

**OXFORD COLLEGE
Spring Semester 2008**

ANTHROPOLOGY 314

RACE AND RACISM: MYTHS AND REALITIES

(Class # 4367 ANTH_OX 314 01J)

**TuTh 1:00 pm – 2:15 pm
Oxford Library VIDEO CONFERENCE ROOM**

Professor: Dr. Aaron Stutz
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Office Hours: MW 2:00 – 4:00 pm and by appointment

Course Description: This is a course about race concepts and the study of human biological differences. The course adopts in part a history of science perspective. But perhaps more importantly, the course emphasizes a holistic anthropological perspective. This viewpoint sees human experience – and diversity in that experience – as shaped by a few vital, mutually interdependent factors:

- Human Biology (including genetics)
- Material Environment
- Human Culture

This course thus has two emphases. One is placed on the historical connection between science and sociopolitical ideologies and policies. The other is on the social, environmental and biological factors that have dynamically generated – and continue to generate – human biological *and* cultural diversity.

The course seeks to guide students through a critical exercise in deconstructing popular notions of race, while developing a scientific understanding of how and why we actually vary from one another. Thus, students will gain a deeper understanding of how scientific and popular concepts of race relate to one another.

Indeed, throughout the course, critical focus will be maintained on the use and abuse of science to create and validate classic concepts of racial difference.

REQUIRED TEXTS:

Human Variation: Races, Types, and Ethnic Groups, Sixth Edition

(2006), by Stephen Molnar. Pearson Prentice Hall.

- Available at the Oxford College Bookstore
- Also available as an online e-book (non-downloadable) at <http://www.coursesmart.com/0131927655>

The Mismeasure of Man, revised and expanded (1996 [1981]), by Stephen Jay Gould. W.W. Norton.

- Available at the Oxford College Bookstore

REQUIRED E-COURSE PACK

Additional REQUIRED Readings will be posted on Oxford Library's E-Reserves and on Anthro 314's Blackboard page.

To access the Blackboard course packs:

- go to <http://classes.emory.edu>
- log in and select *Race and Racism* in your course links
- click on the *Course Documents* button on the upper left
- open or right-click on the appropriate zipped E-Coursepack folder to download (the coursepack is divided up into three different folders for each part of the course)
- the articles are included as PDF files, numbered to correspond with the coursepack readings listed in the syllabus

Attendance: In this course, I don't always keep formal attendance, but I pay attention to who's in class and who's not. No pressure, but it's a practical fact that the class is easier when you show up. Please let me help you come along for the ride.

Disabilities Services: Oxford College provides students with disabilities all reasonable accommodation for participating in educational programs, activities, or services. Students with disabilities requiring accommodation for any activities or requirements in Anthro 201 must register and consult with Emory University's Office of Disability Services. Please contact Karen Martucci, Director of Academic Services at Oxford College, for further information and assistance. **REMINDER:** It is your responsibility to provide official documentation of your right to disabilities related accommodation for class participation. We will work out any accommodations that are specific to the course. But we must do so as early in the semester as possible.

Religious Holidays: Your rather agnostic professor has full respect for religious practice and the personal, family, and community obligations that go with it. Please be prepared to share with me if you are going to miss any scheduled class activity due to observance of a religious holiday. And please let me know as soon as possible in the semester if any scheduled exam or other due date conflicts with a religious holiday that you observe. This way, we can make alternative arrangements early!

COURSE GRADES

The exams and assignments will be weighted as follows:

Short Response Papers: 20%

Midterm Exam: 15-25% (sliding scale vs. Term Paper)

Group Poster: 20%

Term Paper: 15-25% (sliding scale vs. Midterm)

In Class Participation: 10%

The professor reserves the right to assign final course grades according to a scale that reflects the overall performance of the class. However, if everyone in the course performs at an excellent level, then everyone will receive an A.

IMPORTANT: The exam, term paper, and poster are **MANDATORY**. A failure to complete any one of these will result in a failing grade for the course.

JUST AS IMPORTANT: Unless you have a valid excuse that you present to me beforehand, *all exam and due dates must be strictly adhered to*. **RARE EXCEPTIONS** are granted under the following clear conditions: you have a valid, documented medical or family *emergency*. If you require special arrangements through Disability Services, or if you otherwise know ahead of time that you have a major schedule conflict, contact the professor as soon as possible to schedule an alternative exam. Be prepared to provide documentation.

KEY DATES TO REMEMBER:

Survey Questions Draft Due-	Thu February 28 (in Class)
MIDTERM EXAM -	Thu March 6 (in class)
Survey Questions Final Due-	Fri March 21 (by 4 pm in LANG102)
Essay Rough Draft Due -	Mon March 31 (by 4 pm in LANG102)
Survey Results Due-	Tue April 8 (in class)
Group Paper Due -	Fri April 18 (by 4 pm in LANG102)
Essay Final Draft Due -	Mon April 28 (by 4 pm in LANG102)

THIS SYLLABUS IS SUBJECT TO CHANGE AT THE PROFESSOR'S DISCRETION; ANY CHANGES WILL BE ANNOUNCED IN CLASS.

UNLESS OTHERWISE INDICATED, WEEKLY RESPONSE PAPERS ARE TO BE TURNED IN EACH THURSDAY IN CLASS. THE RESPONSE PAPER QUESTIONS ARE INCLUDED IN THE SYLLABUS BELOW, LISTED FOR EACH WEEK THEY ARE ASSIGNED. REFER TO THE RESPONSE PAPER GUIDELINES FOR MORE DETAILS.

Anthropology 314 Spring 2008 Syllabus

Week 1 INTRODUCTION

Thu January 17 - *Introduction to the course*

Week 2 Race Today

Tue January 22 - Race and Society Today

E-COURSEPACK: 01-King - Meaning of the MLK Holiday
02-Appiah - Case for Contamination
03-Blum - On Obama and Race

Thu January 24 - Race and Biology Today

E-COURSEPACK: 04-Harmon - African American Ancestry and DNA Testing
05-Harmon - DNA and Racial Prejudice
06-Harmon - DNA Testing and Indigenous Groups
07-Daly - DNA at Penn State
08-Harmon - DNA Testing and Social Identity
09-Nixon - DNA Roots

RESPONSE PAPER:

What does race mean to you? How would you define human races? What physical features are important? What aspects of genealogy are important? Does racial purity exist anywhere today? Do you think it ever existed? How do the biological and personal aspects of race relate to broader social, economic, and political dynamics in the US today?

Week 3 The Biology of Race and Contemporary Science

Tue January 29 - *Race in Research and Clinical Settings*

E-COURSEPACK: 10-Race, Ethnicity, and Genetics Working Group

Thu January 31 - Racial Controversy in the Lab and

E-COURSEPACK: 11-Wade - DNA and Racial Classification

RESPONSE PAPER:

In two pages, please summarize what you feel are the main points of the Race, Ethnicity, and Genetics Working Group statement. Consider especially your readings from Week 2, and present an argument for why these particular points are so important, to scientists, clinicians, and patients alike.

Week 4 Biology Today, Part I: Biological Inheritance

Tue February 5 - *DNA Replication and Inheritance*

Text: Molnar - pp. 33-46

Thu February 7 - The DNA Revolution

E-COURSEPACK: 12-NGHRI - Bioinformatics Intro
13-Bradford & Thomas - Why Y?
14-NGHRI - Genomics Glossary*

* Please use as a supplementary resource to clarify definitions of terms and concepts from required readings and lecture

RESPONSE PAPER:

Group Assignment: In 2-3 pages, explain how DNA sequencing analysis may be applied to the problem assigned to your group. Problems will include forensic DNA fingerprinting, paternity testing, ancestry analysis, population history analysis, and gene association analysis.

Your answer must include the following three parts:

- *Introduce the problem clearly and concisely*
- *Explain in general how the basic method of DNA sequencing applies to the problem, using basic knowledge about how different parts of our genome are inherited, mutate, and function*
- *Explain in a bit more detail which part of the genome will provide the information most relevant for your group's problem*

Be prepared to work with another group on 12 February for peer critique.

Week 5 Biology Today, Part II: Populations, Migrations, and Genetics

Tue February 12 - PEER WRITING CRITIQUE EXERCISE

Basic Population Genetics

Text: Molnar - pp. 46-63

Thu February 14 - *Migration and Interbreeding*

E-COURSEPACK: 15-Relethford - Palimpsests of the Past

16-Relethford - Voyagers of the Pacific

17-Hawks - How African Are You?

* Fix - The Anthropology of Migration

* Optional advanced reading

RESPONSE PAPER:

How does DNA sequencing technology help us clarify the behaviors of migration and interbreeding in the human species Homo sapiens?

Week 6 Biology Today, Part III: Adaptation and Natural Selection

Tue February 19 - *Do Modern Human Populations Undergo Natural Selection?*

Text: Molnar - pp. 85-109

Thu February 21 - *Clines and Adaptation*

Text: Molnar - pp. 134-161

RESPONSE PAPER:

Why doesn't clinal variation in environment and adaptation lead to the evolution of distinct races of humans?

Week 7 Biology Today, Part IV: Clines versus Race

Tue February 26 - *Clines and So-Called Racial Features*

Text: Molnar - pp. 175-214

Thu February 28 - *Environment and Genes*

Text: Molnar - pp. 215-268

DRAFT OF SURVEY QUESTIONS DUE (in class on Thu):

GROUP ASSIGNMENT: Turn in a draft of your group's proposed survey questions.

Week 8 Midterm Exam

Tue March 4 - *Racial Identity and Health*
E-COURSEPACK: 18-Graves - Chapter 5

Thu March 6 - **MIDTERM EXAM - IN CLASS**

Week 9 SPRING BREAK - No Classes

Week 10 The Historical Origins of the Biological Race Concept

Tue March 18 - *Essentialist Roots*
E-COURSEPACK: 19-Wolpoff & Caspari - Chapter 3
Text: Gould - Chapter 2

Thu March 20 - *Measuring Heads, Measuring Bodies*
Text: Gould - Chapter 3
Gould - Chapter 4

RESPONSE PAPER:

What was the polygenism of the American School? What are some of the reasons for its popularity? Why is it incompatible with Darwinian thinking? Polygenism didn't end in 1859 - Why not?

REVISED SURVEY QUESTIONS DUE (Fri by 4 pm in LANG102):

GROUP ASSIGNMENT: Turn in your group's revised survey questions.

Week 11 Recent Perspectives: Race and Sport

Note: No *regular* class meetings this week. Dr. Stutz will be away at professional conferences all week. On Tuesday March 25, during regular class time, you will view the documentary *A Class Divided*. No class activities on Thursday.

E-COURSEPACK: 20-Graves - Chapter 6
21-Hoberman - Race and Athletics

RESPONSE PAPER (Due by e-mail by 5 pm EST, Thu March 27):

Consider your readings from Weeks 10-11. What explanation(s) can you offer for why 19th century scientists such as Morton and Broca seemed to suppress or falsify observations—whether done consciously or not—in order to hold on to their theories of innate racial inequality. Is it for the same reasons, or different ones, that we see ideas persist today about innate racial inequality in athletic ability?

Week 12 Eugenics and the Rise of IQ Testing

ESSAY ROUGHT DRAFT - Due Mon March 31 by 4 pm in LANG102

Tue April 1 - *Eugenics*

E-COURSEPACK: 22-Kevles - In the Name of Eugenics
23-Paul - Eugenics and the Left

Thu April 3 - *The Hereditarian Theory of IQ*

Text: Gould - Chapter 5

RESPONSE PAPER:

What's so bad about Eugenics? What's wrong with applying our biological and evolutionary knowledge to build a better world? Wouldn't we all be better off if everyone was healthy and smart?? Does Eugenics have anything to do with race or racism? Why or why not?

Week 13 The IQ Test, from Binet to Today

Tue April 8 - *Is there a General Intelligence?*

Text: Gould - Chapter 6

Thu April 10 - *Environment, Genes, and IQ*

E-COURSEPACK: 24-Gladwell - None of the Above

25-Steele - Stereotype Threat

26-Herrnstein & Murray - *Bellcurve* Excerpts*

*Supplemental recommended reading

SURVEY RESULTS - Due in class Tue April 8

RESPONSE PAPER:

What is the relationship between intelligence and IQ? Can intelligence be measured by a single number, IQ? Do different racial groups differ in IQ? Do they differ in innate inherited intelligence?

Week 14 Race and Genocide

Tue April 15 - *Race Science and Nazi Biopolitics*

Text: 27-Stein - Haeckel and Hitler

28-Proctor - Rassenkunde

Film: *Homo sapiens 1900*

Thu April 17 - *Colonial Racism and the Rwandan Genocide*

E-COURSEPACK: 29-Uvin - Counting and Hutu-Tutsi Violence

GROUP PAPER - Due Fri April 18 by 4 pm in LANG102

Week 15 Race and Social Identity

Tue April 22 - *Racial Identity in Brazil*

E-COURSEPACK: 30-Santos - My Conscience, My Struggle

31-dos Santos - Blacks and Political Power

32-Hasenbalg & do Valle Silva - Racial and
Political Inequality

Thu April 24 - *Race and Census in the United States*

E-COURSEPACK: 33-Davis - Who is Black?

34-Wright - One Drop of Blood

Week 16 Conclusion

TAKE-HOME ESSAY FINAL DRAFT - Due MON April 28 by 4 pm in LANG102

Tue April 29 - Anthropology and Race

EVALUATIONS

E-COURSEPACK: 35-Pierpont - Boas, Anthropology & Race