ANTH 278: Science, race, and society (CRN 16974)

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Welcome to ANTH 278! 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.

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. Always include ANTH 278 in the subject. 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.

During my office hours, you can find me either in my office (353 Condon) or the biological anthropology teaching lab (368 Condon). You can also come my office hours, and those of the GEs on zoom. You can access the links in the week 1 module of the course canvas page. If you cannot make it during my regularly scheduled times, begin by sending me an email using your University of Oregon email account, and we can set up a time.

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 by examining early scientific studies on race from classical Greco-Roman times through the 19th Century and into the present. We also review the application of scientific methods to
affirm social systems of racial, sexual, national, and class prejudice and discrimination from historical, modern, scientific, and anthropological perspectives.

This course requires you to interact with racial material and with each other to address ethical issues, social responsibility, human diversity, the consequences of past and present actions and race-based policies that use science as justification. This course explores the importance of science and anthropology in the structuring and understanding of race, highlighting how race is a social construct that uses science as its justification. We will explore racial bias in science and its past and current influence on science and society. Finally, this course will challenge you to work together to critically discuss and assess race and racial issues, both historically and in the present.

LEARNING OBJECTIVES

This course has several learning objectives, which will be measured throughout the course in our quizzes, discussions boards, and final group project. These include:

- Critique and interpret the notion of race as biology and culture.
- Apply knowledge of the history of racial concepts to the modern world.
- Understand the role of anthropology in supporting and deconstructing race.
- Understand the use and misuse of the scientific method towards racial bias and other forms of prejudice from both historical and contemporary perspectives.
- Conduct and convey research on a concept related to scientific racism. This will be measured in your final project in particular.

COURSE FORMAT

This course is entirely online and delivered through the Canvas learning management system, where students can complete academic work in a flexible manner online. The course Canvas page is where you will access the main resources for this class, including the syllabus, announcements, lectures, videos, readings, quizzes, discussion boards, and where final group project assignments will be submitted.

All problems concerning the use of Canvas should be handled through the UO’s Service Portal. Issues more specifically related to the design and accessibility of the material should be directed to me.

Once you are on the course Canvas site, review the course Modules under the navigation sidebar on the left side of the screen. Modules are organized by week and follow the schedule at the end of this syllabus. Each weekly module contains:

- A weekly update video message. Be sure to watch it before reviewing the rest of the material.
- List of the assigned pages in the course textbooks for the week.
- Links to lectures, documentaries, news articles and videos and other course content for the week.
- Assignments that include a discussion board post or response (always due Friday), a quiz (always due Sunday), and part of your final group project on even numbered weeks.

In the Week #1 module you will also find zoom links for my office hours and those of the GEs and important documents, including this syllabus, brief introductions for me and the GEs, and one that covers Netiquette - this course covers racial material some people may find sensitive, and it does so in an online format - therefore, Netiquette is extremely important.
We will have a weekly schedule of assignments, but you may complete the work such as readings, lectures, and documentaries on your schedule from any location. You can watch each lecture as many times as you need to be sure you understand them. You can also pause or rewind to take notes, or review, and you and always stop and pick them up later. While course content can be reviewed on your own schedule, assignments have specific due dates and times! **Be sure to carefully read the schedule at the end of this syllabus so that you are clear when assignments are due.**

**Make sure that you regularly check your @uoregon.edu email for announcements and updates.**

You can expect to spend approximately 10-12 hours per week for a successful outcome, including readings, lectures and videos, discussion posts and responses, studying for and completing quizzes, researching and preparing your final group project, and other class activities.

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
- QuickTime player, VLC, or any other free video player download

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**COURSE MATERIALS**

There are two required texts:


These can be purchased at the UO DuckStore or bought online through sites such as Amazon or Barnes & Noble. *The Mismeasure of Man* is also available as an audiobook (Audible.com), if that interests you. Be aware that the page numbers given in the syllabus may not be easy to match in the audiobook. Please make sure that you have the text as soon as possible so that you can appropriately discuss the material. There are also a number of journal articles, websites, and video clips for you to read/watch on Canvas.

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**EXPECTATIONS**

Regular online engagement and completion of course readings are required to pass this course. Quizzes, discussion posts, and final group project assignments must be submitted by the scheduled time—**under no circumstances will make-ups or extensions be given without a documented and cleared excuse** (see ADA statement). Late work will only be accepted with a valid reason. You will not receive credit for a late assignment unless you notify me in advance. Notification must be done with an email from your @uoregon.edu email account sent directly to me with both GEs cc’d and ANTH 278 in the subject line.

As this is an online course, certain activities will not be acceptable excuses for an accommodation, such as personal travel, work, and depending on the circumstances, conference participation or travel associated with other campus organizations. **However, please contact me and GEs so that we understand the situation!** If there is a serious issue related to your ability to participate in our course, you need to contact...
us immediately. Delay in asking for help will cause you to fall behind in the course, and make-up work will not be accepted unless prior accommodations have been made. Appropriate accommodations will be provided for students with documented disabilities (see ADA Statement).

EVALUATION

Your grade in this course will be based on your performance on weekly quizzes, discussion posts and responses, and final group project. **There is no extra credit given for this course – do not ask.**

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<thead>
<tr>
<th>Assignment</th>
<th>Percent</th>
<th>Points</th>
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<tbody>
<tr>
<td>Discussion: icebreaker &amp; 2 responses</td>
<td>3.3%</td>
<td>10 (post = 5; responses 2.5 each)</td>
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<tr>
<td>Discussion: quote about race &amp; 2 responses</td>
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<td>10 (post = 5; responses 2.5 each)</td>
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<td>Discussion: critical thought post #1 &amp; 2 responses</td>
<td>13.3%</td>
<td>40 (post = 20; responses 10 each)</td>
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<td>Discussion: critical thought post #2 &amp; 2 responses</td>
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<td>Weekly Quizzes (n=10)</td>
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<td>100 (10 each)</td>
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<tr>
<td>Final group project: topic list</td>
<td>1.7%</td>
<td>5</td>
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<tr>
<td>Final group project: bibliography</td>
<td>3.3%</td>
<td>10</td>
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<tr>
<td>Final group project: outline</td>
<td>5.0%</td>
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<tr>
<td>Final group project: presentations</td>
<td>20%</td>
<td>60</td>
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<tr>
<td>Final group project: member contributions</td>
<td>3.3%</td>
<td>10</td>
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<tr>
<td>Total</td>
<td>100%</td>
<td>300 points</td>
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Grades will be assigned as follows (with + and – for the top and bottom 3% of each grade above F):

- **A = 90-100%** – outstanding performance relative to that required to meet course requirements; demonstrates a mastery of course content at the highest level.
- **B = 80-89%** – performance that is significantly above that required to meet course requirements; demonstrates a mastery of course content at a high level.
- **C = 70-79%** – performance that meets the course requirements in every respect; demonstrates an adequate understanding of course content.
- **D = 60-69%** – 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 < 60%** – performance in the course, for whatever reason, is unacceptable and does not meet the course requirements; demonstrates an inadequate understanding of the course content.

DISCUSSION POSTS AND RESPONSES

We will be using discussion boards for several different assignments in this course: the icebreaker, quotes about race, and two critical thought posts, plus responses to each. Each week, posts or responses must be submitted by Friday at 11:59 pm PDT (see schedule below). All posts should be clearly written in full
sentences with proper punctuation, well organized (not stream of conscious), and where appropriate properly cite any course materials or external sources used. This is not a random internet blog site. This is not the place to insult or make fun of people even if they are your friends. Keep Netiquette in mind (see file in Week #1 module). We have a zero-tolerance policy for disrespectful, insensitive, and hate-speech. All such incidents will be reported to the University and you will not receive credit for the assignment.

**Icebreaker introduction post (5 points):** Post a brief paragraph introducing yourself to the class, **due by 11:59 p.m. on Friday of the first week.** Please provide your name, your major, something that is interesting about you, and why you enrolled in this course. Then ask question for your classmates to answer. This will help everyone in our class, including the GEs and me, understand a little more about you. **Instructions are also in the Week #1 module.**

**Icebreaker responses (5 points).** Post short responses to at least **two** of your classmates **Icebreaker** introduction posts by **11:59 p.m. on Friday of the second week.** These can be very short, but need to show that you have read your classmates’ **Icebreaker** and tried to address their question. Take some time and read through as many introduction posts as you can, even if you have already responded. Each person has given thought to what and how they post. Reading each person’s introduction will help you get to know one another, and help us as a class develop our online community. This will make our subsequent discussions more interactive and engaging. Even though you only need to respond to two other posts, I strongly encourage you to respond to as many as you can. **Instructions are also in the Week #2 module.**

**Quote about race (5 points).** Post **one** quote that uses the word "race" or "racism", or is related to race or racism, or to bias in science by **11:59 p.m. on Friday of the third week.** These quotes can come from anytime and any prominent person (for example, authors, activists, politicians, leaders, philosophers, doctors, actors, news reporters, TV personalities, musicians, or poets). If they are not in English, please provide a translation. **You need to include a proper reference for your quote.** One of the goals of this assignment is to be sure you know how to properly cite your sources. **Instructions are also in the Week #3 module.**

**Quote responses (5 points).** Post short responses to at least two (2) of your classmates **Quotes about race** by **11:59 p.m. on Friday of the fourth week.** As with the icebreaker responses, these can be short, but need to show that you have read your classmates’ quote about race and given it some thought. **Instructions with more detail are in the Week 4 module.**

**Critical thought posts (20 points each).** Weeks 5 and 8 you will need to make critical thought posts about the course material by **11:59 p.m. on Friday.** These posts should be 2-4 paragraphs in length (approximately 250 – 500 words). These should be critical responses and reactions to course materials (that is the readings, videos, articles, lectures, etc.) up to that point. They must include:

1. short summary of some aspect or idea from course material up to that point
2. explore material summarized in (1) in light of current events (i.e. connect the past to today)
3. reference outside material (e.g. news article, blog post, pod-cast, peer-reviewed journal)
4. illustrate critical thinking skills
5. pose at least one question to your ANTH 278 classmates
6. include proper references and in-text citations for both course material and outside sources

**Instructions with more detail are in the Week 5 and Week 8 modules.**

**Critical Thought Responses (10 points each).** Weeks 6, 7, 9, 10 you will make responses to one (1) of your section classmates’ critical thought posts by **11:59 p.m. on Friday.** Each of these should be 1-3 paragraphs in length (~150-300 words) and should extend your classmates’ thinking and provide new 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. Instructions with more detail are in the Week 6, 7, 9 and 10 modules.

**WEEKLY QUIZES**

Quizzes (10 points each, 100 points total): There will be ten quizzes total. Each quiz must be submitted by Sunday at 11:59 pm PDT (see schedule below). Quiz questions come directly from the assigned course materials such as lectures, readings, documentaries, news articles and videos. Quizzes are timed, meaning once you start the quiz the timer begins and cannot be stopped. However, you will have 60 minutes to complete the quiz, and you can view lecture and review material while you are taking the quiz. You will be able to take the quiz at a time of your choosing between Friday and Sunday. Students must complete the quiz individually, and plagiarism of any sort is unacceptable and can result in failing the quiz.

**FINAL GROUP PROJECT**

You will be randomly assigned to a group of approximately four (4) students by the end of Week 2. Together, your group will produce narrated presentation. Your narrated group presentation can be on any topic related to this course, that is, to the use of science to justify prejudice, to the history of science in light of race and racism, to the history of race and racism in light of science, and to the integration of racial ideology in our society as it relates to scientific and policy practices. Your final projects will be produced as a group, through a series of required components, each of which will be graded and has a specific due date.

**Topic selection (5 points):** As a group, you will come up with a ranked list of five (5) project ideas and submit them with the names and preferred emails of all group members by Sunday at 11:59 p.m. of week 4. We do not want groups to cover the same subject, so make sure that your topics are specific, and that you are willing to research other topics if your choices are not available. We may challenge you to refine your topic, so please read our comments regularly and check to see if your topic is approved or if it needs refinement. You can always turn in your topic list early. A final group project submitted without pre-approval of the topic will not be graded. Late submissions will be penalized. Instructions with more detail are in the Week 4 module.

**Bibliography of outside sources (10 points):** As a group, you will need to submit a works cited page containing at least five (5) specific references not assigned in this course due by Sunday at 11:59 p.m. of week 6. While you are encouraged to use assigned course materials for the final project, most of your sources should come from material not included in the course. Two (2) of your sources must come from a scientific, peer-reviewed journal. The other three (3) sources can come from podcasts, news articles, documentaries, magazine articles, internet blogs, or interviews. You must provide a proper citation for each source. WIKIPEDIA IS NOT AN ACCEPTABLE SOURCE! A final group project submitted without pre-approval of the references will not be graded. Late submissions will be penalized. Instructions with more detail are in the Week 6 module.

**Outline (15 points):** As a group, you will need to submit a detailed outline of your presentation by Sunday of week 8 at 11:59 p.m. This outline should detail the main points to be covered by the presentation, the references for those points, which group members are covering which parts, and how long/how many slides each group member be responsible for. A final group project submitted without an approved outline will not be graded. Late submissions will be penalized. Instructions with more detail are in the Week 8 module.
**Narrated presentation (60 points):** Final group projects must be a **narrated, slide-based presentation** similar to those given for lecture (e.g., PowerPoint, Keynote, Prezi). Presentations missing narration will be penalized 50%. Presentations must be at least 10 minutes in length, but no longer than 13 minutes. Presentations under or over the time limit will be penalized. To avoid plagiarism, all presentations must include a *works cited slide*, and information (e.g., quotes, data, analyses, theories, and studies) that is not your own must be referenced with an in-text citation. You can upload the final project directly to Canvas, or provide a *working* link to Youtube or a GoogleDrive folder. **Groups that submit a broken, private, or otherwise inaccessible link will receive a zero**, so make sure that your link works! **Final projects need to be submitted on or before Wednesday, June 9th at 11:59 p.m. PST. Instructions with more detail are in the Final Group Project module.**

**Member contributions (10 points):** Your group must submit a brief paragraph describing the contributions of each member to the overall Final Group Project. Succinctly describe the contributions (if any) of each group member to: coordination of group members/meetings; research; writing and editing; creating and editing slides; narration and production, and total effort towards the project. These are due by Thursday, June 10th at 11:59 p.m. PST. **Instructions with more detail are in the Final Group Project module.**

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**ACADEMIC HONESTY**

The University of Oregon considers 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, UO students and teachers 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 coursework, including discussions, quizzes, 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, or discussion board
- 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](https://www.uoregon.edu/about/academic-programs/academic-honesty-and-apb). Additionally, I will be monitoring all work for evidence of plagiarism and using software that scans a paper to analyze the degree of its originality and similarity to previous work. In cases where 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.**

The University of Oregon Libraries’ website [has examples of citation methods](https://library.uoregon.edu/research/citing).
KEEP COPIES OF YOUR WORK

As an online course, you should consider storing all of your work on a personal external hard drive and/or a file storage service (e.g., iCloud, Google Drive, DropBox) to protect your material from possible computer failures. The recommended workflow is to create all of 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 your instructor are not responsible for lost or missing coursework.

ADA STATEMENT

Students with documented disabilities who may need accommodations, who have any emergency medical information the instructor should know of, or who need special arrangements in the event of evacuation, should make an appointment with the instructor as early as possible, no later than the first week of the term. Students may also wish to contact UO Disability Services Office at 541-346-1155. NOTE: As per FERPA regulations Faculty are no longer automatically informed as to the ADA status of students. If you have special requirements, you must bring your information to me as soon as possible.
NOTE: Class schedule is subject to change in the event of extenuating circumstances, or otherwise modified as needed.

### CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Date</th>
<th>Topics</th>
<th>Reading</th>
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<tbody>
<tr>
<td>1</td>
<td>Friday</td>
<td>10/01</td>
<td>Review syllabus</td>
<td>Syllabus</td>
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<td></td>
<td>Sunday</td>
<td>10/03</td>
<td>Watch/read instructor introductions</td>
<td>Netiquette</td>
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<td></td>
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<td></td>
<td><strong>Lecture:</strong> Misconceptions about evolution</td>
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<td></td>
<td><strong>Discussion:</strong> icebreaker post due, 11:59 p.m.</td>
<td>Articles &amp; videos</td>
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<td><strong>Quiz:</strong> #1 (syllabus quiz) due, 11:59 p.m.</td>
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<tr>
<td>2</td>
<td>Friday</td>
<td>10/08</td>
<td><strong>Lecture:</strong> Race and Human Variation</td>
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<td></td>
<td>Sunday</td>
<td>10/10</td>
<td><strong>Documentary:</strong> Race – the Power of an Illusion, Episode 1.</td>
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<td></td>
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<td></td>
<td>The difference between us</td>
<td>Articles &amp; videos</td>
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<td><strong>Discussion:</strong> icebreaker responses due, 11:59 p.m.</td>
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<td><strong>Quiz:</strong> #2 due, 11:59 p.m.</td>
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<td><strong>Final group project:</strong> View final project groups – begin discussing topic ideas with other group members.</td>
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<tr>
<td>3</td>
<td>Friday</td>
<td>10/15</td>
<td><strong>Lecture:</strong> History of the Race Concept</td>
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<td></td>
<td>Sunday</td>
<td>10/17</td>
<td><strong>Documentary:</strong> Race – the Power of an Illusion, Episode 2.</td>
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<td>The story we tell</td>
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<td><strong>Discussion:</strong> quotes about race due, 11:59 p.m.</td>
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<td><strong>Quiz:</strong> #3 due, 11:59 p.m.</td>
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<td>4</td>
<td>Friday</td>
<td>10/22</td>
<td><strong>Lecture:</strong> Anthropometry and Craniometry</td>
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<td>Sunday</td>
<td>10/24</td>
<td><strong>Discussion:</strong> quotes about race responses due, 11:59 p.m.</td>
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<td><strong>Quiz:</strong> #4 due by Sunday at 11:59 p.m.</td>
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<td><strong>Final group project:</strong> topics due, 11:59 p.m.</td>
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<td>5</td>
<td>Friday</td>
<td>10/29</td>
<td><strong>Lecture:</strong> Physicians, Geneticists, and Race Rankings</td>
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<td>Sunday</td>
<td>10/31</td>
<td><strong>Discussion:</strong> critical thought posts due, 11:59 p.m.</td>
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<td><strong>Quiz:</strong> #5 due, 11:59 p.m.</td>
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<td>6</td>
<td>Friday</td>
<td>11/05</td>
<td><strong>Lecture:</strong> Measuring Brains and Measuring Bodies</td>
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<td>Sunday</td>
<td>11/07</td>
<td><strong>Discussion:</strong> critical thought response #1 due, 11:59 p.m.</td>
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<td><strong>Quiz:</strong> #6 due, 11:59 p.m.</td>
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<td><strong>Final group project:</strong> bibliography due, 11:59 p.m.</td>
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<td>7</td>
<td>Friday</td>
<td>11/12</td>
<td><strong>Lecture:</strong> Spencer’s Social Darwinism, 19th Century Ideas on Race</td>
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<td>Sunday</td>
<td>11/14</td>
<td><strong>Discussion:</strong> Critical thought response #2 due, 11:59 p.m.</td>
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<td><strong>Quiz:</strong> #7 due, 11:59 p.m.</td>
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<td><strong>Final group project:</strong> bibliography due, 11:59 p.m.</td>
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**Haller (pp. 95-120)**

**Articles & videos**
<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Date</th>
<th>Topics</th>
<th>Reading</th>
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</thead>
</table>
| 8    | Friday | 11/19    | **Lecture:** Hereditarian Theory of Intelligence & Racism, Twin studies and heritability  
**Documentary:** *Race – The Power of an Illusion*, Episode 3. The house we live in | Gould  
(pp. 176-263)  
Articles & videos |
|      | Sunday | 11/21    | **Discussion:** Critical thought post due, 11:59 p.m.  
**Quiz:** #8 due, 11:59 p.m.  
**Final group project:** outline due, 11:59 p.m. |                           |
| 9    | Friday | 11/26    | **Lecture:** Correlation, Statistics, and Intelligence  
**Discussion:** Critical thought response #1 due, 11:59 p.m.  
**Quiz:** #9 due by Sunday at 11:59 p.m. (10 pts) | Gould  
(pp. 264-350)  
Articles & videos |
|      | Monday | 11/29    | **Lecture:** Three centuries of perspective on race  
**Discussion:** Critical thought response #2 due, 11:59  
**Quiz:** #10 due by Sunday at 11:59 p.m. (10 pts) |                           |
| 10   | Friday | 12/03    | **Final group project:** presentations, due 11:59 p.m.  
**Final group project:** member contributions, due 11:59 p.m. |                           |
|      | Sunday | 12/05    |                                                                 |                           |
| 11   | Wednesday | 12/08 |                                                                 |                           |
|      | Thursday | 12/09 |                                                                 |                           |