

Week	Topic and readings
January 11	Race—the power of an illusion, Episode 1: The Differences Between Us
January 16, 18	History of the concept of human variation up to 1700 1. Graves: Intro, Ch 1, 2 2. Bernier François. 1684. "A New Division of the Earth" From Journal des Scavans, April 24. Translated by T Bendyshe in Memoirs Read Before the Anthropological Society of London, vol. 1, 1863-64, pp. 360-64. (WebCT)
January 23, 25	Pre-Darwinian 18 th and 19 th Century views on variation 1. Graves: Ch 3 2. Blumenbach Johann Friedrich. 1795. The anthropological treatises of Johann Friedrich Blumenbach, translated by Thomas Bendyshe, 1865. (WebCT) 3. de Gobineau Arthur. 1853-55. The Inequality of Human Races. Translated by A. Collins, 1915. (WebCT)
January 30, February 1	Race—the power of an illusion, Episode 2: The Story We Tell 1. Graves: Ch 4 - 6
February 6, 8	Concepts of human variation from Darwin to World War II 1. Graves: Ch 7, 8 2. Darwin, CR. 1871. Chapter VII. On the races of man, abridged from The Descent of Man, and Selection in Relation to Sex. New York, D. Appleton and company. (WebCT) 3. Galton F. 1892. The comparative worth of different races. Hereditary Genius: An Inquiry Into Its Laws And Consequences. London: Macmillan and Co. Pp. 336-350. 4. (WebCT)
February 13, 15	Post-World War II views on human variation 1. Graves: Ch 9 2. Montagu Ashley 1962. The Concept of Race. American Anthropologist, 64(5):919-928
February 20, 22	Midterm exam (Tuesday) and return and discussion of exam (Thursday)
February 27, March 1	Biological basis of human differences 1. Wells: Preface, Ch 1, 2
March 6, 8	Diversity and human evolution, Early hominids 1. Wells: Ch. 3 - 4
March 13, 15	Spring Break
March 20, 22	Diversity and human evolution: Evolution of genus <i>Homo</i> 1. Wells: 5, 6
March 27, 29	Diversity and human evolution: "The Journey of Man, Part I, Part II" 1. Wells: Ch. 7
April 3, 5	Distribution of human differences 1. Wells: Ch. 8, 9
April 10, 12	Distribution of human differences: races versus clines versus populations 1. Brown, Ryan A. and Armelagos, George J. (2001) Apportionment of Racial Diversity: A Review. Evolutionary Anthropology, 10:34-40. (WebCT) 2. Brace C.L. 1995 Region does not mean "race"—reality versus convention in forensic anthropology. Journal of Forensic Sciences, 40:171-175. (WebCT) 3. Crews DE, Bindon JR. 1991. Ethnicity as a taxonomic category in biomedical and biosocial research. Ethnicity and Disease 1:42-49. (WebCT)
April 17, 19	Human diversity and health: race and disease 1. Graves: Ch 11 2. Goodman, Alan H. 2000. Why Genes Don't Count (for Racial Differences in Health). American Journal of Public Health, 90:1699-1702. (WebCT) 3. Written Assignment (Essay, Diary) due on April 19
April 24, 26	Race and IQ 1. Graves: Ch 10, Conclusion 2. Cohen, Mark N. 1998. Culture, not race, explains human diversity. Education Digest, 64:30-34. (WebCT)
May 1, 3	Race: the Power of an illusion, Part III: The House We Live In
May 11	Thursday, 8:00 – 9:15 a.m. Second Exam

REQUIRED TEXTS:

1. Wells Spencer. 2003. The Journey of Man: A Genetic Odyssey. Princeton:Princeton University Press.
2. Graves Joseph L., Jr. 2001. The Emperor's New Clothes: Biological Theories of Race at the Millenium. Rutgers, NJ: Rutgers University Press.

OTHER READINGS are available through the WebCT site for our course. Choose the Readings menu item or icon and then select the piece or pieces needed. The readings are available in pdf format so you need to have Adobe Acrobat reader on your computer.

POLICIES AND PROCEDURES

COURSE DESCRIPTION: This course is an attempt to give students an ability to understand the complexities of human biological variation. Working from an historical 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 like slavery and the holocaust.

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 25% of your class grade and your participation in class is worth 25% of your grade.

Exams will be short answer and paragraph form in format. Questions on the exams will be based on the readings and the in-class presentations and our discussions. The exams are non-cumulative in nature. That is, the second exam 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 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.

The **writing assignment** concerns representations of human variability in our culture. There are two parts to this assignment.

1. You are to keep a diary throughout the semester with your impressions and experiences concerning how human variability is portrayed in the media (including media like TV, movies, newspapers, magazines) 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. You will bring your diary entry to each Thursday class meeting to share impressions. **Entries must be posted by Tuesday noon each week, starting on Tuesday, January 16.** Our Thursday classes will be built around a discussion of these entries.
2. You will write an essay in which you critically analyze the meaning(s) of human variation that are discussed in your diary. Your essay assignment is due at the start of class on Thursday, April 19. Write an essay of approximately 5 pages (no more than 1500 words) in length covering all of the following issues:
 1. In a few paragraphs characterize your current understanding of the nature of patterning of human biological variability.
 2. Tell how your understanding of human variability has changed as a result of exposure to material in this course (please be as specific as possible).
 3. Tell how the course has helped or failed to help you shape your ideas about race. What would you do differently if you were in charge of the course?

To address these issues, use our text, our reader, our class notes and discussions, and the journal entries authored by you and your classmates.

Format: Use a font of size 12 points, double space all text, 1" margin on all borders. Please turn in a finished product: proofread it at least twice, and have a friend or classmate read it before submitting your essay. Caution: spell checking is not the same as proofreading. Your spell checker does not pick up incorrect words that are spelled correctly nor does it find seriously deficient logic or most egregious grammatical errors. Although this is an essay and not a research paper, many common writing errors are covered in detail on my web page: The Research Paper at http://www.as.ua.edu/ant/bindon/ant570/pap_rule.htm. Before starting your essay you should look at these rules and pay special attention to the grammar errors and notes about proofreading your paper.

Class participation will be based on your attendance and participation in class discussions. In order to get full credit you must not only attend class, but also meaningfully contribute to the discussion. Every class meeting will be graded for participation, although the emphasis will be on the Thursday discussion classes.

PHONE NUMBER: If a student needs to contact me for any reason about class matters, the Anthropology Department phone number is **348-5947**. I can also be reached by e-mail at: jbindon@tenhour.as.ua.edu.

OFFICE HOURS: M, W, 10 – 11 or by appointment—if you need to see me, tell me before or after class, or e-mail me and we'll find a time that is convenient for both of us. You're also welcome to drop in to my office anytime you see me there. I promise not to bite and the worst I could do would be to ask you to come back if I'm too busy. Don't forget to use e-mail if you have a question or want to schedule an appointment.

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.

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.