

**Department of Anthropology**  
**ANTHROPOLOGY 2278A-650**  
**Anthropology of Race, Ethnicity, and Identity**  
**COURSE OUTLINE**  
**Fall 2022**

Version date: September 20, 2022

**Instructor:**

Dr. Pamela Block (she/her)

Email: [pblock@uwo.ca](mailto:pblock@uwo.ca)

Office Hours: By appointment. Weekly Synchronous Zoom Q&A are Tuesdays 11-11:30am.

Q&A will be recorded and posted on OWL each week.

**Classes:**

This course will be conducted online. It is *asynchronous*, meaning that students will be provided with a variety of lesson materials and activities that can be done throughout the week, although there may be tasks that must be completed by specific times.

Credit Value: 0.5 credit

**Requisites:**

Antirequisites: the former Anthropology 2278F/G.

Prerequisites: None.

**Course Description:**

What are these categories of race, ethnicity and identity? These hotly contested, constantly shifting, often politicized terms are used to justify structural violence and systematic injustice in Canada and across the globe. This course will introduce students to anthropological conceptions of race and ethnicity and how these have shaped human identity and experiences over the 19th through 21st centuries. Concepts to be discussed include: Eugenics; Degeneration theory; Anthropometry; Scientific Racism; Anti-Eugenics and Anti-Racism; the Culture of Poverty; Critiques of the Culture of Poverty; Regional differences in how race is conceptualized; Colonial/Post-colonial and Decolonizing Perspectives of Race, and; Critical Race Theory.

**Note: If you are joining this class late, please email the instructor ASAP so you can be added to a small discussion group.**

**Weekly schedule of activities:**

Week	Dates	Details
Week 1	Sept 8 (Thur) to Sept 11 (Sun)	Orientation: An Introduction to the Course
Week 2	Sept 12 (Mon) to Sept 18 (Sun)	Sept 16 – Add deadline

<b>Week</b>	<b>Dates</b>	<b>Details</b>
		Introducing Race, Human Variation, and Racism; Inventing Race Readings: chapters 1-2
Week 3	Sept 19 (Mon) to Sept 25 (Sun)	Creating Race; Human Mismeasure Readings: chapters 3-4
Week 4	Sept 26 (Mon) to Oct 2 (Sun)	Inventing Whiteness; Separate and Unequal Readings: chapters 5-6
Week 5	Oct 3 (Mon) to Oct 9 (Sun)	Race does not equal human biological variation; Skin deep? Readings: chapters 7-8
Week 6	Oct 10 (Mon) to Oct 16 (Sun)	Monday, October 11 – Thanksgiving Sickle Cell Disease: Not for Blacks Only; Why we are all Africans under the skin Readings: chapters 9-10
Week 7	Oct 17 (Mon) to Oct 23 (Sun)	Evolution of Variation Readings: chapter 11
Week 8	Oct 24 (Mon) to Oct 30 (Sun)	Living with Race and Racism; Race and Language Readings: chapters 12
READING WEEK	Oct 31 (Mon) to Nov 6 (Sun)	FALL READING WEEK
Week 9	Nov 7 (Mon) to Nov 13 (Sun)	November 12 – last day to drop a course without penalty. Students must receive 15% of grade by Nov 7. Counting Race and Ethnicity via the Census; Race, ethnicity and education Readings: chapters 13-14
Week 10	Nov 14 (Mon) to Nov 20 (Sun)	Race, ethnicity and wealth disparity Readings: Chapter 15
Week 11	Nov 21 (Mon) to Nov 27 (Sun)	Race, ethnicity and health inequalities and conclusion Readings: chapters 16-17
Week 12	Nov 28 (Mon) to Dec 4 (Sun)	Virtual Poster Sessions (within Discussion Groups on OWL Forums)
Week 13	Dec 5 (Mon) to Dec 8 (Thur)	A Virtual Poster Sessions continue through December 8 <sup>th</sup> , 11:55pm. December 9 – Study Day

### **Learning Outcomes:**

- Trace how concepts of race and ethnicity have evolved historically over time and space from the 19th through the 21st centuries
- Demonstrate the role of culture and society in shaping specific ethnic and racial distinctions

- Analyze how race and ethnicity intersect with other processes of social differentiation, such as gender, sexuality, socio-economic class, and nation.
- Discuss the impacts of colonialism, globalization/migration on racialized identities

### **Course Materials:**

Please purchase or access online the following required book: [Race: Are We So Different?](#)

Editor(s): Alan H. Goodman Yolanda T. Moses Joseph L. Jones.

This textbook will be supplemented by additional weekly readings and lessons accessed via links on OWL.

### **Evaluation:**

#### ***Study Groups, Discussion Questions and Journals (Forums/VoiceThreads) 30%***

**Text Journal (20%).** [See Group Journal FAQs](#) available clicking the link or through the Assignments tab. For information Group Evaluations, Self-Evaluations and Peer Reviews click this link: [Peer](#)

[Review Rubric, Self and Group Evaluation Forms.docx](#)

**Virtual Poster Sessions (10%)** In weeks 12 and 13 Discussion Group members will share their assignments with each other through OWL Forums and give each other peer feedback.

#### ***Owl Activities 20%***

You are expected to fully engage in all lessons on OWL and complete all exercises. These include a mixture of items including weekly readings, video, comments, questions to answer, surveys etc. that should take 60-90 minutes and constitute 1-1.5% of your grade each week.

#### ***Material Culture Assignment 25%***

Choose an item of relevance to the course topic. It can be a family heirloom, a recipe, something passed down from generation to generation, or any significant item or location that you have, or know of, or have seen. Describe the item, draw it or include photos and create a poster discussing of the item's history and relevance to Race, Ethnicity, and Identity using at least three citations from the textbook (different chapters and sections of chapters are written by different people and can count as a separate citation). You may include additional citations if you wish. Text may not exceed the 750 word limit. See due date in the OWL Assignments tab. If you want written feedback be sure to submit by the due date and note this in Bold at the top of the first page. More details can be found here in this link: [Material Culture Poster FAQs.docx](#)

#### ***Final Assignments 25%***

Create a final assignment using a communication modality of your choice (video, painting and artist statement, poster, slide presentation, graphic narrative etc.) on a topic of your choosing related to the textbook readings and class discussions. Video/audio submissions must include a transcript. Text may not exceed the 750 word-limit. See due date in the OWL Assignments tab.

Note: You are not required to do any additional research beyond the course readings in order to complete these assignments, though you may do so if you wish. Examples of possible formats may be to: select a cross-cutting theme and compare different readings approach to it; select an historical event and analyze it using course readings. You may discuss what you consider to be the strengths and weaknesses of the approaches used in the readings. You are expected to provide

evidence for all your assertions using the texts assigned or in supplemental materials. Use your DQs and RWEs from your journals to explore possible topics. If you want written feedback, be sure to submit by the due date and note this in Bold at the top of the first page.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com.

Accommodations or extensions to these deadlines may be provided on a case-by-case basis upon formal request, possibly in consultation with students' academic counselors but this request must be made before the late submission window closes. More details are available at this link: [Final Assignment FAQs.docx](#)

## **Academic Statements and Policies:**

### ***Course Specific Conditions Required to Pass this Course***

The Material Culture and Final Assignments must both be submitted and receive passing grades in order to pass this course. **The evaluation methods described in this course outline are essential requirements for the course.**

### ***Learning Community***

Just like there are many learning styles there are also many teaching styles. Some courses are structured with information flowing primarily from the instructor to the student and then flowing back from the student to the instructor, perhaps mediated by teaching assistants. This is effective for lower levels of knowledge acquisition: remembering and understanding. This is not how I am teaching this course. For higher levels of knowledge acquisition: applying, analyzing, evaluating and creating, we will establish what is called a learning community. Knowledge in a learning community circulates, flowing between all participants through online and small group discussions. The instructor assumes a mentoring role rather than as sole authority and there is recognition of different sorts of knowledge available in the classroom, especially when learners come from many disciplines and backgrounds. Research shows students reach higher levels of understanding when they are actively engaged in the learning process in this way. [Here is a site with some more information.](#) As well as [this PDF article.](#)

This style may not work for everyone, indeed may make even some people uncomfortable. I invite you to review our syllabus carefully and consider if you are prepared for this level of engagement. Your active weekly participation and engagement in this course through direct communication with other students during small group discussions (using text, audio or video) and via a group project is essential to your success here.

### ***Collective Access***

In this course we are all "in it" together. It is our shared responsibility to ensure that everyone has access to information and needed supports to be successful this course. This may mean describing images, making sure videos are captioned, taking notes collectively, etc. Collective access needs vary from course to course, so I will let you know of any specific access guidelines that we need for

this course. This site discusses some examples of [collective access](#). I would suggest briefly describing any photos you post and make sure any videos you post (including ones you personally make) are captioned. Auto-Captioning is very easy to do on [YouTube](#). If you have access needs or concerns feel free to contact me, and I will be happy to meet to discuss how to best support your success in this course.

### ***Accommodation, Illness Reporting and Academic Considerations***

It is important that you please contact me as soon as possible **in advance of any due dates** if you are seeking academic consideration.

For work totaling 10% or more of the final course grade, you must provide valid medical or supporting documentation to the Academic Counselling Office of your Faculty of Registration as soon as possible. For further information, please consult the University's medical illness policy at

[https://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/accommodation\\_medical.pdf](https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf)

### ***Accessible Education***

Students with disabilities work with Accessible Education (formerly SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. More information can be found on the [Accessible Education site](#), as well as the accommodation policy in the [Academic Calendar](#).

### ***Religious Accommodation***

Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. Additional information is given in the [Western Multicultural Calendar](#).

### ***Statement on Plagiarism:***

Students must write their assignments in their own words. Whenever students take an idea from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing. It is also a scholastic offence to submit the same work for credit in more than one course. **Plagiarism is a major scholastic offence.** See link below for more details on the penalties for plagiarism. All assignments will be evaluated using Turn-It-In in the Assignments portal (video/audio submissions must include a transcript). **All assignments are required to have a Turn-It-In score below 15%.**

### ***Institutional Statements and Policies:***

All students should familiarize themselves with Western's current academic policies on Academic Rights and Responsibilities with regards to academic appeals, accommodation, scholastic discipline and code of conduct. These policies are outlined in the [Academic Calendar under Academic Rights and Responsibilities](#).

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