

Classes	Topics and readings
Aug 20	Orientation to the course. What is race? Readings (to be read after class, this week only) 1. Graves: Intro 2. Goodman et al.: Ch 1-2 3. Harrison: Foreword, Intro 4. Post a comment about your background
Aug 25, 27	Tuesday: "Race—the power of an illusion, Episode 1: The Differences Between Us" Thursday: History of the concept of human variation up through Darwin. 1. Graves: Ch 1-3 2. Goodman et al.: Ch 3-4 3. Harrison: Ch 1
Sep 1, 3	"Race—the power of an illusion, Episode 2: The Story We Tell" 1. Graves: Ch 4-5 2. Goodman et al.: Ch 5-6 3. Post a Comment by Tuesday at midnight
Sep 8, 10	Late 19 <sup>th</sup> - Early 20 <sup>th</sup> Century concepts of human variation and the birth of Eugenics 1. Graves: Ch 6, 7 2. Harrison: Ch 3 3. Post a Comment by Tuesday at midnight
Sep 15, 17	Later 20 <sup>th</sup> Century perspectives 1. Graves: Ch 8, 9 2. Goodman et al.: Ch 13 3. Post a Comment by Tuesday at midnight
Sep 22	"Race—the Power of an illusion, Part III: The House We Live In" 1. Goodman et al.: Ch 12, 15, reread pages 82-86 (Haney-Lopez: Colorblindness, Kindle locs: 3277-3450) 2. Harrison: Ch 6
<b>Sep 24</b>	<b>First Exam</b>
Sep 29, Oct 1	The Biological Basis of Human Variation 1. Bindon: Biological Basis 2. Goodman et al.: Ch 7 3. Reread Graves on population genetics, pp. 111-115, 143-149 (Kindle locs 1407-1455, 1831-1899) 4. Post a comment by Tuesday at midnight
Oct 6, 8	Diversity and human evolution 1. Harrison: Ch 2 2. Post a Comment by Tuesday at midnight
Oct 13, 15	Dispersal of the Genus <i>Homo</i> over the last 200,000 years 1. Jobling et al.: The Colonization of the Old World and Australia 2. Goodman et al.: Ch 11 3. Post a Comment by Tuesday at midnight
Oct 20, 22	Race and Biology 1. Goodman et al.: Ch 10 2. Post a comment by Tuesday at midnight
Oct 27	Distribution of human differences: What patterns do our genes show? 1. Goodman et al.: Ch 9 2. Fall Break—no comment this week
Nov 3, 5	Distribution of human differences: How are "Racial" characteristics distributed? 1. Goodman et al.: Ch 8 2. Post a Comment by Tuesday at midnight

## Race, Ethnicity, and Human Variation

Classes	Topics and readings
Nov 10, 12	Race and Athletics 1. Graves essay in Goodman et al. p. 119-122. Kindle locs 4317-4418 2. Reread Graves: p. 32-36. Kindle locs 422-481 3. Harrison: Ch 4 4. Post a Comment by Tuesday at midnight
Nov 17, 19	Human diversity and health: race and disease 1. Goodman et al.: Ch 16 2. Graves: Ch 11 3. Harrison: Ch 5 4. Post a Comment by Tuesday at midnight
Nov 24	Video: " <i>White Like Me</i> " 1. <b>Written Assignment due by email attachment before class</b> 2. Goodman et al.: Ch 17 3. Graves: Conclusion 4. Harrison: Ch 8 5. Thanksgiving Break—no comment this week
Dec 1, 3	Race and IQ 1. Graves: Ch 10 2. Goodman et al.: Ch 14 3. Harrison: Ch 7 4. Post a Comment by Tuesday at midnight
<b>Dec 10</b>	<b>Thursday, 8:00 – 9:15 a.m.: Second Exam</b>

### REQUIRED TEXTS: (all are available in electronic versions)

- Graves, Joseph L., Jr. 2001. *The Emperor's New Clothes: Biological Theories of Race at the Millenium*. Rutgers, NJ: Rutgers University Press. 978-0813533025
- Goodman, A., Moses, Y., Jones, J. 2012. *Race: are we so different*. Chichester, West Sussex, UK Malden, MA Arlington, Va: Wiley-Blackwell American Anthropological Association. 978-0470657140
- Harrison, G. 2010. *Race and reality: what everyone should know about our biological diversity*. Amherst, N.Y: Prometheus Books. 978-1591027676

## POLICIES AND PROCEDURES

**COURSE DESCRIPTION:** This course is an attempt to give students an ability to understand the complexities of human biological variation and its social import. Working from an historical and anthropological perspective, the concept of race is exposed as biologically invalid. Alternative explanations for the causes and distribution of human variation are provided. The social implications of the misapprehensions about human variation are also explored. Some specific objectives of the course include:

1. Understanding how views of human biological variability have changed through time.
2. Exploring the current patterns of human biological variability and explanations for how they came to be.
3. Discussing how misunderstandings about the nature of human biological variation have been used to justify social tragedies.

**GRADING** will be based on your performance on the two exams, a written assignment, and class participation as follows: Each exam is worth 25% of your class grade. Your written assignment is worth 15% of your class grade and your participation in class is worth 35% of your grade. Course grade of A+ = 97+%; A = 93 - 96.99%; A- = 90 – 92.99%; B+ = 87+%; B = 83 - 86.99%; B- = 80 – 82.99%.

**Exams** will be short answer and short essay in format. Questions on the exams will be based on the readings and the in-class presentations and our discussions. The second exam is not comprehensive, it is only on material covered after the first exam.

**Make-up exams:** A student may be excused from taking an exam when scheduled in class **if and only if:** 1) the student has a **written** excuse from a doctor, minister, coach, or other similar authority, **and** 2) the student makes arrangements **prior to the exam** that he/she will be absent. The only exception to this rule is if the written excuse from a doctor documents the **medical inability** of the student to use a phone or email prior to the exam. **If a student misses a test without making prior arrangements, the student will be assigned a grade of F for that exam.**

For the **Written Assignment** you will write an essay in which you critically analyze the meanings of human variation, according to the instructions found on BlackBoard. Your essay assignment is due by email before class on the due date noted in the syllabus. This essay may be turned in via email in as late as prior to the last day of class with no penalty for being late. **Details about the essay are available in our eLearning site.**

**CONTACT INFORMATION:** Anthropology Department Phone: **348-5947**, email: **jbindon@ua.edu**.

## Race, Ethnicity, and Human Variation

**OFFICE HOURS:** I'm retired and I don't have an office, so email is the best way to get information or make an appointment. Email will almost always be answered in less than 24 hours, often in less than 2.

**Class participation** grades will be based on your attendance and participation in class discussions. In order to get full credit you must not only attend class on time, but also meaningfully contribute to the discussion. Every class meeting will be graded for participation. In addition, you will keep a weekly blog on our website with your impressions and experiences concerning human variability **as it relates to our weekly topics**. You can also write about more personal aspects and experiences in your life, on campus, or at home, but please try to relate it to our topical issues. Bring your entry to each Thursday class meeting when we'll hold a discussion of each student's blog. **Entries must be posted on Tuesday before midnight each week, starting with the second week of class.** Your posting is worth half of your participation score on discussion days. Discussion days are worth twice as much as presentation days in your participation score. There is no make-up for attendance and participation, including your weekly blog, so if you cannot attend or find it too difficult to participate in discussions, you should consider taking some other course. I will excuse up to 10% of the participation score (8 points out of 78 possible) for absence (4 missed classes), Thursday discussions are not excusable, only absence will be forgiven. No excuses are needed or accepted for absences.

**STATEMENT ON DISABILITY:** If you are registered with the Office of Disability Services, please make an appointment with me as early in the semester as possible to discuss any course accommodations that may be necessary. If you have a disability but have not contacted the Office of Disability Services, please call 354-5175 or visit Osband Hall to register for services. Because this is such an experiential and participatory course, if your disability will frequently prevent you from attending class or from speaking in class you are strongly encouraged to consider alternate courses that do not put as much emphasis on attendance and participation.

**STATEMENT ON ACADEMIC FRAUD:** All acts of dishonesty in any work constitute academic misconduct. This includes, but is not limited to, cheating, plagiarism, fabrication of information, misrepresentations, and abetting of any of the above. The Academic Misconduct Disciplinary Policy will be followed in the event that academic misconduct occurs. Students should refer to the Student Affairs Handbook, which can be obtained in the Office of Student Life and Services in the Ferguson Center.

**Emergency Information:** UA's primary communication tool for sending out information is through its web site at [www.ua.edu](http://www.ua.edu). In the event of an emergency, students should consult this site for further directions. All syllabi should also state that, in the event of an emergency, the instructor will use BBL to provide additional course information.