

New Jersey Institute of Technology
Federated Department of History
Spring, 2025

Course Outline: HIST 325:102

The Invention of Race

CRN: 13251, 3 Credits

Classroom Meeting Location: CKB 317

Professor: Dr. H.H. Toler

Office: Cullimore Hall, Room 321– I am available on Wednesdays 5:30-6:00 pm by appointment

Phone: 973.596.5737

Class meeting time: Wednesday: 6:00 pm – 8:50 pm
Faculty Consultation & Group Collaboration period (8:00 pm-8:40pm)

Email address: hht@njit.edu

STUDENT HOURS: Wednesdays 5:30-6:00 pm by appointment. Let me know so that we can arrange a time to chat about the course or college life. Feel free to contact me by email to schedule a Zoom meeting or phone conversation.

Prerequisites: **ENGL 101**, **ENGL 102**, and one 200-level Cultural Literacy GER with grades of C or higher.

Course Description:

This course traces the history of science as it shapes race into a divisive standard for regulating and altering the shape of the population.

During the semester, together we will ask several questions: Why study race and science in the present moment? What are the stakes? The answers may seem obvious, but science is the most powerful conduit in the production and validation of knowledge. We have witnessed national and international events where race continues to weigh mightily on the social and economic construct of society. But have the discredited pseudo scientists been birthed again – those akin to anthropometry, craniometry, physiognomy, phrenology, and eugenics? The legacies of these “sciences” seemingly still have life. However, race still does not play a pivotal role in contemporary, legitimized science. Therefore, this course will focus on the history of the present. We will look deep into the past of race science and see how the present – arguments undergirded with a biological root: intelligence, race-based prescriptions drugs, personalized genomic medicine, probabilistic genetic testing, the social Darwinism of neoliberal policies – is able to claim legitimacy specifically by ignoring its history.

After preliminary discussions of the history of science and the history of race, we will begin with the Enlightenment period and show how the study of race became its own science. We will look at the foundational figures in the emerging race such as Georges Cuvier, Louis Agassiz, Paul Broca, and Samuel Morton. We will shift our attention to eugenics and study how some of its parts have lived while other components have died. We will attempt to understand the subtle ways in which eugenics thought has integrated itself into the applied mathematics of seemingly objective and legitimate domains such as the

actuarial science of insurance, the leading policies of mortgage companies, and sentencing and parole decisions. Eventually, we will look at the fractured relationship between race and medicine, including the history of using racial minorities as research subjects, often without consent. In our final weeks, we finish with the contemporary to study the racial science that infects the age of genome medicine and social movements' resistance to fight off the scientific racism of the present and the future.

WHAT YOU WILL LEARN FROM THIS COURSE:

1. Together we will read precisely, and intertextually, this is a class where you will discuss what you have read; think about what you have read; use newly acquired historical knowledge to ask questions during class discussions and consider possible interpretations and implications of what you have read.
2. You will work on spoken and written expressions of historical knowledge and strengthen your ability to gather evidence and develop an argument.
3. You will expand your ability to think historically—to understand the subject position and actions of the historical actors you are studying, and the relationship of historical actors to larger forces, discourses, and structures within our society.
4. You will learn to identify major themes within the invention of race's social, economic, and political history.

Course Structure

This is a seminar course, **with three parts:**

Part 1 is in class, three hours per week. It will consist of student-led presentations and discussions of readings and of student research and writing. You will be responsible to your fellow scholars for the quality of the seminar discussions, which will depend on timely readings, research, and comments.

Part 2 is the reading, weekly response to an instructor prompt, and comment on other students' reactions. This component will be completed online. I estimate that careful reading and response papers will take six hours/week of non-class time.

Part 3 is the research paper, which you will be guided to work on from the beginning, make oral reports on your progress, and produce drafts for in-class peer review and comment. This should take about 3 hours per week, out of class, to total the twelve hours of instructional time per week required for a 4-credit seminar.

IN-CLASS FORMAT—WEEKLY TWO HOURS INCLUDING STUDENT PRESENTATIONS/DISCUSSIONS OF THE READINGS AND EXPERIENTIAL EXERCISES; ONE HOUR FOR ASSIGNMENT/RESEARCH/WRITING.

Course Materials:

The digital home of the course is NJIT Canvas. On this site you will find this syllabus, full assignment details, links to course readings (or visits to the library to obtain access to the readings). All course announcements will also be found on this platform. Articles, chapters, and primary texts are accessible through Ebook, JSTOR, or other sites through NJIT's library databases.

Readings will also include selections from these sources that will be provided by the instructor:

- Matthew Desmond & Mustafa Emirbayer, *Racial Domination, Racial Progress*
- Chimamanda Ngozi Adichie, *Americanah*
- Karen Brodtkin, *How Jews Became White Folks*
- Noel Ignatiev, *How the Irish became White*
- Margaret Hunter, *The Persistent Problem of Colorism*
- Nancy Krieger, *Does Racism Harm Health*
- Imani Perry, *More Beautiful and More Terrible...*
- Nell Irvin Painter, *The History of White People*
- Ian Lopez, *Dog Whistle Politics*

Course Requirements and Policies:

1. Attendance and participation: In order to be a successful student in this course, you will need to be present and prepared for class. Timely arrival will be rewarded, excessive absences (4 or more) will result in a grade of F for the course. **A weekly attendance roster will be circulated, so be sure to sign in.** If absence is unavoidable, my expectation is that you contact me beforehand by email to let me know that you will not be in class. **ALL EXCUSED ABSENCES MUST BE SANCTIONED BY DEAN MARYBETH DOGER BEFORE THEY WILL BE CONSIDERED REGARDING YOUR ATTENDANCE RECORD.** If an assignment is due, you should plan to submit it despite your physical absence from class. Remember, you have an obligation to your peers to be in class.

This is an undergraduate seminar, and you will be expected to read 100-150 pages/week and be prepared to post and discuss them, as well as produce a paper at the end of the semester based on



original research. Seminars, by their essential nature, consist of **discussions and presentations, not lectures, so not showing up to do your presentation on the assigned day will result in an F. You must make time to schedule and complete presentations, just as you would on your job.**

2. Reading & Discussions: Students are expected to do the readings before class and participate actively in classroom discussions. For that reason, Discussions should not mean random commenting, but directly engaging with the text. Discussion must relate to the readings and the content of the session, including legitimate questions, critiques, connecting ideas, etc., always in relation to the

readings. It is expected that you bring your readings, your notes, and posted comments to the class with you.

3. Bring a laptop or other device to class suitable for in-class research. However, keep it closed during



discussions, and use it only during designated research times in class. Class discussions will be screenless. Be sure to set up your account for access to all NJIT databases if you have not already done so.

4. Written work and presentations: Extensions are available only for certified disabilities or emergencies attested to by the Office of Student Advocacy and Compliance and must be made in consultation with me.

5. Submitting your work:

Please be sure to upload drafts and final versions of papers on the assigned due dates. Your work should be submitted digitally to NJIT Canvas. Submitting your work late without prior notification to the instructor, a written medical excuse, **OR APPROVAL FROM DEAN MARYBETH DOGER** means that you will not receive credit for the draft.



Assistance with Research and Writing:

[William Cronon's website/research guide](#)

Van Houten Tutorials WHEN PROFESSIONALS NEED HELP, THEY ASK A LIBRARIAN!

[NJIT Writing Center](#)

Incompletes: A grade of incomplete ("I") is given in a genuine emergency, and generally only for work which is due during the last two weeks of the course. The student must plan with the instructor for an incomplete before the last day of class.

Extra Credit: None

Office of Accessibility Resources and Services Statement: If you are a student with a disability who is requesting accommodations, please contact the Office of Accessibility Resources and Services (OARS) at 973.596.2994 or OARS@NJIT.edu. You must be registered with the OARS to receive accommodations.

Information about OARS can be found at <https://www.njit.edu/accessibility/>. It is located in Kupfrian Hall, Room 201.

Diversity, Equity, and Inclusion: NJIT values an inclusive and equitable environment for all our students. I hope to foster a sense of community in this class and consider it a place where individuals of all backgrounds, beliefs, ethnicities, national origins, gender identities, sexual orientations, religious and political affiliations, and abilities will be treated with respect. It is my intent that all students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. If this standard is not being upheld, please feel free to speak with me.

Student Conduct: NJIT's Code of Student Conduct governs all activities in the University, including this course. Students who engage in behavior that disrupts the learning environment for others may be subject to disciplinary action under the Code. This includes any behaviors that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities. Students responsible for such behavior may have their registration cancelled.

Scholastic Dishonesty: Cheating is unacceptable. You know this. But just so you are clear about what exactly constitutes cheating please read and abide by NJIT's [Academic Integrity Code](#): "Academic Integrity is the cornerstone of higher education and is central to the ideals of this course and the university. Cheating is strictly prohibited and devalues the degree that you are working on. As a member of the NJIT community, it is your responsibility to protect your educational investment by knowing and following the academic code of integrity policy that is found at: [NJIT Academic Integrity Code](#)."

Please note that it is my professional obligation and responsibility to report any academic misconduct to the Dean of Students Office. Any student found in violation of the code by cheating, plagiarizing or using any online software inappropriately will result in disciplinary action. This may include a failing grade of F, and/or suspension or dismissal from the university. If you have any questions about the code of Academic Integrity, please contact the Dean of Students Office at dos@njit.edu."

Even in the absence of direct proof, originality and evident effort and care in research are criteria for grading, therefore, I will assign a grade commensurate with the effort and originality of students' writing. Papers and presentations that are merely patchworks of other writers' work, even if properly attributed, do not deserve a very good grade, because they do not demonstrate that you have done the hard intellectual work of formulating a thesis, researching it, and articulating and supporting your opinion on the question.

Generative AI: This course expects students to work without artificial intelligence (AI) assistance in order to better develop their skills in this content area. As such, AI usage is not permitted throughout this course under any circumstance.

Assignments:

Discussion Board Posting--Two Parts

Each week you will have a two-part writing assignment that you will complete by Saturday. Both parts will be graded. Late posts will receive 50% maximum credit, or less, depending on the grade.

Part 1. By Tuesday of each week, I will post an assignment about that week's topics. Generally, I will ask you to discuss assigned works in relation to short critical readings. Sometimes I will require film viewing. Usually these will follow from the discussion of in-class readings.

Post your answer by Friday midnight.

Part 2. Read other students' posts. Choose one and send a reply post that comments on the original post, then ask questions. (If you get such a post, answer it). Each student must comment on a different student's post each week.

Post replies by Saturday midnight

Here is a step-by-step example:

1. Student A posts, then browses through what others have posted. (Note that you must post first before you can see and access others).
2. A chooses B and replies to her post, commenting on it, then posing a question or two.
3. Student B replies with a direct answer and adds a comment or two.
 - When you reply to someone else, always make a thoughtful comment first (not just praise).
 - When you get a reply to your own post asking you about something, always answer directly and then add some more thoughts spurred by the exchange.

First Paper: Due the Fifth Day of Semester

Each student will submit a two-page paper answering the questions listed below. Details will be given in class.

Topics:

- Define what is meant by the term "social construction."
- Why is race considered a social construction?
- How do you define your race?
- Based on the readings, discuss how science has influenced your definition.

The paper should include personal and communal experiences and should reference at least one of the articles/readings discussed in class.

Second Paper: Due the Tenth Day of the Semester

Each student will submit a three-page paper. The second short paper is due on the 10th day of class.

Topics:

- Discuss four main features of one major historical scientific definition of race.
- Identify the model of science that was being used.
- Discuss the critique of the model.

The paper should include at least three references to materials discussed in class in the assigned readings. There should be a fourth reference that you located.

Final Paper: The Research Essay:

You are to write a 10-page research essay on some aspect of the history of race science **to be revised during and after workshoping (and instructor comments)**. This assignment offers you a great deal of freedom in the choice of a topic. The main restriction on topic selection is scope. Please do not choose too broad a topic. This research assignment includes eight steps, each of which is geared toward refining your research. You must be able to make your argument in twelve to fifteen pages. After I have approved your topic and research question (step 1), you need to choose a methodology suited to prove your argument (step 3) and secondary scholarship well suited to support it (step 4). And an in-class library tutorial will guide you through the best ways to find the best sources.

Each step must be submitted as a Word document (i.e., .doc or .docx extension) through NJIT's Canvas site. Below is the preview of the eight steps:

- Step 1: Choose a topic and construct a research question. Submit to the professor for approval.
- Step 2: After the professor approves your topic choice, convert your research question into a thesis statement. Include one primary source and one secondary source with this step. Cite these sources in the bibliographic format of Chicago Style.
- Step 3: Choose a research methodology to support your thesis and submit a brief (i.e., no more than one paragraph) explanation of why your methodology is appropriate for your topic.
- Step 4: Construct an annotated bibliography with at least one "primary" source and ten "secondary" sources.
- Step 5: Revise your thesis and write a one – to – two – page draft of your essay's introduction.
- Step 6: Schedule an appointment to meet with me in person or via Google Hangouts to receive face - to - face feedback on the progress of the paper.
- Step 7: Complete and submit an eight-page polished draft of your essay.
- Step 8. Complete and submit your revised, ten-page final paper.

Presentation Contributions:

This course is a historical investigation of race, science, and the ways in which these two discourses reinforce one another in both explicit and insidious ways. We will trace the history of race science collectively and collaboratively. On the two (2) weeks assigned to each student, you will locate a primary document, through the web or in a database, that is relevant and interesting to the progression and proliferation of racialized science in thought (e.g., Enlightenment philosopher David Hume on the relationship between race, nation, and character), things (e.g., the Federal Housing Administration's race – based formulas in their underwriting manuals). Students should prepare an image of the document, or copies to pass out, and explain briefly orally what the document is, what it says, and why it is interesting. Also sources may be websites, newspaper databases, Google Books, Hathitrust, etc. Primary documents should be posted to NJIT Canvas. Examples of primary source documents include but are not limited to Some types of primary sources include: **ORIGINAL DOCUMENTS** (excerpts or translations acceptable): **Diaries, speeches, manuscripts, letters, interviews, news film footage, autobiographies, official records.** Intellectuals and events to include, objects artifacts to foreground, practices to highlight – well, those decisions are up to you. It is my hope that your presentations will display both contradictions and continuities and, eventually, present a rich and accessible portrait of the troubled history we are here to study.

At minimum, your contribution needs to include a date, a headline, a one paragraph explanation of your entry, a media object (e.g., an image, a video, an audio clip, etc.), a caption for the media object, a credit for the media object, and your name at the end of your presentation.

Collaborative Results: While the semester-ending public history projects are collective and collaborative, once the collaborative is complete in the semester's final week, you will be required to write a short reflection on your contributions and the collective results.

Grading - The grading policy in this course conforms to NJIT's grading guidelines.

Assignment Summary:

Table showing categories of requirements and points with these column headings:

Assignments	Submission Method	Grade Points	% of Grade
Attendance and Active Class Participation	Come to class; your engagement is your submission.	1 X 10	10
Two Required Presentations on Racialized Science	Presentation and post to Canvas via assignments.	2 X 8	16
Individual Reflection and Race Model papers	Submit in Canvas the papers required and provide a hard copy in class.	1 X10 + 1 X15	25
Discussion Board Posting	12 Responses to peer's online questions and comments	1 X 12	12
Steps 1-6 of Research Essay (24 points each)	Step 1: Submit a topic to me for approval in Canvas via assignments. Step 2: Convert your research question to a thesis. Submit in Canvas via assignments.	2 x 6	12

	<p>Step 3: Write a paragraph on the appropriateness of your chosen research methodology. Submit in Canvas via assignments.</p> <p>Step 4: Submit your annotated bibliography with at least one “primary” source and ten “secondary” sources to Canvas via assignments.</p> <p>Step 5: Submit one – to - two page draft of your introduction to Canvas via assignments.</p> <p>Step 6: Schedule an appointment to meet with me in person or via Google Hangouts to receive face- to – face feedback on the progress of the paper.</p>		
Step 7 of Research Essay	Submit eight-page polished draft of your essay in Canvas via assignments	10	10
Step 8 of Research Essay	Submit a ten-page finalized version of your essay in Canvas via assignments.	15	15
Total		100	100

Course Schedule:

1/22 (Day 1)	Introductions
1/29 (Day 2): Race and Science in ‘Post-Racial’ America	<ul style="list-style-type: none"> • Dorothy Roberts. Selections from <i>Fatal Invention</i> (2012) (Resources) • Chapter 1: The Invention of Race • Chapter 2: Separating Racial Science from Racism • Chapter 3: Redefining Race in Genetic Terms • Chapter 12: Biological Race in ‘Post-Race’ America
2/5 (Day 3): What is Science?	<ul style="list-style-type: none"> • Samir Okasha, selections from <i>The Philosophy of Science: A Very Short Introduction</i> (2002) (Resources) • Chapter 1: What is Science? • Chapter 2: Scientific Reasoning • Chapter 3: Explanation of Science • Chapter 5: Scientific Change and Scientific Revolutions
2/12 (Day 4): What is Race?	<ul style="list-style-type: none"> • Ivan Hannaford, selections from <i>Race: The History of an Idea in the West</i> (1996). (Resources) • Chapter 1: In the Beginning • Chapter 7: The First Stage in the Development of an Idea of Race • Michael Omi and Howard Winant “Racial Formation” from <i>Racial Formation in the United States</i> (1994). (Resources) • Paul C. Taylor, “What is Race Thinking” from <i>Race: a Philosophical Introduction</i> (2004). (Resources) • Ian Hacking “Making Up People” from <i>The London Review of Books</i> (2006). (Resources)

<p>2/19 (Day 5): The 'Natural History' of Race</p>	<ul style="list-style-type: none"> ● First Paper Due ● Due: Research Essay Step 1 ● Emmanuel Chukwudi Eze, "Introduction" from <i>Race and Enlightenment</i> (1997). (Resources) ● Francois Bernier, "A New Division of the Earth According to the Different Species of Races or Who Inhabit It" (1684). ● Carl von Linne, "Homo" from <i>The System of Nature</i> (1735). ● Georges-Louis Leclerc and Comte de Buffon, "The Geographical Distribution of Mankind" from <i>A Natural History, General and Particular</i> (1749-1767). ● David Hume, "Of Populousness of Ancient Nations" and "Of National Characters" from <i>Essays Moral and Political</i> (1748). ● Johann Friedrich Blumenbach, "Degeneration of the Species" from <i>On the National Varieties of Mankind</i> (1775). ● Denis Diderot and Jean le Rond d'Alembert, "Negre" from <i>Encyclopedie</i> (1751-1772). ● Thomas Jefferson, "A Description of the Laws" from <i>Notes of the State of Virginia</i> (1785). ● Georges Leopold Cuvier, "Varieties of the Human Species" (1817).
<p>2/26 (Day 6): The Emergence of Race Science 1</p>	<ul style="list-style-type: none"> ● Due Research Essay Step 2 ● *Samuel Morton, <i>Crania Americana; or, A Comparative View of the Skulls of the Various Aboriginal N of North and South America</i> (1839).* (Online) ● Louis Agassiz, "The Diversity of the Origin of the Human Races" from <i>The Christian Examiner</i> (1850).* (Online) ● Stephen Jay Gould, "American Polygeny and Craniometry before Darwin" from <i>The Mismeasure Man</i> (1981; 1996). (Resources) ● Jason Lewis et al., "The Mismeasure of Science Stephen Jay Gould versus Samuel Morton and Bias" from <i>PLOS Biology</i> (2011). (Online) ● Michael Weisberg, "Remeasuring Man" from <i>Evolution & Development</i> (2014). (Online)
<p>3/5 (Day 7): The Emergence of Race Science II</p>	<ul style="list-style-type: none"> ● Due Research Essay Step 3 ● Sean Harvey, "Must Not Their Language Be Savage and Barbarous Like Them': Philology, Indian Removal, and

	<p>Race Science” From <i>The Journal of the Early Republic</i> (2010). (Resources)</p> <ul style="list-style-type: none"> • *Paul Broca, <i>On the Phenomenology of Hybridity in the Genus Homo</i> (1864).* (Online) • <u>Stephen Jay Gould</u>, “Measuring Heads: Paul Broca and the Heyday of Craniology” from <i>The Mismeasure of Man</i> (1981; 1996). (Resources)
3/12(Day 8): Eugenics I	<ul style="list-style-type: none"> • Due: Research Essay Step 4 • Francis Galton, selections from <i>Hereditary Genius: An Inquiry into its Law and Consequences</i> (1869). (Resources) • Introduction (Resources) • Classification of Men According to their Natural Gifts (Resources) • The Comparative Worth of Different Races (Resources) • Tufuku Zuberi, “Eugenics and the Birth of Racial Statistics” from <i>Thicker than Blood: How Racial Statistics Lie</i> (2001). (JSTOR) • <u>Chris Renwick</u>, “From Political Economy to Sociology: Frances Galton and the Social–Scientific Origins of Eugenics” from <i>The British Journal of the History of Science</i> (2010). (Resources)
	In class viewing of The Eugenics Crusade Season 30 Episode 11 - PBS.org
3/26 (Day 9): Eugenics II	<ul style="list-style-type: none"> • Due: Research Step 5 • Richard Hofstadter, selections from <i>Social Darwinism in American Thought</i> (1944). (Resources) • Chapter 1: The Coming of Darwinism • Chapter 2: The Vogue of Spencer • Chapter 3: William Graham Sumner, Social Darwinist • Paul Rich, Race, Science, and the Legitimization of White Supremacy in South Africa, 1902-194xxxxx from <i>International Journal of African Historical Studies</i> (1990). (Resources) • <u>Melissa Wilde and Sabrina Danielsen</u>, “Fewer and Better Children: Race, Class, Gender, Religion Birth Control Reform” from <i>American Journal of Sociology</i> (2014). (Resources)
	Note: 4/7 is the last day to use the Term Withdrawal Form to submit a fall semester term withdrawal request or submit a request to withdraw from a

	<p>course. Please consult the NJIT academic calendar for a more specific deadline.</p>
<p>4/2 (Day 10): The Mathematics of Race I</p>	<ul style="list-style-type: none"> ● Second Paper Due ● Due: Research Essay Step 6 ● Dennis Hodgeson, "Malthus's Essay on Population and the American Debate over Slavery" from <i>Comparative Studies in Society and History</i> (2009). (Resources) ● Todd Savitt, "Slave Insurance in Virginia and North Carolina" from <i>Race & Medicine in Nineteenth and early Twentieth-Century America</i> (2007). (Resources) ● Michel Foucault, "17 March 1976" from <i>Society Must Be Defended: Lectures at the College de France, 1975-1976</i> (2008). (Resources)
<p>4/9 (Day 11) – GROUP A : The Mathematics of Eugenics II</p>	<ul style="list-style-type: none"> ● Due: Research Essay Step 7 ● DAY 11 - GROUP A ● Tufuku Zuberi, "Birth of a Problem," "Evolution of Racial Classification," "Eugenics and the Birth of Racial Statistics," and "Eugenics and Racial Demography" from <i>Thicker than Blood: How Racial Statistics Lie</i> (2001). (JSTOR) ● Stephen Jay Gould, "The Real Error of Cyril Burt: Factor Analysis and the Reification of Intelligence" from <i>The Mismeasure of Man</i> (1981; 1996). (Resources)
<p>4/16 (Day 12 – GROUP B): The Mathematics of Race II Journal of the Gilded Age and Progressive Era</p>	<ul style="list-style-type: none"> ● DAY 12 - GROUP B ● Frederick Hoffman, "Conclusion" from <i>Race Traits and Tendencies of the American Negro</i> (1896). (Online) ● W.E.B. Du Bois, Review of "Race Traits and Tendencies of the American Negro by Frederick L. Hoffman, F.S. from <i>Annals of the American Academy of Political and Social Science</i> (1987). (Resources) ● Beatrix Hoffman, "Scientific Racism, Insurance, and Opposition to the Welfare State: Frederic Hoffman's Transatlantic Journey" from (2003). (Resources) ● Jennifer Light, "Nationality and Neighborhood Risk" From <i>Journal of Urban History</i> (2010). (Resources) ● Bernard Harcourt, "Risk as a Proxy for Race" from <i>Criminology and Public Policy</i> (2012). (Resources)
<p>4/23 (Day 13 – GROUP B): Race and Medicine I</p>	<ul style="list-style-type: none"> ● Due: Research Essay Step 8 ● DAY 13 - GROUP B ● Todd Savitt, "Black Health on the Plantation" from <i>Race & Medicine in Nineteenth - and Early Twentieth Century America</i> (2007). (Resources)

	<ul style="list-style-type: none"> • Harriet Washington, <i>Profitable Wonders: The Antebellum Experimentation with the enslaved and Freedmen</i> from <i>Medical Apartheid</i> (2006). (Resources) • Sharla Fett, "Fooling the Master" from <i>Working Cures: Healing, Health, and Power on Enslaved Plantations</i> (2002). (Van Houten Ebook) • <u>Andrea Smith</u>, "Natural Laboratories': Medical experimentation in Native Communities" from <i>Conquest: Sexual Violence and American Indian Genocide</i> (2005). (Van Houten Ebook)
4/30 Day 14 – GROUP A: Race and Medicine II	<ul style="list-style-type: none"> • DAY 14 - GROUP A • Keith Wailoo, "Sickled Cells, Black Identity, and the Limits of Liberalism" from <i>Dying in the City Blues: Sickle Cell Anemia and the Politics of Race and Health</i> (2001). (Resources) • Alondra Nelson, "The People's Free Medical Clinics" From <i>Body and Soul: The Black Panther Party and the Fight Against Medical Discrimination</i> (2013). (Ebook, JSTOR, Project Muse, UPSO) • <u>Warwick Anderson</u>, "Teaching Race at Medical School: Social Scientist on the Margins" from <i>Social Studies of Science</i> (2008). (Resources)
	Listen to NY Times 1619 Podcast: Bad Blood
5/14 (Tentative) Exam Period. Class will meet. (GROUP A): A History of the Present I	<ul style="list-style-type: none"> • GROUP A • Richard Herrnstein and Charles Murray, <i>Ethnic Differences in Cognitive Abilities</i> from <i>The Bell Curve: Intelligence and Class Structure in American Life</i> (1994). (Resources) • Stephen Jay Gould, "The Bell Curve" and "Ghosts of Bell Curves Past" from <i>Mismeasure of Man</i> (1981; 1996). (Resources) • Sarah Lakhani and Stefan Timmermans, "Biopolitical Citizenship in the Immigration Adjudicate Process" from <i>Social Problems</i> (2014). (Resources) • Nikolas Rose, "Race in the Age of Genomic Medicine" from <i>The Politics of Life Itself</i> (2007). (Ebook, Project Muse, and JSTOR)
(GROUP B): A History of the Present II	<ul style="list-style-type: none"> • GROUP B • Ian Hacking, "Genetics, Biosocial Groups, and the Future of Identity" from <i>Daedalus</i> (2006). (Resources) • Arif Dirlik, "Race Talk, Race, and the Contemporary Racism" from <i>PMLA</i> (2008). (Resources)

	<ul style="list-style-type: none"> • Priscilla Wald, “American Studies and the Politics of Life” From <i>American Quarterly</i> (2012). (Resources) • David Eng, “The Civil and the Human” from <i>American Quarterly</i> (2012). (Resources) • Jonathan Metzl, “Structural Competency” from <i>American Quarterly</i> (2012). (Resources)
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***Texts marked with an asterisk are primary texts presented in their entirety for you to explore in your own way and do not require you to read them fully or in depth.**