

HH3013 Comparative History of Race & Science

Nanyang Technological University

Semester 2, AY2023/24

Draft - December 11, 2023

Academic units: 3

Meeting time: Wednesdays, 9:30am–12:20pm

Venue: LHS-TR+51 (LHS-02-05, at level 2 of the Hive)

Instructor: Dr Lin (please call me Dr Lin. I am not a professor.)

Email: **TBA**

Office hours: by appointment

1 Course Description

We will interrogate the interactions between science and race, beginning in the eighteenth century up to the present. Charles Darwin's evolutionary theory was a major milestone during the mid-nineteenth century. From the late nineteenth century onwards, the race and science came together in myriad ways as seemingly scientific thinking was applied to different areas in society. Most of the topics are concentrated in the early twentieth century but there is room to explore more recent topics. We end the course by going beyond our species and discussing how the human species can interact with the non-human other.

2 Learning Objectives

By the end of this course, you will be able to:

1. Understand the influence of Darwinian evolutionary theory on race thinking.
2. Articulate the origins of eugenics.
3. Appreciate how race science relates to different issues in society.
4. Develop a history that entails race and science using primary and secondary sources.

In addition, this course provides you with opportunities to develop your critical reading skills, conduct independent learning, analyse historical data, and articulate your findings to an audience.

3 Assessment

Component	Course LO Tested	Weighting	Due
1. In-Class Participation	1, 2, 3, 4	10%	NA
Reading Responses	1, 2, 3	12%	Every Tuesday 2359
2. Group Presentation (40 minutes)	1, 2, 3	23%	Scheduled accordingly
3. Annotated bibliography	1, 2, 3, 4	15%	TBA
4. Research Paper	1, 2, 3, 4	40%	TBA
		100%	

3.1 In-Class Participation (10%)

In-class participation is an important component of the course. Since you would have read the readings and responded to them, discussing the readings and topics will not be difficult. Your in-class participation grades will be determined by your attendance, punctuality, and your contribution to classroom discussion. If you have to miss a class for any reason, you are to notify me in advance by email. Please note that unexcused and repeated absences will negatively affect your grade.

3.2 Eight Weekly Reading Response (12%, 1.5% each)

Work Flow for a typical teaching week

1. Read the readings
2. Submit your reading response in NTULearn, **by the day before (Tuesday) at 2359**. The reading response consists of 2 parts:
 - a. Share your views *on each reading* in *at least* two to three sentences. You are welcome to write more
 - b. Share *at least* one question which you would like the class to discuss. You are welcome to pose more questions.
3. Class: 9:30am–10:20am – lecture by the instructor
4. Class: 10:30am–11:20am – A group presentation
5. Class: 11:30am–12:20am – primary source analysis and discussion based on the reading, reading responses, lecture, and group presentations.

More details regarding reading responses:

- a. Each week's reading response will be worth 1.5 marks. To relieve your stress and facilitate my grading, you will be awarded either 1.5 marks if your response meet

the requirement above or zero marks if you do not submit at all or if your responses fall short of the requirements.

- b. Late submissions will not be considered for the sake of fairness.
- c. There will be more than eight opportunities for you to submit eight responses.
- d. If I do not raise your questions in class for discussion, do not panic. It is not a reflection on the “correctness” of your questions. Refer to point a above.

3.3 Group Presentation (23%)

Students will form groups (group size to be determined after enrolment is finalised) and deliver a 40-minute presentation on a topic, beginning in Week 3. The presentation comprises of four parts:

- 1 A vignette: share a characteristic of the particular history that is different from the present time (e.g., in the past people weren't required to wear seat belts when travelling in cars) to help the class understand a historical difference
- 2 Discuss the topic you chose by going through concepts and literature
- 3 Lead the class through a primary source analysis
- 4 Reflection and Q&A with the class on the foregoing three parts

The group that presents in Week 3 will receive guidance from me.

I will share more details on this assessment later.

3.4 Annotated Bibliography (15%) **Due date TBA**

Each student should hand in one piece of annotated bibliography in preparation for the final research paper. This should be submitted in a word document to Turnitin by 2359pm on March 7 (Week 8 after Recess Week).

The annotated bibliography contains a mix of secondary and primary sources.

- i. A **250-word abstract** of the project.
- ii. A list of **4 secondary sources** that you have read thus far (approximately 50 words per source). Please include 1-2 sentences on each source outlining its scope and why it is useful for your research paper.
- iii. A list of **2 primary sources with analysis** (300-400 words per source).
 - a) Contextualize: Provide an analysis of the author and audience of the text. What background does the author come from? Who does the text address? What is the viewpoint or agenda of the author?
 - b) Connect: Analyze the primary sources in light of your research question.
 - c) I would recommend against significant quotes from the source, as this will not allow you enough space to analyze it.

3.5 Research Paper (40%) Due date TBA

Each student is expected to hand in one piece of written work. This is a research essay that contains 2,500 to 3,500 words (excluding footnotes and bibliography). This should be submitted in a word document to Turnitin by 2359 on Tuesday, May 2.

The paper must

1. Use primary sources
2. Engage with theories we have covered during the course.
3. Engage with secondary sources (articles, books, including those encountered in class).

Please refer to the **rubric**.

4 Plagiarism Policy

All assignments should be original work, consistent with the university's anti-plagiarism rules. Papers will be evaluated on rigour and depth of research, clarity and concision of writing, proper footnoting, and list of works cited using Chicago referencing style.

5 Policy on Use of Generative Artificial Intelligence

The use of any form of generative Artificial Intelligence such as ChatGPT for any course assessment is strictly not allowed.

Generative AI has its place in certain parts of our life, but not in this course.

I am mandating this policy to prevent your intelligence from degenerating.

6 Late Policy

For each day for which an assignment is late, **15%** will be deducted from the overall marks. For example, an assignment that is late by a day will be graded out of 85%, while one that is late by two days will be graded out of 70%. In the event of extenuating circumstances, please refer to the university's leave policy for undergraduates.

7 Concerning the Use of Medical Certificates

Medical Certificates (MCs) are not "get out of jail free" cards. The presentation of a medical certificate does not automatically excuse an absence or late work. Depending on circumstances, I will usually ask you to complete additional work to make up for your absence or late work.

8 Sources

Here are some sources for your reference.

Primary

<https://guides.library.yale.edu/c.php?g=1133727&p=8273957>

<https://library.fiu.edu/Race-Slavery-Popular-Culture/primary>

<https://cnu.libguides.com/the1910s/race>

<https://cnu.libguides.com/ps1950s/race>

<https://library.fiu.edu/rgs-atlantic/primary>

<https://www.vaholocaust.org/primary-sources/race-science-primary-sources/>

<https://libguides.library.nd.edu/c.php?g=1219196&p=8918507>

Secondary

<https://nmaahc.si.edu/learn/talking-about-race/topics/historical-foundations-race>

9 Course Schedule

NOTE: We will schedule a field trip to the Lee Kong Chian Natural History Museum (LKCNHM) to make up for the class that coincides with Hari Raya Puasa on April 10, Week 12. I am thinking of going on a Friday morning early in the semester. We will finalise details in class.

The readings are:

Osborn, H. F. (1921). The Second International Congress of Eugenics Address of Welcome. *Science*, 54(1397), 311-313.

<https://doi.org/doi:10.1126/science.54.1397.311>

Darwin, L. (1921). The Aims and Methods of Eugenic Societies. *Science*, 54(1397), 313-323. <https://doi.org/doi:10.1126/science.54.1397.313>

Haraway, D. J. (1989). Teddy Bear Patriarchy: Taxidermy in the Garden of Eden, New York City, 1908–36. In *Primate Visions: Gender, Race, and Nature in the World of Modern Science* (pp. 26–58). Routledge.

Week 1 Jan 17: Introduction

Pappas, Stephanie. 2021. “A Version of This Gene Doubles the Risk of Dying from COVID-19.” <https://www.livescience.com/covid-gene-death-risk>.

Dreyfus, Guillaume. 2013. *Racial Hygiene*. Paris: ZED. https://ntu-sp.primo.exlibrisgroup.com/permalink/65NTU_INST/12u36pr/alma991016639483805146

We will watch this documentary in class

Week 2 Jan 24: Before Darwin

Augstein, H. F. 1999. "From the Land of the Bible to the Caucasus and Beyond: The shifting Ideas of the Geographical Origin of Humankind." In *Race, Science and Medicine, 1700–1960*, edited by Waltraud Ernst and Bernard Harris, 58–79. Routledge.

Hudson, Nicholas. 1996. "From "Nation to "Race": The Origin of Racial Classification in Eighteenth-Century Thought." *Eighteenth-Century Studies* 29 (3): 247–264.

Supplementary

Saini, Angela. 2019. "Why Race Science is on the Rise Again." *Guardian*.
<https://www.theguardian.com/books/2019/may/18/race-science-on-the-rise-angela-saini>.

Angela Saini points out the continuity of race science in the past to the present time.

Cravens, Hamilton. 2010. "What's New in Science and Race since the 1930s?: Anthropologists and Racial Essentialism." *The Historian* 72 (2): 299-320. doi: 10.1111/j.1540-6563.2010.00263.x. <https://doi.org/10.1111/j.1540-6563.2010.00263.x>.
<https://www.tandfonline.com/remotexs.ntu.edu.sg/doi/full/10.1111/j.1540-6563.2010.00263.x>

Wilson, Matthew A. 2022. "Chromophobia: The Greatest Conspiracy in Ancient Art." <https://www.bbc.com/culture/article/20220810-chromophobia-the-greatest-conspiracy-in-ancient-art>.

We will watch this video in class.

Week 3 Jan 31: History of Anthropology

Hinsley, C. M., & Wilcox, D. R. (Eds.). (2016). *Coming of Age in Chicago: The 1893 World's Fair and the Coalescence of American Anthropology*. University of Nebraska Press.

"Introduction: The Chicago Fair and American Anthropology in 1893"

"Essay 4. Refracting Images: Anthropological Display at the Chicago World's Fair, 1893"

Week 4 Feb 7: IQ

Gould, Stephen Jay. 1996. *The Mismeasure of Man*. revised and expanded ed. New York: Norton.

p.176–222

(there are many pages but it is a popular science book on an interesting topic that is clearly written so I hope it won't take too much time)

Supplementary

Simonton, Dean Keith. 2006. "Presidential IQ, Openness, Intellectual Brilliance, and Leadership: Estimates and Correlations for 42 U.S. Chief Executives." *Political*

Psychology 27 (4): 511-526. doi: <https://doi.org/10.1111/j.1467-9221.2006.00524.x>. <https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1467-9221.2006.00524.x>.

Beauvais, Clémentine. 2016. “Californian Genius: Lewis Terman’s Gifted Child in Regional Perspective.” *Paedagogica Historica* 52 (6): 748-765. doi: 10.1080/00309230.2016.1243138. <https://doi.org/10.1080/00309230.2016.1243138>.

Week 5 Feb 14: Darwin and Social Darwinism

Waters, C. Kenneth. 2009. “The Arguments in the Origin of Species.” In *The Cambridge Companion to Darwin* 2nd ed, edited by Jonathan Hodge and Gregory Radick, 120–144. Cambridge, UK: Cambridge University Press. <https://www.cambridge.org/remotexs.ntu.edu.sg/core/books/cambridge-companion-to-darwin/arguments-in-the-origin-of-species/19F25AB456C329B8EBC955C4E7CF0EC5>. doi: DOI: 10.1017/CCOL9780521884754.006.

Paul, Diane B. 2009. “Darwin, Social Darwinism and Eugenics.” In *The Cambridge Companion to Darwin* 2nd ed, edited by Jonathan Hodge and Gregory Radick, 219–245. Cambridge: Cambridge University Press. doi: 10.1017/CCOL9780521884754.010. <https://www.cambridge.org/remotexs.ntu.edu.sg/core/books/cambridge-companion-to-darwin/darwin-social-darwinism-and-eugenics/E780A0DF21387E8011E03BF9C2650748>

Supplementary

Hodge, Jonathan, and Gregory Radick. 2009. “The Place of Darwin’s Theories in the Intellectual Long Run.” In *The Cambridge Companion to Darwin* 2nd ed, edited by Jonathan Hodge and Gregory Radick, 246–274. Cambridge, UK: Cambridge University Press. doi: 10.1017/CCOL9780521884754.011.

Radick, G., & Steadman, M. (2021). Of lice and men: Charles Darwin, Henry Denny and the evidence for the human races as varieties or species. *BJHS Themes*, 6, 81-95. <https://doi.org/10.1017/bjt.2021.10>

Please explore the human-related articles in this recent special issue of *BJHS Themes* (*BJHS* stands for *British Journal for the History of Science*, the sister journal of *BJHS Themes*). We will reserve the last article, which is by Dr Jiang Lijing, for Week 11:

<https://www.cambridge.org/core/journals/bjhs-themes/volume/9D960225004D54E16FAAA9F1CBEB64FA>

Week 6 Feb 21: The Founding of Eugenics and Its Relationship to Statistics

Kevles, Daniel J. 1986. *In the Name of Eugenics: Genetics and the Uses of Human Heredity*. Berkeley: University of California Press.

Chapters I and II: “Francis Galton, Founder of the Faith” and “Karl Pearson for Saint Biometrika”

Supplementary

Kühl, Stefan. 2013. *For the Betterment of the Race: The Rise and Fall of the International Movement for Eugenics and Racial Hygiene*. Translated by Lawrence Schofer. New York: Palgrave Macmillan US. Clayton, Aubrey. 2020. “How Eugenics Shaped Statistics: Exposing the damned lies of three science pioneers.” *Frontiers* (92). <https://nautil.us/issue/92/frontiers/how-eugenics-shaped-statistics/>.

<https://www.historyworkshop.org.uk/lies-damned-lies-and-racist-statistics/>

Week 7 Feb 28: Race and Conservation Science

Leopold, A. (1933). *The Conservation Ethic*. *Journal of Forestry*, 31(6), 634–643. (Reprinted in S. L. Flader & J. B. Callicott, ed., *The River of the Mother of God and Other Essays*, Madison, University of Wisconsin Press, 1991, 181–192.)

Leopold, A. (1946). *Racial Wisdom and Conservation*. *Journal of Heredity*, 37(9), 275–279.

Leopold, Aldo. 1949. *A Sand County Almanac and Sketches Here and There*. New York: Oxford University Press.

“Wildlife in American Culture” 177-187

I will cover this reading in class:

Gould, Stephen Jay. 1996. *The Mismeasure of Man*. revised and expanded ed. New York: Norton.

142–151

Supplementary

Mowatt, Rasul A. 2020. “A People's History of Leisure Studies: The Great Race and the National Parks and U.S. Forests.” *Journal of Park & Recreation Administration* 38 (3): 152-172. doi: 10.18666/JPra-2019-9674. <https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=145228754&site=ehost-live>.

- Allen, Garland E. 2013. "Culling the Herd": Eugenics and the Conservation Movement in the United States, 1900-1940." *Journal of the History of Biology* 46 (1): 31-72. <http://www.jstor.org/stable/42628761>.
- Brechin, Gray. 1996. "Conserving the Race: Natural Aristocracies, Eugenics, and the U.S. Conservation Movement." *Antipode* 28 (3): 229-245. doi: <https://doi.org/10.1111/j.1467-8330.1996.tb00461.x>.
<https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1467-8330.1996.tb00461.x>.
- Regal, Brian. 2004. "Madison Grant, Maxwell Perkins, and Eugenics Publishing at Scribner's." *The Princeton University Library Chronicle* 65 (2): 317-342. doi: 10.25290/prinunivlibrchro.65.2.0317.
<http://www.jstor.org/stable/10.25290/prinunivlibrchro.65.2.0317>.

Week 8 Mar 13: Human Experimentation

Required

- Baader, Gerhard, Susan E. Lederer, Morris Low, Florian Schmaltz, and Alexander V. Schwerin. 2005. "Pathways to Human Experimentation, 1933-1945: Germany, Japan, and the United States." *Osiris* 20: 205-231.
<http://www.jstor.org/stable/3655257>.

Please browse and respond to the materials here:
<https://www.cdc.gov/tuskegee/timeline.htm>

Supplementary

- Rusert, Britt. 2009. "'A Study in Nature': The Tuskegee Experiments and the New South Plantation." *Journal of Medical Humanities* 30 (3): 155-171. doi: 10.1007/s10912-009-9086-4. <https://doi.org/10.1007/s10912-009-9086-4>.
- de Leeuw, D. (2020). "In the Name of Humanity": Nazi Doctors and Human Experiments in German Concentration Camps. *Holocaust and Genocide Studies*, 34(2), 225-252. <https://doi.org/10.1093/hgs/dcaa025>
- "Ugly History: The US Syphilis Experiment" (5:19)
<https://youtube.com/watch?v=ZV7RzS8QRXE>

Week 9 Mar 20: The Aryan Race

Required

- Hale, Chris. 2003. *Himmler's Crusade: The Nazi Expedition to Find the Origins of the Aryan Race*. Hoboken, N.J.: John Wiley & Sons.
Introduction

(This title is available for hourly online access at
<https://archive.org/embed/himmlerscrusadetooooohale>)

For your interest, you can view the documentary (with English subtitles) that
 resulted from the trip to the Himalayans at
<https://youtube.com/watch?v=TE8IFBYlc3o>

In case the link doesn't work, the title of the video is "Geheimnis Tibet / The Enigma
 of Tibet (H.A. Lettow & Ernst Schäfer, 1943)"

Supplementary

Zia-Ebrahimi, Reza. 2011. "Self-Orientalization and Dislocation: The Uses and
 Abuses of the "Aryan" Discourse in Iran." *Iranian Studies* 44 (4): 445-472.
 doi: 10.1080/00210862.2011.569326.
<https://doi.org/10.1080/00210862.2011.569326>.

Hutton, Christopher Mark. 2010. "Nazi Race Theory and Belief in an "Aryan Race": A
 Profound Failure of Interdisciplinary Communication." *International Journal
 of Science in Society* 1 (4): 149-155. doi: 10.18848/1836-
 6236/CGP/v01i04/51498.
<https://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=66384629&site=ehost-live>.

Trautmann, Thomas R. 1997. *Aryans and British India*. Berkeley: University of
 California Press.
 HSSL DS425.T777

Romila Thapar. 1996. "The Theory of Aryan Race and India: History and Politics."
Social Scientist 24 (1/3): 3-29. doi: 10.2307/3520116.
<http://www.jstor.org/stable/3520116>.

Kyllingstad, Jon Røyne. 2016. *Measuring the Master Race: Physical Anthropology
 in Norway, 1890-1945*. Cambridge: Open Book Publishers.
<http://books.openedition.org/obp/2372>.

<https://www.facinghistory.org/holocaust-and-human-behavior/chapter-2/science-race>

Week 10 Mar 28: DNA and Indigenous Peoples

Yudell, Michael, Dorothy Roberts, Rob DeSalle, and Sarah Tishkoff. 2016. "Taking
 Race Out of Human Genetics." *Science* 351 (6273): 564-565. doi:
 doi:10.1126/science.aac4951.
<https://www.science.org/doi/abs/10.1126/science.aac4951>.

Munsterhjelm, Mark. 2014. *Living Dead in the Pacific: Racism and Sovereignty in
 Genetics Research on Taiwan Aborigines*. Vancouver, BC: UBC Press.

Chapter 2 “Aboriginal Peoples’ Genes as Narrated and Contested Assemblages”

Supplementary

- Reardon, Jenny, and Kim TallBear. 2012. ““Your DNA Is Our History”: Genomics, Anthropology, and the Construction of Whiteness as Property.” *Current Anthropology* 53 (S5): S233-S245. doi: 10.1086/662629. <https://www.journals.uchicago.edu/doi/abs/10.1086/662629>.
- Leroux, Darryl. 2018. “We’ve Been Here for 2,000 years’: White Settlers, Native American DNA and the Phenomenon of Indigenization.” *Social Studies of Science* 48 (1): 80-100. doi: 10.1177/0306312717751863.
- TallBear, Kimberly. 2013. *Native American DNA: Tribal Belonging and the False Promise of Genetic Science*. Minneapolis, MN: University of Minnesota Press.
- Kent, Michael, and Ricardo Ventura Santos. 2014. ““The Charrua Are Alive”: The Genetic Resurrection of an Extinct Indigenous Population in Southern Brazil.” In *Mestizo Genomics: Race Mixture, Nation, and Science in Latin America*, edited by Peter Wade, Carlos López Beltrán, Eduardo Restrepo, and RicardFhuto Ventura Santos, 109–133. Durham: Duke University Press.

Week 11 Apr 3: East Asia

Required

- Chung, Yuehtsen Juliette. 2014. “Better Science and Better Race?: Social Darwinism and Chinese Eugenics.” *Isis* 105 (4): 793-802. doi: 10.1086/679426. <https://www.journals.uchicago.edu/doi/abs/10.1086/679426>.
- Morris-Suzuki, Tessa. 1998. “Debating Racial Science in Wartime Japan.” *Osiris* 13: 354-375. <http://www.jstor.org/stable/301889>.

Supplementary

- Otsubo, Sumiko. 2005. “The Female Body and Eugenic Thought in Meiji Japan.” In *Building a Modern Japan: Science, Technology, and Medicine in the Meiji Era and Beyond*, edited by Morris Low, 61-81. New York: Palgrave Macmillan US. https://doi.org/10.1057/9781403981110_4. doi: 10.1057/9781403981110_4. https://link.springer.com/remotexs.ntu.edu.sg/chapter/10.1057/9781403981110_4
- Terazawa, Yuki. 2005. “Racializing Bodies through Science in Meiji Japan: The Rise of Race-Based Research in Gynecology.” In *Building a Modern Japan: Science, Technology, and Medicine in the Meiji Era and Beyond*, edited by Morris Low, 83-102. New York: Palgrave Macmillan US. doi: 10.1057/9781403981110_5. https://link.springer.com/remotexs.ntu.edu.sg/chapter/10.1057/9781403981110_5

Low, Morris. 2012. "Physical Anthropology in Japan: The Ainu and the Search for the Origins of the Japanese." *Current Anthropology* 53 (S5): S57-S68. doi: 10.1086/662334.
<https://www.journals.uchicago.edu/doi/abs/10.1086/662334>.

Jiang, Lijing. 2021. "The Late Ascent of Darwin's Descent: Exploring Human Evolution and Women's Role for a New China, 1927–1965." *BJHS Themes* 6: 201-220. doi: 10.1017/bjt.2021.11.
<https://www.cambridge.org/core/article/late-ascent-of-darwins-descent-exploring-human-evolution-and-womens-role-for-a-new-china-19271965/01BA8961286F3D6F3A4EBAA4D310ECB6>.

Week 13 Apr 17: The Non-Human Other

Haraway, Donna Jeanne. 2016. *Staying with the Trouble: Making Kin in the Chthulucene*. Durham: Duke University Press.
 Selection

Haraway, Donna. 2018. "Staying with the Trouble for Multispecies Environmental Justice." *Dialogues in Human Geography* 8 (1): 102-105. doi: 10.1177/2043820617739208.
<https://journals.sagepub.com/doi/abs/10.1177/2043820617739208>.

Supplementary

Hartigan, John. 2017. *Care of the Species: Races of Corn and the Science of Plant Biodiversity*. Minneapolis: University of Minnesota Press.

Chapters 3 and 5, or any two or three chapters