

**Department of Anthropology**  
**ANTHROPOLOGY 2278A-650**  
**Anthropology of Race, Ethnicity, and Identity**  
**COURSE OUTLINE**  
**Fall 2023**

Version date: August 7, 2023

**Instructor:**

Dr. Pamela Block

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

Office Hours: By appointment.

Tutorials: Mondays 11-11:30. These 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 OWL and a small discussion group. Orientation must be completed even if you enter the course late.**

**Weekly schedule of activities:**

Week	Dates	Details
Week 1	Sept 7 (Thur) to Sept 10 (Sun)	Orientation: An Introduction to the Course

<b>Week</b>	<b>Dates</b>	<b>Details</b>
Week 2	Sept 11 (Mon) to Sept 17 (Sun)	Introducing Race, Human Variation, and Racism; Inventing Race Readings: chapters 1-2 <b>Material Culture Topic Due Sept 17</b>
Week 3	Sept 18 (Mon) to Sept 24 (Sun)	Creating Race; Human Mismeasure Readings: chapters 3-4
Week 4	Sept 25 (Mon) to Oct 1 (Sun)	Inventing Whiteness; Separate and Unequal Readings: chapters 5-6 <b>Group Assignment Topics Due Oct 2</b>
Week 5	Oct 2 (Mon) to Oct 8 (Sun)	Race does not equal human biological variation; Skin deep? Readings: chapters 7-8
Week 6	Oct 10 (Tue) to Oct 15 (Sun)	Monday, October 9 – Thanksgiving Sickle Cell Disease: Not for Blacks Only; Why we are all Africans under the skin Readings: chapters 9-10 <b>Weeks 2-6 Weekly Discussion Posts, Lesson Questions, and Journals Due October 15</b>
Week 7	Oct 16 (Mon) to Oct 22 (Sun)	Evolution of Variation Readings: chapter 11 <b>Material Culture Assignment Due Oct 22</b>
Week 8	Oct 23 (Mon) to Oct 29 (Fri)	Living with Race and Racism; Race and Language Readings: chapters 12
READING WEEK	Oct 30 (Mon) to Nov 5 (Sun)	FALL READING WEEK
Week 9	Nov 6 (Mon) to Nov 12 (Sun)	Students must receive 15% of grade by Nov 8. Counting Race and Ethnicity via the Census; Race, ethnicity and education Readings: chapters 13-14
Week 10	Nov 13 (Mon) to Nov 19 (Sun)	November 13 – last day to drop a course without penalty. Race, ethnicity and wealth disparity Readings: Chapter 15 <b>Group Assignments Due Nov 19</b>
Week 11	Nov 20 (Mon) to Nov 26 (Sun)	Race, ethnicity and health inequalities and conclusion Readings: chapters 16-17

Week	Dates	Details
		Weeks 7-11 Weekly Discussion Posts, Lesson Questions, and Journals Due Nov 26
Week 12	Nov 27 (Mon) to Dec 3 (Sun)	Group Assignment Showcase (within Discussion Groups on OWL Forums)
Week 13	Dec 4 (Mon) to Dec 8 (Friday)	Group Assignment Showcase Continues. Peer Reviews December 5, 11:59pm.

### 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:

#### [Small Group Discussions on OWL 20%](#)

*Each week from weeks 2-11 you will discuss the readings and OWL lessons with your discussion group. Each of these weeks you are expected to make four posts as specified in the [instructions making Four \(4\) posts per week worth .5 points per post or 2 points per week.](#)*

#### [Lesson Questions 10%](#)

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 will be documented through your answering the multiple choice or fill-in-the-blank or matching questions embedded in each lesson. You are allowed to skip one week at no penalty to receive full credit. After that you will lose 1% per week for questions uncompleted.

#### [Journals 20%](#)

Students will keep a text journal (must be typed) reflecting on the course readings and activities. Journals should be formatted as single pdf or doc. They must be readable by Turnitin to receive a grade. Journals will be submitted in two parts at weeks 6 and 12. If you wish to receive feedback on your journal – indicate it in the assignments tab and in bold at the top of the document.

Use the journal to respond to the Journal Prompts present in each lesson. You can reflect on your learning journey, evaluate your assignments, and participation in the all the elements of the

course. It can also be a place for private reflections that you do not want to share in public discussions. If you want to include images and poems, links and quotes, you may do so, but be sure to use quote marks on quotes and reference the author or the assignments portal might flag you for plagiarism.

### [Material Culture Assignment 20%](#)

Choose an item of relevance to Race and Ethnicity. 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 racial or ethnic identities 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.

### [Group Assignment: Create a Lesson 20%](#)

Discussion groups will create one or more Lessons using a communication modalities of your choice (video, painting and artist statement, poster, slide presentation, graphic narrative etc.) on a topic of your choosing that you feel should have been covered in the course but wasn't. Video/audio submissions must include a transcript. See due date in the OWL Assignments tab.

Note: 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.

### [Group Assignment Showcase and Peer Reviews \(10%\)](#)

In weeks 12 and 13 Groups will share the Lessons they created through OWL Forums and give peer feedback to other Groups' Lessons. Group members will respond to questions and feedback received.

## **Academic Statements and Policies:**

All students should familiarize themselves with Western's current [Academic Rights and Responsibilities](#) policies in the Academic Calendar. Such items include accommodations for students with disabilities, religious holidays, consideration for medical illness, academic appeals, plagiarism and scholastic offences, and code of student conduct.

### [Course Specific Conditions Required to Pass this Course](#)

There are no course specific conditions required to pass this course. **The evaluation methods described in this course outline are essential requirements for the course.**

### [Grading Policy](#)

All posted grades are final. Students are encouraged to read assignments and rubrics carefully consult with the TAs or instructor well before the due date to ensure full understanding of what is

expected. Students may also meet after receiving grades in order to get additional feedback and suggestions for future assignments. However, we will not regrade assignments for this 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 [Zoom](#) and [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

You may pursue academic consideration for deadlines as documented in the [University’s Academic Consideration policy](#). However, if you are in communication with Dr. Block before the extended submission windows close, usually she will grant extensions without your needing to go through a formal process. However, for final assignments at the end of term this may not be possible.

### 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 and Use of AI:

Students must write their assignments in their own words. Whenever students take an idea from another author or AI, 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 TurnItIn in the Assignments portal (video/audio submissions must include a transcript). **All assignments are required to have a TurnItIn score below 15%. Assignments with higher than a 15% score will be returned ungraded.**

~ END ~