

# ANTH 3200 Perspectives on Race

Spring 2017

Section 001 • CRN 12232 • MWF 12:30-1:20 • Old Main 115

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## Course Description

This course examines the nature and extent of heritable differences among human populations from an evolutionary perspective, and teaches students to critically examine race and racism. In this course, we will study the processes of racial differentiation, the basis of biological differences found among existing human groups, the influence of biology and culture on human variation, and the influence of social context on perceptions of race. We will consider genetic, phenotypic, sex, and behavioral differences among humans, as well as the theory, methods, and ethics involved in scientific studies of humans. We will consider the role of genetics and environment in the formation of these differences, as well as the social and biological concept of race.

This course counts towards anthropology minors and majors (biological anthropology track) and also meets general education requirements (DSS-Depth Social Sciences; CI-Communications Intensive).

**Course Objectives** The goal of this course is to examine biological explanations for how variation arises among humans, as well as how studies of human variation influence society in both the past and present. Students will be expected to understand, explain, and interpret human variation from a biological perspective, through readings, lectures, discussions, exams, and writing assignments.

## Learning Outcomes

At the end of this course, students will...

1. Develop recognition of and respect for human differences.
2. Understand the mechanisms and forces of evolution that shape human variation.
3. Distinguish and understand the primary factors influencing human biological and behavioral variation and similarities.
4. Understand how biology, environment, and culture interact and influence variation in human phenotype and genotype.
5. Be able to use critical reading, writing, and speaking skills to assess ideas about race concepts and impacts on society.
6. Be familiar with the methods and scientific principles that biological anthropologists use when conducting research.
7. Know the historical development of Western classification systems.

## Required Texts

1. ***Anthropology of Race: Genes, Biology, and Culture*** 2013  
John Hartigan ISBN: 9781934691991
2. **Readings on Canvas**

Please come prepared to all lectures (i.e. do the assigned reading before coming to class).

• **Canvas Course Website:** <https://usu.instructure.com/courses/443426>

You are required to read all posted messages; check the website regularly for updates, announcements, schedule changes, and newly uploaded materials.

## Grading and Course Requirements

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Exams may be curved. Final grades may be rounded.

- **Exams:** There will be three exams (**60%** of grade), each worth 20% of your final grade (100 points each). Exams are generally not cumulative and will include information from lectures, readings, and films covered since the previous exam. However, *understanding some concepts often*

	Points	% of Final Grade
Exam 1	100	20
Exam 2	100	20
Exam 3 (final)	100	20
Proposal	25	5
Essay	125	25
Attendance/participation	50	10
<b>Total</b>	<b>500</b>	<b>100%</b>

A: 100-93% A-:92-90% B+: 89-87% B: 86-83% B-:82-80% C+: 79-77% C: 76-73% C-:72-70% D+: 69-67% D: 66-60% F: below 60%

*depends on those learned earlier in the semester.* Each exam will consist of some combination of multiple choice, true/false, matching and short-answer questions. Exams may have a short writing component. Study guides will be provided.

- **Attendance and Class Participation:** Attendance will count for **10%** of your final grade (50 points). Forms of attendance will include: (1) completion of in-class assignments or discussions, (2) quizzes, and (3) roll call via a sign-in sheet. While attending class, students are strongly encouraged to actively participate in classroom discussions.

- **Writing Assignment:** One 3-5 page essay is worth **25%** of your final grade (125 points total). A 1-page proposal for this essay (**5%**; 25 points) is due prior the essay due date. Please see the assignment sheet for a detailed description.

This course participates in the USU Writing Fellows Program. The goal of the program is to help students improve their writing. Under this program, all students are *required* to work with the seven student writing fellows who are assigned to this course. Students must set up a time to meet with a writing fellow prior to each of the two writing assignment due dates, in the time between the draft due date and the final version due date. Writing assignments will not be accepted without proof of meeting with one of the writing fellows. Refer to the term paper guidelines for further details.

- **Extra Credit:** A few small extra credit opportunities may be offered. You should focus your attention on learning the coursework rather than seeking extra credit opportunities.

### Attendance and Class Participation

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Regular attendance is crucial to success in this course. The only acceptable excuses for missing class are medical or family reasons, and those listed in the USU Code of Policies and Procedures for students. *Students are responsible for notifying Dr. Grow of absences and for keeping up with missed material.*

- **Assignment Late Policy:** *No late work will be accepted* without proof of an excused absence on the due date. Students who fail to turn in an assignment without a legitimate excuse will receive zero credit. Students should report in advance all planned absences.

- **Make-up Exam Policy:** Make-up exams will not be offered unless you have a valid excuse. Students who miss a scheduled exam due to a university excusable absence must provide documentation within one week of the absence and schedule a makeup exam. Students who miss an exam *without* a legitimate excuse will receive zero credit for that exam. It is your responsibility to contact Dr. Grow as soon as possible to schedule a time to take the exam.

### Academic Integrity Statements

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- **Plagiarism Statement:** Plagiarism consists of passing off someone else's ideas, words, or writing as your own. You are committing plagiarism if you copy the work of another person and

turn it in as your own, even if you have the permission of that person. The penalties for plagiarism are severe, including reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, and/or denial or revocation of degrees. For more information about plagiarism, please consult the USU Code of Policies and Procedures for Students, Article VI.

- **Copyright Statement:** All materials and handouts used in this course are copyrighted. These materials include, but are not limited to: syllabi, lecture slides, in-class handouts, exams, lab problems, review sheets, and problem sets. Because these materials are copyrighted, you do not have the right to copy or distribute the handouts without expressly granted permission.

- **Academic Dishonesty Policy:** Academic dishonesty comprises the unauthorized distribution of information, cheating, and/or plagiarism. The USU Honor Pledge states: “I pledge, on my honor, to conduct myself with the foremost level of academic integrity.” Evidence of cheating or plagiarism on any exam, assignment, or paper may result in a failing grade. Academic dishonesty is never tolerated, and offending students will be reported to the university for further possible disciplinary proceedings at the discretion of department, college, and Dean.

- **Privacy Statement:** In compliance with the Family Educational Rights and Privacy Act (FERPA), it is the policy of the Department of Sociology, Social Work, & Anthropology at Utah State University to maintain the confidentiality of students’ records.

- **Americans with Disabilities Act (ADA) Statement:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring accommodation, please contact the university. Alternate format materials are available with advanced notice. All accommodations are coordinated through the Disability Resource Center (DRC), University Inn Room 101 (797-2444 voice, 797-0740 TTY). Please contact the DRC as early in the semester as possible.

- **USU Classroom Civility Policy:** Utah State University respects the rights of faculty to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede the learning process. Disruptive classroom behavior will not be tolerated. An individual engaging in such behavior may be subject to disciplinary action.

## How to Succeed in this Course

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- Be on time. Do not disrupt the class with your tardiness.
- Come to class prepared. Read and think about the topic beforehand, and be ready to discuss the readings/ask questions. Take detailed lecture and reading notes.
- Be thoughtful and respectful. In this course, we will discuss a variety of sensitive topics that some students may find uncomfortable. It is important for students to consider differing perspectives with respect.
- Focus. Turn off your phone. Do not surf the web, check social media, do homework for other courses, etc. during this class.

## Questions?

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Questions about the assigned readings or the material presented in lecture can be answered in-class, during office hours, or via email. **Put the course name or number in the subject line for all email correspondence and sign with your full name.**

## Schedule of Lectures and Reading Assignments

All readings should be completed *before* the class for which each is assigned. Readings marked with an asterisk (\*) are on Canvas. Bolded readings are assigned for class discussion.

**Schedule is subject to modification.** In-class exercises may occur that are not listed on the schedule.

Week	Date	Topic	Event	Reading
1	M 1/9	Course introduction	Review Syllabus	
	W 1/11	What is race?	Human Variation Quiz	
	F 1/13	What is race?	Sorting People classroom activity	Hartigan Ch 1
2	M 1/16	<b>NO CLASS - MLK Jr. Day</b>		
	W 1/18	Human Adaptation & Variation		*Molnar Ch 1
	F 1/20	History of Perspectives on Racial Classification		*AAA Statement on Race
3	M 1/23	"Scientific racism;" Race & ethnicity		*Diamond 1994
	W 1/25	The Origins of Race	<b>Video: Race: The Power of an Illusion Part 2</b>	
	F 1/27	Racial Concepts	Finish video; discussion	
4	M 1/30	Principles of Genetics review; DNA		*Molnar Ch 2 pp. 33-54, 63-84
	W 2/1	The Biology of Race	<b>Video: Race: The Power of an Illusion Part 1</b>	
	F 2/3	Genetics & Evolution		*Molnar Ch 2 pp. 54-63
5	M 2/6	Genes & Evolution continued; Mendelian Traits in Humans		*Molnar Ch 3
	W 2/8	More on inheritance: Blood Groups	Human Variation in-class exercise	
	F 2/10	Exam Review		
6	M 2/13	<b>* EXAM 1 *</b>		
	W 2/15	Mendelian Traits in Humans: Sickle Cell & Malaria		* Molnar Ch 4 (esp. sections on malaria)
	F 2/17	Mendelian Traits Continued		
7	M 2/20	<b>NO CLASS – President's Day</b>		
		<b>* Monday Class Schedule *</b>	30-min Video	*Molnar Ch 5 pp. 175-193
	T 2/21	Complex Inheritance/Phenotypes: Skin Color		
	W 2/22	Human variation and environment; gene-environment interactions	Skin Color worksheet <b>*Proposal DRAFT Due*</b>	Hartigan Ch. 4 (Eglash) *Molnar pp. 205-207, 210-211
	F 2/24	Catch up day		
8	M 2/27	Complex Inheritance: Craniofacial Traits; Body size & shape		*Molnar Ch 5 pp. 193-203, 205-214 *Relethford 2009
	W 3/1	Catch up		
	F 3/3	Is prejudice natural?		* Brebner et al. 2011 * Vizioli et al. 2010
9	M 3/6	<b>NO CLASS – SPRING BREAK ☺</b>		
	W 3/8			
	F 3/10			
10	M 3/13	Complex Inheritance: Adaptation to Hot & Cold Climates; High		*Molnar Ch 6 pp. 246-268

Week	Date	Topic	Event	Reading
		Altitude		
	W 3/15	Race, biology, behavior & culture; health		<b>Hartigan</b> Ch 2 (Gravlee) & 8 (Lee) *Molnar Ch 9
	F 3/17	Discussion: Race & health	<b>Proposal DUE</b>	
<b>11</b>	M 3/20	Complex Traits: Growth & Nutrition		* Molnar Ch 6 pp. 215-246
	W 3/22	Exam Review		
	F 3/24	<b>* EXAM 2 *</b>		
<b>12</b>	M 3/27	Race & Forensics	<b>Discussion:</b> The utility of racial classification	<b>*Sauer 1992</b> Hartigan Ch 9 (Long)
	W 3/29		<b>Video:</b> <i>Race: The Power of an Illusion</i> Part 3	
	F 3/31	<b>CLASS CANCELED</b>		
<b>13</b>	M 4/3	Race and society; Racism	Privilege Activity	Hartigan 6 (Sankar)
	W 4/5	Race and modern research; Population Changes	<b>*DRAFT of Essay DUE*</b>	Hartigan Ch 5 (Hunt & Truesdell) *Molnar Ch 10
	F 4/7	Eugenics and physical anthropology; Race-related laws		*Molnar pp. 14-18, 273-274
<b>14</b>	M 4/10	Catch up		
	W 4/12	Video TBA		
	F 4/14	<b>CLASS CANCELED</b>		
<b>15</b>	M 4/17	Racism: Intelligence Tests; nature vs. nurture		*Molnar Ch 7 *AAA Statement on Race & Intelligence
	W 4/19	History of racism in America	Listen to Podcast	
	F 4/21	Influences of biological and ecological variation on behavior; Race in America	<b>Essays DUE</b>	
<b>16</b>		Race in America: Current Issues	Group Discussions of race-related news	<b>*Ferguson: Anthropologists Speak Out</b> *Leith Mullings, AAA
	M 4/24			
	W 4/26	Race in America: Current Issues		
	F 4/28	Race and Racism in Society		Hartigan Ch 10
<b>17</b>	M 5/1	<b>* EXAM 3 *</b> <b>11:30 AM-1:20PM</b>		