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.

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.
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Jackson &amp; Weidman (textbook) Chapter or pages</th>
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<tbody>
<tr>
<td>Jan. 9</td>
<td>Course introduction and overview</td>
<td>prologue</td>
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<tr>
<td></td>
<td>Ancient and medieval conceptions of “race”: Greece and Spain</td>
<td>Ch 1 pp. 1 – 6</td>
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<td>“Does Race Exist?” Two brief statements created for NOVA ONLINE:</td>
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<td>An antagonist’s perspective by C. Loring Brace</td>
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<td>A proponent’s perspective by G. W. Gill</td>
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<td><a href="http://www.pbs.org/wgbh/nova/evolution/does-race-exist.html">http://www.pbs.org/wgbh/nova/evolution/does-race-exist.html</a></td>
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<td>Recommended: (NOT REQUIRED!)</td>
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<td>Jan. 16</td>
<td>Enlightenment origins of racial theory: Bernier, Linnaeus, Buffon, And Blumenbach</td>
<td>Ch 1 pp. 7-27</td>
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<td>Medicine, slavery, and the racial typology</td>
<td>Ch. 2</td>
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<td>Polygenism, science and religion</td>
<td>Ch. 2</td>
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<td>Knox, pp. 276-281</td>
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<td>Jan. 23</td>
<td>Evolutionary theory and race From physiognomy to craniometry</td>
<td>Ch. 3</td>
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<td>Darwin, pp. 281-286</td>
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<td>Francis Galton, race, and measurement</td>
<td>Ch. 4</td>
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Jan. 30  Race and the eugenics movement

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


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

Contemporary Scientific Racism: Jensen to Rushton
Ch. 6 & 7
Paper topic must be approved by this date
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


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](http://www.stormfront.org) and [www.amren.com](http://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:  

Article 7: Academic Freedom, pp. 7 – 8. UGFA Collective Agreement at  
[http://www.uoguelph.ca/facultyjobs/collectiveagreementapr262010.pdf](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](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


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


The reporting of crime statistics by race.

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-aminconductoffenh.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 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)


Champaign, IL: University of Illinois 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.