helpful in remembering key dates and the overall structure of the class.
- Any problem or concern?? – Contact the professor. Make a time to talk. Time management, study habits, writing skills, etc. – all of these things are processes. They benefit from sustained conversation, a dialogue between you and the professor (as well as you with other students). Furthermore, if something about the course is bothering you (or if there is something particularly helpful), please let the professor know. Again, learning depends on open and respectful communication.

## Course Policies

**Writing:** Late papers will have 5 points deducted per 24 hours delay. All written work must be submitted to receive a grade in this course. It is to your benefit to use the office hours or schedule another meeting time to discuss your essays and any other issue regarding the course.

**Cell Phones, PDAs, and other communication devices:** Please turn off all of these devices upon entering the classroom. Phones ringing, students involved in instant messaging, etc. disrupt the classroom environment and show disrespect to the professor and other students. If there is an emergency and you need to be accessible, please let the professor know and when contacted, please leave the classroom to take care of your business.

### Academic Integrity

Students are bound by the University policy on academic integrity in all aspects of this course. All references to ideas and texts other than the students' own must be so indicated

through appropriate footnotes, whether the source is a book, an online site, the professor, etc. All students are responsible for following the rules outlined in the document regarding the university academic integrity policy:

<http://www.wustl.edu/policies/undergradutae-academic-integrity.html>

**Plagiarism:** Plagiarism is the representation of the words or ideas of another as one's own in any academic exercise (whether intentional or not). To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be promptly cited in the text or in a footnote / endnote. Acknowledgement is required when material from another source is stored in print, electronic, or other media and is paraphrased or summarized in whole or in part in one's own words. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information, which is common knowledge, such as names of leaders or nations, basic scientific laws, historic dates, etc., need not be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. Only materials specifically cited in the text should be acknowledged in the bibliography. Plagiarism can, in some cases, be a subtle issue.

Simply referencing a sentence does not protect against plagiarism. For example, if your source reads:

*The serotonergic system has long been suspected to be involved in the regulation of emotional behavior.*

And you write: *The serotonergic system has been involved in the regulation of emotional behavior for a long time (Flugge et al., 1998)*, you are copying too much of the author's original wording. A good rule of thumb is that there should be no more than 4 or 5 words in common with the sentences you cite (unless a direct quote with quotation marks). The best way to write is to read your articles first, set them aside, and then write your thoughts down in your own words without referring back to the original article.

Any questions about what constitutes plagiarism should be discussed with the professor. If you copy material from your articles or any other media in the manner above, your case will be referred to the Dean of Undergraduate Education as plagiarism.

\*\* Cited from "Promoting Academic Integrity: A Use Friendly Guide by the Provost's Committee to Promote Academic Integrity." Rutgers University, New Brunswick, NJ.

### **Disability resources**

Washington University Center for Advanced Learning Disability Resources (DR) in Cornerstone (DR) is the official resource for students with disabilities. Students seeking disability-related accommodations and guidance from the University must use this official resource and are encouraged to contact DR on enrollment or once diagnosed. In contrast to high school students, college and graduate students are expected to self-identify themselves and to make specific requests for accommodations by notifying

Disability Resources. Eligibility for accommodations is determined on an individual basis, must be supported by professional documentation, and must be renewed each semester. DR will guide you through each step of this process, whether you are a prospective or current student, undergraduate or graduate. <http://disability.wustl.edu/>

## Bullet-Point Outline of “Camp” Rules

Students are not customers. Teachers are not employees.

Students and teachers have obligations to each other.

Here is what I expect from students:

- You will treat everyone in the class, including the professor, with the respect due to all human beings.
- You will give your full attention to the material, and conduct yourself in an appropriate manner.
- You will agree to do the work outlined in the syllabus on time.
- You will acknowledge that previous academic preparation (e.g., writing skills) will affect your performance in this course.
- You will acknowledge that your perception of effort, by itself, is not enough to justify a distinguished grade.
- You will not plagiarize or otherwise steal the work of others.
- You will not make excuses for your failure to do what you ought.
- You will accept the consequences -- good and bad -- of your actions.

Here is what students can expect from me:

- I will treat you with the respect due to all human beings.
- I will [try to] know your name and treat you as an individual.
- I will not discriminate against you on the basis of your identity or your well-informed viewpoints.
- I will manage the class in a professional manner. That may include educating you in appropriate behavior.
- I will prepare carefully for every class.
- I will begin and end class on time.
- I will teach only in areas of my professional expertise. If I do not know something, I will say so.
- I will conduct scholarly research and publication with the aim of making myself a more informed teacher.
- I will pursue the maximum punishment for plagiarism, cheating, and other violations of academic integrity.
- I will make myself available to you for advising.
- I will maintain confidentiality concerning your performance.
- I will provide you with professional support and write recommendations for you if appropriate.

- I will be honest with you.
- Your grade will reflect the quality of your work and nothing else.
- I am interested in your feedback about the class, but I am more interested in what you learned than how you feel.

**Name:**

**E-mail:**

**Advisor:**

**Major:**

**Previous coursework in Cultural Anthropology or other courses on Race or Class:**

**“I have read and understood the requirements for this course and agree to them,”**

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