

ANTH 278: Scientific Racism
Spring Term 2019
University of Oregon

Instructor: Dr. Stephen Frost
Office: Condon 353 Tel: 6-5161
Office Hours: MW 9:00 – 9:50 a.m. Email: sfrost@uoregon.edu
Course Location: We are online!
Course Time: There is a schedule of weekly events, and a final project. You will need to budget your time appropriately.

GE: Ms. Annie Caruso
Office: Condon 365 Office Hours: W 1:00 – 2:00 p.m.
Email: acaruso@uoregon.edu

GE: Ms. Emily Masucci
Office: Condon 365 Office Hours: By appointment
Email: emasucci@uoregon.edu

COMMUNICATION

As an online course, email will be the best way to communicate with me and your GEs. Always use your *University of Oregon email* account and please don't use the Canvas messenger or non-UO email. I will make every effort to respond within 24 hours. Please bear in mind that I get a lot of email. From Monday through Friday, I check email at least twice per day, usually between 8 – 9 a.m. and 4 – 5 p.m. Your GEs will also endeavor to respond within 24 to 48 hours. Do not expect responses outside of normal business hours (i.e. Monday to Friday from 9 a.m. to 5 p.m.). Please allow for this in your communications. For example, even if an assignment is due on Sunday at 11:59 pm, don't expect a response until Monday at the earliest. Review your assignments well before they are due and be sure to ask any questions before Friday.

You can also meet with me, or your one of your GEs, in person. To meet with me, just come by my office during the hours listed above, no need to make an appointment. If I am not in my office, try 368 Condon, the biological anthropology teaching lab. If you can't make it to my regularly scheduled office hours, just email me and we can set up another time. To meet with your GEs, you can also just stop by their office hours listed above, or make an appointment by email.

COURSE DESCRIPTION

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, and 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 how race 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 interactions, quizzes, discussions, and final project.
- Apply knowledge of the history of racial concepts to the modern world. This will be partly measured by your discussions, quizzes, and in your final projects.
- Understand the role of anthropology in supporting and deconstructing race. This will be partly measured by your discussions, quizzes, and in your final projects.
- 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 your discussions, quizzes, and in your final projects.
- Conduct and write a research paper on any approved topic related to scientific racism. This will be measured in your final project.

COURSE FORMAT

The course is an asynchronous online course, meaning it is entirely online. A good place to familiarize yourself with our course is to explore the course site on **Canvas**, and review the **Modules** under the navigation sidebar on the left side of the screen. There you will find a link to weekly activities organized into **weekly modules**, where you will find content of this class including this syllabus, our icebreaker activity, links to the lectures, links to the video documentaries, links to important articles, and important regulations and guidelines concerning Netiquette. This course covers and explores racial material many people may find sensitive, and it does so in an online format. Therefore, Netiquette is extremely important.

We will have a weekly schedule of events and assignments, but you may complete the work on your schedule from any location. Each week there will be a weekly update video message and various course materials such as lectures, articles and videos, as well as assigned readings from your course texts. In addition, some weeks will have critical thought posts or comments and others will have quizzes. Be sure to carefully read the **schedule** at the end of this syllabus so that you are clear when assignments are due.

Week 1: The first week will be a bit different from the normal schedule of events. Work through the Week 1 module, watch and read the introduction files, syllabus, Netiquette, etc. In week one, you will need to sign up for Packback (see instructions above and in week 1 module) and complete the Ice Breaker Activity. It is designed to help all of us get to know you as a person. This “Intro Ice Breaker” activity is a post you will make on Packback by Wednesday, **April 3rd**. You will then need to respond to at least two other classmates Intro Ice Breaker posts by **Sunday April 7th**. Your response can be simple and short, but should reflect that you have read your classmates Intro Ice Breaker.

Weeks 2 through Week 9: There will be Weekly Video Updates, lectures, readings, documentaries, and articles to view. Weeks 2, 4, 6, and 8 will have Quizzes, which will become available on Friday and

be due Sunday at 11:59 p.m. Quizzes will be taken through Canvas. Weeks 5, 7, and 9 will have Packback Critical Thought Posts or Comments, these can be made at any time, but must be completed by **Sunday at 11:59 p.m.** Your participation in both quizzes and Packback critical thought posts and comments is mandatory (i.e. graded see below). Please see the schedule below so you can adequately prepare these. In general, Weeks 2 through 9 will contain:

Weekly Updates, Lectures, Documentaries: Students should watch the short video Weekly Update first. Then view and listen to the narrated lecture that has been uploaded onto YouTube. A link will be provided to lectures, and a temporary link will be provided to the video documentaries. The lecture will provide an overview or introduction to key issues, ideas, and personalities covered in the week's readings.

Readings: Required readings include those from your text books as well as the weekly articles. Text readings are listed in the schedule below. Articles will either be posted as .pdf files or web links will be provided to them within the weekly modules. All readings should be completed, as this will form the core of your quizzes.

Assignments: These will generally be due Sundays at 11:59 p.m. Weeks 2, 4, 6, and 8 these will be quizzes. In week 3 it will be a Race Quote post to Packback, and in Week 5 it will be a Critical Thought Post, and in Weeks 7 and 9 you will comment on two of your classmates Critical Thought posts from week 5. In week 10 it will be your final group paper and your evaluations of other groups' papers.

Week 10: Week 10 includes a slightly different set of activities from those of previous weeks. In week 10, you will watch the video update, and complete the readings. On Wednesday, you will need to post your completed final group papers, one per group. By Friday, you will need to have evaluated your preselected 3 groups papers. There is no quiz or Packback critical thought post in week 10. Our course will be completed at the end of week 10.

CANVAS

This course is delivered via computer using Canvas. This learning management site will allow you to complete academic work in a flexible manner on your computer. Videos, textbooks, online articles, relevant external links, and links to my lectures are all included on the course site. I am available to support and guide you throughout this four-week course. You can expect to spend approximately 5-10 hours per week for a successful outcome, including readings, critical response development, project development, and other class activities.

A Canvas site will be maintained for this class, which will be your main source for course information, documents, and announcements. When you register for the class, you will automatically be enrolled to the site. All problems concerning the use of Canvas should be handled at the ITC center in the Knight Library. Issues related more specifically related to the design and accessibility of the material should be directed to me. The Canvas site will contain essential information for the course including the syllabus and additional readings.

Make sure that you regularly check your Canvas-linked e-mail account.

Make sure your computer is ready for this course. If you don't have the following installed on your computer, do so as soon as possible.

- Browsers: Chrome, Safari or Firefox
- Microsoft Office Suite software, Mac's Pages, Open Office Suite software, or a compatible word-processing suite
- Adobe® Reader® software (available as a free download at <http://get.adobe.com/reader/>)
- QuickTime player, VLC, or any other free video player download

PACKBACK

This course uses the Packback Questions platform for our online discussions in this class. Packback Questions is an online curiosity community where you will be posting your **Ice Breaker, Race Quote, Critical Thought Post and Comments**. Combined these will form a significant part of your grade.

These will:

- Reinforce the imperative skill of justifying thoughts and claims with credible evidence and then citing that evidence.
- Enhance critical thinking sought out by employers
- Deepen your understanding of the course content by gaining diverse insights and perspectives from your peers

My goal for using Packback is also to make the class more interactive.

Before you start posting, be sure to read the Community Guidelines found in the tutorial on Packback. If your post doesn't follow the Packback Community Guidelines, there is a chance it will be removed and you won't receive points for that post.

Packback requires all of your posts (but not necessarily your responses) to contain a question. Even the Icebreaker and Race Quote exercise. So, while your post doesn't need to be a question for this class, be sure to include a question mark at the end of your first sentence. You can post a lead question, such as "I was wondering why Gould said...?" or "What do I think about craniometry? Well..." and then just go on with your post. While this is a little inconvenient, it shouldn't cause too much trouble.

Note: it takes 24 hours for the Packback team to moderate a post and send a coaching email. If by any reason your post is moderated because it does NOT meet the Community Guidelines, you will need to edit and re-publish your post to receive credit for the week. This is why it is important that you complete your Packback assignments and responses before the deadline in case your post is moderated

How to Register on Packback:

1. Navigate to <https://questions.packback.co> and click "Register as a new student".
Note: If you already have an account on Packback you can login with your credentials.
2. Make sure to register with your **University of Oregon email** address and real first name and last name.
3. Enter our class community's Community Lookup Key into the "Join a new Community" module on your dashboard. Please note, the following Community Lookup Key is only for locating the

community; it is NOT a coupon code or access code.

Our Community Lookup Code: 18866f25-6136-4032-80e1-5e0c918ee234

4. Follow the instructions on your screen to finish your registration, including choosing a section to join. There are 9 different sections, you may choose any one section you would like to join.

If you have ANY questions or concerns regarding Packback throughout the semester, please contact the customer support team at holla@packback.co!

EXPECTATIONS AND GRADING

Regular online attendance, participation, and maintaining course readings are required to pass this course. Quizzes, discussion posts and other assignments must be posted or turned in at the scheduled time—**under no circumstances will make-up assignments or extensions to post in our discussions be given without a documented and cleared excuse** (see Accommodations and Personal Issues below). You will not receive credit for a late assignment unless you notify me in advance. Evaluation will be based on the following three components:

- 1) **Quizzes (21 points each):** There will be four quizzes total. Each quiz will be taken online by Sunday (see schedule below), you will have a few hours to complete the quiz, and the questions will come directly from the readings and the lectures. Quizzes are timed, meaning once you start the quiz the timer begins and cannot be stopped. However, you will have plenty of time to complete the quiz (2 ½ hours), and you can view lecture and review material as you are taking the quiz. Also, you will be able to take the quiz at a time of your choosing between Friday and Sunday.
- 2) **Packback: Icebreaker, Race Quote, Critical Thought Posts, and Comments:** We will be using Packback for the Ice Breaker and Race Quote assignments as well as for your Critical Thought Pieces and Comments. You will need to sign up for Packback to get credit for these (see above). Remember, to make a new post on Packback, you need to click on the “Ask a new question” button, even if your post is not a question. Also, remember Packback requires you to have a question mark at the end of the first sentence, whether you need it or not.

Icebreaker Introduction Post (3 points). This is an introduction posted to our Packback community including your name, major, something that is interesting about you, something you like and dislike about where you grew up (if you are comfortable doing so), and why you enrolled in this course. This will help section classmates, GEs, and me understand a little more about you. These will be due by Wednesday at 11:59 p.m. of the first week. Instructions with more detail are in the Week 1 module.

Icebreaker Response (3 points). You will post short responses to at least two of your classmates Introduction posts by Sunday at 11:59 p.m. These can be very short, but need to show that you have read your classmates Icebreaker Introduction. Please feel welcomed to respond to as many people as you like. Instructions with more detail are in the Week 1 module.

Quote About Race (3 points). For week 3 you will need to find a quote that has to do with the topic of race and post it to Packback (yes you will need to put a sentence with a question

mark before the quote). The quote can be by anyone prominent person from anytime. You will need to properly attribute the quote and cite your sources. The purpose of this assignment is to be sure you know how to properly cite your references. Instructions with more detail are in the Week 3 module.

Critical Thought Post (24 points). For week 5 you will need to make a Critical Thought Post about the course material to Packback by Sunday at 11:59 p.m. This post should be 2-4 paragraphs in length (~ 250 – 500 words). This post should be a well-composed critical response and reaction to the course materials (that is the readings, videos, articles, lectures, etc). Discuss the course readings and lectures in light of current events in the news, as well as relate the material we are covering in this course to your opinions, perceptions, and bring in new material to support your critiques and explorations. Be sure to include outside material, make connections between historic and current events, and illustrate critical thinking skills. You will also need to properly cite and reference course material and outside sources alike. Referencing is a graded part of this exercise. This post should be made by Sunday at 11:59 p.m. Instructions with more detail are in the Week 5 module.

Critical Thought Responses (24 points). Weeks 7 and 9 you will make response posts to two of your section classmates' critical thought posts. Each of these should be 1-3 paragraphs in length (~150-300 words) and are worth 12 points each. Your response should extend your classmates' thinking and to expand their information. It is about adding to the learning of your classmates and demonstrating that you can write a well organized, thoughtful, and properly referenced (with citations) response. We have a zero tolerance policy for disrespectful, insensitive, and hate-speech. These posts should be made by Sunday at 11:59 p.m. Instructions with more detail are in the Week 7 and Week 9 modules.

3) **Final Group Paper (80 points):** The final paper will be a group paper. You will be assigned to a group of three students at the beginning of Week 3. Your group will turn in a single 10-12 page paper. Details are provided on Canvas in the Final Group Paper Module. It will be graded according to the rubric below, from the Association of American Colleges and Universities. Grading is based on the appropriateness of your topic, the amount of research, time, and effort you put into your paper, and the quality, organization, and clarity of the writing. Your final group paper topic can be on anything related to our course, with a focus on the use or misuse of science to justify prejudice, and largely to the integration of racial ideology in our society as it relates to scientific and policy practices. **All members of your group must agree on the topic and it needs to be approved by me. Your final project topics and format will need to be selected by Friday of week 5, 11:59 pm.** Selection of a topic and format after this date will result in an accumulative late penalty each day. A final project submitted without preapproval of the topic will not be graded. **Your final group papers are due and must be uploaded on or before Wednesday of week 10 by 11:59 p.m. PT.** A rubric will be created for you to grade three preselected fellow classmate's final projects.

4) **Peer Evaluations of classmates Final Group Projects (15 pts).** Each student will make peer evaluations for the final group papers from three groups other than their own. Your peer evaluations are due **by Friday of week 10 by 11:59 p.m. PT.** Your peer evaluations should be similar to the above discussion response posts, with a focus on constructive criticism (e.g. what you liked about the final project for each person, and suggested areas for improvement). Instructions with more detail will be in the Final Group Papers module.

GRADING

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

- | | |
|---|-------------------------------------|
| • Packback Ice Breaker& responses | 6 points total (~2%) |
| • Packback Quotes About Race | 3 points total (~1%) |
| • Packback Critical Thought Posts & Responses (n=3) | 72 points total, 24 pts each (~28%) |
| • Weekly Quizzes (n=4) | 84 points total, 21 pts each (~32%) |
| • Final Projects | 80 points (~31%) |
| • Final project evaluations (n=3) | 15 points total, 5 pts each (~6%) |

TOTAL 260 points total

Grades will be assigned as follows: A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, F < 60% (with minus and plus grades assigned for lowest and highest 3% A-D grades).

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 given** for this course.

READINGS

There are two required texts:

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.

One optional text:

Farber, Paul L. (2011) *Mixing Races: From Scientific Racism to Modern Evolutionary Ideas*. Baltimore: Johns Hopkins University Press.

These three texts are available online through sites such as Amazon or Barnes & Noble and also can be purchased at the UO Duckstore. Please make sure you have these books as soon as possible.

Readings Found on Canvas:

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

Additional Optional Readings:

Blakely, Robert L and Harrington, JM (1997) *Bones in the Basement: Postmortem Racism in Nineteenth-Century Medical Training*. Washington: Smithsonian Institution Press.
Bradford, P.V. and Blume, H. (1992) *OTA: The pygmy in the zoo*. St. Martin's Press, New York.
Bulmer, Michael (2003) *Francis Galton: Pioneer of Heredity and Biometry*. Baltimore: Johns Hopkins University Press.
Crais, Clifton and Scully, Pamela (2008) *Sara Baartman and the Hottentot Venus: A Ghost Story and a Biography*. Princeton: Princeton University Press.
Cravens, Hamilton (1978) *The triumph of evolution: American scientists and the heredity-environment controversy, 1900-1941*. Philadelphia: University of Pennsylvania Press.
Desmond, Adrian J. and Moore, James R (2009) *Darwin's sacred cause: how a hatred of slavery shaped Darwin's views on human evolution*. Boston: Houghton Mifflin Harcourt.
Kennedy, Kenneth AR (1976) *Human Variation in Space & Time*. Dubuque: W.C. Brown
Kevles, Daniel J (1985) *In the name of eugenics: genetics and the uses of human heredity*. New York: Alfred A. Knopf.
Lewontin, RC, Rose, S and Kamin, LJ (1984) *Not in Our Genes*. New York: Pantheon Books.
Stanton, William (1960) *The Leopards Spots: Scientific Attitudes Toward Race in America 1815-1859*. Chicago: University of Chicago Press.
Tucker, William H. (2002) *The funding of scientific racism: Wickliffe Draper and the Pioneer Fund*. Urbana: University of Illinois Press.
Wolpoff, M & Caspari, R (1997) *Race and Human Evolution: A Fatal Attraction*. New York: Simon & Schuster.

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 the AEC, or other UO program, outlining your approved accommodations. If you are in a UO club, such as athletics, you need to provide me with the appropriate forms if you are unable to turn in an assignment on time. Late work cannot otherwise be accepted. Contact me or a GE. Keep us informed.

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 your computer crashes, you are ill and can provide a doctor's note explaining it is not advisable for you to participate in our class, a family death, etc. As this is an online course, certain activities will not be acceptable excuses for an accommodation, such as personal travel, work, and in certain circumstances conference participation, and participation in or travel associated with other events related to campus organizations, clubs, or groups. However, please contact me so I understand the situation!

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 for discussions, posts, final projects, etc.

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 assignment, paper, discussion board forum posting
- 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 <http://researchguides.uoregon.edu/citing-plagiarism/plagiarism>

Additionally, I will be monitoring all work for evidence of plagiarism. Software is now available which can scan a paper or paragraph and compare it to hundreds of sources on the Internet to analyze the degree of its originality and similarity. In cases in which plagiarism is observed, it is my responsibility to take appropriate action. Please, for your protection and development, cite your sources properly and **do not plagiarize**. Do your own work. You are capable.

You can find proper use and examples of citation methods at the University of Oregon library website: <http://researchguides.uoregon.edu/citing-plagiarism/mla>

KEEP COPIES OF YOUR WORK

As an online course, you should consider storing all of your work on a personal external hard drive to protect your material from possible hard drive failures. The recommended workflow is to create all your work (including response papers and discussion posts) on a word processing document and then cut and paste into the forum on Canvas. The University of Oregon and I (your instructor) are not responsible for lost or missing coursework. Be safe...back up your work.

Rubric for evaluating Writing Assignments in Quizzes, Critical Thought Posts and Responses, and Final Papers

This rubric assesses language skills, content, communication, critical thinking, and craftsmanship of communication.

Rank (pts %)	Writing Comprehensibility	Language Accuracy and Usage	Critical thinking	Appropriateness and creativeness of content	Interactivity of Papers/posts	Format, Structure, Time	Preparation Process
5 (100%)	Not difficulty for prof./peers to understand	Few or no significant errors, Consistent evidence of sensitivity to language /culture norms	Minimal recitation of course material, Consistent and appropriate use of material learned outside of class. BUT, reference to and inclusion of course material. Great advice offered to peers	Strong relevance and creativity of content to weekly readings and to the class in general	Papers and response posts are very thought provoking, engaging, and interactive (peers are drawn to respond to these posts)	Fully followed all directions for project/post	Excellent degree of preparation, editing, and development of ideas and thoughts
4 (75%)	Minor difficulty for prof./peers to understand	Some minor errors, but does not impede written responses	Minimal regurgitation of read material, some evidence of external learning. Inclusion of course material. Good advice offered to peers	High degree of relevance and creativity of content to weekly readings and to the class in general	Papers and response posts are somewhat thought provoking, engaging, and interactive	With one exception, followed all directions for project/post	High degree of preparation, editing, and development of ideas and thoughts
3 (50%)	Some difficulty for prof./peers to understand	Consistent errors, overuse of colloquialisms, poor word choices, impedes responses	Moderate repetition of posts and ideas, and recitation. Moderate evidence of the use of materials or ideas outside of class. Minor inclusion/ref. of course material. Mostly good advice offered to peers.	Moderate relevance and creativity of content to weekly readings and to the class in general	Papers and response posts are moderately thought provoking, engaging, and interactive	Followed most directions for project/post	Moderate degree of preparation, editing, and development of ideas and thoughts
2 (50%)	Significant parts are incomprehensible	Frequent errors, poor word choices, minor cultural awareness and sensitivity	Mostly repetition of posts and ideas, and recitation. Minimal evidence of the use of any materials or ideas outside of class. Minimal connection to course material. Poor advice offered to peers.	Minimal relevance and creativity of content to weekly readings and to the class in general	Papers and response posts are minimally thought provoking, engaging, and interactive	With few exceptions, did not follow directions for project/post	Minimal degree of preparation, editing, and development of ideas and thoughts
1 (0%)	Completely incomprehensible	Consistent and frequent errors, No evidence of cultural awareness and sensitivity	Only repetition and recitation of course material, No evidence of the use of any materials or ideas outside of class. No connection to course. Consistent poor advice offered to peers	No relevance and creativity of content to weekly readings and to the class in general	Papers and response posts are not thought provoking, engaging, and interactive (there is no reason or draw to respond to these posts)	Did not follow directions for project/post	No evidence of preparation, editing, and development of ideas and thoughts

Final Group Paper Assessment Rubric

Note: This rubric, **in addition to the above rubric**, will be used to assist me in grading your final projects.

Extracted from: <https://commons.georgetown.edu/m/media/resources/InquiryAnalysis.pdf> March 6, 2015

	Capstone 4	Milestones		Benchmark 1
		3	2	
Topic selection	Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less-explored aspects of the topic.	Identifies a focused and manageable/ doable topic that appropriately addresses relevant aspects of the topic.	Identifies a topic that while manageable/ doable, is too narrowly focused and leaves out relevant aspects of the topic.	Identifies a topic that is far too general and wide-ranging as to be manageable and doable.
Existing Knowledge, Research, and/or Views	Synthesizes in-depth information from relevant sources representing various points of view/approaches.	Presents in-depth information from relevant sources representing various points of view/approaches.	Presents information from relevant sources representing limited points of view/approaches.	Presents information from irrelevant sources representing limited points of view/approaches.
Design Process	All elements of the methodology or theoretical framework are skillfully developed. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant subdisciplines.	Critical elements of the methodology or theoretical framework are appropriately developed, however, more subtle elements are ignored or unaccounted for.	Critical elements of the methodology or theoretical framework are missing, incorrectly developed, or unfocused.	Inquiry design demonstrates a misunderstanding of the methodology or theoretical framework.
Analysis	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.	Organizes evidence to reveal important patterns, differences, or similarities related to focus.	Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.	Lists evidence, but it is not organized and/ or is unrelated to focus.
Conclusions	States a conclusion that is a logical extrapolation from the inquiry findings.	States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings.	States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings.	States an ambiguous, illogical, or unsupported conclusion from inquiry findings.
Limitations and Implications	Insightfully discusses in detail relevant and supported limitations and implications.	Discusses relevant and supported limitations and implications.	Presents relevant and supported limitations and implications.	Presents limitations and implications, but they are possibly irrelevant and unsupported.

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

CLASS SCHEDULE

Week	Dates (m/d)	Topics	Required Reading
1	04/03 04/07	Review syllabus Watch/read instructor introductions Sign up for Packback Packback: Ice Breaker post (3pts) due by Wednesday at 11:59 p.m. Packback: Respond to 2 other student's Ice Breaker posts by Sunday at 11:59 p.m. (3pts)	Netiquette News articles (see Canvas Modules)
2	04/14	Lecture: Concepts of Race and Human Biological Variation <i>Race – the Power of an Illusion</i> , Episode 1. The difference between us Quiz: #1 (21 pts) due by Sunday at 11:59 p.m.	Video- Race 1 News Articles
3	04/21	Lecture: Origins and History of Race <i>Race – the Power of an Illusion</i> , Episode 2. The story we tell View final paper groups – begin discussing topic ideas with other group members Packback: Quotes About Race due by Sunday at 11:59 p.m. (3pts)	Malefijt, 1968 Gould (pg. 19-61) Video- Race 2 News Articles
4	04/28	Lecture: Entrenchment of the Race Concept through Anthropometry and Craniometry Quiz: #2 (21 pts) due by Sunday at 11:59 p.m.	Gould (pg. 62-104) Haller (pg. 3-39) Optional - Farber (pg. 25-81) News Articles
5	05/03 05/05	Lecture: Physicians, Geneticists, and Race Rankings Final group paper topic should be submitted by Friday May 3 . Packback: Critical thought posts due by Sunday at 11:59 p.m. (24 pts)	Provine, 1973 Haller (pg. 40-94) News Articles
6	05/12	Lecture: Measuring Heads: Broca's Craniology and Racial Origins Lecture: Measuring Bodies: Recapitulation, Lombroso Quiz: #3 (21 pts) due by Sunday at 11:59 p.m.	Gould (pg. 105-175) Haller (95-120) News Articles

7	05/19	<p><i>Sara Baartman: The Hottentot Venus</i></p> <p>Lecture: Spencer's Social Darwinism, 19th Century Ideas on Race</p> <p>Lecture: Hereditarian Theory of Intelligence & Racism, Twin studies and heritability</p> <p>Packback: Critical Thought Responses due Sunday (24 pts)</p>	<p>Video – Sara Baartman Gould (pg. 175-263) Haller (pg, 121-210) News Articles</p>
8	05/26	<p>Lecture: Correlation, Statistics, and The Bell Curve</p> <p><i>Race – The Power of an Illusion</i>, Episode 3. The house we live in</p> <p>Quiz: #4 (21 pts) due by 11:59 p.m.</p>	<p>Gould (pg. 264-350) Video- Race 3 News Articles</p>
9	06/02	<p>Lecture: Three Centuries of Perspective on Race</p> <p>Perspective on Race from the 1960's to Today</p> <p>Race and quotes</p> <p>Packback: Critical Thought Responses due Sunday (24 pts)</p>	<p>Gould (pg. 351-424) News Articles</p> <p>Optional - Faber (pg. 1-24, and 82-110)</p>
10	06/05 06/07	<p>Final Projects DUE on Wednesday at 11:59 p.m. (80pts)</p> <p>Peer Evaluations due for 3 other groups final projects by Friday at 11:59 p.m. (15pts)</p>	<p>News Articles</p>
11		<p>Finals exam week – our course is completed. However, please do not forget what you have learned here.</p>	