

Race: History, Biology, Psychology, Philosophy
HPS 1602
Edouard Machery
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Class Meetings

M&W 3:00-4:15 pm
Room: 5405 Posvar Hall

Office Hours

1017 CL
11:00-12:30 am, Monday, or by appointment

Course Description/Goals

The goal of this course is to help students gain a thorough understanding of the issues raised by races and racism. Such understanding can only be gained by bringing together several disciplines in an interdisciplinary manner. Thus, we will examine issues about race and racism that arise from biology, history, philosophy, and psychology. In particular, we will examine the following questions: Does genetics show that races are real? Why are racial categories used in medicine? Where does the concept of race come from? Is it a recent historical invention? How has it influenced the sciences? What are races? What is racism? Should we be color-blind? How does race contribute to one's identity? Why do we think about races? Are there differences in intelligence between races? What are racial prejudices? The course will involve reading original articles and book extracts from a range of disciplines, including history, philosophy, and several sciences. These articles will be explained and discussed in class.

Courseweb

We will use courseweb for course announcements and to post lectures notes. *It is your responsibility to check the site on a regular basis.*

Readings

The readings will consist of articles and book chapters that will be available on courseweb.

Additional and Optional Readings

Gossett, T. (1963). *Race: The history of an idea in America*. Dallas: SMU Press.
Krimsky, S., and Sloan, K. Eds. (2011). *Race and the genetic revolution*. New York: Columbia University Press.
Tatersall, I., and DeSalle, R. (2011). *Race: Debunking a scientific myth*. TAMU.
Bernasconi, R., and Lott, L.T. Eds. (2000). *The idea of race*. Indianapolis: Hackett.

Assessment

Your grade will be based on your participation in class and two essays.

In determining your final grade, work will be weighed as follows:

<i>Participation</i>	25%
<i>Essay 1</i>	25%
<i>Essay 2</i>	50%

Grading scale for the final grade:

97.0 – 100 A+	73.0 – 76.9 C+
92.0 – 96.9 A	69.0 – 72.9 C
89.0 – 91.9 A–	65.0 – 68.9 C–
85.0 – 88.9 B+	61.0 – 64.9 D+
81.0 – 84.9 B	56.0 – 60.9 D
77.0 – 80.9 B–	50.0 – 55.9 D–
	Below 49.9 F

Participation

Everyone is expected to take part in discussion. You should have read the assigned readings carefully. You are advised to take notes on the readings, singling out the main propositions as well as the arguments for these propositions. You should also write down the questions you may have. Participation in class discussion enables you to gain a better appreciation of the material, a better understanding of the problems and solutions, and more confidence in your abilities as a scholar and communicator.

Essays

You will be expected to write two essays.

The first essay will be due **02/25**. It will be a short essay (~ **1500** words). The topic of this essay will be given two weeks before the deadline. No late essay will be accepted.

The second essay will be longer (between **3000** and **4000** words) and will be due at the end of the semester (**04/17**). You will have to choose the topic of your essay. To assist you in commencing work, I ask you submit a brief proposal by **March, 18**. It should a page-long description of the topic to be investigated and a brief indication of the sources you intend to use. It may, but need not, be based on the seminar presentation. I advise you to talk to me about possible topics as soon as possible. Once you have determined the topic of your essay, I invite you to talk about your research and the content of your essay with me. No late essay will be accepted.

Turnitin will probably be used.

Class Organization

This course will be based on the discussion of the readings. Participation in class discussion is expected. Reading the articles is of course mandatory.

The first part of each class (~30 minutes) will typically be run as a discussion of the readings, while the second part of the class will often be a lecture. You are invited to ask any question you want during the lecture.

Assignments

Two classes will be cancelled (see syllabus). When this will happen, you will be expected to fulfill two assignments (see syllabus). This assignment will involve writing a short report (around 500 words). Assignments are to be submitted before the class that follows the cancelled class. Failure to complete an assignment will decrease your final grade by 5 points.

Attendance

Attendance is mandatory and will be checked at the beginning of each class.

Unexcused non-attendance of more than 3 classes will strongly reduce your participation grade.

Email Communication Policy

Each student is issued a University e-mail (username@pitt.edu) upon admittance. This e-mail address may be used by the University for official communication with students. Students are expected to read e-mail sent to this account on a regular basis. Failure to read and react to University communications in a timely manner does not absolve the student from knowing and complying with the content of the communications. The university provides an e-mail forwarding service that allows students to read their e-mail via other service providers (e.g., Hotmail, AOL, Yahoo). Students that choose to forward their e-mail from their pitt.edu address to another address do so at their own risk. If e-mail is lost as a result of forwarding it does not absolve the student from responding to official communications sent to their University e-mail address. To forward e-mail sent to your University account, go to <http://accounts.pitt.edu>, log into your account, click on **Edit Forwarding Addresses**, and follow the instructions on the page. Be sure to log out of your account when you have finished. (For the full E-mail Communication Policy, go to www.bc.pitt.edu/policies/policy/09/09-10-01.html.)

Academic integrity

Students are expected to comply with the University of Pittsburgh's Policy on Academic Integrity. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process as outlined in the University Guidelines on Academic Integrity. The university's policy on academic integrity can be found at <http://www.provost.pitt.edu/info/acguidelinespdf.pdf>.

Special needs

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services (<http://www.studentaffairs.pitt.edu/drswelcome>), 140 William Pitt Union, 412-648-7890 or 412-383-7355 (TTY) as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

COURSE SCHEDULE

(Subject to revision as the semester proceeds)

Monday 01/07
Topic: Syllabus

PART I: BIOLOGY

Wednesday 01/09 and Monday 01/14

Topic: Genetic Diversity and Races I

Lewontin, R. (1972). The Apportionment of Human Diversity. *Evolutionary Biology*, 6, 381-398.

Edwards, A. W. F. (2003). Human genetic diversity: Lewontin's fallacy. *BioEssays*, 25, 798-801.

Rosenberg, N. A. et al. (2002). Genetic structure of human populations. *Science*, 298, 2381-2385.

Wednesday 01/16 and Wednesday 01/23

Topic: Genetic Diversity and Races II

Serre, D. and Svante Pääbo, S. (2004). Evidence for gradients of human genetic diversity within and among continents. *Genomic Research*, 1679-1685.

Bolnick, D. (2008). Individual ancestry inference and the reification of race as a biological phenomenon. In B. Koenig, S. Lee, and S. Richardson (Eds.), *Revisiting race in the genomic age* (pp. 70-88). New Brunswick: Rutgers University Press.

Duster, T. (2011). Ancestry testing and DNA. In S. Krimsky and K. Sloan (Eds.), *Race and the genetic revolution* (pp. 99-115). New York: Columbia University Press.

Tattersall, I., and DeSalle, R. (2011). *Race: Debunking a scientific myth*. TAMU. Pp. 130-143.

Monday 01/28 and Wednesday 01/30

Topic: Race in Medicine

Burchard, E. G. et al. (2003). The importance of race and ethnic background in biomedical research and clinical practice. *The New England Journal of Medicine*, 348, 1170-1175.

Kaplan, J. B., & Bennett, T. (2003). Use of race and ethnicity in biomedical publication. *JAMA*, 289, 2709-2716.

Root, M. (2003). The use of race as a proxy in medicine for genetic differences. *Philosophy of Science*, 70, 1173-1183.

Kahn, J. (2011). BiDil and racialized medicine. In S. Krimsky and K. Sloan (Eds.), *Race and the genetic revolution* (pp. 129-141). New York: Columbia University Press.

Monday 02/04 and Wednesday 02/06 NO CLASS

Assignments: TBD

Monday 02/11 and Wednesday 02/13

Topic: Other Biological Approaches

Andreasen, R. (1998). A new perspective on the race debate. *British Journal for the Philosophy of Science*, 49, 199-225.

Kitcher, P. (1999). Race, ethnicity, biology, culture. In L. Harris (Ed.), *Racism: Key concepts in critical theory* (pp. 87-117). Amherst, MA: Humanity Books.

PART II: HISTORY

Monday 02/18 and Wednesday 02/20

Topic: When Was Racism Invented?

Fredrickson, G. M. (2003). *Racism: A short history*. Princeton: Princeton University Press. Chapter 1.

Isaac, B. H. (2004). *The invention of racism in classical antiquity*. Princeton: Princeton University Press. Chapter 1.

Monday 02/25 Deadline Essay 1

Monday 02/25 and Wednesday 02/27

Topic: Scientific Racism

Gould, S. G. (1996). *The mismeasure of man*. New York: W. W. Norton & Co. Chapters 2-3.

Gossett, T. (1963). *Race: The history of an idea in America*. Dallas: SMU Press. Chapter 16.

PART III: PHILOSOPHY

Monday 03/04 and Wednesday 03/06

Topic: Race eliminativism

Readings:

Du Bois, W.E.D. (1897). The conservation of races. In R. Bernasconi and L. T. Lott (Eds.), *The idea of race* (pp. 108-117). Indianapolis: Hackett.

Appiah, K. A. (1996). The uncompleted argument: Du Bois and the illusion of race. In R. Bernasconi and L. T. Lott (Eds.), *The idea of race* (pp. 118-135). Indianapolis: Hackett.

Taylor, P. C. (2000). Appiah's uncompleted argument: W.E.B. Du Bois and the reality of race. *Social Theory & Practice*, 26, 103-128.

Monday 03/18 Deadline Research Topic

Monday 03/18 and Wednesday 03/20

Topic: Races as Social Entities

Haslanger, S. (2000). Gender, race: (What) are they? (What) do we want them to be? *Noûs*, 34, 31-55.

Mallon, R. (2004). Passing, traveling and reality: Social constructionism and the metaphysics of race. *Noûs*, 38, 644-673.

Monday 03/25 and Wednesday 03/27

Topic: What is Racism?

Appiah, K. A. (1990). Racisms. In D. T. Goldberg (Ed.), *Anatomy of racism* (pp. 3-17). Minneapolis: University of Minnesota Press.

Garcia, J. L. A. (1996). The heart of racism. *Journal of Social Philosophy*, 27, 5-46.

Monday 04/01 and Wednesday 04/03

Topic: Race blindness

Dworkin, R. (1985). Bakke's case: Are quotas unfair? In B. Boxill (Ed.), *Race and racism* (pp. 297-306). Oxford: Oxford University Press.

Blum, L. (2002). "I'm not a racist, but": *The moral quandary of race*. Ithaca: Cornell University Press. Chapter 4

Taylor, P. (2004) *Race: A philosophical introduction*. Cambridge: Polity. Section 5.3.

PART IV: PSYCHOLOGY

Monday 04/08 and Wednesday 04/10

Topic: Race and intelligence

Herrnstein, R., and Murray, C. (1994). *The bell curve*. New York: FreePress. Chapters 13 and 14.

Block, N. (1995). How heritability misleads about race. *Cognition*, 56, 99-128.

Gould, S. J. (1996). *The mismeasure of man*. New York: W. W. Norton & Co. "Critique of *The Bell Curve*."

Nisbett, R. (2009). *Intelligence and how to get it*. Norton. Chapter 6.

Monday 04/15

Topic: Racial Categorization

Hirschfeld, L. A. (1996). *Race in making: Cognition, culture, and the child's construction of human kinds*. Cambridge, MA: MIT Press. Chapter 4.

Machery, E., & Faucher, L. (2005). Social construction and the concept of race. *Philosophy of Science*, 72, 1208-1219.

Wednesday 04/17 Deadline Essay 2

Topic: Implicit Racism

Kelly, D., & Roedder, E. (2008). Racial cognition and the ethics of implicit bias. *Philosophy Compass*, 3, 522-540.

Nosek, B. A., Hawkins, C. B., & Frazier, R. S. (2011). Implicit social cognition: From measures to mechanisms. *Trends in Cognitive Sciences*, 15, 152-159.