

GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF ARTS, EDUCATION AND COMMERCE
INTRODUCTION TO RACE RELATIONS
ANTHROPOLOGY 2910, FALL 1996

Instructor: Laurie Nock

Office: C215

Phone: 539-2830 (office), 539-7348 (home)

Office Hours: Mondays 10:00-11:00 and Tuesdays 10:00 - 11:00 or by appointment.
Drop-ins welcome.

COURSE DESCRIPTION

This course arose in response to a perceived need to alert students of a new generation to the continued vitality of racism, although many Canadians would like to emphasize our historical or geographical distance from it.

We will discuss the biological basis of race, and the relationship between genetic differences and social or cultural characteristics. We will seek to understand the ideological foundations of racism, which are inherent in the need of all peoples to see themselves as the most truly human, if not as "the best". This ethnocentrism need not be a negative force, as differences (be they physical or cultural) need not be measured against each other. It becomes a negative force when correlated with differentials in power, be it economic, political or military domination. The combination of ethnocentrism with power makes it possible for those of one culture to exploit others for profit; to define them as inferior, in need of change and improvement (by force if necessary); to legislate their incapacity to manage their own destinies; to deny them access to education, employment and esteem (and thus fulfil the prophecy of inferiority); and, ultimately, to declare them inhuman, unworthy of life, resulting in intentional and unintentional genocide. A mythology of racism emerges to justify and to rationalize inequality, replete with intellectual, sexual and moral caricatures and stereotypes. We will study the complex interplay between inheritance, culture, language, territory and religious and political ideologies. Within a society, racism interacts with other dimensions of inequality (e.g. economic, political and gender), to define privileged social sectors with more clarity. Between nations, racism is both a result and cause of colonialism, migration and under-development. The consequences of oppression and the denial of rights based on racial and ethnic origin have often been political mobilization, inter-group violence, warfare and atrocities.

In this anthropology course, the topic of race relations will be studied cross-culturally, but with frequent reference to our own nation. Students will understand more clearly why, even if we no longer "believe" in it, racism continues to thrive.

REQUIREMENTS AND EVALUATION

There will be five take-home tests or assignments, each consisting of two questions. A total of at least seven must be submitted, but only one, based on student presentations and due one week after last class, is compulsory. There should be reference to at least one published or media source outside of the course text for each assignment, and appropriate citation procedures are expected. These assignments are worth 10% each of the final course grade, and are likely to be three to five pages (i.e. up to 1250 words) in length. The best seven marks will be used in calculating the final course grade. In addition, each student will research and write an account of race relations in a society outside of North America, using concepts and perspectives presented during the course. Findings will be shared with a small group of fellow students at the end of term.

Assignments must be handed in to the instructor in class on the day they are due. Excessive grammatical or spelling errors will result in the loss of 2 out of 9 points.

ASSIGNMENT	DUE DATE
#1	September 19
#2	October 10
#3	October 31
#4	November 21
#5	December 12
Research Essay (30%)	December 5

GRADING SYSTEM

GRADE	INTERPRETATION
9	Excellent
8	
7	Good
6	
5	Pass
4	
3	Fail
2	
1	

Required texts

Andersen, Margaret L. and Patricia H. Collins, compilers
1992 RACE, CLASS AND GENDER: AN ANTHOLOGY. Belmont, Calif.:
Wadsworth, Inc.

GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF ARTS, EDUCATION AND COMMERCE
INTRODUCTION TO RACE RELATIONS
ANTHROPOLOGY 2910, FALL 1996
RESEARCH PAPER

Due Date: December 5, 1996
Value: 30%

Instructor: Laurie Nock

Your goal in this essay is to describe and analyze the interaction between two or more ethnic or racial groups somewhere other than in contemporary North America. To this end, take into account

- political interaction and in/equalities
- economic interaction and in/equalities
- cultural differences or similarities
- ideological structures helping sustain the pattern of interaction.

All of these involve the examination of social interaction, and an historical view of the development of relations between groups is essential.

These essays will be worth 30% of the final course mark, and should be approximately ten pages (2500) words in length. Working together in groups, students will share their research with each other and address common questions which encourage them to compare and contrast the situations they have studied within the context of the course.

GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF ARTS, EDUCATION AND COMMERCE
INTRODUCTION TO RACE RELATIONS
ANTHROPOLOGY 2910

Instructor: Laurie Nock

What follows is a brief outline of the topics I intend to cover during this course and the readings appropriate to each topic. Readings are in Andersen and Collins RACE, CLASS AND GENDER: AN ANTHOLOGY (RCG); additional readings may be assigned during the term.

RACISM AND ETHNICITY

Definitions:

Ethnicity: arbitrary classification of human populations
utilizing biological and socio-cultural criteria

Race: group w/ members socially defined as sharing physical characteristics.

Text focuses on gender as dimension of inequality.

Class: relation to means of production

ownership or not

income level

authority

prestige / status

will also be dealing w/ non-class societies.

Is hostility inevitable between people of different races, cultures, classes, genders?

What can be learned from diversity?

What are the problems with diversity?

READINGS

RCG Preface

RCG Introductions to Parts I, II, III, IV and V.

RCG 6. Takaki, A different mirror

CULTURE

How do different cultures emerge?

- much like biodiversity—adaptations
- different environments, territory
- different technology and use of environment
- mode of production
- isolation / broken communication
- different language
- different explanations, values, traditions, patterns of behavior

Differences in power between cultures

Ethnocentrism, identity, belonging

Class culture

In same environment, how do you identify different cultures?

- symbols, markers, boundaries

Ethnicity and choices

READINGS

- RCG 25. Dill, Our mothers' grief. . .
- RCG 26. Sánchez-Ayéndez, Puerto Rican elderly women. . .

RACE

Why human physical diversity?

- differences in physical appearance
- also applies to gender
- differential distribution of genetic traits
- reproductive isolation
- genetic adaptation to environment
- sickle-cell anemia, skin color, body and nose shape, lactase production, diabetes, urine, blood type, intelligence

Race and choices

READINGS

- RCG 10. Thornton, Is multiracial status unique? . .
- RCG 37. Marable, Beyond racial identity politics. . .

RELATIONSHIP BETWEEN PHYSICAL AND SOCIO-CULTURAL

Humans know of cultural difference
 socialization, enculturation
humans like—need—to categorize, generalize, stereotype
 apply labels, use and recognize symbols
 prejudice
humans recognize and rely on kinship
humans know of inheritance of physical difference
put these together; organize groups
 using physical (cosmetic) and cultural markers
 boundaries
 self-identified and/or ascribed membership
added dimension of social inequality

READINGS

- RCG 1. Madrid, Missing people and others. . .
RCG 2. Moraga, La Güera
RCG 7. Yamato, Something about the subject. . .
RCG 17. Blood, Tuttle and Lakey, Understanding and fighting

POWER DIFFERENCES; INEQUALITY

Economic (class) most fundamental

- inequality in control over and access to economic resources, life chances
 - some own, many do not
- division of labor
 - economic sectors
 - upper and lower levels
- wealth and poverty
- split labor market

READINGS

- RCG 11. Langston, Tired of playing Monopoly?
RCG 12. Dyson, The plight of black men

Political

- economic closely linked to political power
- political power upholds control over means of production
- supporting particular classes
 - particular ethnic and racial sectors
 - associated w/ them
- scapegoating

Social

- those w/ political and economic power can define
 - social prestige, exchange, relationships
 - segregation, integration
- institutional discrimination
 - religion, education, bureaucracy, medicine
- stereotyping: alcohol, love poverty, waste \$, love \$
 - sex, babies

READINGS

- RCG 8. McIntosh, White privilege

Ideological

- those w/ power can define desired characteristics
- desirable, acceptable appearance, behavior, language
- standards, norms
- what is strange and "Other"
- equality / inequality
 - assumption of equality of opportunity
 - w/ effort, talent, motivation all can make it
 - assumption of acceptability, inevitability of inequality
 - in effort, talent, motivation
 - those on top are necessary for functioning of system
 - those on top have right to benefit the most
 - ideal of equality conflicts w/
 - realization of discrimination
- economic production (for profit) primary
 - other motivations (e.g. subsistence) inadequate
- situation of aboriginal peoples
- women

READINGS

- RCG 9. Beck, From "Kike" to "JAP" . . .
- RCG 18. Bray, Taking sides against ourselves
- RCG 32. Gates, Integrating the American mind
- RCG 38. Churchill, Crimes against humanity
- RCG 41. Steinem, If men could menstruate
- RCG 42. Faludi, Blame it on feminism

Force

- ultimately upholds all the others
- used to establish the others - conquest
- genocide and ethnocide

Combined with cultural and physical distinctions

- serves to identify those who have a right to top
- those who do not

Readings

- RCG 34. Berkman and Blunk, Thoughts on race, class. . .
- RCG 48. Hall, . . . Women, rape and racial violence
- RCG 50. Anderson, The police and the black male
- RCG 51. Cho, Korean Americans vs. African Americans. . .

PREHISTORIC RACE AND ETHNIC RELATIONS

Small-scale societies (foragers and horticulturalists)

- contact always
- trade sacred
- travel, intermarriage
 - spreading alliances
- spirituality
- perhaps warfare; expansion w/ changes in technology

Agricultural societies: empires, civilizations

- hierarchical: political, economic, social, religious
 - castes, slavery
 - nobility, commoners
 - specialization of labor
- trade, tribute, military conquest, bureaucracy
 - religion, education
 - Greeks to Italy
 - Roman Empire
 - Anglo Saxons
 - Aztec, Inca, Maya
 - Mongols
- conquerors culturally, physically different from conquered

HISTORIC RACE AND ETHNIC RELATIONS

European colonialism

- developments in technology and transportation
- commerce: desire for exotica, riches and profits -- gold
- religious expansionism
- military
- wealth from luxuries used for manufacturing,
industrial development
- development of Europe

Americas: Spain and Portugal

- civilizations, land, people, tribute in place
- establish control over land and tribute
- intermarry w/ rulers
- mestizo class
- smaller populations, less hierarchy and tribute,
less resources
- export population as slaves
- foraging areas - take land for settlement
- tropical forest, Arctic, stay out
- depopulation, famine, destruction of ways of life

Americas: Northern Europe

- foraging areas: take land for settlement
- tropical areas - sugar - African slaves

Brown and Black subordinate to white

- economic exploitation
- military dominance
- ethno-racial stratification

Asians more numerous and powerful

- scary numbers, yellow hordes
- cruelty, inhumanity, godless, inscrutable
- how could they refuse trade?

Middle East

- Crusades, non-Christian, Islam

READINGS

RCG 4. Gunn Allen, Angry women are building. . .

WORLD ECONOMIC AND POLITICAL SYSTEM

Underdevelopment, Third World

Overpopulation

nimble fingers, raw materials, traditional.

READINGS

RCG 4. Jordan, Report from the Bahamas

NATIONALISM

Enclosed borders

territory, national culture, language

symbols

institutions: education, media

fiction of homogeneity

"national interest"

regions, exploitation, internal colonialism

Immigration/emigration

"foreign" populations

citizenship rights - voting, ownership, occupations

legislated ethnic/racial differences

Warfare

wimps, animals

Political ideology

supporting and supported by particular groups

[THINK ECONOMIC, SOCIAL, POLITICAL, IDEOLOGICAL]

READINGS

RCG 20. Lai, Asian American women: not for sale

RCG 35. Brown, The vanished native Americans

MOBILIZATION

Feminism, anti-racism; individuals and groups
inclusion / exclusion

political

military
civil war, atrocities, massacres

long memories, long history

READINGS

- RCG 57. Lorde, Age, race, class and sex. . .
- RCG 59. Green, Culture and gender in Indian America
- RCG 60. West, Race matters