

# ANTH 278: Scientific Racism: Race, biology, and culture – an anthropological history

Spring 2018

University of Oregon

(4 Credit Hours; Satisfies SC requirement)

**Note: Please print this document for your records.**

Course Location: 240C McKenzie Hall (MCK)

Course Time: 10:00-11:20 am, Monday and Wednesday

Lab Location and Time: 106 DEA or 122 MCK, Thursdays

**Instructor: Dr. Lawrence Ulibarri**

**Office:** 354 Condon Hall

**Office Hours/phone:** Tuesday 9:00-11:00, Wednesday 3:30-5:00 and by appointment, 541-346-8188

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**GE: Ms. Elisabeth Goldman, M.S.**

**Office:** 366 Condon Hall

**Office Hours:** TBA

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## **COURSE DESCRIPTION (Brief)**

This course introduces students to the historical scientific foundations of race and human variation, the past and present use of science to justify racism, the potential and harmful results of social biases in the scientific method, and the misuse of biased science as objective truth. This course is based in critical analysis of scientific reasoning from a scientific perspective.

## **COURSE DESCRIPTION (Full)**

Understanding past scientific attitudes on racial variation helps place modern concepts of human diversity in a broader intellectual, scientific, and anthropological context. The concept of race and its historical origins are considered, scientific studies on race from classical Greco-Roman times, through the 19th Century, and into the present are discussed and the application of scientific methods to affirm social systems of racial,

sexual, national, and class prejudice and discrimination are reviewed in historical, modern, scientific & anthropological perspectives

This course will require you to interact with racial material and with each other to address ethical issues, social responsibility, diversity of humans, the consequences of past and present actions, and race-based policy which uses science and the scientific method as justification. This course explores the importance of science and physical anthropology in the structuring and understanding of race, highlighting the diversity of the human experience can be reduced to a myth that uses science as its justification. We will explore how science is biased from the temporal perspective, and how historical race bias continues to influence modern science and modern society. Finally, this course will challenge you to work together to critically discuss and assess race and racial issues, both historically and presently.

## **LEARNING OBJECTIVES**

After successful completion of this course, students will have an understanding of the following key issues in the study of Scientific Racism:

- Critique and interpret the notion of race as biology and culture. This will be measured throughout the course in our labs/discussions, exams, and lab project.
- Apply knowledge of the history of racial concepts to the modern world. This will be partly measured by your exams, lab discussions, and in your lab project.
- Understand the role of anthropology in supporting and deconstructing race. This will be partly measured by your exams, lab discussions, and in your lab project.
- Understand the use and misuse of the scientific method towards racial bias and other forms of prejudice from both a historic and contemporary perspective. Explore how the bias in science is related temporally. This will be partly measured by exams, lab discussions, and in your lab project.
- Conduct research and give a presentation/research paper on a concept related to scientific racism. This will be partly measured by your lab discussions and lab project.

## **COURSE FORMAT**

The course is designed in a Lecture and Laboratory/Discussion section format, meaning that the lecture and laboratory/discussion components complement each other. Both are required to pass this course. There will be two lecture meetings per week and one lab/discussion meeting, which will occasionally be online. Most often, lectures will consist of an exploration of the material we are reading, while highlighting background and theoretical concepts. Discussion/Lab meetings generally consist of in-class exercises and discussions that explore past and present events, the impacts of and to science, bias and benefit of science and the scientific method. Discussion sections/Labs also includes a research analysis project that will challenge students to critically analyze a component of scientific racism, and put together a presentation with a small group.

In total, students should expect to spend **10 to 15+ hours** of work outside of class time for this course, including the time devoted to reading, studying, and completing assignments.

## CANVAS

This course is supported by an online CANVAS site. Our Canvas learning support site will help you to complete academic work and study for exams. As this is an online site, you can access it anywhere. Online articles, relevant links, discussion boards, notes, and other relevant information will be included on the course site. PLEASE GO TO MODULES to find all of this information, which will be uploaded each week. Course notes will not be uploaded until after class, usually by the end of the week.

There will be weekly articles that you are required to read in addition to our book chapters. Those articles will be provided to you online.

There will be discussions that take place entirely online. You need to access those discussion boards via Canvas. These discussions have specific deadlines and processes, highlighted below.

When you register for the class, you will automatically be enrolled in our canvas site. All problems concerning the use of Canvas should be handled at the ITC center in the Knight Library. Issues more specifically related to the accessibility of course material should be directed to me.

**Make sure that you regularly check your e-mail account which will notify you of material and announcements placed on our Canvas site.**

## EXPECTATIONS AND GRADING

Regular attendance, participation, and maintaining course readings are required to pass this course. Grades are based on a 55/45 split of the discussion/lab and lecture, meaning they are both essential for you to pass and do well in this course. For the lecture there are two exams (midterm and final exams). For discussion/labs there are weekly assignments including worksheets or discussions, participation/attendance, and a final project presentation. **Under no circumstances will make-up assignments or extensions be given without a documented and cleared excuse** (see Accommodations). If you miss a scheduled lab or an assignment in labs or lecture, you **will not be able to make it up**, unless a prior accommodation has been arranged. You will not receive credit for a late assignment unless you notify your GE in advance and there is a UO approved accommodation for a late assignment. Evaluation of your course grade will be based on the following components:

- 1) Midterms & Final Exams - The midterms and final exam will be based on lectures, readings, and videos, and will include predominately short answer (2-3 sentences), and short essay questions (4-5 sentences), with some multiple

choice, fill-in-the-blank, & matching questions. ***The final exam is basically cumulative.*** I write *basically* because we are building on concepts as we work through the course. Will I ask questions from the midterm on the final exam? Not exactly. But I will use the terminology, scientists, the understanding and frameworks of concepts to phrase new questions that can challenge you to critique the material covered in the last 1/2 of the course through the lens of material learned in the first half of the course.

- 2) Discussion/Lab Participation – this includes regular attendance and your participation in labs (including the online discussions).
- 3) Worksheets - lab worksheets will be due the following lab, and represent material that is testable in our lecture exams.
- 4) Online Discussions - There will be an online discussion held via our Canvas discussion board during three weeks. During these weeks, there is no onsite lab, you only need to post online (i.e. do not come to lab that week, but complete the assignments online). You have two components that you will be graded on.  
**For the first component / discussion post** – this is your critical thought post. I expect you to post a short critical response on the weekly readings, articles, videos, labs, and lectures. This should be 2 to 3 paragraphs in length, it should be a well-composed critical response and reaction to the readings, videos, lectures, etc. These critical thought posts are a good chance for you to develop questions and show your critical evaluation skills. This should NOT simply be a rehash of our readings and lectures. Be sure to include a few questions, outside material, make connections between historic and current events, illustrate critical thinking skills, and include references and citations. This post should be made by **Wednesday 11:59pm** of the week in which a Discussion is scheduled, but can be made before (as early as Sunday each week).  
**For the second component / posts** – these are your response posts. You will need to respond to at least two other students' critical thought discussion post by **Friday at 11:59 pm** of the week in which a Discussion post should be made, but you are welcome to respond to several students posts. Your response posts should be a well-composed response and reaction. The purpose and goal of your response is to extend your classmates' thinking, to expand your classmates' knowledge or understanding, and to add to your classmate's thoughts and analyses. In other words, it is about adding to the learning of your classmates and the class in general, and engaging in discussion. This is not a random internet blog site. This is not the place to insult or make fun of people even though you are friends. Please keep Netiquette in mind. We have a zero tolerance policy for disrespect and hate-speech.
- 5) Final project – There is a final project in our lab/discussion sections. This will be on a topic of your choice, and in the format of a ppt, prezi, or another form of visual presentation. Final projects can be done in groups of 2 people, depending on the size of the discussion section. Your final project will be graded according to a rubric that will be provided. Grading is based on the appropriateness of your topic, the amount of research, time, and effort you put into your project,

evidence of working as a group and giving each presenter equal speaking time, and on the presentation of the project. Your final project topic can be on anything related to our course, to the use of science to justify prejudice, bias in science or addressed by science, and largely to the integration of racial ideology in our society as it relates to scientific and policy practices. **Your final project topic needs to be preapproved by us.** Your ppt, prezi, or visual presentation needs to be 15 minutes in length, each person should speak approximately an equal amount of time, you should include a few questions to engage the class in a mini-discussion, and you should include references. Final project groups and topic selection will be discussed in our lab/discussion sections. Final presentations will be given during weeks 8, 9, and 10.

- a. If this final presentation project is something that you are not able to participate in, you need to inform Dr. Ulibarri asap. A substitute project will need to be arranged and agreed upon, such as a research paper.
- b. If you are an art student or a student with artistic ability, please consider discussing the possibility of an art project with Dr. Ulibarri.

## GRADING

The weight of each form of evaluation to the total course grade is as follows:

• Exams (n=2, ~110 pts each)	55% (220 pts)
• Participation in labs and weekly attendance	2.5%(10 pts)
○ (n=10 weeks)	
• Lab worksheets	7.5% (30 pts)
○ (n=3 , 30 pts total)	
• Weekly Discussions	15% (60 pts)
○ (n=3, 20 pts each)	
• Final presentation project	20% (80 pts)
• TOTAL	100% (400)

Grades will be assigned as follows:

A+ = 97% and above.

A = 93-96.9%,

A- = 90-92.9%

B+ = 87-89.9%

B = 83-86.9%,

B- = 80-82.9%

C+ = 77-79.9%  
C = 73-76.9%,  
C- = 70-72.9%

D+ = 67-69.9%  
D = 63-66.9%,  
D- = 60-62.9%

F = 59.9% and below

The grading system used in this course is as follows:

- A** – Outstanding performance relative to that required to meet course requirements; demonstrates a mastery of course content at the highest level.
- B** – Performance that is significantly above that required to meet course requirements; demonstrates a mastery of course content at a high level.
- C** – Performance that meets the course requirements in every respect; demonstrates an adequate understanding of course content.
- D** – Performance that is at the minimal level necessary to pass the course but does not fully meet the course requirements; demonstrates a marginal understanding of course content.
- F** – Performance in the course, for whatever reason, is unacceptable and does not meet the course requirements; demonstrates an inadequate understanding of the course content.

There is **no extra credit** for this course. All grades earned are the grades that will be given unless there is a UO approved accommodation as noted above.

## REQUIRED TEXTS

The three (3) required textbooks below can all be bought online through sites like Amazon or Barnes & Noble. These textbooks can also be purchased through the Duckstore. Please make sure you have these books as soon as possible so you can appropriately discuss the material.

- Farber, Paul L. (2011) *Mixing Races: From Scientific Racism to Modern Evolutionary Ideas*. Baltimore: Johns Hopkins University Press.
- Gould, Stephen J. (1996) *The Mismeasure of Man*. Revised & Expanded. New York: W. W. Norton.
- Haller, John S. Jr. (1995) *Outcasts from Evolution: Scientific Attitudes of Racial Inferiority 1859 - 1900*. Carbondale: Southern Illinois University Press.

## CANVAS READINGS

Found on our Canvas site

Malefijt, Annmarie deWaal (1968) Homo monstrosus. Scientific American. 219:112-118.  
Provine, WB (1973) Geneticists and the biology of race crossing. Science. 182:790-796

## ACCOMMODATIONS

Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet or discuss with me **immediately**. You will need to provide me with a notification letter from AEC or Disability Services outlining your approved accommodations.

I will post my lecture slides online **after** each lecture, typically at the end of the week. If you have a UO approved accommodation regarding lecture notes and need them earlier, please let me know asap.

Exams and assignments must be taken/turned in at the scheduled time—**under no circumstances will make-up exams or assignment extensions be given without a documented excuse** (see Personal issues). If you will not be able to take an exam or turn in an assignment, you **must** notify your GE or me in advance (preferably by e-mail) and provide us with appropriate UO approved documentation. Life responsibilities are not appropriate excuses for missing an assignment (e.g. work schedules, parties, vacations, etc).

## PERSONAL ISSUES

If there is a serious issue related to your ability to participate in our course, you need to contact me **immediately**. Delay in asking for help right away will cause you to fall seriously behind in the course, and make-up work will not be accepted unless prior accommodations have been made. Examples of serious issues include you are ill or there is a family death, and can provide a doctor's note explaining that it is not advisable for you to participate in our class during specified dates. Additionally, a conference participation, participation in or travel associated with other events related to campus organizations, clubs, or groups so long as you can provide verification from student services that you are unable to be in class during specified dates. Without the appropriate documentation, you cannot make up missed assignments.

## ACADEMIC HONESTY

The University of Oregon and I consider academic honesty to be essential for each student's intellectual development. As an institution fundamentally concerned with the free exchange of ideas, our University depends on the academic integrity of each of its members. In the spirit of this free exchange, students and teachers of our University

recognize the necessity, and accept the responsibility, for academic honesty. As a student who enrolls in this course, you agree to respect and acknowledge the research and ideas of others in your work and to abide by those rules in both lecture and lab classes.

**Plagiarism:**

Plagiarism is defined as the use of intellectual material produced by another person without acknowledging its source. For example:

- Wholesale copying of passages from works of others into an discussion or presentation
- Using the views, opinions, or insights of another without acknowledgment
- Paraphrasing another person's characteristic or original phraseology, metaphor, or other literary device without acknowledgment

For further information about the UO policy on plagiarism and matters of social conduct, please refer to your student handbook. Also, the UO provides excellent resources to help you avoid plagiarism. Check out

<https://researchguides.uoregon.edu/citing-plagiarism>

Please, for your protection and development, cite you sources properly and **do not plagiarize**. You can find proper use and examples of citation methods at the University of Oregon library website: <http://researchguides.uoregon.edu/citing-plagiarism/styleguides>

NOTE: Class schedule is subject to change in the event of extenuating circumstances, or otherwise modified as appropriate.

### COURSE SCHEDULE

Week	Dates (m/d)	Topics	Required Reading
1	04/02	Syllabus and Introduction to the course	For Monday: N/A
	04/04	Concepts of Race and Human Biological Variation Part 1 (Lecture)	For Wednesday: Online news articles
	Thurs	<b>Lab 1: Introductions and overview</b> ( <i>Scientific Method worksheet</i> )	<b>Lab resources: Week 1 module, bring worksheet</b>
2	04/09	Concepts of Race and Human Biological Variation Part 2 (Lecture)	For Monday: Online news articles
	04/11	<b>Class Cancelled due to AAPA meetings</b>	For Wednesday: N/A – class cancelled
	Online	<b>Lab 2: Discussion online, NO ONSITE attendance, only ONLINE</b> ( <i>three posts due, see above</i> )	<b>Lab resources: Online, Discussion board via Canvas</b>
3	04/16	Origins and History of Race (Lecture)	For Monday: Malefijt, 1968 Gould (pg. 19-61)
	04/18	Race – the Power of an Illusion, Episode 1. The difference between us (Video)	For Wednesday: Haller (pg. 3-39) Online news articles
	Thurs	<b>Lab 3: Research and the Scientific Method</b> ( <i>print out worksheet and bring</i> )	<b>Lab resources: see week 3 module worksheet</b>
4	04/23	Entrenchment of the Race Concept through Anthropometry and Craniometry part 1 (Lecture)	For Monday: Farber (pg. 25-81) Online news articles
	04/25	Entrenchment of the Race Concept through Anthropometry and Craniometry part 2 (Lecture)	For Wednesday: Gould (pg. 62-104)
	Thurs	<b>Lab 4: Conducting research, exploring bias</b> ( <i>continuation of Lab 3</i> )	<b>Lab resources: from Week 3</b>

5	04/30	Race – the Power of an Illusion, Episode 2. The story we tell (Video)	For Monday: Online news articles
	05/02	Entrenchment of the Race Concept through Anthropometry and Craniometry part 3 (Lecture)	For Wednesday: N/A
	Online	<b>Lab 5: Discussion online, NO ONSITE attendance, only ONLINE (three posts due, see above)</b>	<b>Lab resources: Online, Discussion board via Canvas</b>
6	05/07	<b>Midterm Exam</b>	For Monday: <b>Exam</b>
	05/09	Physicians, Geneticists, and Race Rankings part 1 (Lecture)	For Wednesday: Provine, 1973 Haller (pg. 40-94)
	Thurs	<b>Lab 6: Conducting research, exploring bias (print out worksheet and bring, Worksheet from Lab 4 due)</b>	<b>Lab resources: see week 6 module worksheet</b>
7	05/14	Physicians, Geneticists, and Race Rankings part 2 (Lecture)	For Monday: Online news articles
	05/16	Measuring Heads: Broca’s Craniology and Racial Origins (Lecture)	For Wednesday: Gould (pg. 105-141) Haller (69-94)
	Online	<b>Lab 7: Discussion online, NO ONSITE attendance, only ONLINE (three posts due, see above)</b>	<b>Lab resources: Online, Discussion board via Canvas</b>
8	05/21	Measuring Bodies: Recapitulation, Lombroso (Lecture)	For Monday: Gould (pg. 142-175) Haller (95-120)
	05/23	Spencer’s Social Darwinism, 19 <sup>th</sup> Century Ideas on Race (Lecture)	For Wednesday: Haller (pg, 121-210) Gould (pg. 175-263)
	Thurs	<b>Lab 8: Final project presentations (attendance is required, Worksheet from Lab 6 due)</b>	<b>Lab resources: Presentations/Final projects</b>
9	05/28	<b>Memorial Day holiday, all classes cancelled</b>	For Monday: N/A
	05/30	Hereditarian Theory of Intelligence & Racism, Twin studies and heritability, Correlation and Statistics (The Bell Curve)	For Wednesday: Gould (pg. 264-350)
	Thurs	<b>Lab 9: Final project presentations (attendance is required)</b>	<b>Lab resources: Presentations/Final projects</b>

10	06/04  06/06  Thurs	<b>Race – The Power of an Illusion, Episode 3. The house we live in</b>  <b>Three Centuries of Perspective on Race Perspective on Race from the 1960's to Today</b>  <b>Lab 10: Final project presentations (attendance is required)</b>	<u>For Monday:</u> Online news articles  <u>For Wednesday:</u> Gould (pg. 351-424) Faber (pg. 1-24, and 82-110)  <u>Lab resources:</u> <u>Presentations/Final projects</u>
11	06/12	<b>Tuesday: Final Exam</b> , same room (MCK 240C) <b>Time – 10:15 am -12:15 pm</b>	<b>Exam</b>