

**ANTH 3396B and GSWS 2414B**

**Special Topics in Anthropology & Gender, Sexuality and Women's Studies:**

**BLACK LIVES AND EXPERIENCES**

**Provisional Course Outline**

**Winter 2024**

*Version Date: January 19, 2024*

**Instructor and course information:**

Instructor: Dr. Andrea S. Allen

Credit Value: 0.5

Mode of delivery: In person.

Antirequisites: None.

Prerequisites: Registration in third or fourth year in any program.

***Please note: Students can request special permission to enroll in this course without the prerequisites. Please contact the Undergraduate Coordinators in either [Anthropology](#) or [GSWS](#) for assistance.***

**Course Description:**

Black populations in the Black Diaspora defy simple characterizations. In this course, we will examine the experiences of Black people through an ethnographic exploration of their lives. The close analysis of ethnographic monographs and articles will illuminate the ways in which race, gender, ethnicity, class, sexuality, ability, nationality, and other factors, shape the everyday for Black people in different cultural contexts. An additional focus will be consideration of the experiences of Black anthropologists as ethnographers and scholars who are broadening anthropological discourses.

**Learning Outcomes:**

Upon successful completion of this course, students will be able to:

- Recognize and critically engage major anthropological approaches and debates to the study of Black communities and populations.
- Understand how Black identities and experiences are shaped by the intersecting axes of race, class, gender, religion, and culture.
- Develop nuanced awareness of how socio-political, historical, and cultural factors have influenced Black anthropologists' perceptions and experiences and their engagement with the discipline of anthropology.
- Reflect, both personally and analytically, on the role of race in our material and everyday realities.
- Augment proficiency in critical thinking, research, and analytical skills.
- Improve oral and written communication.

## **Course Materials:**

TBA

## **Evaluation:**

Class attendance and participation	10%
Class discussion facilitation	5%
Critical responses	10%
In-class midterm	15%
Infographic Project	30%
Final Exam	30%

### **Class Attendance and Participation – 10%**

Class participation will be evaluated based on attendance, participation in discussions, demonstrated engagement with readings, and respective classroom behavior.

### **Class Discussion Facilitation – 5%**

Each student is expected to help lead class once. In-class presentations should be no longer than 10-15 minutes each. The intent is to allow others to quickly comprehend your points and to initiate and maintain discussion. Feel free to use notes, and make sure to engage with your classmates during your presentation. In-class presentation details will be discussed in class and made available on the Assignments page of the course OWL site.

### **Critical responses – 10%**

Beginning the second week of class, you will be able to submit **two** (5% each) responses on Owl; only one response can and must be submitted before the midterm, and only one response can and must be submitted after the midterm. Each response is due by 1:30pm on Tuesdays for the readings addressed in that week's class. Assignment details will be discussed in class and made available on the Assignments page of the course OWL site.

### **In-class midterm – 15%**

The midterm (February 13<sup>th</sup>) will be distributed in class and will be taken in class after screening a documentary related to the course topics. The midterm will cover all course material on or before the day of the midterm, such as assigned readings, lectures, and visual media. Midterm details will be discussed in class and made available on the Assignments page of the course OWL site.

### **Infographic Project – 30%**

Each student (can form groups but not mandatory) will create an infographic project that relates to the anthropological study of Black people's experiences and identities, including the experiences of Black anthropologists. Each student will write a 2-3 page explanation/ analysis of their infographic project and its relationship with course themes. Assignment details will be discussed in class and made available on the Assignments page of the course OWL site.

### **Final Exam – 30%**

The in-person final exam will be a combination of course material and your infographic projects. It will consist of short answer and essay questions. To be held during the Final Exam period in April.

## **Academic Policies and Course Specific Statements and Policies:**

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

In order to pass this course, students must submit a final exam within the strictures of the assignment instructions as well as the late assignment and accommodation policies.

### **Course Expectations and classroom etiquette**

Learning occurs in a social environment and is a collaborative experience that requires the active participation of all those involved – teachers, teaching assistants and students. Successful learning happens when the professor and the students uphold their respective roles and responsibilities. In order to maintain a respectful and productive learning environment, it is essential that students arrive at class prepared and ready to participate. Disrespectful and disruptive behaviour (e.g., engagement in side conversations and flagrant inattentiveness during class), will not be tolerated. Students observed to be engaging in this behaviour during class may be asked to stop. If disruptive behaviour persists, the professor will use her discretion and judgment in deciding how best to deal with the situation. For example, the participation grade may be adversely affected.

### **Use of OWL**

Western's online course management program, will be used for providing the final course outline and weekly schedule (using the Syllabus page), providing, submitting and returning assignments (using the Assignments page), completing online discussion (using the Forums page), and communications with the class (using the Announcements and Messages tools). All grades will be posted in the OWL Gradebook.

### **Statement on Gender-Based and Sexual Violence**

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced gender-based or sexual violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts on [Western's Wellness and Well Being page](#). To connect with a case manager or set up an appointment, please contact support@uwo.ca.

### **Academic Rights and Responsibilities**

All students should familiarize themselves with Western's current [Academic Policies in the Academic Calendar](#) which include, but is not limited to, academic consideration for medical illness, accommodation for religious holidays, academic appeals, academic accommodation for students with disabilities, as well as scholastic discipline.

### **Accessible Education**

Students with diverse learning styles and needs are welcomed in this course. If you have an acute or ongoing disability issue or accommodation need, please make sure to work with [Accessible Education](#) (formerly SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing.

### **Accommodation and Academic Consideration Policies**

Students seeking an academic consideration on medical grounds for any missed tests, exams, participation components and/or assignments worth 10% or more of their final grade must apply to

the Academic Counselling office of their home Faculty and provide documentation. Academic accommodation cannot be granted by the instructor or department.

No accommodations (related to accessibility) or academic considerations will be accepted retroactively more than 10 days after an assignment's due date. Please see your academic counsellor immediately if you will be seeking an accommodation (related to accessibility) or an academic consideration based on medical or compassionate grounds. It is your responsibility to make sure you request an academic consideration within the strictures of the late and consideration policies. If you have an accommodation (related to accessibility) or an academic consideration request that has been approved, you will still receive feedback on this assignment. Please see [What is Academic Considerations?](#)

### **Late Policy for Assignments**

Late policy for class discussion facilitation, in-class midterm, and infographic presentation: outside of accessibility accommodation or academic consideration, no rescheduling or alternative assignment approval will be given unless there is a grave, serious, and unexpected circumstance that has occurred that has impeded your ability to complete, submit, and/or present an assignment.

Late policy for critical responses and infographic written assignments: past the assignment deadline, a seven-day extension will be granted. However, submissions after the deadline (during the seven-day extension period) will receive a grade but no feedback. This extension is granted to all students, regardless of one's accessibility accommodations. After this extension period, the submission portal will be closed for a particular assignment, and students will be unable to upload submissions, and any submissions submitted through OWL or email will not be accepted (exception for those with accessibility accommodation/academic consideration approval within the strictures of the accessibility accommodation/academic consideration policies).

Thus, it is to your advantage to submit your infographic assignments on time in order to receive useful comments that can help guide your future submissions.

Of course, if you would like to speak with me about your work, please see me during my office hours.

Late policy for the final exam: immediately contact the instructor and your Academic Counselling office and follow the procedure for your faculty.

### **Academic Integrity - 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.

All required papers will 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](#).

In addition, if you use a Generative AI app to help with your assignment, you must identify every part of your assignment that you did not write yourself. Anything else is a violation of academic integrity and subject to all the same penalties as more traditional types of plagiarism. Lastly, if

ChatGPT use is suspected, you may be asked to show your rough work, to answer questions about your sources and your research process, and to explain your argument orally.

### **Correspondence**

If you have any questions or concerns related to the course, feel free to contact me via email: aallen65@uwo.ca. I will try to respond within 48 hours, not including weekends. Please use your UWO email account in order to reduce the chance that your email will be labelled as spam. In addition, I will send out emails regularly in this course. Failure to check your email regularly or your OWL messages will not be considered an excuse for failing to complete an assignment or for failing to do so according to specified directions. Finally, if you email me, please follow formal correspondence etiquette (e.g., Dear Professor/Dr. Allen).

### **Course Schedule**

Week 1 (January 9<sup>th</sup>): Introduction

Week 2 (January 16<sup>th</sup>): Race, Blackness, and Anthropology

- Smedley, Audrey. 1998. "' Race' and the construction of human identity." *American anthropologist* 100 (3): 690-702. <https://doi.org/10.1525/aa.1998.100.3.690>,
- Harden, Jacalyn. 2011. "Native Like Me: Confessions of an Asiatic Black Anthropologist." *Critique of Anthropology* 31 (2): 139-55. <https://doi.org/10.1177/0308275X11399978>.

Week 3 (January 23<sup>rd</sup>): Black Feminist Anthropology

- McClaurin, Irma, Ed. 2001. Introduction: Forging a Theory, Politics, Praxis and Poetics of Black Feminist Anthropology. In *Black Feminist Anthropology: Theory, Politics, Praxis, and Poetics*, (1-23). London: Rutgers University Press.
- Mikell, Gwendolyn. 1999. Feminism and Black Culture in the Ethnography of Zora Neale Hurston. In I.E. Harrison and F.V. Harrison (Eds.) *African-American Pioneers in Anthropology* (51-69). Chicago: University of Illinois Press.

Week 4 (January 30<sup>th</sup>): Race and Black experiences

- Jackson, John L. 2005. Excerpts from *Real Black: Adventures in Racial Sincerity*. Chicago: University of Chicago Press.

Week 5 (February 6<sup>th</sup>): Black Diaspora

- Joseph, Janelle A. 2017. Excerpts from *Sport in the Black Atlantic Cricket, Canada and the Caribbean Diaspora*. Manchester, England: Manchester University Press.

Week 6 (February 13<sup>th</sup>): Case study: Brazil and In-class Midterm

- Pravaz, Natasha. 2003. "Brazilian Mulatice: Performing Race, Gender, and the Nation." *Journal of Latin American Anthropology* 8 (1): 116-46. <https://doi.org/10.1525/jlca.2003.8.1.116>.

February 20<sup>th</sup> (NO CLASS)

Week 7 (February 27<sup>th</sup>): Black sexualities and genders

- Lane-Steele, Laura. 2011. "Studs and Protest-Hypermasculinity: The Tomboyism within Black Lesbian Female Masculinity." *Journal of Lesbian Studies* 15 (4): 480-492.
- Wekker, Gloria. 2001. "Mati-ism and black Lesbianism: two idealtypical constructions of female homosexuality in black communities of the Diaspora. In *Greatest Taboo: homosexuality in Black communities*. Delroy Constantine-Simms ed. 149-162. Los Angeles, CA: Alyson Books

Week 8 (March 5<sup>th</sup>): Food

- Garth, Hanna. 2020. Excerpts from *Food in Cuba: The Pursuit of a Decent Meal*. Stanford, California: Stanford University Press.

Week 9 (March 12<sup>th</sup>): Environment and land

- Elamin, Nisrin. 2018. "‘The Miskeet Tree Doesn’t Belong Here’: Shifting Land Values and the Politics of Belonging in Um Doum, Central Sudan." *Critical African Studies* 10 (1): 67–88. <https://doi.org/10.1080/21681392.2018.1491803>.
- Agard-Jones, Vanessa. 2012. "What the Sands Remember." *GLQ* 18 (2–3): 325–46. <https://doi.org/10.1215/10642684-1472917>.

Week 10 (March 19<sup>th</sup>): Black kinship

- Mariner, Kathryn A. 2019. Excerpts from *Contingent Kinship: The Flows and Futures of Adoption in the United States*. Berkeley, CA: University of California Press.

Week 11 (March 26<sup>th</sup>): Black religious experiences and Infographic Project Presentations

- Wood, Funlayo E. 2015. "Cyber Spirits, Digital Ghosts: African and Diasporic Religions in the Age of Collaborative Consumption." *Cross Currents* 65 (4): 448–56.

Week 12 (April 2<sup>nd</sup>): Infographic Project Presentations and Final Exam Review

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