

CLASS SYLLABUS

Spring 2009

Race and Science Seminar

HTS 4011/HTS 6108 9:05-11:55 a.m. TH

Class room: OCE 394

Professors:

Dr. Eleanor Alexander (OCE123, 404-894-6835, eleanor.alexander@hts.gatech.edu)

Dr. Willie Pearson, Jr. (OCE 119, 404-385-2265, willie.pearsonjr@hts.gatech.edu)

Dr. Alexander's Office Hours: **10 AM-Noon TU** and by appointment

Dr. Pearson's Office Hours: **8:05-9:00 AM, Noon- 4 PM TR** and by appointment

During our regularly scheduled office hours, if you are unable to meet or if we are unavailable (due to meetings or speaking engagements), please leave a voice-mail message or speak with one of us after class and we can set up an appointment for an alternative time.

Required Readings: See Course Calendar

Text: Evelyn M. Hammonds and Rebecca M. Herzig, Editors, *The Nature of Difference: Sciences of Race in the United States from Jefferson to Genomics*. Cambridge: MIT Press, 2009 (available in late January).

INTRODUCTORY STATEMENT

This seminar is team taught by an historian whose specialties are African American history and United States history (Alexander) and a sociologist of science (Pearson). The seminar has as its primary objective, the study of the intersection of race and science drawing on the literatures from history, science studies, and related disciplines. The course considers the sociological and cultural concept of race and its usefulness as an analytical category, and examines various media to determine the historical and sociological interrelationships between race and science.

To put the discussion in perspective, the seminar will:

- Discuss the socio-historical context of the interrelationship of race and science
- Examine the literature concerning debates on race and science, including race and its origins, phrenology, intelligence testing, criminality, environmental racism, sterilization, athletic superiority, Nazi science, genetic studies, melanism, etc.
- Discuss how scientists (and historians) have described and interpreted perceived human differences
- Examine various models of science
- Situate the topics in socio-historical context
- Examine how racial difference became medicalized
- Focus on the historical participation of racial minorities in practice of science

OBJECTIVES

After studying the materials discussed in class, students should be able to understand:

- How racial beliefs and ideologies are embedded in science
- How science is deployed and used for racial ends
- How science privileges certain communities
- How race is socially constructed
- How to critically assess the literature (including theoretical and methodological components)
- Understand the social and cultural dimensions of science
- The underlying principles of significant debates on scientific racism

FORMAT AND EVALUATIVE REQUIREMENTS

The course will focus primarily on discussions and presentations. The final grade will be determined from the average score derived from: (1) individual and group class participation, (2) 3-5 page typed critiques of each weekly reading—due at class time, (3) one single or co-authored (2 students) research paper (10-15 double-space, typed pages, including annotated bibliography, appendices, etc.), (4) oral presentation based on the research paper and (5) 5-10 page book review (Hammonds and Herzig, 2009). These assignments are described more fully below:

1. Class participation. Over the course of the semester, each student will be assigned to serve as a co-discussion leader by presenting a 10-15 minute synthesis or overview of the assigned reading(s), after which the discussion will be opened to the entire class. You are encouraged to supplement the assigned readings with other relevant readings and/or video clips. Given the criticality of class participation, it is imperative that you keep up with your reading assignments and be well-prepared (this means having thought critically about the readings) to engage in a spirited but respectful discourse. It is highly recommended that you take notes and formulate questions while reading. You are expected to be an active participant. Always bring your readings, notes and questions to each class. Participation is not evaluated in terms of how many times you comment, but by the clear demonstration that you have read and comprehended the assignments, and the quality of your overall engagement in the discussion. The class participation period includes the end-of-term presentations.

Discussion leaders: Discussants are expected to lead the discussion, including calling on colleagues to respond or comment. To facilitate the process, the discussants will e-mail to the class at least 48 hours prior to class, a one-page synopsis of the assigned reading(s) outlining the purpose and main argument(s). At the end of each class discussion, the instructors will highlight the major points covered in the discussion and provide feedback on critical issues not covered or inadequately covered.

2. Critiques. Three-five page typed critiques of each weekly reading are due in class each Thursday (unless otherwise noted). Critiques are not summaries of the

readings. Rather, they are focused and documented arguments. Informed opinions are encouraged. The critique must examine the strengths and weaknesses of the authors' argument/evidence and assess the theoretical framework and methodology. At the end of each class, learners are required to submit a typed critique on the readings scheduled for that date. The primary purpose is to demonstrate that the readings were not only read but comprehended. The critiques must clearly demonstrate a strong command of the materials.

3. **Research paper.** An abstract and annotated bibliography must be approved before proceeding with the research paper. An initial abstract (typed, single-spaced, half-page) of the proposed research project must: (1) identify the topic and its significance, (2) a theoretical framework or model, (3) methods used to collect data/information, and (4) expected findings. The final abstract will include points 1-3, (4) findings, and (5) implications of the findings for future research, policy or programs. In general, the research paper should follow the basic structure of the abstract. The research paper must be double-spaced and well documented with scholarly citations and a reference/bibliographical listing. Research instruments (e.g., interview protocols, surveys), raw data, and other supplementary material should be placed in an appendix. You are encouraged to seek assistance from the professionals at the GT library. The library staff is very knowledgeable about databases and other informational sources. The research paper must follow the MLA, Chicago or American Sociological Association style guide. **NOTE: Students taking the seminar for graduate credit are required to produce a research paper in the range of 25-30 pages).**

4. **Presentation.** You will present the results of your research paper at the end of the semester (a scoring guide will be provided at least two weeks prior to the scheduled presentation). It is important to practice the timing of your presentation because you will not be permitted to exceed your allocated time. If your presentation involves the use of AV equipment, you are strongly advised to come to class early on the day of your scheduled presentation and have an alternative plan in case the AV equipment malfunctions. If you plan to distribute handouts, you are responsible for providing a sufficient number of copies for the class. Note that any missed presentation cannot be rescheduled. However, you may negotiate with a classmate to exchange time slots. In such case, the instructors must make approve of the change.

5. **Book Review.** The book review is an extended form of the weekly critiques. Centered at the top of page should be the following:

Hammond, Evelyn M. and Rebecca M. Herzig (2009), Editors. *The Nature of Difference: Sciences of Race in the United States from Jefferson to Genomics*. Cambridge: MIT Press, 2009. The review (5-10 double space pages) follows the format of the weekly critiques. It should discuss the authors' major arguments, strengths, weaknesses, theoretical framework, and methodology. **NOTE: Students taking the seminar for graduate credit should also compare at least four of the nine book parts to a similar book or four articles on a related subject.**

All requirements are weighted equally and will be based on the following scale:

A = 100-93 B = 92-85 C = 84-75 D = 74-65 F = below 65

All assignments are scheduled for each week. Each student is required to be thoroughly prepared for each class. All assignments are given far enough in advance so as not to warrant tardy assignments. Each student is responsible for signing the attendance sheet and managing the folder of returned assignments.

Approved absences typically include: illness, religious holidays, family and personal emergencies, and official representation of GT in extracurricular events. To the extent possible, email and leave a voice message regarding expected absences.

NOTE: The course requirements will be adjusted to serve the needs and capabilities of ESL and LD students. The Georgia Tech Honor Code applies to all student work (SEE: www.deanofstudents.gatech.edu/Honor/).

Race and Science Course Calendar (Spring 2009)

January 8 Introduction and Overview

15 **PART I Background: Framing Race and Science in Socio-historical Context**

Alexander provides an historical perspective

Pearson provides a sociological perspective

Merton, R. K. (1973), "The Normative Structure of Science." Ch. 13 In *The Sociology of Science: Theoretical and Empirical Investigations*. Chicago: U. of Chicago Press.

Julian, P. (1969). "On Being Scientist, Humanist, and Negro." Pp. 147-57 in S. L. Wormley and L. H. Fenderson, Editors. *Many Shades of Black*. New York: Morrow.

Preliminary Abstract and Annotated Bibliography Due

PART II. Historical Controversies and Debates

22 Brandt, A. (1978). "Racism and Research: The Case of the Tuskegee Syphilis Study." *Hasting Center Report* 8(6): 21-29.

Corbie-Smith, G., Thomas, S.B. and St. George, D. (2002). "Distrust, Race, and Research." *Arch Intern Med*. 162(21): 2458-2463.

Video:

"Deadly Deception: Tuskegee Syphilis Study."

"Susceptible to Kindness: Miss Evers' Boys and the Tuskegee Syphilis Study"

29 Washington, H. (2006). "Profitable Wonders: Antebellum Medical Experiments with Slaves and Freedmen." Pp. 52-74 in H. Washington,

Medical Apartheid: The Dark History of Medical Experimentation on Black Americans From Colonial Times to the Present. New York: Doubleday.

Miller, P. B. (1998). "The Anatomy of Scientific Racism: Racist Responses to Black Athletic Achievement." *J. of Sport History* 119-151.

February 5

Tsuchiya, T. (2000). "Why Japanese Doctors Performed Human Experiments in China 1933-1945." *Eubios Journal of Asian and International Bioethics* 10:179-180.

Deacon, H. (2000). "Racial Categories and Psychiatry in Africa: The Asylum on Robben Island in the Nineteenth Century." Ch. 5 In W. Ernst and B. Harris, Editors. *Race, Science and Medicine, 1700-1960.* New York: Routledge.

Fausto-Sterling, A. (2002). "Gender, Race, and Nation: The Comparative Anatomy of Hottentot Women in Europe, 1815-1817." Pp. 66-98 in K. Wallace-Sanders, Editor, *Skin Deep, Spirit Strong: The Black Female Body in American Culture.* Ann Arbor: U. of Michigan Press.

12 Research Day (Research Papers Due NLT Noon, February 13)

Students are requested to attend a program sponsored by Dr. Alexander at 4:00 PM in the Georgia Tech Library. There will be a lecture related to scientific racism, "Slavery By Any Other Name: The Re-Enslavement of Black Americans From the Civil War to World War II." Catered reception with delicious food follows. A summary of the lecture should be submitted (NLT February 26) as an extra credit critique.

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Videos:

"Auschwitz: Inside the Nazi State."

"Holocaust on Trial."

- 26 Seidelman, W. E. (1999). "On Science: Medicine and Murder in the Third Reich." *Dimensions: A Journal of Holocaust Studies* 13 (1).

PART III. Contemporary Controversies and Debates

March

- 5 Smith, S. (2008). "Mustard Gas and American Race-Based Human Experimentation in World War II". *The J. of Law, Medicine & Ethics* 36(3):517-521.
- Manning, K. (1993). "Race, Science, and Identity." Pp. 317-336 In G. Early, Editor. *Lure and Loathing: Essays on Race, Identity, and the ambivalence of Assimilation*. New York: Penguin Press.
- 12 **Pseudo- or Credible Science:**
Rushton, J. P. (1995). "Race and Crime: An International Dilemma."
Cress Welsing, F. The Cress Theory of Color Confrontation. (related handouts).
Jensen, A. and Shockley, on race and intelligence (related handouts)

19 No Class Spring Break

PART IV. Will Does Science?

- 26 **Historical Perspective**
Videos:
"Percy Julian: The Forgotten Genius."
"Something the Lord Made" ([Blue Babies](#))

- April 2 Contemporary Perspective

Readings: TBA

Video:

“Cracking the Code of Life.”

PART V. The Future of Race and Science

9 Jaschik, S. (2008). “Whose Blood Is It? insidehighered.com

Duster, T. (2006). “Behavioral Genetics and Explanations of the Link Between Crime, Violence, and Race.” Ch. 7 in E. Parens, A. Chapman, and N. Press, Editors. *Wrestling with Behavioral Genetics, Science, Ethics, and Public Conversation*. Baltimore: Johns Hopkins U. Press.

Brody, H. and Hunt, L. (2006). “BIDIL: Assessing a Race-Based Pharmaceutical.” *Annals of Family Medicine* 4:556-560.

Book Report Due

16 **Presentations**

23 **Presentations/Wrap Up**

Recommended Readings

Alexander, E. (2001). *Lyrics of Sunshine and Shadow: The Tragic Courtship and Marriage of Paul Laurence Dunbar and Alice Ruth Moore*. New York: New York University Press.

American Sociological Association (2002), *The Importance of Collecting Data and Doing Social Scientific Research on Race*. Washington: ASA.

Anderson, E. D. (1999), "Black Responses to Darwinism, 1859-1915". Ch. 9 In R. L. Numbers and J. Stenhouse, Editors. *Disseminating, Darwinism: The Role of Place, Race, Religion and Gender*. Cambridge: Cambridge U. Press.

Baker, J. R. "The 'Hottentot Venus' heretical.com

Barkan, E. (1992). *Retreat of Scientific Racism: Changing Concepts of Race in Britain and the United States Between the World Wars*. Cambridge, ENG: Cambridge U. Press.

Boas, F. (1912). "The History of the American Race." *Annals of the New York Academy of Sciences* 21:177-183.

Bowen, W. and Bok, D. (1998). *The Shape of the River*. Princeton: Princeton University Press.

Briggs, D. and Goble, R. (2002). "The History of Uranium Mining and the Navajo People." *American J. of Public Health*. 92(9):1410-1419.

Dubow, S. (1995). *Scientific Racism in Modern South Africa*. Cambridge: Cambridge University Press.

Entine, J. (2000). *Taboo: Why Black Athletes Dominate Sports and Why We're Afraid to Talk About It*. New York: Perseus.

Ernst, W. and Harris, B. (2000). Editors. *Race, Science and Medicine, 1700-1960*. New York: Routledge.

Fett, S. (2002). *Working Cures: Healing, Health, and Power on Southern Slave Plantations*. Chapel Hill: University of North Carolina Press.

Gilman, S. (1999). "Judging by Appearance" In S. Gilman, *Making the Body Beautiful: A Cultural History of Aesthetic Surgery*. Princeton: Princeton U. Press.

Gilman, S. (1999). "The Racial Nose" In S. Gilman, *Making the Body Beautiful: A Cultural History of Aesthetic Surgery*. Princeton: Princeton U. Press.

Gold, H. (1996). *Unit 731-Testimony: Japan's Wartime Human Experimentation and the Post-war Cover-up*. Singapore: Yenbooks.

Gould, S. (1996). *The Mismeasure of Man*. New York: W.W. Norton.

Gray, F. (1998). *The Tuskegee Syphilis Study*. Montgomery: NewSouth Press.

Guthrie, R. (1976). *Even the Rat was White: A Historical View of Psychology*. New York: Harper and Row.

Hall, T.D. (1995). "The Scientific Background of the Nazi "Race Purification" Program, US & German Eugenics, Ethnic Cleansing, Genocide, and Population Control..." *Leading Edge International Research Group*.

Haller, J. (1995), *Outcasts from Evolution: Scientific Attitude of Racial Inferiority, 1859-1900*. Carbondale: Southern Illinois U. Press.

Hammar, L. (1997). "The Dark Side to Donovanosis: Color, Climate, Race and Racism in American South Venereology." *Journal of Medical Humanities* 18(1)29-.

Harding, S., Editor (1993). *The "Racial" Economy of Science: Towards a Democratic Future*. Bloomington: Indiana University Press.

Hobermann, J (1997). "Black "Hardiness" and the Origins of Medical Racism". Ch. 13 In *Darwin's Athletes: How Sport Has Damaged Black Americans and Preserved the Myth of Race*. New York: Houghton-Mifflin.

Hornblum, A. (1998). *Acres of Skin: Human Experiments at Holmesburg Prison*. New York: Routledge.

Jones, J. (1993). *Bad Blood*. New York: Free.

Klineberg, O. (1935). *Race Differences*. New York: Harper.

Lifton, R.J. (1986). *The Nazi Doctors: Medical Killing and the Psychology of Genocide*. Basic Books.

Lopez, I. (). "Agency and Constraint: Sterilization and Reproductive Freedom Among Puerto Rican Women in New York City." Pp. 157-174 in L. Lamphere, H. Ragone, and P. Zavella, Editors, *Situated Lives: Gender and Culture in Everyday Lives*. New York: Routledge.

Manning, K. R. (1983). *Black Apollo of Science: The Life of Ernest Everett Just*. New York: Oxford U. Press.

Mackintosh, N.J. (1995). *Cyril Burt: Fraud or Framed?* New York: Oxford U. Press.

Montagu, A. (1995). *Race and IQ*. New York: Oxford University Press.

Murray, C. and Herrnstein, R. (1994). *The Bell Curve: Intelligence and Class Structure in American Life*. New York: Free Press.

Pearson, Jr., W. (2005). *Beyond Small Numbers: The Voices of African American PhD. Chemists*. New York: Elsevier.

Pearson, Jr., W. (1985). *Black Scientists, White Society and Colorless Science: A Study of Universalism in American Science*. New York: Associated Faculty Press.

Proctor, R. (1988). *Racial Hygiene: Medicine Under the Nazis*. Cambridge: Harvard University Press.

Saakwa-Mante, N. (2000). "Western Medicine and Racial Constitutions: Surgeon John Atkins' Theory of Polygenism and Sleepy Distemper in the 1730s." Ch. 2 In W. Ernst and B. Harris, Editors. *Race, Science and Medicine, 1700-1960*. New York: Routledge.

Sartin, J. (2004). "J. Marion Sims, the Father of Gynecology: Hero and Villain." *So. Med*

Shipman, P. (1994). *The Evolution of Racism: Human Differences and the Use and abuse of Science*. New York: Simon and Schuster.

Stanton, W. (1960). *The Leopard's Spots: Scientific Attitudes toward Race in America 1815-1859*. Chicago: U. of Chicago Press.

Stepan, N. Editor, (1982). *The Idea of Race in Science: Great Britain in 1800-1960*. Oxford: Macmillan Press.

Tapper, Melbourne (1999). *In Blood: Sickle-Cell Anemia and the Politics of Race*. Philadelphia: U. of Pennsylvania Press.

"The Use of Blacks for Medical Experimentation and Demonstration in the Old South." *The J. of Southern History* 48(August 1982):331-348.

Thomas, D. (2000). *Skull Wars: Kennewick Man, Archeology and the Battle for Native American Identity*. New York: Basic Books.

Thomson, M. (2000). "Savage Civilisation: Race, Culture and Mind in Britain, 1898-1939." Ch. 11 In W. Ernst and B. Harris, Editors. *Race, Science and Medicine, 1700-1960*. New York: Routledge.

Washington, H. (2006). "Caged Subjects: Research on Black Prisoners." Pp. 244-270 In H. Washington, *Medical Apartheid: The Dark History of Medical Experimentation on Blacks From Colonial Times to the Present*. New York: Doubleday.

Zaborney, J.J. (2004). "Medicine and Slavery: The Diseases and Health Care of Blacks in Antebellum Virginia." *The Historian* 66