

GRANDE PRAIRIE REGIONAL COLLEGE  
DEPARTMENT OF ARTS, COMMERCE AND EDUCATION  
INTRODUCTION TO RACE RELATIONS  
ANTHROPOLOGY 2910, FALL 2002

SEP. 24 2002

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Delivery method: lectures, Prerequisite: a 3-credit course in a Social Science.

Calendar description: This course examines views on the ideology of racism, which correlates human physical and socio-cultural attributes. The use of racism to organize, define and explain domination and competition is covered along with a comparative study of historical and contemporary forms of race relations in selected societies and at an international level.

### 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 (physical or cultural) need not be measured against each other. It becomes a negative force when correlated with differentials in power, be it exercised through 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 identity, 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 Canada. We will study patterns of race and ethnic relations in different societies, including the social and cultural conditions under which tolerance thrives and diversity is valued. Students will understand more clearly why, even if we no longer "believe" in it, racism continues to thrive.

#### REQUIRED TEXT:

Scupin, Raymond (Ed.) (2003), Race and ethnicity: an anthropological focus on the United States and the world. Upper Saddle River, New Jersey: Prentice Hall.

Other required readings are specified in lecture outlines (many of them photocopied) and more may be assigned during the course.

#### REQUIREMENTS AND EVALUATION

**A minimum of six take-home assignments must be completed on scheduled dates out of a possible total of twelve.** Each of these is worth 12.5% of the final course grade, and is likely to be five (i.e. approximately 1250 words) in length. The best six marks will be used in calculating the final course grade. Assignments must be handed in to the instructor by 1 p.m. on Monday of the week they are due, and will not be accepted thereafter (except one in week 14). All of these assignments are marked out of 9. A student may opt to submit up to two Readings Reflections (see description below) during the term, rather than the assignments set by the instructor. The subject must be relevant to the topic being covered in class at that time, and preferably discussed with me beforehand.

In-class assignments (e.g. quizzes) and reports on student learning and research throughout the term will be worth 25%. As one of these assignments (worth ten points), students are to meet with me for an in-depth writing tutorial on one of their assignments, at any point during the term. Many opportunities to earn points will be provided, so there will be no make-ups for these. For in-class assignments and reports ONLY, calculate your mark as a percentage of total marks obtainable.

80-100%	= 9
72-79%	= 8
65-71%	= 7
60-64%	= 6
56-59%	= 5
50-55%	= 4
45-49%	= 3
26-44%	= 2
0-25%	= 1

## READING REFLECTIONS

Reading Reflections are to allow you to focus on topics of particular interest to you. From the set of readings listed with each topic outline, select concepts or ideas that you have experienced or in which you are interested. Relate and apply these to your life, your community, your experience, your concerns, and/or your understanding. Demonstrate your understanding of the concepts with good examples and with proper use of anthropological terminology. **STANDARD CITATION PROCEDURES ARE EXPECTED.** (See next page). Reading Reflections should be double-spaced and approximately five pages (1250 words) in length.

Some pointers:

- Be sure to make the connection between your own experience or interest and the anthropological approach to race and ethnic relations. Make sure you use (and spell) anthropological concepts and terms correctly.
- Your opinion is not at issue here; your conclusions are. Avoid using "I think" and especially "I believe". Beware of "should"! Your statements (conclusions) should follow logically from the evidence you provide. Seek to understand rather than to judge.
- Define important terms and concepts, referring to readings.
- The purpose of these assignments is not to summarize readings.
- Do not use "you" unless giving advice or instructions, both of which are unlikely!
- Use citations when summarizing the ideas or descriptions of others, not only to accompany verbatim quotes.
- Include a list of references! This is often the only way to ensure you are actually connecting your topic to sociology; the text will almost certainly form part of it.
- Research on the Internet, in publications or through interviews is encouraged, but not obligatory.
- Organization is important! Outline your paper (whether before or after writing it) to check that ideas follow logically and that you do not have serious contradictions.
- Pay attention to grammar and spelling! (Ask what my pet peeve is.)
- Attention to clarity of expression is expected.
- It is quite permissible (even encouraged!) to use your own experience as evidence (which is different from opinion), and to use "I" and "my".
- Number your pages!
- Pay attention to notes and comments on your work. Their purpose is to help you improve your writing in form, expression and content--and also allow the instructor to communicate with you! If you need clarification, or can't read my writing--

Above all, if in doubt, talk to me!