

Journal Proposal: *Learning with Art in Different Mediums*

Nevaeh Chin

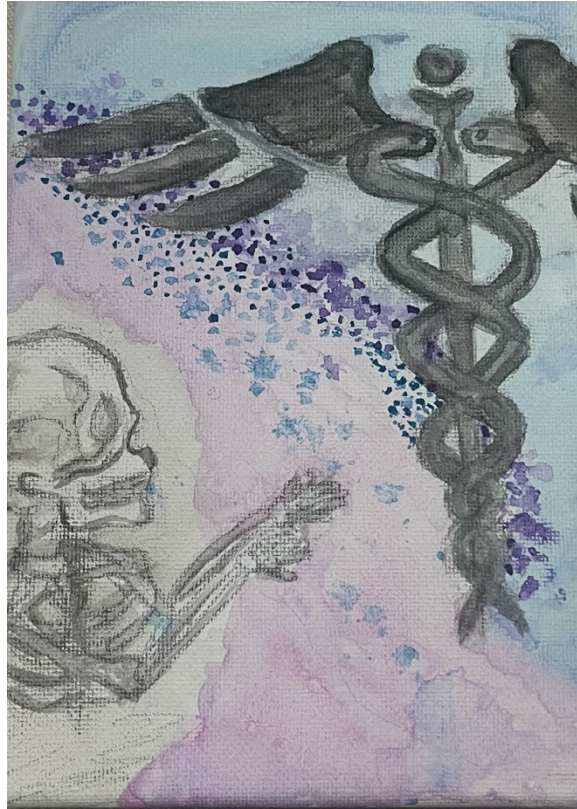
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Western University

Anthropology 2278: Of Race, Ethnicity, and Identity

Dr. Pamela

October 24th, 2025



This drawing is from this week's Lesson 2 following the Introduction topic of "What is Race, Racism and Human Variation by Joseph L. Graves?" Where the main key points were about how medical textbooks were perceived to have different rates of diseases based on race. They had examples about black individuals going for help for autoimmune rheumatic diseases and being told that black people don't get it. Or other instances where lactose individuals or those with enzymes deficiency getting deny bone density test, because they 'can't' get osteoporosis. Then to relate it to class discussions I thought about the previous week where we talked about implicit bias, and I wanted to relate them both to this drawing. For this week I picked the watercolour as a medium for my drawing because I wanted soft colours to reflect unconscious biases that one might have and to really have emphasis and contrast with different colours.

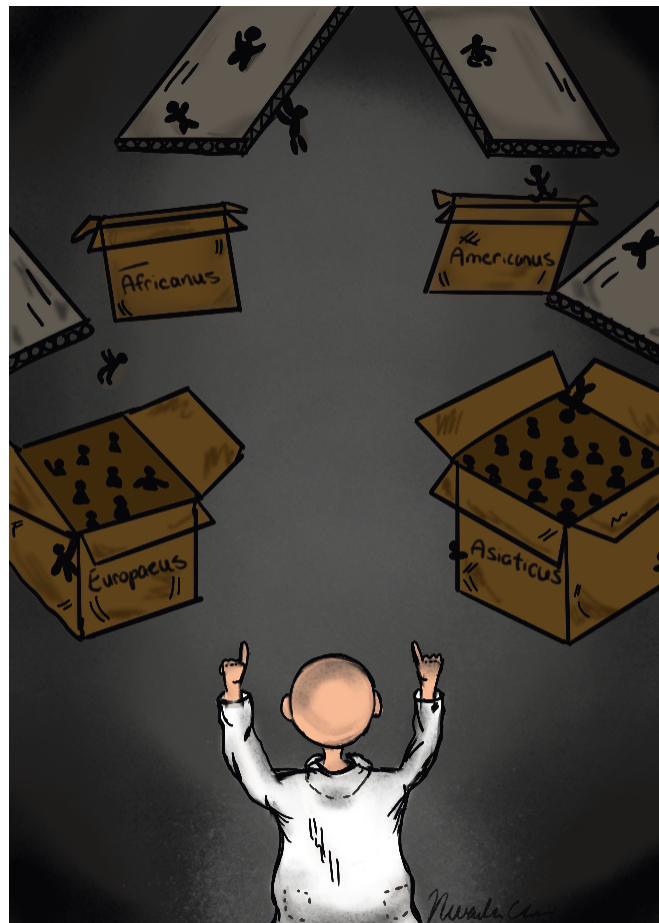
So, moving into the process of the piece, this took a long time due to the drying and layer of the water colour, but using paper towels or sponges really help speed up the process. For my thought process I originally wanted some type of symbolism about Medicine, hence the most recognised symbol I could think of is the rod of Asclepius. Which is known for its ancient Greek mythology about Asclepius and being the first physician hero who was later recognised as a healing god. Then I wanted a person, but I wanted it to be unifying to all not just think of one person or race at first glance. Therefore, I broke it down to its anatomical state, which no matter what everyone is the same, and it relate to the idea of medicine. I tried to portray the image as if someone was reaching out for help while also worshipping as if it was a higher power, because regardless of race we all place value on medicine in some shape or form and those can be included in bias. Such as taking what doctors say as fact and there's no possibilities for human error.

Hence, I used colours such as blue, that symbolize trust, stability and wisdom around the colour rod of Asclepius and purple meaning luxury and spirituality around the person. I will note that I did think I should use another colour like green around the person, however I find that people find healing spiritually and that it is a luxury to really gain the trust of a person, so I chose purple instead. Then I put on opposite ends different colours to show the intersectionality of the two forces coming together. Ultimately, I love this drawing a lot and being able to use water colour again took me back to when I was younger.

Sutton, T. M., & Altarriba, J. (2016). Finding the positive in all of the negative: Facilitation for color-related emotion words in a negative priming paradigm. *Acta Psychologica*, 170, 84–93.
<https://doi.org/10.1016/j.actpsy.2016.06.012>

Tonnellier, F., & Curtis, S. (2005). Medicine, landscapes, symbols: “The country Doctor” by Honoré de Balzac. *Health & Place*, 11(4), 313–321.
<https://doi.org/10.1016/j.healthplace.2005.02.005>

The Symbols of Medicine: A Story of snakes, staffs and Greek gods. Science Museum Group Blog. (n.d.). <https://blog.sciencemuseumgroup.org.uk/the-symbols-of-medicine/>



The drawing from this week's, Lesson 3 is the following "How Did Race Become Biological by Joseph L. Graves?" My main takeaways from the lesson were that the idea of race started a long time ago but was more formally thought of later. Where the notions began with the European settler and explorers, in addition to regional shifts in religions in 1492 such as Christianity. Then later the ideology of biological races became focused on legal entities, due to the separation of slave labour. With a focus there becoming how people define race, between the two terms of monogenism and polygenism. However, subsequently in 1871 there began social dismantling of pseudoscience regarding polygenism, but other scientists began fighting the notion and kept reinforcing ideas of race.

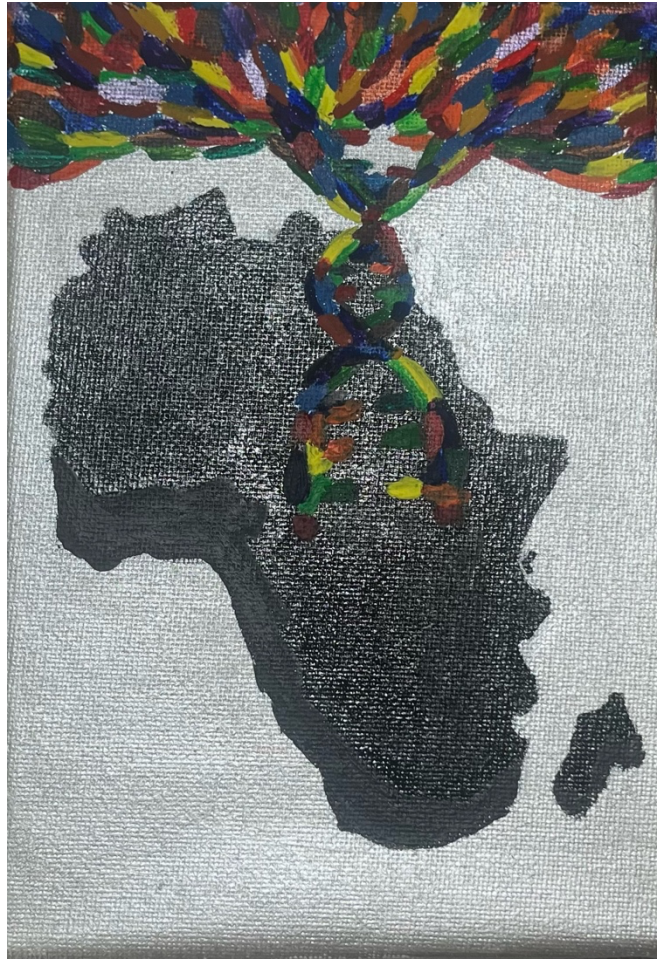
Namely, Carl Linnaeus who came up with his own taxonomies of principles of genealogies. That were based not on scientific fact but based on his own personal interpretation of how certain races characteristics and mannerism were thought to be. Thus, moving into the piece of art, this was my main inspiration for my digital drawing. This out of all my drawings took the most research and time to learn the mechanics of the app. The software I used was procreate which I had previously bought and not really used. So, I had to learn of editing techniques of layering images, using and adjusting settings of brushes, blending colours, etc. My main source of learning was from YouTube and TikTok because they had short forms of critical information in direct ways.

Likewise, what I was trying to convey his ideologies, by symbolisms by the phrase “they fit into the box” and showing people falling into boxes on a conveyor belt. With sudden hints of different personality traits through the body movements of the tiny people. For example, some trying to jump out of the box, others trying to hang on and be put into said box or hiding behind the box. To mean how some don’t want to be characterised as such, or some people do like certain definitions that benefit them, such as Europaeus. Overall showing the narrative that not everyone fits into certain boxes, and some individuals will have different perceptions on the topic. As for total time working on the piece I would say I had worked on it for 4-5 hours overall, I am satisfied with my first official time doing a digital drawing and probably will continue doing more art on the platform.

Hoquet, T. (2014). Biologization of Race and Racialization of the Human: Bernier, Buffon, Linnaeus. In D. Thomas, T. David, & N. Bancel (Eds.), *The Invention of Race* (1st ed., pp. 17–32). Routledge. <https://doi.org/10.4324/9781315813318-2>

Skott, C. (2014). Linnaeus and the troglodyte: Early European encounters with the Malay world and the natural history of man. *Indonesia and the Malay World*, 42(123), 141–169. <https://doi.org/10.1080/13639811.2014.915084>

YouTube. (n.d.). *What is Scientific Racism? - Carl Linnaeus and Taxonomy*. YouTube.
<https://www.youtube.com/watch?v=dD4IQ5p9yIc>



This week's drawing's is inspired from Lesson 4 "Everything You Wanted to Know about Genetics and Race by Joseph L. Graves." Where some main takeaways were that 99.9% of the genome of all living humans are the same. Also, that climate change as cause genetic drift and variations in different population. Such as the late Pleistocene that migrated from out of Africa. Furthermore, when looking at genetic correlation there are 2 process including terms; linkages that look at regions on the chromosome and pleiotropy, that looks at how genes produce multiple traits. These can coincide with the term discordance that describes how traits can be found on different chromosomes and that one cannot think that one trait equals the other. Hence, this was

the main overarching theme of the lesson, with the addition of other supplementary learning such as the video about skin in colour in Brazil demonstrating that there can be multiple types of skin colour, to be exact 136 types and can be interpreted by many factors.

Moreover, because Africa is known to have the most variation in genes out of all the continents, I made my drawing demonstrating a gene coming out of African using acrylic paint. With combinations of African colour palettes to show the heritage. Overall, reflecting on the piece the image presented doesn't do justice to the real-life painting, as I find that using acrylic paint was the right choice for this piece, as the colours are more vibrant.

Friedrich, M. J. (2015). African Genome Variation Project Will Facilitate Genetic Studies in Africa. *JAMA : The Journal of the American Medical Association*, 313(7), 659–659.
<https://doi.org/10.1001/jama.2015.170>

Loh, Y.-H. E., Bezault, E., Muenzel, F. M., Roberts, R. B., Swofford, R., Barluenga, M., Kidd, C. E., Howe, A. E., Di Palma, F., Lindblad-Toh, K., Hey, J., Seehausen, O., Salzburger, W., Kocher, T. D., & Streelman, J. T. (2013). Origins of Shared Genetic Variation in African Cichlids. *Molecular Biology and Evolution*, 30(4), 906–917. <https://doi.org/10.1093/molbev/mss326>

Munshi, N. (2020, March 5). *How unlocking the secrets of African DNA could change the world*. Subscribe to read. <https://www.ft.com/content/eed0555c-5e2b-11ea-b0ab-339c2307bcd4>



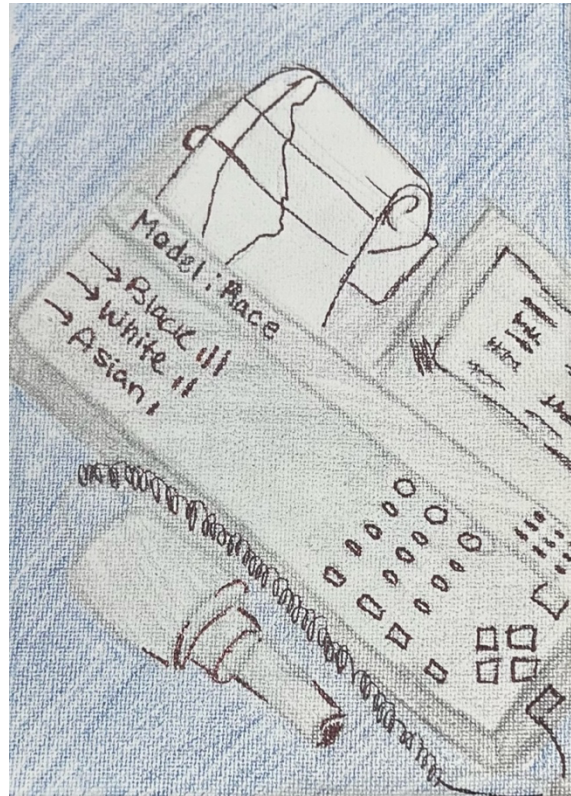
This drawing is from this week's Lesson 5 following the "Everything You Wanted to Know About Racism by Joseph L. Graves." Where the essence of the chapter consisted of a bunch of terminology that is used and clearly identifies that some of those terms are misused. In addition, there was a focus on the idea of the 4 types of racism that include: biological, symbolic, ethnocentrism, and aversive, otherwise known as colour blind. However, it's known that ethnocentrism isn't a technical a form of racism due to it not being about power dynamics, but it is a lined with symbolic. Hence, for the context of the drawing, I included it because of its relationship to other topics. Also, this chapter included previously mention topics such as implicit biases and prejudices, with a variety of examples. Additionally, another worthy topic to mentions was about the explanation of cultural racism and the central three problems with it and that because of it being present not a lot could change.

But moving on into the artwork, this week I used graphite pencils to make the drawing. As mentioned, before I had used the 4 types as my main idea and tried to draw some type of symbolism in accordance with them. Like the eye looking at diamonds to be symbolic, the monument and hands coming down to represent ethnocentrism. While colour blind being the gradient of contrast from dark to light, and lastly biological being represented by plants. As for the art process I felt making this topic in graphite was fitting because they were all under one umbrella topic, and smudging the graphite would show the relation between the 4 different areas. This overall took a while as I used a canvas, as I did for the other types, and making dark areas or noticeable details took a lot of time compared to paper. Thus, in conclusion I also enjoyed making this piece as well and could consider it being in top three out of all the other types of drawing.

Anderson, B., Narum, A., & Wolf, J. L. (2019). Expanding the Understanding of the Categories of Dysconscious Racism. *The Educational Forum* (West Lafayette, Ind.), 83(1), 4–12.
<https://doi.org/10.1080/00131725.2018.1505015>

Atrey, S. (2021). Structural Racism and Race Discrimination. *Current Legal Problems*, 74(1), 1–34. <https://doi.org/10.1093/clp/cuab009>

del Junco, E. C. (2018). *Four Types of Racism*. In *The Empire of Disgust*. Oxford University Press. <https://doi.org/10.1093/oso/9780199487837.003.0004>



This drawing is from this week's Lesson 6 following the "Why do Races Differ in Diseases Incidence/Life History Aging and Mortality by Joseph L. Graves." In this chapter the core insights were between two chapters being chapter 4 and 5. I found that when reading this lesson, it was more relevant compared to the other ones because of the timeline being recent, when talking about diseases, such as Covid-19 that was seen to have lasting impacts in racial discrimination, that mainly targeted the Asian community and some black ones as well. Then later in the chapter it primarily focused on how Black/African individuals have many medical problems cause of systemic racism and institutions that were set up against them. Or as mentioned before in the readings about scientific racism, how certain myths or ideologies have cost the lives of many Black people. A main topic I was unaware and found interesting was that in respiratory assessments a tool called the spirometer had settings for specific modes on the device that indicated that certain races had fixed measurements of what the race 'should be.' That

included a similar idea seen previously with scientists like Carl Linnaeus, that Black individuals were the lowest comparison in lung volumes for capacity, making there not be much of an expectation for them to do good on these tests.

Hence, this tool was the focus for my artwork that was done in pencil crayon trying to replicate the same device. With an emphasis on calling what the model basically is, which is just measuring race. Noting some components from the art process is that ideally, I wanted the blue table background to be smoother but using pencil crayon on a mini canvas was more difficult than I thought it would be. Furthermore, as to why I chose to use pencil crayons I thought it would look smoother and I wanted my last other option being marker to be with the other drawing. Overall, I liked deep diving into a product that is still used today and its implications, and I know for next time to use paper instead.

Breathing Race into the Machine: The Surprising Career of the Spirometer from Plantation to Genetics
Breathing Race into the Machine: The Surprising Career of the Spirometer from Plantation to Genetics Lundy Braun University of Minnesota Press, 2014. 304 pp. (2021).
Science (American Association for the Advancement of Science), 373(6558), 972–972.
<https://doi.org/10.1126/science.abl8016>

Lee, S. S. (2015). Breathing Race in the Machine: The Surprising Career of the Spirometer from Plantation to Genetics. Lundy Braun, Minneapolis: University of Minnesota Press, 2014, 304 pp. Medical Anthropology Quarterly, 29(3). <https://doi.org/10.1111/maq.12205>

Lujan, H. L., & DiCarlo, S. E. (2018). Science reflects history as society influences science: brief history of “race,” “race correction,” and the spirometer. Advances in Physiology Education, 42(2), 163–165. <https://doi.org/10.1152/advan.00196.2017>



This drawing is from this week's Lesson 7 following the "Theories of Human Arrival in the American/ Athletes, Bodies and Abilities by Joseph L. Graves." Where a main takeaway was about the Cattle Ham Carrol Theory also known as CHC theory and that there are three strata of ranking intelligence. Being first using 3 main factors to find general intelligence, then secondly testing a person's ability on how fluid they cope and their rapid thinking flexibility. Lastly, using the third stratum that includes 8 components seen in everyday life ex. music, interpersonal, spatial, etc. That can be seen as an alternate component of what some might define as what intelligence should be measured in. Then it led into more sociological factors that can influence one's overall health, such as Black individuals being more likely to get PTSD than other races. In addition, that health traits regarding race aren't genetics but more about social environment. For example, the correlation between race and crime, but its main factors coming from crowding, racism, and class rather than genetics.

Next in the same lesson plan there was mention of race and athleticism, with the prime example being about Jesse Owen's experience in the 1936 Olympic games in Nazi Germany. Where in 100-meter dash him and another Black competitor won first and second place. Leaving, the nation surprised and using biological race ideas to understand the situation. This however was a time for Hitler to showcase the superiority of the Nazi regime, so to undermine the situation he stated, "Do you really think I will allow myself to be photographed shaking hands with a negro?" Leaving athletes and fan watching feeling an utter divide between people and the meaning of sportsmanship.

So, this became my main topic for my piece and was tried to be encapsulated by making an overly size newspaper with figures all around it. With the people around having little circles in their chest representing their emotions to the situation, some being red which can be interpreted as hate, loving the idea, or nazi supporter. While Blue would mainly be sadness, or sympathy for not getting the recognition that he deserved. This piece was done with marker and wasn't too bad to work with. But like the pencil crayon drawing it was hard to work with, yet I still like its overall message.

Giglio, S. S. (2017). Honour and Dignity: The Peru Case at the 1936 Olympic Games in Berlin. *International Journal of the History of Sport*, 34(11), 1128–1139.

<https://doi.org/10.1080/09523367.2017.1383900>

Johnson, M. W. (2022). The Legacies of 1936: Hitler's Olympic Grounds and Berlin's Bid to Host the 2000 Olympic Games. *German History*, 40(2), 258–277.

<https://doi.org/10.1093/gerhis/ghac022>

Murray, H. (1988). [Rev. of Hitler's Games: The 1936 Olympics]. *Sociology of Sport Journal*, 5(2), 180–182.

Citations

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- del Junco, E. C. (2018). Four Types of Racism. In *The Empire of Disgust*. Oxford University Press. <https://doi.org/10.1093/oso/9780199487837.003.0004>
- Friedrich, M. J. (2015). African Genome Variation Project Will Facilitate Genetic Studies in Africa. *JAMA : The Journal of the American Medical Association*, 313(7), 659–659. <https://doi.org/10.1001/jama.2015.170>
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- Lee, S. S. (2015). Breathing Race in the Machine: The Surprising Career of the Spirometer from Plantation to Genetics. Lundy Braun, Minneapolis: University of Minnesota Press, 2014, 304 pp. *Medical Anthropology Quarterly*, 29(3). <https://doi.org/10.1111/maq.12205>
- Loh, Y.-H. E., Bezault, E., Muenzel, F. M., Roberts, R. B., Swofford, R., Barluenga, M., Kidd, C. E., Howe, A. E., Di Palma, F., Lindblad-Toh, K., Hey, J., Seehausen, O., Salzburger, W., Kocher, T. D., & Streelman, J. T. (2013). Origins of Shared Genetic Variation in African Cichlids. *Molecular Biology and Evolution*, 30(4), 906–917. <https://doi.org/10.1093/molbev/mss326>
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- Here are all the thumbnail sketches and image references. The ones underline with red are the ones chosen and talked above. Overall, reflecting on this bonus assignment I enjoyed taking time out of regular classes to go back to something I loved doing. In addition, to why I had not named any of my pieces above, was because I wanted to viewer to find their own way of reaching the conclusion without it being in the title. Lastly, this assignment made me learn new things which I was not expecting too, such as digital tools and not to use canvas with certain tools such as pencil crayons.

