

ASCI*4020
SCIENTIFIC RACISM: INTERDISCIPLINARY AND HISTORICAL PERSPECTIVES
University of Guelph
Winter 2018

Instructor: Prof. A. S. Winston, Department of Psychology
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 Office Hours: Tues. 2:30 – 3:30 or by appointment

Prerequisites: None

Class Format : Lecture and Discussion: Tuesdays: 11:30 – 2:20 Room: MCKN 314
 Lecture slides will normally be posted on COURSELINK by midnight before the lecture.

Required Text: John P. Jackson, Jr. and Nadine M. Weidman. *Race, Racism, and Science: Social Impact and Interaction*. Science and Society Series. New Brunswick, N J: Rutgers University Press, 2004. ISBN 0-8135-3736-3. I strongly suggest you have your own or share a copy. This book was used in previous years, so used copies may be available.

Other readings to be assigned. Extensive reading is required, in excess of 1000 pages.

Course Content:

This course explores “scientific racism,” i.e., the use of scientific methods and data to promote ideas of racial inequality. We begin with early conceptions of race in the work of Enlightenment philosophers and anatomists, such as Linnaeus and Blumenbach. We end with modern manifestations of scientific racism in the work of psychologists Philippe Rushton in Canada, Richard Lynn in Ireland, and Kevin MacDonald in the United States, and the use of race in modern medicine. The history of scientific racism in 19th and 20th century biology, medicine, anthropology, and psychology will be examined. The production of racial hierarchies through science will be situated in the changing social contexts of colonialism, slavery, mass immigration, and urbanization. Finally, we will consider the ways in which scientific racism poses serious challenges to conceptions of value-neutrality, scientific objectivity and scientific progress. The current use of scientific data on race and intelligence by violent racial extremists and neo-Nazi organizations will be discussed as an ethical problem for the university, academic disciplines, and society.

Evaluation: (subject to revision)

Midterm examination	28%
Research paper	30%
Final Examination	35%
Contribution to discussion	7%

Course Learning Outcomes:

Through reading, writing, and class discussion in this course, students will be able to:

- 1) Describe the historical origins of racial categories and racial theories.
- 2) Explain the changes in scientific thinking about race from 1790 to the present.
- 3) Analyze the relationship between scientific writings about race and cultural changes.
- 4) Criticize contemporary studies of race in terms of scientific adequacy.
- 5) Explain how scientific studies are used by extremists to promote hatred.
- 6) Apply knowledge about scientific racism to the discussion of ethical codes, issues of free speech, and academic freedom.
- 7) Improve their critical thinking skills by reviewing and discussing claims about race.

Course Calendar – Reading list is subject to revisions and additions.

Date:	Topic	Jackson & Weidman (textbook) Chapter or pages
Jan. 9	Course introduction and overview	prologue
	Ancient and medieval conceptions of “race”: Greece and Spain	Ch 1 pp. 1 – 6
	“Does Race Exist?” Two brief statements created for NOVA ONLINE: An antagonist’s perspective by C. Loring Brace A proponent’s perspective by G. W. Gill http://www.pbs.org/wgbh/nova/evolution/does-race-exist.html	
	Laden, G. (2014). A troubling tome. Review of <i>A troublesome inheritance</i> , by Nicholas Wade. <i>American Scientist</i> , July-August. http://www.americanscientist.org/bookshelf/pub/a-troubling-tome	
	Recommended: (NOT REQUIRED!) Friedman, J. (1987). Jewish Conversion, the Spanish Pure Blood Laws and Reformation: A Revisionist View of Racial and Religious Antisemitism. <i>The Sixteenth Century Journal</i> , Vol. 18, No. 1 (Spring, 1987), pp. 3-30. Available on COURSELINK.	
	Weizmann, F. (2004). Type and essence: prologue to the history of psychology and race. In A. S. Winston, Ed. <i>Defining Difference: Race and racism in the history of psychology</i> , pp. 21-47. Washington, DC: American Psychological Association. Available on COURSELINK.	
Jan. 16	Enlightenment origins of racial theory: Bernier, Linnaeus, Buffon, And Blumenbach	Ch 1 pp. 7-27
	Medicine, slavery, and the racial typology	Ch. 2
	Polygenism, science and religion	Ch. 2 Knox, pp. 276- 281
Jan. 23	Evolutionary theory and race	Ch. 3
	From physiognomy to craniometry	Darwin, pp. 281-286
	Francis Galton, race, and measurement	Ch. 4
	Galton, F. The comparative worth of different races. Pp. 336-343 ONLY in Galton, <i>Hereditary Genius</i> , 2 nd ed.1892, available at http://www.galton.org/books/hereditary-genius/text/html/galton-1869-genius.html	
	Required Reading on COURSELINK Tucker, W. H. (1994). For a twentieth of the cost: Francis Galton and the origin of eugenics . Reprinted from W. H. Tucker, <i>The science and politics of racial research</i> Ch. 2 (pp. 37-53). Copyright 1994 University of Illinois Press. For Password enter psyc4370	

Jan. 30

Race and the eugenics movement

Required reading on COURSELINK: Tucker, W. H. (1994). Applying science to society: the eugenics movement in the early twentieth century. Reprinted from W. H. Tucker, *The science and politics of racial research*, Ch. 3 (pp. 54-110). Copyright 1994 University of Illinois Press. For Password enter psyc4370

Racial theory, intelligence testing and immigration

Madison Grant, pp. 299-304

Recommended: PASSING OF THE GREAT RACE at: www.archive.org

For an introduction to how IQ tests please read this introductory textbook chapter by Stangor and Walinga if you did not take into psych.

<http://opentextbc.ca/introductiontopsychology/chapter/9-1-defining-and-measuring-intelligence/>

Feb. 6

Scientific racism in the Third Reich

Reading on COURSELINK: Tucker, W. H. (1994). Applying science to society: the eugenics movement in the early twentieth century. Reprinted from W. H. Tucker, *The science and politics of racial research*, Ch. 3 (pp. 110-137). Copyright 1994 University of Illinois Press. For Password enter psyc4370

Additional reading on COURSELINK: Mueller-Hill, B. (1999). The blood of Auschwitz and the silence of the scholars. *History and Philosophy of the Life Sciences*, 21, 331-365.

The attack on scientific racism by Boas and anthropology

Ch. 5

Boas pp. 304-309

Feb. 13

Mid-term examination – in class – 33 “short answer” (3 lines) questions.**NO CLASS ON FEB. 20 – WINTER BREAK**

Feb. 27

Midterm exams returned in class**The resurgence of scientific racism in the Civil Rights Era**

Required Reading on COURSELINK : Winston, A. S. (1998). Science in the service of the far right: Henry E. Garrett, the IAAEE and the Liberty Lobby. *Journal of Social Issues*, 53, 179-209.

Contemporary Scientific Racism: Jensen to Rushton

Ch. 6 & 7

Paper topic must be approved by this date

Rushton, J. P. (2000) *Race, evolution, and behavior*, 2nd abridged edition, pp. 1-12

COURSELINK

Please view Rushton’s talk at the American Renaissance in 2008, available on youtube – “Heritability of World IQ differences”

Mar. 6

Critiques of Rushton and related work

Rushton, J. P., Skuy, M., & Bons, T. A. (2004). Construct validity of Raven's Advanced Progressive Matrices for African and non-African engineering students in South Africa. *International Journal of Selection and Assessment*, 12, 220-229.

<http://psychology.uwo.ca/faculty/rushtonpdfs/IJSA2004.pdf>

Cronshaw, S.F., Hamilton, L.K., Onyura, B.R., & Winston, A.S. (2006). Case for non-biased intelligence testing against Black Africans has not been made: A comment on Rushton, Skuy, & Bons (2005). *International Journal of Selection and Assessment*, 14, 278-287. Available through COURSELINK. This article is a reply to the Rushton article above.

Lieberman, L. (1991). How Caucasoids got such big crania and how they shrank. *Current Anthropology*, 42, 69-94. available through COURSELINK.

**Contemporary scientific Racism: Richard Lynn and Kevin MacDonald
The use of scientific racism by contemporary White supremacist, neo-Nazi and extremist groups**

Please explore www.stormfront.org and www.amren.com for use of scientific material. Search the site for IQ, intelligence, crime, Rushton, Jensen, Lynn, etc.

Mar. 13

Scientific racism, professional ethics, academic freedom, and human rights

Documents: American Anthropological Statement on Race (Jackson & Weidman)
American Association of Physical Anthropologists, ALSO READ:

<http://www.physanth.org/association/position-statements/biological-aspects-of-race>

Article 7: Academic Freedom, pp. 7 – 8. UGFA Collective Agreement at

<http://www.uoguelph.ca/facultyjobs/collectiveagreementapr262010.pdf>

Ontario Human Rights Code, pp. 1 – 30

http://www.ohrc.on.ca/sites/default/files/attachments/Policy_and_guidelines_on_racism_and_racial_discrimination.pdf

Mar. 20

Race and modern medicine; the revival of racial classification

Kaufman, J. S. , & Hall, S. A. (2003). The slavery hypertension hypothesis: dissemination and appeal of a modern race theory. *Epidemiology and Society*, 14, 111-117. COURSELINK critical commentaries of this article are available online.

Sankar, Pamela & Kahn, J. (2005). BiDiI: Race Medicine or Race Marketing? *Health Affairs*, 455 – 463.

Graves, J. L. (2012). Looking at the world through “race”-colored glasses: the fallacy of ascertainment bias in biomedical research and practice. In L. Gomez & N. Lopez, Eds., *Mapping “race”: critical approaches to health disparities research*, pp. 39-52. New Brunswick, NJ: Rutgers University Press.

Mar. 27 Genetics, ancestry testing, and forensic anthropology continued.

Duster, T. (2015). A post-genomic surprise. The molecular reinscription of race in science, law and medicine. *British Journal of Sociology*, 66, 1-27. COURSELINK

Bolnick, D. A., et al. (2007). The science and business of genetic ancestry testing. *Science*, Vol 318, pp. 399-400. COURSELINK

The reporting of crime statistics by race.

Owusu-Bempah, A. & Millar, P. (2010). Research Note: Revisiting the Collection of “Justice Statistics by Race” in Canada. *Canadian Journal of Law and Society*, 25, 97-104. COURSELINK

Apr. 3 Race and the boundaries of Science. Course Review and Take-home exam questions provided

Take home final exam due APRIL 13 NOON by email. The exam consists of two integrative questions.

Midterm Exam

The midterm exam will consist of approximately 33 short answer (3 lines) questions. The exam will be held in our regular class period on **Feb. 13**.

Research Paper – Topic approved by Mar. 2, paper Due NOON March 26th

I would like you to explore in depth any specific problem (e.g. IQ testing and racism, immigration and scientific racism, race and eugenics, race and modern medicine, race and criminology, racial theory and the arts), person (e.g. Galton, Boas, Brigham, Guenther, Jensen, Rushton, Lynn) or location (e.g. scientific racism in Nazi Germany, South Africa, England) or any other topic in the course that interests you. The expectation is that you will read extensively and comment critically (i.e., criticize what you have read). Length is 10 pages plus references, due **NOON March 26 by CourseLink Dropbox**. In fairness to others, each 24 hours late will result in a 3 point penalty on the grade for the paper, and late papers cannot be accepted after **NOON April 9**. Further information will be provided on COURSELINK. Wikipedia cannot be used as a reference. Please make sure you understand the University of Guelph guidelines on plagiarism and academic misconduct:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconductoffen.shtml>

Your paper will be checked by the “TURNITIN” system, random checks of databases for published works, and my own database of previous student papers.

For topic approval, please email me a brief (2-3 sentences) description of your topic. A list of some topics chosen by students in previous years is posted in CourseLink.

Final Exam – Due NOON Apr. 13

The final take-home exam will consist of two integrative questions which will require use of text, lecture, and extra reading material. The exam will be available **Apr. 3** and is **due NOON Apr. 13** by email submission to me. Word, Wordperfect, or rtf files are acceptable. I regret that extensions are not possible.

Class Discussion Grades

All students are expected to participate in discussion, and participation should, whenever possible, reflect reading of the material before class. I will ask you to assign yourself a discussion grade for each week, **starting Jan. 16**. Only the highest 7 grades will count, and I reserve the right to adjust your discussion grade upwards or downwards by a maximum of 10%, to preserve fairness for all students. Guidelines for assigning discussion grades will be provided on COURSELINK.

Resources

Many important older works of scientific racism, such as books by Knox, Ripley, Grant, and others are available full text at www.archive.org. Useful articles may be found in the *Journal of the History of Psychology*, *History of Psychology*, *History of the Human Sciences*, *History of Biology*, *Perspectives in Biology and Medicine*, *ISIS*, and others. Excellent online materials on eugenics are available at: www.eugenicsarchive.org. The Psycinfo and Psycbooks databases (through the library) will also be helpful. The journal *Nature Genetics* published a special issue on race and the human genome in November 2004. *Social studies of Science* published a special issue on race and disease in 2008. Prof. Ann Morning of New York University has written extensively on issues of sociology and race. See her web page for copies of her articles. : <http://as.nyu.edu/object/annmorning.html>
The journal *Social Science and Medicine* published a special online issue on Race, Ethnicity, and Health in 2012, available online here: <http://www.journals.elsevier.com/social-science-and-medicine/news-and-virtual-special-issues/race-ethnicity-health/>
The *American Psychologist* published a special issue on “Genes, Race, and Psychology” in 2005.

www.splcenter.org has excellent resources on white supremacist groups, and has an interview with noted ex-white racist George Burdi, a former U. of Guelph student.

Selected Books on Scientific Racism: (for reference only – not required)

- Baker, L. D. (1998). *From savage to Negro: Anthropology and the construction of race, 1896-1954*. Berkeley, CA: University of California Press
- Barkan, E. (1992). *The retreat of scientific racism: Changing concepts of race in Britain and the United States between the world wars*. New York: Cambridge University Press.
- Barzun, J. (1937). *Race: A study in superstition*. New York: Harcourt Brace.
- Benedict, R. (1940). *Race: Science and politics*. New York: Modern Age.
- Billig, M. (1978). *Fascists: A social psychological view of the National Front*. New York: Harcourt Brace Jovanovich.
- Billig, M. (1979). *Psychology, racism, and fascism*. Birmingham: A. F. & R./Searchlight.
- Brace, C. L. (2005). *“Race” is a four-letter word: the genesis of the concept*. New York: Oxford.
- Chase, A. 1977. *The legacy of Malthus: The social costs of the new scientific racism*. New York: Alfred A. Knopf.
- Curran, A. (2011). *The anatomy of blackness: Science and slavery in an age of enlightenment*. Baltimore, MD: John Hopkins University Press. (available as e-book through the library)
- Deichmann, U. (1996). *Biologists under Hitler*. Cambridge, MA: Harvard University Press.
- Eigen, S. & Larrimore, M. (Eds.) (2006). *The German invention of race*. Albany, NY: State University of New York Press.
- Farber, P. (2011). *Mixing races: from scientific racism to modern evolutionary ideas*. Baltimore, MD: John Hopkins University Press.
- Farber, P., & Cravens, H. (2009). *Scientific challenges to racism in modern America*. Corvallis, OR: Oregon State University Press.
- Fish, J. M. (Ed). (2002). *Race and intelligence: Separating science from myth*. Mahwah, NJ: Lawrence Erlbaum.
- Fish, J. M. (2012). *The myth of race*. New York: Argo-Navis.

- Flynn, J. R. (1981). *Race, IQ, and Jensen*. London: Routledge & Kegan Paul.
- Gould, S. J. (1981). *The mismeasure of man*. New York: Norton.
- Gomez, L. & Lopez, N. (Eds.). *Mapping "race": critical approaches to health disparities research*. New Brunswick, NJ: Rutgers University Press.
- Graves, J. L. (2001). *The emperor's new clothes: biological theories of race at the millennium*. New Brunswick, NJ: Rutgers University Press.
- Guthrie, R. V. (1976). *Even the rat was White: A historical view of psychology*. New York: Harper & Row.
- Haller, M. (1963). *Eugenics: Hereditarian attitudes in American thought*. New Brunswick, NJ: Rutgers University Press.
- Hannaford, I. (1996). *Race: The history of an idea in the West*. Baltimore, MD: Johns Hopkins University Press.
- Howitt, D. & Owusu-Bempah, J. (1994). *The racism of psychology: Time for change*. New York: Harvester Wheatsheaf.
- Hyatt, M. (1990). *Franz Boas social activist: The dynamics of ethnicity*. New York: Greenwood Press.
- Jackson, J. (2001). *Social Scientists for social justice: Making the case against segregation*. New York: New York University Press.
- Jackson, J. P. (2005). *Science for segregation*. New York: NYU Press.
- Kamin, L. (1974). *The science and politics of IQ*. Potomac, MD: Erlbaum.
- Kevles, D. J. (1985). *In the name of eugenics: Genetics and the uses of human heredity*. New York: Knopf.
- Kühl, S. (1994). *The Nazi connection: Eugenics, American racism and German National Socialism*. New York: Oxford University Press.
- Klineberg, O. (1935). *Race differences*. New York: Harper & Brothers.
- Landers, J. (2010). *Lincoln & Darwin: shared visions of race, science, and religion*. Carbondale, IL: Southern Illinois University Press. (available as e-book through the library).
- Marks, J. (1997). *Human biodiversity: Genes, race, and history*. New York: Aldine de Gruyter.
- Montagu, A. (1942). *Man's most dangerous myth: The fallacy of race*. New York: Columbia University Press.
- Morning, Ann. 2011. *The Nature of Race: How Scientists Think and Teach about Human Difference*. Berkeley, CA: University of California Press.
- Mueller-Hill, B. (1988). *Murderous science: Elimination by scientific selection of Jews, Gypsies, and others, Germany 1933-1945* (G. R. Fraser, Trans.). Oxford: Oxford University Press.
- Newby, I. (1967). *Challenge to the court: Social Scientists and the defense of segregation, 1954-1996*. Baton Rouge LA: Louisiana State University Press.
- Paul, D. (1995). *Controlling human heredity: 1865 to the present*. Atlantic Highlands, NJ: Humanities Press.
- Pickens, D. (1968) *Eugenics and the Progressives*. Nashville, TN: Vanderbilt University Press.
- Proctor, R. (1988). *Racial hygiene: Medicine under the Nazis*. Cambridge: Harvard University Press.
- Richards, G. (1997). *'Race,' racism, and psychology: Toward a reflexive history*. London: Routledge.
- Sussman, R. W. (2014). *The myth of race: The troubling persistence of an unscientific idea*. Cambridge, MA: Harvard University Press.
- Teslow, T. (2014). *Constructing race: the science of bodies and cultures in American anthropology*. New York: Cambridge.
- Templeton, A. R. (2002). The genetic and evolutionary significance of human races. In J. M. Fish, Ed., *Race and intelligence: Separating science from myth* (pp. 31-56). Mahwah, NJ: Erlbaum.
- Tucker, W. H. (1994). *The science and politics of racial research*. Urbana, IL: University of Illinois Press.
- Tucker, W. H. (2002). *The funding of scientific racism: Wickliffe Draper and the Pioneer Fund*.

- Champaign, IL: University of Illinois Press.
- Tucker, W. H. (2008). *The Cattell Controversy*. Champaign, IL: University of Illinois Press.
- Wailoo, K. Nelson, A., & Lee, C., Eds., (2012). *Genetics and the unsettled past: The collision of DNA, race, and history*. New Brunswick, NJ: Rutgers University Press.
- Weindling, P. (1989). *Health, race, and German politics between national unification and Nazism, 1870-1945*. Cambridge: Cambridge University Press.
- Winston, A. S., Ed. (2004). *Defining difference: Race and racism in the history of psychology*. Washington, DC: American Psychological Association. (Available as e-book through the library)
- Yudell, M. (2014). *Race unmasked: Biology and race in the 20th century*. New York: Columbia University Press.

Additional Course Information - U. Of G. General Policies

E-mail Communication

As per university regulations, all students are required to check their <mail.uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor by e-mail, with your name, id#, and e-mail contact. [See the undergraduate calendar for information on regulations and procedures for Academic Consideration.](#)

Drop Date

The last date to drop one-semester courses, without academic penalty, is Friday, March 9. For [regulations and procedures for Dropping Courses, see the Undergraduate Calendar.](#)

Copies of out-of-class assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact Student Accessibility Services as soon as possible. For more information, contact SAS at 519-824-4120 ext. 56208 or email csd@uoguelph.ca or see the website: <http://www.csd.uoguelph.ca/csd/>

Student Rights and Responsibilities

Each student at the University of Guelph has rights which carry commensurate responsibilities that involve, broadly, being a civil and respectful member of the University community. [The Rights and Responsibilities are detailed in the Undergraduate Calendar](#)

Academic Misconduct

In this course, your instructor will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to

maintain academic integrity at the University of Guelph.

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor. [The Academic Misconduct Policy is detailed in the Undergraduate Calendar.](#)

Recording of Materials

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources

The [Academic Calendars](#) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.