

York University
Winter Term 2011
Graduate Program in STS
Race and Racism in the Human Sciences
GS/STS 6302 3.0 (W)
Course Director: Dr. Thomas Teo

Time: Wednesday 14:30 - 17:30
Room: Stong 219
Office: 231 BSB
Phone: 416 736-5115 # 40553
Office hours: By appointment
E-mail: tteo@yorku.ca
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Tentative Course Outline and Reading List

January 5: Introduction

- UNESCO Statement by Experts on Race Problems 1950 [see: <http://unesdoc.unesco.org/images/0012/001269/126969eb.pdf>]
- American Anthropological Association. (1998). AAA statement on race. *American Anthropologist*, 100, 712–713. [see: <http://www.aaanet.org/stmts/racepp.htm>]
- Wade, N. (2004, November 14). Race-based medicine continued ... *New York Times*. [see: <http://www.nytimes.com/2004/11/14/weekinreview/14nick.html#>]
- Teo, T. (2010). What is epistemological violence in the empirical social sciences? *Social and Personality Psychology Compass*, 4/5, 295-303. [pp. 295-296] [Access via York University Libraries eResources]

(A) The Birth of Race and Racism in Academia

January 12: Origins

- Bernasconi, R. (2001). Who invented the concept of race? Kant's role in the Enlightenment construction of race. In R. Bernasconi (Ed.), *Race* (pp. 11-36). Malden, MA: Oxford University Press.
- Kant, I. (2001). On the use of teleological principles in philosophy (1788). In R. Bernasconi (Ed.), *Race* (pp. 37-56). Malden, MA: Oxford University Press.
- Blumenbach, J. F. (1795). *De generis humani varietate native* (3rd. ed) [On the natural variety of humankind]. Gottingae: Vandenhoeck and Ruprecht. [Second part; use online edition at: http://www.blumenbach.info/ /De_generis_humani_1st_Ed_Pt_2.html]
- Schiebinger, L. (1990). The anatomy of difference: Race and sex in eighteenth century science. *Eighteenth-Century Studies*, 23(4), 387-405. [Access via York University Libraries eResources – jstor]

First comment for January 12 meeting is due on January 10 (Monday) at 15:00 (see below).

January 19: History: Aesthetics, biology, and society

- Bindman, D. (2002). *Ape to Apollo: Aesthetics and the idea of race in the 18th century*. Ithaca, NY: Cornell University Press. [Chapter Four: The skull's triumph; pp. 190-221]
- Hannaford, I. (1996). *Race: The history of an idea in the West*. Baltimore, MD: Johns Hopkins University Press. [Chapter 8: The Search for Historical and Biological Origins, pp. 235-276]
- Jackson, J. P., & Weidman, N. M. (2004). *Race, racism, and science: Social impact and interaction*. Santa Barbara, CA: ABC-CLIO. [Chapter 3: Race and Evolution; pp. 61-96]
- Baum, B. (2006). *The rise and fall of the Caucasian race: A political history of racial identity*. New York: New York University Press. [Chapter 4: Racialized Nationalism and the Partial Eclipse of the "Caucasian Race," ca. 1840-1935; pp. 118-161]

First student presentations in winter!

(B) The Power of Race and Racism in Science and Society

January 26: Consequences in science and politics

- Weikart, R. (2004). *From Darwin to Hitler: Evolutionary ethics, eugenics, and racism in Germany*. New York: Macmillan. [Chapters 8, 9, and 10: Killing the "Unfit"; War and Peace; Racial Struggle and Extermination; pp. 145-206]
- Schafft, G. E. (2004). *From racism to genocide: Anthropology in the Third Reich*. Urbana, IL: University of Illinois Press. [Chapters 5 and 6: Population Selection and Relocation in the Midst of War; Anthropology and Medicine in the Third Reich; pp. 114-175]
- Jackson, J. P., & Weidman, N. M. (2004). *Race, racism, and science: Social impact and interaction*. Santa Barbara, CA: ABC-CLIO. [Chapter 4: The Hardening of Scientific Racism, 1900-1945; pp. 97-127]

February 2: Consequences in science: Scientific racism

- Gould, S. J. (1996). *The mismeasure of man (revised and expanded)*. New York: Norton. [Chapter 3, 4, and 5: Measuring Heads: Paul Broca and the Heyday of Craniometry; Measuring Bodies: Two case Studies in the Apishness of Undesirables; The Hereditarian Theory of IQ: An American Invention; pp. 105-263]
- Tucker, W. H. (1994). *The science and politics of racial research*. Urbana, IL: University of Illinois Press. [Chapter 5: "Unaided by Eugenic Foresight": The Controversy of Jensenism, pp. 180-268]

(C) Challenges to Race and Racism

February 09: Postcolonial and theoretical challenges

- Fanon, F. (1963). *The wretched of the earth*. New York: Grove Press. [Access chapter at: <http://www.marxists.org/subject/africa/fanon/national-culture.htm>]
- Spivak, G. C. (1988). Can the subaltern speak? In C. Nelson & L. Grossberg (Eds.), *Marxism and the interpretation of culture* (pp. 271-313). Urbana, IL: University of Illinois Press. [Access chapter at Google scholar]
- Mills, C. W. (1997). *The racial contract*. Ithaca, NY: Cornell University Press. [Introduction; Chapter 1: Overview; pp. 1-40]
- Frankenberg, R. (1993). *White women, race matters: The social construction of whiteness*. Minneapolis: University of Minnesota Press. [Introduction; see: <http://www.maclester.edu/wgs/Frankenberg-PointsOfOrigin.pdf>]

February 16: Scientific and anthropological challenges to race and racism

- Lewontin, R. (1995). *Human diversity*. New York: Scientific American Library. [Chapters 1, 2, 6, 7, 8: Human Variety; Genes, Environment, and Organisms; Mental Traits; Diversity among Groups; The Evolution of Human Diversity]
- DeSalle, R., & Yudell, M. (2005). *Welcome to the genome: A user's guide to the genetic past, present, and future*. New York: Wiley-Liss. [Chapter 5: 99.9%; pp. 81-94]
- Perry, R. (2007). *"Race" and racism: The development of modern racism in America*. New York: Palgrave Macmillan. [Chapters 1, 2, 8: "Race": Fact or Artifact?; The Biology of Human Variance; Will we Ever be rid of it?]
- Olson, S. (2002). *Mapping human history: Discovering the past through our genes*. Boston, MA: Houghton Mifflin. [Chapters 1, 2, 3: The End of Evolution: The African Origins of Modern Humans; Individuals and Groups: The Divergence of Modern Humans; The African Diaspora and the Genetic Unity of Modern Humans; pp. 11-53].

February 23: Reading week [February 19-25].

(D) The Resurrection of Race?

March 2: "Sciences of the living dead"

- Leroi, A. M. (March 14, 2005). A family tree in every gene. *New York Times*. [see: <http://www.nytimes.com/2005/03/14/opinion/14leroi.html?pagewanted=all&position=>]
- Lewontin, R. C. (2006). *Confusions about human races*. Retrieved from <http://raceandgenomics.ssrc.org/Lewontin/>
- Andraesen, R. O. (2000). Race: Biological reality or social construct? *Philosophy of Science*, 67 (*Proceedings*), pp. S653-S666. [Access via York University Libraries eResources]
- Gannett, L. (2004). The biological reification of race. *The British Journal for the Philosophy of Science*, 55, 323-345. [Access via York University Libraries eResources]
- Serre, D., & Paabo, S. P. (2004). Evidence for gradients of human genetic diversity within and among continents. *Genome Research*, 14(9), 1679-1685. [Access via York University Libraries eResources]

March 9: Race, science, technology, and medicine 1

- Wailoo, K., & Pemberton, S. (2006). *The troubled dream of genetic medicine*. Baltimore, MD: The Johns Hopkins University Press. [Introduction, pp. 1-13; Chapter 3: A Perilous Lottery for the Black Family, pp. 116-160; Conclusion, pp. 161-174].
- Epstein, S. (2007). *Inclusion: The politics of difference in medical research*. Chicago, IL: The University of Chicago Press. [Introduction, pp. 16; Chapter 10: To Profile or not to Profile: What Difference Does Race Make? pp. 203-232; Conclusion, pp. 277-302]
- Bolnick, D. A., Fullwiley, D., Duster, T., Cooper, R. S., Fujimura, J. H., Kahn, J., et al. (2007). The science and business of genetic ancestry testing. *Science*, 318(5849), 399-400. [Access via York University Libraries eResources]

March 16: Race, science, technology, and medicine 2

- Ioannidis, J. P. A., Ntzani, E. E., & Trikalinos, T. A. (2004). "Racial" differences in genetic effects for complex diseases. *Nature Genetics*, 36, 1312–1318. [Access via York University Libraries eResources]
- Outram, S. M., & Ellison, G. T. H. (2010). Arguments against the use of racialized categories as genetic variables in biomedical research: What are they, and why are they being ignored? In I. Whitmarsh & D. S. Jones (Eds.), *What's the use of race? Modern governance and the biology of difference* (pp. 91-123). Cambridge, MA: The MIT Press.
- Kaufman, J. S., & Cooper, R. S. (2010). Use of racial and ethnic identity in medical evaluations and treatments. In I. Whitmarsh & D. S. Jones (Eds.), *What's the use of race? Modern governance and the biology of difference* (pp. 187-206). Cambridge, MA: The MIT Press.

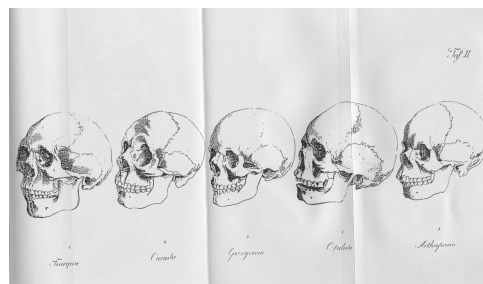
(D) Ethics and Prospects of Race and Racism in the Human Sciences

March 23: Ethical-epistemological issues

- Teo, T. (2004). The historical problematization of "mixed race" in psychological and human-scientific discourses. In A. Winston (Ed.), *Defining difference: Race and racism in the history of psychology* (pp. 79-108). Washington, DC: APA. [Access via York University Libraries eResources]
- Teo, T. (2008). From speculation to epistemological violence in psychology: A critical-hermeneutic reconstruction. *Theory & Psychology*, 18(1), 47-67. [Access via York University Libraries eResources - psycinfo]
- Teo, T. (2009). Psychology without Caucasians. *Canadian Psychology*, 50 (2), 91-97. [Access via York University Libraries eResources]
- Maglo, K. N. (2010). Genomics and the conundrum of race: Some epistemic and ethical considerations. *Perspectives in Biology and Medicine*, 53(3), 357-372. [Access via York University Libraries eResources]

March 30: The future of race

- Kitcher, P. (2007). Does 'race' have a future? *Philosophy & Public Affairs*, 25(4), 293-317. [Access via York University Libraries eResources]
- Appiah, K. A. (2006). How to decide if races exist. *Proceedings of the Aristotelian Society* 106(3), 363-380. [Access via York University Libraries eResources]
- Winant, H. (2006). Race and racism: Towards a global future. *Ethnic and Racial Studies*, 29(5), 986-1003. [Access via York University Libraries eResources]



Evaluation

Regular attendance and participation

- In order to ensure that the material has been reflected upon adequately, regular attendance and participation is necessary.
- If more than 2 meetings in the term are missed, the student must take an exam regarding the missed meetings (regardless of the reasons for missing class).

Presentation in class

- The duration of the presentation (and leading a class discussion) for each student should be approximately 30 minutes (longer if a video is shown).
- Assessment of the presentation by the whole group is taken into account (peer evaluation). Written assessments by class include sections on "Strengths," "Suggestions for Improvement," and a "Grade."
- The presentation can go beyond class reading material and include additional sources. The presentation may include audiovisual material and class discussions should involve specific questions derived from the reading material.
- Presentations should be done individually.
- PowerPoint (or a similar presentation software) or transparencies can be used.
- Provide an electronic copy of your presentation at least 12 hours before your presentation (send to instructor via e-mail).
- List all sources at the end of the presentation.
- The presentation (and leading a class discussion) counts towards 30% of the grade.
- Averaged grades and feedback are provided usually one week after the presentation.
- Grading for each presentation: Instructor: 50%. Peers: 50%.
- Letter grades will be used (A+, A, A-, B+, etc.) which are converted into numbers (A+ = 9, A = 8, A- = 7, etc.) which are averaged (for instance, A- ranges from 6.5 to 7.49).

Paper

- The written elaboration of the presentation in the form of a manuscript is required.
- The paper must be written in APA, Chicago, or MLA style and have a length of 18 pages including references. References must be drawn from at least 15 different academic sources.
- The deadline for the paper is April 13, 2011. There will be deductions for late submissions. Deductions: Each day late will count as a deduction of 0.15 for the first two days, 0.25 for the next two days, 0.35 for the next two days, etc. This means if you receive an average A for the paper and you are two days late you would receive: $8 - 0.30 = 7.7$ (which is still an A).
- All papers must be sent as an e-mail attachment to the instructor [criterion for date of submission] and handed in [mailbox, secretary, instructor] as a hardcopy until Friday.
- Organization: 1. *Title page* (p. 1): Title of paper, name, student number; course title; term). 2. *Abstract* (p. 2) (150 - 200 words). 3. *Paper and 4. References* (pp. 3 – 18): [Start a new page for the reference section]. Typing: Papers should be typed in Times Roman. Use a 12-point font and double spacing for the entire manuscript. Use 1-inch margins on the left, right, top, and bottom of the page. The text is to be left-aligned and not right-justified. Proofread the paper. Staple finished manuscript].

- The paper represents 40% of the grade.
- Grading: Letter grades.

Comments

All works must be read.

- 750 words each week concerning the readings (use the word count function in your word processing program and list the number of words at the end of the comment). Do not count headings, references, and direct quotes!
- Identify significant issues in the texts and respond to them. Or, alternatively, respond to the main argument in a document.
- A comment should be evaluative, provide arguments, and express a viewpoint. It contains an assessment of the text.
- Respond to essential issues of the reading material! Do not summarize material. Referencing of course texts is not required (just provide the author name and page numbers) -- but referencing is necessary if you use additional sources.
- Comments are due on each Monday at 15:00 and must be sent as 1 attachment to my e-mail address (see above) (or in the main text). Identify texts.
- Write your name at the top of the comments!
- Write 6302 in the "subject" heading of the e-mail.
- There will be deductions for late submissions and comments received on Tuesday after 15:00 will not be accepted anymore (Exception: documented medical reasons).
- The first comments are due on Monday, January 10 at 15:00 for the Wednesday, January 12 meeting. Comments are returned by email or hardcopy.
- It is the responsibility of the student to make sure that all comments were returned.
- If the day of a comment submission falls on a holiday, comments must be submitted earlier - if student cannot submit on a holiday.
- Comments represent 30% of the grade.
- Grading: Each weekly comment will receive a qualitative grade: Outstanding (exceptional) = A+; excellent = A; Very good = A-; Good = B+; etc. These qualitative comments are converted into numbers (A+ = 9, A = 8, A- = 7, etc.) and averaged.
- For the day of one's own presentation, no comments need to be submitted!
- In addition, you are allowed to miss 2 comment submissions (Monday submissions).