

# ANTH 3200 Perspectives on Race

Spring 2016

Section 001 • CRN 12424 • Tues/Thurs 3:00-4:15 • Natural Resources 105

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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/391243>

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	50	10
Essay	100	20
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 **20%** of your final grade (100 points total). A 1-page proposal for this essay (**10%**; 50 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. Under this program, all students are *required* to work with the five student writing fellows who are assigned to this course. The goal of the program is to help students improve their writing. Students must set up a time to meet with a writing fellow at least 1 week prior to each of the two writing assignment due dates. Writing assignments will not be accepted without proof of meeting with one of the writing fellows.

- **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 Statement

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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	Tues 1/12	Course introduction	Human Variation Quiz	
	Thu 1/14	What is race?	Sorting People classroom activity	Hartigan Ch 1
2	Th 1/19	Human Adaptation & Variation		*Molnar Ch 1
	Tues 1/21	History of Perspectives on Racial Classification; "scientific racism;" Race & ethnicity		*Diamond 1994 *AAA Statement on Race
3	Tues 1/26	The Origins of Race	<b>Video: Race: The Power of an Illusion Part 2</b>	
	Th 1/28	Principles of Genetics review; DNA		*Molnar Ch 2 pp. 33-54, 63-84
4	Tues 2/2	The Biology of Race	<b>Video: Race: The Power of an Illusion Part 1</b>	
	Th 2/4	Genetics & Evolution		*Molnar Ch 2 pp. 54-63
5	Tues 2/9	Mendelian Traits in Humans: Blood groups	Human Variation in-class exercise	*Molnar Ch 3
	Th 2/11	<b>* EXAM 1 *</b>		
6	Tues 2/16	<b>NO CLASS ATTEND MONDAY SCHEDULE</b>		
	Th 2/18	Mendelian Traits in Humans: Sickle Cell & Malaria		*Molnar Ch 4 (esp. sections on malaria)
7	Tues 2/23	Complex Inheritance/Phenotypes: Skin Color	30-min Video <b>*DRAFT of Proposal Due*</b>	*Molnar Ch 5 pp. 175-193
	Th 2/25	Human variation and environment; gene-environment interactions	Complex Inheritance worksheet	Hartigan Ch. 4 (Egflash)  *Molnar pp. 205-207, 210-211
8	Tues 3/1	Complex Inheritance: Craniofacial Traits; Body size & shape		*Molnar Ch 5 pp. 193-203, 205-214 *Relethford 2009
	Th 3/3	Complex Inheritance: Adaptation to Hot & Cold Climates; High Altitude		*Molnar Ch 6 pp. 246-268
9	Tues 3/8	<b>NO CLASS – SPRING BREAK ☺</b>		
	Th 3/10			
10	Tues 3/15	Complex Traits: Growth & Nutrition	<b>Proposal DUE</b>	Molnar Ch 6 pp. 215-246
	Th 3/17	Race, biology, behavior & culture; health	<b>Discussion: Race &amp; health</b>	<b>Hartigan Ch 2 (Gravlee) &amp; 8 (Lee)</b> *Molnar Ch 9
11	Tues 3/22	Breeding Populations		*Molnar Ch 8
	Th 3/24	<b>* EXAM 2 *</b>		
12	Tues 3/29	Race & Forensics	<b>Discussion: The utility of racial classification</b>	*Sauer 1992 Hartigan Ch 9 (Long)
	Th 3/31	Race and modern researchers		Hartigan Ch 5 (Hunt & Truesdell)
13	Tues 4/5	Race and modern research; Population Changes	<b>*DRAFT of Essay DUE*</b>	Hartigan 6 (Sankar) *Molnar Ch 10
	Th 4/7	Eugenics and physical anthropology; Race-related laws		*Molnar pp. 14-18, 273-274
14	Tues 4/12	Video TBA		

Week	Date	Topic	Event	Reading
	Th 4/14	<b>CLASS CANCELED</b>		
<b>15</b>	Tues 4/19	Racism: Intelligence Tests; nature vs. nurture; history of racism in America	<b>Essays DUE</b> Listen to Podcast	*Molnar Ch 7 *AAA Statement on Race & Intelligence
	Th 4/21	Influences of biological and ecological variation on behavior; Race in America		*Blanchard and Bogaert 1996
<b>16</b>	Tues 4/26	Race in America: Current Issues	Group Discussions of race-related news	* <b>Ferguson: Anthropologists Speak Out</b> *Leith Mullings, AAA
	Th 4/28	Race and Racism in Society	<b>Video:</b> <i>Race: The Power of an Illusion</i> Part 3	Hartigan Ch 10
<b>* EXAM 3 * Tuesday, May 2 1:30-3:20 pm (tentative)</b>				

ANTH 3200 Perspectives on Race  
**Term Paper Guidelines**

**Proposal Draft due: Feb 23**  
**Proposal Due: March 15**

**Essay Draft due: April 5**  
**Essay Due: April 19**

**Note:** This course participates in the USU Writing Fellows Program. All students are required to meet with a Writing Fellow to review drafts of both the proposal and essay (two separate meetings). Drafts of both the proposal and essay are due two weeks before the final due date. These drafts will be turned in during class time, where you will also be able to sign up for a meeting with a Writing Fellow in the two weeks leading up to the assignment due date. The drafts will be read and critiqued by Writing Fellows only.

**Proposal**

**50 points**

Description

Turn in a description of your proposed research topic and a list of at least two relevant references on **March 15**. Include:

- (1) What you want to explore
- (2) Why it is worth researching
- (3) How it relates to the class
- (4) What personal involvement, interest, or expertise you can lend to this topic
- (5) What possible arguments you might have
- (6) Questions that you have about this topic that you plan to address in your essay
- (7) Two potential scholarly sources that you will consult for the essay.

Format

- One typed page.
- Use standard 1 inch margins, 12 point Times New Roman font.
- Write in complete sentences.
- Use single spaced paragraphs addressing each of the numbered topics above.

The following is a list of possible paper topics (you can choose a topic that is not listed here, but you must first get approval). Look for a topic where an issue is debated. Remember that genetic variation is not the explanation for all biological variation.

- Current cultural attitudes about human biological variation (in the USA and beyond)
- Sex and age variation in human skin color
- Body size, body shape and climatic adaptation across environments
- ABO blood group and adaptation to infectious disease
- Rhesus (Rh) blood group and natural selection
- Origins of hemoglobin mutations
- human leukocyte antigen (HLA) system and variation in HLA genes
- Lactose intolerance and natural selection
- Variation and evolution of tasting different compounds (e.g. phenylthiocarbamide (PTC), cilantro)
- Variation in the production and detection of asparagusic acid
- Climate and variation in cranial size and shape
- Climate and variation in nasal size and shape in humans and human ancestors
- Biological and cultural influences on IQ scores and the validity of these measures
- Biological and cultural influences on sexual orientation; potential population differences
- Thrifty genotype/phenotype
- Genetic influence on aggression and violent behavior; population differences in the behavior

- For the essay (not the proposal), you must turn in **BOTH** a hard copy and an electronic copy. The e-copy should be uploaded to Canvas via Turnitin before midnight on the due date.
- No late or email submissions will be accepted without a valid excused absence. Turn in any late submissions to your TA with documentation of your excused absence.

Description

For this assignment, write a paper based on a **topic of human variation** related to subjects discussed in this class. A well-written paper will center on a well-focused topic that has been examined by several researchers.

Format

- Length of 3-5 pages. Number all pages.
- Use standard 1 inch margins, 12 point Times New Roman font, double spacing. Points will be deducted if you increase font size, increase punctuation size, and/or increase spacing.
- Include your full name, class, and paper title. Points will be deducted if you use excessive page space for this information.
- Have an introduction, thesis/topic sentence, body, conclusion, and works cited page.
- Check spelling and use proper sentence structure.
- Staple all pages; do not use folders, essay covers, or paperclips. Points will be deducted if you do not staple your pages.

References and Citations

- Consult at least **three** scholarly sources for your paper. Use books, chapters in books, or scientific journal articles. If you have difficulty finding appropriate literature to cite, your instructor and TAs can help you locate sources.
- Include a page that lists all your references in a standard (e.g. MLA, APA) format. Follow a consistent citation style.
- The textbook and class readings may be cited, but will not count towards your three primary references. Web-based sources are NOT acceptable, with the exception of peer-reviewed journals that are published online (e.g. PLOS One). Consulting popular print magazines is acceptable if they are combined with scholarly sources (one pop. sci. article maximum).
- **Use internal citations throughout your paper.** If you did not think up the idea on your own, it must be cited with the author name and year of publication.
- **Quotation Usage:** For this assignment, there is a **no quotation policy**. This means that you should not quote sources directly, except in *rare* instances where there is a specific reason to preserve the exact wording of the original author. All quotations must be *introduced within a sentence* using your own words.

Sample Grading Rubric

	Excellent	Good	Fair	Poor
<b>Introduction</b>	10	8	4	0
<b>Purpose/topic clearly stated</b>	10	8	4	0
<b>Body/Content</b>	20	16	12	8
<b>Internal Citations</b>	10	8	4	0
<b>Conclusion</b>	10	8	4	0
<b>Works Cited Section</b>	10	8	4	0
<b>Paper Length</b>	10	8	4	0
<b>Overall Mechanics</b> (Spelling, grammar)	10	8	4	0