

**HH3013 Comparative History of Race & Science**  
**Nanyang Technological University**  
**Semester 1, AY2017/18**

**Draft Syllabus (August 1, 2017)**

**1 Course Details**

Academic units: 3

Meeting time: Fridays, 9:30am–12:30pm

Venue: HSS-TR+1

Instructor: Dr Lin Qi Feng (please call me Dr Lin. I am not a professor.)

Email: [qflin@ntu.edu.sg](mailto:qflin@ntu.edu.sg)

Office hours: by appointment

**2 Course Description**

Students will interrogate the interactions between science and race. The course is presented in three parts that will provide a theoretical and contextual foundation for the study of a topic that spans across diverse geographic locations, periods, and scientific and technological developments. The first part is organized around the question of “how do we know what we see or experience is what we encounter?” in the context of exploration, colonial events, and empire. The second part examines issues of measurement, classification, intelligence, and gender surrounding the construction of race from the 18th through the 20th centuries. The final third of this course examines topics related to the history of race and eugenics, genetic understandings of populations, medicine, and genomic kinship. Students will read, discuss, and analyze a combination of historical texts, including primary documents from the sciences and contemporary writing. Previous history or biology coursework required.

**3 Learning Objectives**

Students who take this demanding interdisciplinary course will gain the confidence necessary to discuss the concept of race with deep historical nuance. They will develop critical thinking skills through the synthesis of well-informed arguments that reflect rigorous comparative analysis. Consistent writing throughout the semester and class discussions will give students opportunities to sharpen their written and oral communication skills. The final project will push them beyond conventional intellectual boundaries, as students will use concepts and contents taught in the first two-thirds of the class to develop original analyses of specific cases in history.

**4 Student Assessment**

#### 4.1 In-Class Participation (15%)

This component will be evaluated according to two criteria: punctuality (attendance is not sufficient) and contribution to discussion in class. Punctuality is a virtue that has become rare of late.

This class begins early at 9:30am. Attendance will be taken at 9:30am sharp. Please leave allowance in your commuting time for any contingency. I would aim to be fifteen minutes early, if not more. To begin discussing fruitfully at 9:30am, one would ideally have to arrive before that.

To earn attendance for a particular class, you will need to **1) be present at 9:30am when attendance is taken and 2) submit a take-home message at the end of the class.** If you need to leave early (in the context of travelling to another class), you can submit a take-home message later in the afternoon **by 5pm.**

Participation is a function of having read and reflected on the readings. Outstanding participants will demonstrate a thorough and critical understanding of the assigned material by offering perceptive comments and asking informed questions. Please come with questions or connections you have identified and be ready to articulate them in class.

#### 4.2 Reading responses (10%)

Each week, submit a short response (max 100 words) for the week's reading, by the end of Wednesday, 2359, before that week's class. This will give me time to review your responses and address them in class. The class meets on Friday morning.

Each response is worth 1%. Your response need to be substantial enough and to have demonstrated that you have reflected on *all* the readings to be awarded the score. A sentence or two is not sufficient.

This will start in Week 2 all the way to Week 13, so you will have some slack. I suggest you submit reading responses for Weeks 2–11 and slack off towards the end of the semester. As you can see, you can miss up to two weeks and still earn the full 10%. Please don't come asking me to consider your submission if you are late or negligent if you still have the opportunity to earn full credit here.

#### 4.3 Group project (total 30%): presentation handout (12.5%), presentation handout (12.5%), professionalism (5%)

As a group (group size to be determined depending on class size), **present an analysis of a film, a fictional novel, a social phenomenon, or a piece of news in which race and science interact.** The analysis will make use of the concepts and content that we have learned in class.

There are two deliverables. The first is a presentation handout (12.5%) of about 300–350 words, written in prose (not in point form) and taking up

about a page, to be shared with the class two days before the presentation. This will be a synopsis of your presentation which everyone can refer to before and during the presentation. This will help the audience follow your presentation. The handout will be graded on conciseness, clarity, writing quality, and whether it has fulfilled its objective as a synopsis of the presentation.

The presentation (12.5%) will last 20 minutes (depending on how many groups we have) in which students will present their analysis. Students can spend up to 5 minutes (depending on how long the overall presentation is) showing a video clip or reading passages of the fiction.

Students will be assessed for their ability to demonstrate their command of course materials as well as their researched findings, in addition to the strength of their written and presented arguments as to how to apply their historical understandings of race and science to better understand society and culture.

Group presentations will be conducted every week. To start working on this presentation, do the following at the beginning of the semester:

1. **Form groups** among yourself
2. **Sign up** for a week to present
3. **Decide** on what you want to present (what film, fiction, news, etc.) as well as **skim** the readings ahead to have a sense of the concepts. You are welcome to kill two birds with one stone by reading the entire semester's reading at the beginning of the semester (which will constitute as a form of self study and pre-reading for each week) and submitting all (ten) of the reading responses, at the same time using what you have learned in your presentation and handout.

After your presentation, please provide a score for your group mates' professionalism (5%). I will share a rubric to help you score your group mates.

#### **4.4 Preparation for final research essay (total 15%): Thesis statement (5%) and literature review (10%) for Final Research Essay**

Formulate a thesis statement (max 60 words) for your final research essay (5%). This is followed by a literature review that is of maximum 500 words long. This component is due on Friday, Sept 29, at 2359. This early deadline is to force you to think about your essay during the first half of the semester.

You are welcome to align your final research essay with the group presentation to economize on effort.

#### **4.5 Final Research Essay (30%): max 3,000 words (including the aforementioned literature review that was completed earlier), due Monday, November 20, 2017**

Treat this essay as a way to satisfy your curiosity and to formulate and put forward your thesis argument. You will use the concepts we have covered in class to study your thesis.

Give a brief presentation of ten minutes on November 3, Week 11. The purpose is to share your findings in class and receive feedback from your peers. This brief presentation will not be graded but is compulsory.

Submit your essay as a *Word document* using Turnitin by 2359 on **Monday, November 20, 2017**.

### **5 Plagiarism Policy**

All assignments should be original work, consistent with the university's anti-plagiarism rules. Papers will be evaluated on rigor and depth of research, clarity and concision of writing, proper footnoting, and list of works cited using Chicago referencing style.

### **6 Late Policy**

For each day for which an assignment is late, **15%** will be deducted from the overall marks. For example, an assignment that is late by a day will be graded out of 85%, while one that is late by two days will be graded out of 70%. In the event of extenuating circumstances, please refer to the university's leave policy for undergraduates.

### **7 Required Texts**

These titles will be available for loan in the reserves section at the Library Outpost and for purchase at the bookstore.

Gould, Stephen Jay. 1996. *The Mismeasure of Man*. revised and expanded ed. New York: Norton.

Bernasconi, Robert, and Tommy Lee Lott. 2000. *The Idea of Race*. Indianapolis: Hackett Pub. Co.

NOTE: The bookstore, Booklink Pte Ltd, is now located at NS3-01-25 at the North Spine Plaza.

### **8 Course Schedule and Readings**

### **Week 1 (Aug 18): Introduction**

“Introduction,” in **Bernasconi, Robert and Tommy L. Lott**, pp. vii–xviii.

François Bernier. “A New Division of the Earth,” in **Bernasconi, Robert and Tommy L. Lott**, pp. 1–4.

François-Marie Voltaire. “On the Different Races of Men,” in **Bernasconi and Lott**, pp. 5–7.

Armand Marie Leroi. “A Family Tree in Every Gene,” *New York Times*, 14 March 2005.

### **Week 2 (Aug 25): Drawing Trees**

Grafton, Anthony, April Shelford, and Nancy G. Siraisi. 1995. *New Worlds, Ancient Texts: The Power of Tradition and the Shock of Discovery*. Cambridge, Mass: Belknap Press of Harvard University Press, pp. 61–93.

Harding, Sandra. 2001. “Science, Race, Culture, Empire.” In *A Companion to Racial and Ethnic Studies*, edited by John Solomos and David Theo Goldberg, 217–228. Williston: Blackwell Publishing Ltd.

Bernal, Martin. 1993. “Black Athena: Hostilities to Egypt in the Eighteenth Century.” In *The "Racial" Economy of Science: Toward a Democratic Future*, edited by Sandra Harding, 47–63. Bloomington: Indiana University Press.

Johann Gottfried von Herder. “Ideas on the Philosophy of the History of Humankind,” in **Bernasconi and Lott**, pp. 23–26.

### **Week 3 (Sept 1): No Class –Hari Raya Haji**

### **Week 4 (Sept 8): Before there was Darwin**

Augstein, H. F. 1999. “Race, Science and Medicine, 1700–1960.” In, edited by Waltraud Ernst and Bernard Harris, 58–79. Routledge.

Hudson, Nicholas. 1996. “From "Nation to "Race": The Origin of Racial Classification in Eighteenth-Century Thought.” *Eighteenth-Century Studies* 29 (3): 247–264.

“Reasons, History, and Revision of *The Mismeasure of Man*,” and “American Polygeny and Craniometry before Darwin: Blacks and Indians as Separate, Inferior Species,” in Gould 1996, pp. 36–50; 62–104.

### **Week 5 (Sept 15): Darwin’s Thoughts on Evolution and Race**

Waters, C. Kenneth. 2009. "The Arguments in the Origin of Species." In *The Cambridge Companion to Darwin* 2nd ed, edited by Gregory Radick and Jonathan Hodge, 120–144. Cambridge, UK: Cambridge University Press.

Hodge, Jonathan, and Gregory Radick. 2009. "The Place of Darwin's Theories in the Intellectual Long Run." In *The Cambridge Companion to Darwin* 2 ed, edited by Gregory Radick and Jonathan Hodge, 246-274. Cambridge: Cambridge University Press.

Charles Darwin. "On the Races of Man," from *The Descent of Man*, in **Bernasconi and Lott**, pp. 54-78.

"The Moral State of Tahiti—and of Darwin," in Gould 1996, 391–424.

### **Week 6 (Sept 22): Social Darwinism**

Claeys, Gregory. 2000. "The "Survival of the Fittest" and the Origins of Social Darwinism." *Journal of the History of Ideas* 61 (2): 223–240. doi: 10.2307/3654026.

Leonard, Thomas C. 2009. "Origins of the myth of social Darwinism: The ambiguous legacy of Richard Hofstadter's Social Darwinism in American Thought." *Journal of Economic Behavior & Organization* 71 (1): 37–51.

Paul, Diane B. 2009. "Darwin, Social Darwinism and Eugenics." In *The Cambridge Companion to Darwin* 2nd ed, edited by Jonathan Hodge and Gregory Radick, 219–245. Cambridge: Cambridge University Press. doi: 10.1017/CCOL9780521884754.010.

### **Week 7 (Sept 29): Race and Conservation Science**

**Thesis statement and literature review for final research paper due at 2359.**

Leopold, Aldo. 1933. "The Conservation Ethic." *Journal of Forestry* 31 (6): 634–643. Reprinted in S. L. Flader & J. B. Callicott, ed., *The River of the Mother of God and Other Essays*, Madison, University of Wisconsin Press, 1991, 181–192.

Powell, Miles A. 2016. *Vanishing America: Species Extinction, Racial Peril, and the Origins of Conservation*. Cambridge, Massachusetts: Harvard University Press. pp.158–185.

## **Make-Up Class during Recess Week (Oct 6): Dissecting the Legacy of Slavery**

### **Attendance will NOT be taken**

Schiebinger, Londa. 1990. "The Anatomy of Difference: Race and Sex in Eighteenth-Century Science." *Eighteenth-Century Studies* 23 (4): 387–405. doi: 10.2307/2739176.

Drescher, Seymour. 1990. "The Ending of the Slave Trade and the Evolution of European Scientific Racism." *Social Science History* 14 (3): 415–450. doi: 10.2307/1171358.

Fausto-Sterling, Anne. 1995. "Gender, Race, and Nation: The Comparative Anatomy of "Hottentot" Women in Europe, 1815–1817." In *Deviant Bodies: Critical Perspectives on Difference in Science and Popular Culture*, edited by Jennifer Terry and Jacqueline Urla, 19–48. Bloomington: Indiana University Press.

### **Week 8 (Oct 13): Race and Species after Darwinism**

Franz Boas. "Instability of Human Types," in **Bernasconi and Lott**, pp. 84–88.

Haraway, Donna Jeanne. 1989. "Teddy Bear Patriarchy: Taxidermy in the Garden of Eden, New York City, 1908–36." In *Primate Visions: Gender, Race, and Nature in the World of Modern Science*, 26–58. New York: Routledge.

### **Week 9 (Oct 20): Measures of Intelligence and Morality**

Gould, "Measuring Heads: Paul Broca and the Heyday of Craniology." *The Mismeasure of Man* (New York: Norton, 1996), pp. 105–141.

Gould, "Measuring Bodies." *The Mismeasure of Man*, pp. 142–175.

Gould, "The Hereditarian Theory of IQ." *The Mismeasure of Man*, pp. 176–263.

DuBois, W.E.B. "The Conservation of Races," in **Bernasconi and Lott**, pp. 108–117

### **Week 10 (Oct 27): Heredity, Hygiene, Eugenics**

Arthur de Gobineau. "The Inequality of Human Races," in **Bernasconi and Lott**, pp. 45–53.

Francis Galton. "Eugenics: Its Definition, Scope, and Aims." In **Bernasconi and Lott**, pp. 79-83.

Paul, Diane B. 1995. *Controlling Human Heredity: 1865 to the Present*. Atlantic Highlands, N.J.: Humanities Press International, 22-39, 72-96.

Proctor, Robert. 1988. *Racial Hygiene: Medicine under the Nazis*. Cambridge, Mass.: Harvard University Press, 10-30, 95-117.

### **Week 11 (Nov 3): Mixed Concerns**

Davenport, C. B. 1917. "The Effects of Race Intermingling." *Proceedings of the American Philosophical Society* 56 (4): 364-368.

Provine, William B. 1973. "Geneticists and the Biology of Race Crossing." *Science* 182 (4114): 790-796.

Farber, Paul Lawrence. 2011. *Mixing Races: From Scientific Racism to Modern Evolutionary Ideas*. Baltimore: Johns Hopkins University Press, 44-58.

Ashley Montagu. "The Concept of Race in the Human Species in the Light of Genetics." In **Bernasconi and Lott**, pp. 100-107.

### **Week 12 (Nov 10): Race and Biomedicine**

Brandt, Allan M. 1978. "Racism and Research: The Case of the Tuskegee Syphilis Study." *The Hastings Center Report* 8 (6): 21-29. doi: 10.2307/3561468.

Fanon, Frantz. 1967. *A Dying Colonialism*. New York: Grove Press, 121-146.

Landecker, Hannah. 2000. "Immortality, in vitro: A History of the HeLa Cell Line." In *Biotechnology and Culture: Bodies, Anxieties, Ethics*, edited by Paul Brodwin, 53-72. Bloomington: Indiana University Press.

### **Week 13 (Nov 17): Genomic Kinship**

Marshall, Eliot. 1998. "DNA Studies Challenge the Meaning of Race." *Science*. 282 (5389): 654-655. doi: 10.1126/science.282.5389.654. <http://www.sciencemag.org.ezlibproxy1.ntu.edu.sg/content/282/5389/654.full>.

Chakravarti, Aravinda. 2009. "Being Human: Kinship: Race relations." *Nature* 457 (7228): 380-381.



Rajagopalan, Ramya, and Joan H. Fujimura. 2012. "Making History via DNA, Making DNA from History." In *Genetics and the Unsettled Past: The Collision of DNA, Race, and History*, edited by Keith Wailoo, Alondra Nelson, and Catherine Lee, 143–163. New Brunswick, N.J.: Rutgers University Press.

**Research essay due on November 20 at 2359. Please submit to Turnitin.**