

ANTH 445: African American Anthropology REVISED

Section 10744D

Spring 2025

Wednesday 2:00-4:50PM

KAP 113

Professor:

Lanita Jacobs

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Email:

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Office Hours:

M/W 1PM-1:50PM; also by appt. You can also contact me MON-FRI via email

Website:

Access course materials in Brightspace: <https://brightspace.usc.edu/>

Required Texts (I've requested e-copies of all books from the USC Library; if available (and most are), these texts will be freely accessible in Brightspace in the "Course Resources" folder under the "Content" tab):

1. ANTH 445 Reader [NOTE: This text is abbreviated RDR in the Reading & Exam Schedule and will be available in *Brightspace*.]
2. brown, adrienne maree. 2020. *We Will Not Cancel Us: And Other Dreams of Transformative Justice*. Chico, CA: AK Press.
3. Harrison, Ira E. and Faye V. Harrison, Eds. 1999. *African-American Pioneers in Anthropology*. Chicago: University of Illinois Press.
4. Jemisin, N.K. 2018. *How Long 'Til Black Future Month?* New York: Hachette Book Group, Inc.
5. Katherine, Anne. 2013. *Boundaries in An Overconnected World: Setting Limits to Preserve Your Focus, Privacy, Relationships, and Sanity*. Novato, CA: New World Library.
6. Katherine, Anne. 1991. *Boundaries: Where You End and I Begin*. Center City, MN: Hazeldon Publishing.
7. McClaurin, Irma, Ed. 2001. *Black Feminist Anthropology: Theory, Politics, Praxis, and Poetics*. London: Rutgers University Press.
8. Morrison, Toni. 2019. *Mouth Full of Blood: Essays, Speeches, Meditations*. London: Vintage.
9. Nash, Laura and Howard Stevenson. 2004. *Just Enough: Tools for Creating Success in Your Work and Life*. Hoboken, NJ: John Wiley & Sons, Inc.
10. williams, Rev. angel Kyodo, Lama Rod Owens with Jasmine Syedullah, Ph.D. 2016. *Radical Dharma: Talking Race, Love, and Liberation*. Berkeley, CA: North Atlantic Books.

Course Description: Anthropology has undergone dramatic changes in recent decades. Historically, anthropologists resembled what Renato Rosaldo (1989) characterized as the "Lone Ethnographer" riding off into the sunset in search of the "native." Today, those so-called natives are vigorously gazing and talking back as students, professors, and attentive audiences, with palpable implications for how anthropology is practiced. Anthropologists also conduct fieldwork in unprecedented places, including their own communities. **Part I** of this course focuses on African American Anthropology which, in many ways, is an outgrowth of these transitions. We'll begin by unpacking early constructions of race in and beyond the U.S. We will also consider contributions by African American/feminist scholars who've helped to both shape and shift the scope of anthropological inquiry over time. We will conclude Part I of this seminar by reviewing new directions and mandates in the study of race and African American culture in anthropology. Inspired by recent events (e.g., CA wildfires, enduring pandemics of covid-19, climate change, political turmoil), **Part II** of this seminar invites us to mine other narrative genres and formats (e.g., films, webcasts, science fiction) to distill theories and practical methods - "ways of being and thinking" - in the world wherein we might not only "survive, but also thrive" in real and meaningful ways. This is, admittedly, an ambitious task and goal; we will likewise do our individual and collective best to attend to invitations to literally conjure new worlds/visions, mind our and others' boundaries, and ask ourselves what's "just enough?" and also, what constitutes liberation.

Learning Objectives: Accordingly, seminar participants will gain essential anthropological knowledge and skills, including:

- A nuanced appreciation for “race” as a social construction with enduring implications for peoples’ worldviews and everyday experiences in the world
- Skills in describing and understanding individuals, societies, cultures, and cultural expressions throughout time and around the world
- Skills in interpreting the cultural meanings embedded in everyday behavior, language, performances, artifacts, images, and text
- Skills in critical thinking and expository writing based on logic, evidence, scholarly discernment, and inter- and cross-cultural understanding
- Insights that will help you successfully operate and negotiate within and across cultural differences in our increasingly interconnected world

Grading: In this advanced seminar, your grade will be determined, in part, by a **(short answer+essay) midterm** worth 30 points or 30% of your overall grade. It will cover material reviewed during Part I of this course. The rest of your grade will be determined by **THREE critical journal posts (CJPs)** to be posted in Brightspace’s *Discussion* module [under the “Activities” tab]. Each of the three critical journal posts are worth *up to* 15 points, cumulatively accounting 45 points (45%) of your overall grade. The remaining 25 points (25%) of your grade will be determined by your class participation, namely, your substantive response via **one- or two-paragraph-length Peer Posts (PP) to at least FIVE of your peers’ CJPs** in Brightspace’s *Discussion* module. Each of these five PPs are worth *up to* five points; as such, you will need to do your best work on CJPs and PPs to earn full points. (Doing your best work means avoiding plagiarism, which can include paraphrasing bullet points from lecture slides or other course materials, enlisting others (e.g., advanced graduate students) to write your CJPs or PPs, or utilizing *Chat GPT* or related sites (e.g., *Grammarly*) to complete any assignments. If the use of AI is detected in any CJP or PP, students will receive a “0” and risk being reported to the Office of Academic Integrity per the “Statement of Academic Integrity” below.) No final exam or extra credit will be offered in this advanced seminar. Here now are more specific details about the aforementioned grading rubrics for Part II:

Critical Journal Post Guidelines: You will have a total of SIX opportunities during the course to post THREE critical journal posts in Brightspace’s *Discussion* module. (This means you get to choose which of the three weekly lectures topics/texts [out of six] compel you the most.) Each critical journal post should respond to a prompt that will be posted at the end of lecture notes posted in Brightspace. Always be sure to carefully review assigned texts in their entirety (or assigned excerpts thereof) and write “your heart out” in ways that demonstrate your most rigorous attendance to both the assigned material and my forthcoming critical journal prompts. All CJPs should be no more than 1-2 single-spaced pages, proofread, and include properly formatted citations if relevant. (To expedite my and your peer’s online review and commentary, please copy and paste only your best work in Brightspace’s *Discussion* rubric versus upload it as a *Word* or PDF attachment.) The deadline for each CJP is noted in both the Reading & Assignment Schedule (below) and Brightspace and are not negotiable; in fact, the window for uploading your three required CJPs will automatically close after each specified deadline thus enabling you (and our course Grader) to calibrate your investments. During the final two weeks of class, the entire *Discussion Forum* will be open for posting your five required PPs. (NOTE: Late CJPs will only be accepted in exceptional cases if pre-approved by Prof. Jacobs and will be deducted a minimum of 2 points.) Additional and/or updated guidelines for CJP may be posted in Brightspace.

Grading (continued):

Participation: Students can earn up to 25 points (25% of grade) via at least FIVE substantive (e.g., proofread, carefully considered (e.g., collegial, no one-liners, etc.) comments to a peer in Brightspace’s *Discussion* module; the window for uploading these “Peer Posts” (PP) opens during the final week of class and closes sharply on May 12th. Again, your PPs are each worth *up to* five points and should be 1-2 paragraphs long and free of AI-use; please note that this includes “Grammarly.”

The course grading scale is as follows:

94-100 = A	87-89 = B+	77-79 = C+	67-69 = D+	> 59 = F
90-93 = A-	84-86 = B	74-76 = C	64-66 = D	
	80-83 = B-	70-73 = C-	60-63 = D-	

GRADE BASIS	
Midterm (30 pts.):	30%
FIVE 15-pt. Critical Journal Posts (CJP):	45%
FIVE 5-pt. Peer Posts (PP):	25%

An Official Note on Examinations: Make-up exams will only be given under extraordinary circumstances and will require documentation from a physician. The content and form of any make-up exam will be at my discretion. In any case, you should inform me via email or phone prior to missing an exam. If you feel you must reschedule an exam on account of having (a) two additional exams scheduled at the same time or (b) three exams in a 24-hour period, inform me at least two weeks prior to our scheduled mid-term. The final exam must be taken at the time noted below per university policy. ([USC Student Health does not provide routine written medical excuses for short-term absences or missed deadlines due to illness or injury.](#))

Course Design and Resources: ANTH 445 lecture notes and CJP prompts will be posted weekly (as PDFs) to help students calibrate their curricular investments. *Brightspace* will also afford access to the course syllabus, reader, grades, essay guidelines, announcements, exam study guides, and other resources. All students will need access to a computer and the internet to vet lecture notes and fully participate in this course. Finally, **Sheridan Hunter** [sjhunter@usc.edu], a graduate student in Annenberg, is our course Teaching Assistant (T.A.); she will assess your ANTH 445 essays this term.

Emergency Preparedness/Course Continuity in a Crisis (Mandatory Statement): In case of a declared emergency that precludes safe travel to and from campus, USC executive leadership will announce alternative ways for instructors to teach students using a combination of *Brightspace*, teleconferencing (e.g., *Zoom*, *Cisco Webex*), and other technologies (e.g., *Panopto Enterprise*). For more information about this and related matters, see the “[One USC Safety](#)” site. If we should need to shift our in-person teaching modality to virtual, hybrid and/or asynchronous, all students are required to review our course’s “Netiquette Standards” per the following instructions:

Zoom Etiquette: “Netiquette” or “internet etiquette” describes the recommended communication and behavior of online communication. To acquaint yourself with our course’s “Netiquette” standards, please consult the “Course Resources” folder under Brightspace’s “Content” menu, specifically its “Syllabus” sub-folder. Also be sure adhere to our course’s strict no-AI use policy as this will be considered plagiarism and may result in 0 points and/or a fail; this includes the use of *ChatGPT* sites like *Grammarly* and other platforms that use “humanizing” technologies to convert AI-generated text to human-like content).

STATEMENT ON UNIVERSITY ACADEMIC AND SUPPORT SYSTEMS – in this season of swirling pandemics and wars, please know that there are various support systems in place at USC and beyond, including:

Statement for Students with Special Needs: Students requesting academic accommodations based on special needs should register with the Office for Student Accessibility Services (OSAS) each semester. A letter of verification for approved accommodations can be obtained from OSAS when necessary documentation is filed. Please be sure the letter is delivered to me as early in the semester as possible, preferably by or before fifth week. OSAS contact information is as follows: 213-740-0776 (Phone), 213-740-6948 (TDD Only), 213-740-8216 (Fax); Email: osasfrontdesk@usc.edu;
Webpage: <https://osas.usc.edu/about/contact-location-hours/>

Student Financial Aid and Satisfactory Academic Progress: To be eligible for certain kinds of financial aid, students are required to maintain Satisfactory Academic Progress (SAP) toward their degree objectives. Visit the [Financial Aid Office webpage](#) for undergraduate- and graduate-level SAP eligibility requirements and the appeals process.

USC Technology Rental Program

USC realizes that attending classes online and completing coursework remotely requires access to technology that not all students possess. If you are facing food, housing, and/or financial insecurity that hinder your capacity to successfully participate in your classes, you may be eligible for support via USC's [Student Basic Needs department](#) (additional info below). Here, too, are several *USC Technology Support Links*:

- [Brightspace Help for Students](#)
- [Software available to USC Campus](#)
- [USC Computing Center Loaner Laptop Program](#) (students can also access this program via Brightspace [under the “Library Resources” tab] by selecting “Borrow a Laptop”)

USC Campus Support and Intervention – (213) 821-4710; campussupport.usc.edu

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student. Specific covid-19-related support systems are noted below:

The [Student Basic Needs](#) fund can (again) assist with housing expenses, food insecurity, emergency travel, income loss related to closed workplaces, technology upgrades required for remote instruction, and other unforeseen needs. Students interested in applying for the Student Basic Needs Emergency Grant are encouraged to email the Basic Needs Team at basicneeds@usc.edu. The team will evaluate the request and, if needed, schedule a one-on-one consultation to learn more about the student's situation.

USC's COVID-19 Resource Center provides information, updates, and support for the USC community. Please consult the website (<https://coronavirus.usc.edu/>) to learn about Spring 2022 COVID-19 Health and Safety protocols. To notify the university of a case, please call their 24/7 COVID-19 hotline at 213-740-6291 or email covid19@usc.edu.

Counseling and Mental Health – (213) 740-9355 (WELL) – on call “24/7”;
studenthealth.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

UNIVERSITY ACADEMIC AND SUPPORT SYSTEMS (continued):

National Suicide Prevention Lifeline – 1 (800) 273-8255 –on call “24/7”; suicidepreventionlifeline.org
Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-9355(WELL), press “0” after hours –on call 24/7; studenthealth.usc.edu/sexual-assault
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED) – (213) 740-5086 | Title IX – (213) 821-8298;
equity.usc.edu, titleix.usc.edu
Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment – (213) 740-5086 or (213) 821-8298
https://usc-advocate.symplicity.com/care_report/index.php/pid670872?
Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity Title IX for appropriate investigation, supportive measures, and response.

Diversity at USC – (213) 740-2101; diversity.usc.edu
Information on events, programs and training, the Provost’s Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency – UPC: (213) 740-4321, HSC: (323) 442-1000 – on call “24/7”
dps.usc.edu, emergency.usc.edu
Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency precludes travel to campus.

USC Department of Public Safety – UPC: (213) 740-6000, HSC: (323) 442-120 –on call “24/7”
dps.usc.edu
Non-emergency assistance or information.

Office of the Ombuds – (213) 821-9556 (UPC) / (323-442-0382 (HSC); ombuds.usc.edu
A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concerns.

Occupational Therapy Faculty Practice – (323) 442-2850 or otfp@med.usc.edu
Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

READING & EXAM SCHEDULE

HOW DID EARLY ANTHROPOLOGISTS APPROACH THE STUDY OF RACE AND AFRICAN AMERICANS?

- Week 1:**
1/15
- COURSE INTRODUCTION,**
- Meet & Greet
 - Review seminar expectations (undergrad, graduate students)

Below, you'll notice some assigned texts are followed by "[in RDR]." This means "Course Reader." To access texts (in RDR) in *Brightspace*, click on the "Content" tab, then "Course Resources," and, finally, "Course Reader"; texts are alphabetized by author's last name.

- Week 2:**
1/22
- EARLY CONSTRUCTIONS OF RACE**
- Smedley: A Black Woman's Ordeal in White Universities [in RDR]
 - Trouillot: Anthropology and the Savage Slot [in RDR]
 - Willis Jr.: Skeletons in the Anthropological Closet [in RDR]
 - Film: *Race: The Power of An Illusion, Ep. 2 – "The Story We Tell"* (2003; 57:27 – Access in Brightspace by clicking "Library Resources" then "Course Reserves"

- Week 3:**
1/29
- EARLY ANTHROPOLOGICAL CONSTRUCTIONS OF RACE: How did early physical anthropologists approach the study of race? To what extent did these early examinations of race mark anthropology's engagement in scientific racism?**
- Baker: The Ascension of Anthropology as Social Darwinism [in RDR]
 - Baker: Anthropology in American Popular Culture [in RDR]
 - Sanday: Skeletons in the Anthropological Closet: The Life and Work of William S. Willis Jr. [in RDR]
 - Film(s): *The Life and Times of Sara Baartman* (1998; 53 mins.) – Access in Brightspace by clicking "Library Resources" then "Course Reserves"; *Bootyful World* (2006; 24 mins.; a class-only link to stream this short film will be provided)

ANTHROPOLOGICAL SHIFTS IN THE STUDY OF RACE & AFRICAN AMERICAN CULTURE

- Week 4:**
2/5
- TRANSITIONS IN ANTHROPOLOGY – "THE NATIVES ARE GAZING AND TALKING BACK": How do African American "native" scholars participate in these wider transitions shaping the discipline? How do their critical reflections serve to qualify the nature of ethnographic fieldwork and the challenges of "thickly" representing African American culture? Further, to what extent does their scholarship speak back to early framings of race in anthropology?**
- Bunzl: Boas, Foucault, and the "Native Anthropologist" [in RDR]
 - Harrison & Harrison: Introduction: Anthropology, African Americans, and the Emancipation of a Subjugated Knowledge [in RDR]
 - Jacobs: The Natives Are Gazing and Talking Back [in RDR]
 - Moore: Anthropological Theory at the Turn of the Century [in RDR]
 - Thomas: Becoming Undisciplined [*Optional*; in RDR]
 - Washington: "Disturbing the Peace: What Happens to American Studies If You Put African American Studies at the Center?" [*Optional*; in RDR]
 - Film: *Papua New Guinea: Anthropology on Trial* (1983; ~57 mins.)

Week 5:
2/12

BLACK FEMINIST ANTHROPOLOGY: How do scholars engage notions of race, gender, and culture in anthropology? What does/would a Black Feminist Anthropology look like? Further, how do Black feminist sensibilities inform anthropology today?

- Griffin: Black Feminists and Du Bois [in RDR]
- McClaurin: Introduction: Forging a Theory, Politics, Praxis and Poetics of Black Feminist Anthropology [in RDR]
- McClaurin: Theorizing a Black Feminist Self in Anthropology [in RDR]
- Mikell: Feminism and Black Culture in the Ethnography of ZNH [in RDR]
 - Gwaltney: On Going Home Again [*Optional*; in RDR]
 - Rodriguez: A Homegirl Goes Home [*Optional*; in RDR]
- Film: [*Living Thinkers: An Autobiography of Black Women in Ivory Tower*](#) (2013; 75 mins.) – Access in Brightspace by clicking “Library Resources” then “Course Reserves” or via link sent by professor

Week 6:
2/19 **No Class**

STUDY & WELLNESS DAY – NO CLASS

Week 7:
2/26

ANTHROPOLOGY’S STANCE ON RACE TODAY: What is the field of anthropology’s official stance on race today? To what extent do their official statements about race seek to redress earlier stigmatizing framings of race and Blackness? Might this stance be both applauded and critiqued? On what grounds?

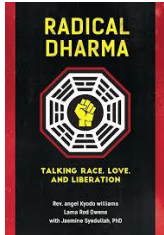
- American Anthropological Association (AAA) Official Statement on Race [in RDR]
- AAA Statement on “Race” and Intelligence [in RDR]
- Jobson: The Case for Letting Anthropology Burn [in RDR]
 - [Commentaries on “The Case for Letting Anthropology Burn”](#)
- Harrison: Expanding the Discourse of Race
 - Obbo: But We Know It All!: African Perspectives on Anthropological Knowledge [*Optional*; in RDR]
- Lieberman: Gender and the Deconstruction of the Race Concept [in RDR]
- Shanklin: The Profession of the Color Blind [in RDR]
- Cartmill: The Status of the Race Concept in Physical ANTH [*Optional*; in RDR]

Week 8:
3/5 **Midterm**

MIDTERM (JUST BRING A PEN)

PART 2 – HOW TO SURVIVE AND THRIVE: THEORETICAL PROMPTS & METHODOLOGICAL INVITATIONS

Week 9:
3/12



POLITICAL PROTEST AND COMMUNITY ORGANIZING IN THE CONTEMPORARY MOMENT: *What's love got to do with race and liberation? What can “radical dharma” teach us in the present moment about “letting go,” holding space for each other despite our many differences, and minding our personal and emotional boundaries in precarious times?*

- williams, Owens, with Syedullah: Radical Dharma: Talking Race, Love, and Liberation
- Film: “Anger, Activism, and Healing: [Lama Rod Owens](#) & [Author and Producer] [Nova Reid](#) in Conversation” on *The Conduit* [[YouTube](#), 55:26]

Critical Journal Post Assignment: Post a critical journal post in Brightspace’s “Discussion” rubric [via the “Activities” tab] under the corresponding weekly theme. Be sure to: type up your *best* response to the prompt noted in *this summer’s* lecture in no more than two single-spaced typed pages, and then cut and paste into the Discussion (versus attach as a Word or PDF document). **Extended Deadline: WED 3/26 any time before midnight**

Spring Recess
3/19

SPRING RECESS: NO CLASS THIS WEEK (3/16-3/23)

Week 10:
3/26

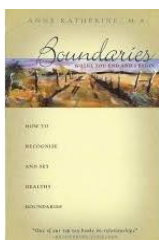


INTERROGATING “CANCEL” CULTURE IN TIMES OF CRISIS AND OPPORTUNITY: *What does a Black, queer, and feminist stance on “cancel” or “call out” culture look like in your heart-body-soul? What would it require to love, live, and lead from this vantage point? How are brown’s book and Ayishat Akanbi’s SOH Talk in critical and compassionate conversation?*

- brown: We Will Not Cancel Us: And Other Dreams of Transformative Justice
- Film/clip: The Problem with Wokeness – All About Women 2019 (Ayishat Akanbi) [58:32]

Critical Journal Post Assignment: Post a critical journal post in Brightspace’s “Discussion” rubric [via the “Activities” tab] under the corresponding weekly theme. Be sure to: type up your *best* response to the prompt noted in *this summer’s* lecture in no more than two single-spaced typed pages, and then cut and paste into the Discussion (versus attach as a Word or PDF document). **Deadline: WED 4/2 any time before midnight**

Week 11:
4/2



MINDING MY BOUNDARIES (AND LEAVING YOURS ALONE): *How can we best mind our personal boundaries in an increasingly interconnected and (always) intersubjective world? Why might protecting our boundaries be especially important in the present moment, if not beyond?*

- Katherine: Boundaries: Where You End and I Begin **OR**
- Katherine: Boundaries in An Interconnected World: Setting Limits to Preserve Your Focus, Privacy, Relationships, and Sanity

Critical Journal Post Assignment: Post a critical journal post in Brightspace’s “Discussion” rubric [via the “Activities” tab] under the corresponding weekly theme. Be sure to: type up your *best* response to the prompt noted in *this summer’s* lecture in no more than two single-spaced typed pages, and then cut and paste into the Discussion (versus attach as a Word or PDF document). **Extended Deadline: WED 4/16 any time before midnight**

PART 2 - HOW TO SURVIVE AND THRIVE: THEORETICAL PROMPTS & METHODOLOGICAL INVITATIONS (CON'D)

Week 12:

4/9



CONJURING NEW FUTURES (BY ALL MEANS POSSIBLE): *What theories and methods do Afro-futuristic texts offer us as we live in and imagine a new future? How might we imagine or make a new world in our hearts and minds and/or in collaboration with other beings?*

- Jemisin: [How Long 'Til Black Future Month?](#)
- *Optional* Podcast: “[Storytelling while Black and Female: Conjuring Beautiful Experiments in Past & Future Worlds](#)” [start at 21:58-35:33; see lecture notes]

Critical Journal Post Assignment: Post a critical journal post in Brightspace’s “Discussion” rubric [via the “Activities” tab] under the corresponding weekly theme. Be sure to: type up your *best* response to the prompt noted in *this summer’s* lecture in no more than two single-spaced typed pages, and then cut and paste into the Discussion (versus attach as a Word or PDF document). **Extended Deadline: WED 4/16 any time before midnight**

Week 13:

4/16

STUDY & WELLNESS DAY (NO CLASS)

Week 14:

4/23



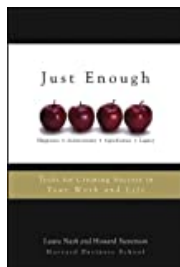
REMEMBERING TONI MORRISON AS SHE (LOVINGLY) REMEMBERS US: *What does Toni Morrison teach us that we can hold onto now and forever? How does she lovingly see us and how can we, in turn, see her? What all sources her abiding wisdom?*

- Morrison: “[Cinderella’s Stepsisters](#)” ([Commencement Address to Barnard Class of 1979](#)) – in Morrison: [Mouth Full of Blood](#)
- Morrison: “[Be Your Own Story](#)” ([Commencement Address to Wellesley College \(May 28, 2004\)](#)) – in Morrison: [Mouth Full of Blood](#)
- Film: [Toni Morrison: The Pieces I Am](#) (2019, 2 hrs)

Critical Journal Post Assignment: Post a critical journal post in Brightspace’s “Discussion” rubric [via the “Activities” tab] under the corresponding weekly theme. Be sure to: type up your *best* response to the prompt noted in *this summer’s* lecture in no more than two single-spaced typed pages, and then cut and paste into the Discussion (versus attach as a Word or PDF document). **Deadline: WED 4/30 any time before midnight**

Week 15:

4/30



“JUST ENOUGH”: *Hold up; what’s “just enough”? What matters most to you and why? What would happen if you (re)considered what qualifies as “success” in terms of “just enough”?; what, if at all, would necessarily change in your mind, heart, and actions?*

- Nash & Stevenson: [Just Enough: Tools for Creating Success in Your Work and Life](#)

Critical Journal Post Assignment: Post a critical journal post in Brightspace’s “Discussion” rubric [via the “Activities” tab] under the corresponding weekly theme. Be sure to: type up your *best* response to the prompt noted in *this summer’s* lecture in no more than two single-spaced typed pages, and then cut and paste into the Discussion (versus attach as a Word or PDF document). **Extended Deadline: MON 5/12 any time before midnight**

Submission window for FIVE required Peer Posts opens Week 15 and closes sharply at 11:59PM on 5/12/25

COURSE BIBLIOGRAPHY

(NOTE: Articles are alphabetized by last name in Course Reader in *Brightspace*. Required textbooks are included in boldface below.)

American Anthropological Association. 1994. [Statement on “Race” and Intelligence](#).

American Anthropological Association. 1998. [AAA Statement on “Race.”](#)

Baker, Lee D. 1998. Anthropology in American Popular Culture. *In From Savage to Negro: Anthropology and the Construction of Race, 1896-1954* (54-80). Los Angeles: University of California Press.

Baker, Lee D. 1998. The Ascension of Anthropology as Social Darwinism. *In From Savage to Negro: Anthropology and the Construction of Race, 1896-1954* (26-53). Los Angeles: University of California Press.

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Bunzl, Matti. (2004). Boas, Foucault, and the "Native Anthropologist": Notes toward a Neo-Boasian Anthropology. *American Anthropologist*, 106(3), 435-442.

Cartmill, Matt. 1999. The Status of the Race Concept in Physical Anthropology. *American Anthropologist* 100: 651-660.

Griffin, Farah Jasmine. 2000. Black Feminists and Du Bois: Respectability, Protection, and Beyond. *Annals of the American Academy of Political and Social Science, The Study of African American Problems: W.E.B. Du Bois’s Agenda, Then and Now*. Vol. 568(March): 28-40.

Gwaltney, John L. 1976. On Going Home Again: Some Reflections of a Native Anthropologist. *Phylon* 37(3): 236-242.

Harrison, Faye V. 1998. Expanding the Discourse on Race. *American Anthropologist* 100: 609-631.

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Harrison, Faye V. and Ira E. Harrison, Eds. 1999. Introduction: Anthropology, African Americans, and the Emancipation of Subjugated Knowledge. *In African-American Pioneers in Anthropology*. Chicago: University of Illinois Press.

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Jobson, Ryan Cecil. 2020. “The Case for Letting Anthropology Burn: Sociocultural Anthropology in 2019.” *American Anthropologist* 122(2): 259–71.

Katherine, Anne. 1991. Boundaries: Where You End and I Begin. Center City, MN: Hazeldon Publishing.

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