

**SOC 344C: Race, Science, and Race Science**  
**Unique Course ID: 44315**  
**Spring 2023**

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**Class Meets**

WHEN:

WHERE:

**Professor:** Dr. Robert L. Reece

**Office:**

**Office hours:**

**Email:** Robert.L.Reece@gmail.com

By appointment on Zoom

**Course Description**

Race science is the pseudoscientific process of using purportedly scientific methods to classify humans into biological racial groups. The use of race science ranges from the classic eugenics practice of measuring cranial capacity as a way of gauging the average intelligence of racial groups to the widespread belief among medical students that black people feel less pain to the increasingly mainstream practice of using genetic ancestry testing to identify one's "true" race. This course will explore these topics and a wide variety of others. We will do this through paired readings of books and op-eds, where we read one of each from the same author, and in-class discussions culminating in a final research project where students will write their own op-ed and academic research paper. Along the way we will explore strategies for effective writing and hopefully leave the course with a deeper understanding of race and racism and the writing process.

*Students must have completed 60 hours of coursework to be eligible for enrollment in this course.*

**Flags**

***Cultural Diversity in the United States***

This course carries the flag for Cultural Diversity in the United States. The purpose of the Cultural Diversity in the United States Flag is for students to explore in depth the shared practices and beliefs of one or more underrepresented cultural groups subject to persistent marginalization. In addition to learning about these diverse groups in relation to their specific contexts, students should engage in an active process of critical reflection. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one underrepresented cultural group in the U.S.

***Writing***

This course carries the Writing Flag. Writing Flag courses are designed to give students experience with writing in an academic discipline. In this class, you can expect to write regularly during the semester, complete substantial writing projects, and receive feedback from your instructor to help you improve your writing. You will also have the opportunity to revise one or more assignments, and you may be asked to read and discuss your peers' work. You should therefore expect a substantial portion of your grade to come from your written work. Writing Flag classes meet the Core Communications objectives of Critical Thinking, Communication, Teamwork, and Personal Responsibility, established by the Texas Higher Education Coordinating Board.

## Course Materials

**REQUIRED BOOKS FOR EVERYONE** (*note: books are available online through the UT library website*):

*Fatal Invention* by Dorothy Roberts

*Fearing the Black Body* by Sabrina Strings

*Medical Bondage* by Deirdre Cooper-Owens

**ALTERNATE BOOKS FOR GROUPS\***

*The Social Life of DNA* by Alondra Nelson

*Thicker Than Blood* by Tukufu Zuberi

*Maladies of Empire* by Jim Downs

*Masters of Health* by Christopher Willoughby

**I will supply other course materials through Canvas or links on the syllabus.**

*\*We will all read the first three books together. We will split into four groups and each read one of the final four books.*

## Assignments and Grading

### *Weekly Discussion Questions and Participation – 20%*

**Beginning Week 2**, you will be responsible for submitting **six discussion questions** regarding that week's reading. The questions will be **due by Friday at midnight before each Tuesday's class**. So, for example, the questions for class the week of January 17<sup>th</sup> are due on Friday, January 13. Of the six questions, **three should focus on the content of the reading** (clarity and strength of argument, presentation of evidence, etc) **and three should focus on the author's writing** (was their writing style effective and interesting, why did they make certain writing choices, etc). Submit questions about things you are confused about and want clarity on, things you are interested in and would like to discuss further, or things you seek to criticize. However, only half of each week's points will come from the questions themselves. The other **half will come from your participation in class discussion**. For example, if you submit discussion questions on Friday but miss class on Tuesday, you will only receive a 50/100 for the week.

### *Discussion Question Presentation – 20%*

Each of you will be responsible for facilitating class discussion for one week of the semester (either in pairs or trios) as indicated by the groups on the syllabus. This will entail collecting your classmates' discussion questions, grouping them thematically in a handout, and leading our discussion of that week's readings.

### *Writing Workshops – 20%*

Over the course of the semester, we will conduct three writing workshops where we explore and practice writing fundamentals. During these sessions we will use exercises and worksheets to gauge and enhance our understanding of writing concepts.

### *Research Paper – 40%*

We will focus our writing efforts on a final research paper that we will use a vessel to practice research skills and the process of writing and revising. Refer to the detailed **assignment guide and rubric starting page 5 and page 6 of the syllabus**.

**Attendance Policy**

I encourage you all to attend each class. I do not track attendance in such a way that you will fail if you miss a certain number of classes, however, part of your participation grade depends on your attendance *and* studies show that class attendance is highly correlated with grades so it is in your best interest to attend. **BUT DO NOT, UNDER ANY CIRCUMSTANCES, COME TO CLASS SICK**, including colds, flu, COVID, monkeypox, mono, etc. It is not worth it for any of us to attend class sick; please stay home.

**Late Work and Makeup Policy**

I understand that sometimes things happen. If you need to make up assignments, please let me know as soon as possible.

**Email Policy**

I check my email constantly. However, I only respond to emails on Monday and Wednesday mornings unless there is an emergency. If you email me a non-emergency question you can expect a response on the upcoming Monday or Wednesday.

**Grading Scale**

A 94%	C+ 77%
A- 90%	C 74%
	C- 70%
B+ 87%	D 65%
B 84%	F< 65%
B- 80%	

**COURSE SCHEDULE**

**WEEK 1 – January 10, 12 – Introduction, Syllabus, and Eugenics Workshop**

**WEEK 2 – January 17, 19**

“How to Read Like a Writer” – Mike Bunn

“What is ‘Academic’ Writing” - L. Lennie Irvin

“Assessing Source Credibility for Crafting a Well-Informed Argument” – Kate Warrington et al

**WEEK 3 – January 24, 26 – Group 1**

*Fatal Invention* chapters 1, 2, 3

**WEEK 4 – January 31, February 2 – Group 2**

*Fatal Invention* chapters 4, 5, 6, 7, 8

**WEEK 5 – February 7, 9 – Group 3**

*Fatal Invention* chapters 9, 10, 11, 12, conclusion

**WEEK 6 – February 14, 16 – (No discussion questions)**

Writing Workshop

**WEEK 7 – February 21, 23 – Group 4**

*Fearing the Black Body* chapters 1, 2, 3, 4

**WEEK 8 – February 28, March 2 – Group 5 ANNOTATED BIBLIOGRAPHY DUE MARCH 3<sup>rd</sup>**

*Fearing the Black Body* chapters 5, 6, 7, 8, epilogue

**WEEK 9 – March 7, 9 (No discussion questions)**

Writing Workshop

**SPRING BREAK MARCH 13 – 18**

**WEEK 10 – March 21, 23 – Group 6**

*Medical Bondage* chapters Introduction, 1, 2

**WEEK 11 – March 28, 30 – Group 7 – DRAFT DUE MARCH 31<sup>ST</sup>**

*Medical Bondage* chapters 3, 4, 5, afterword

**WEEK 12 – April 4, 6 (No discussion questions)**

Writing Workshop

“Writing With Force and Flair” – William T. Fitzgerald

“The Evolution of Imitation: Building Your Style” – Craig A. Meyer

**WEEK 13 – April 11, 13 – Group 8**

*The Social Life of DNA* chapters 1, 2, 3

*Maladies of Empire* chapters Introduction, 1, 2, 3, 4

*Thicker than Blood* chapters Introduction 1, 2, 3, 4

*Masters of Health* chapters Introduction 1, 2, 3

**WEEK 14 – April 18, 20 – Group 9**

*The Social Life of DNA* chapters 4, 5, 6, 7, 8, 9

*Maladies of Empire* chapters 5, 6, 7, 8, conclusion

*Thicker than Blood* chapters 5, 6, 7, epilogue

*Masters of Health* chapters 4, 5, 6, 7, epilogue

**RESEARCH PAPER: MAY 1<sup>ST</sup>**

## Research Paper Assignment Guide

The purpose of this assignment is to help you understand and practice the most common type of writing among academics. The assignment is process-based. That means I will guide you and grade you on the entirety of your writing process, including an annotated bibliography, drafts, revisions, and then the final manuscript.

### RESEARCH PAPER

The final version of your research paper should be **at least 3000 words**. Your aim is to **evaluate an aspect of race science**, defined as the pseudoscientific process of using purportedly scientific methods to classify humans into biological racial groups (examples of topics we will cover in class include genetic ancestry testing, the “obesity epidemic,” racially targeted medicine).

Your paper should be divided into 4 discrete sections:

- **Introduction: What is the phenomenon you’re evaluating? How does it work? How did it emerge?** *For example, genetic ancestry testing.*
- **How does this phenomenon contribute to race science?** *For example, people who use genetic ancestry tests become more likely to believe in biological races.*
- **Why is this contribution to race science troublesome?** *For example, Nazis and white nationalists have used genetic ancestry tests to measure white purity.*
- **Conclusion: How can we minimize the danger?** *For examples, genetic ancestry tests should be clearer about their limitations, particularly the connection between genes and race.*

#### Annotated Bibliography – DUE MARCH 3<sup>rd</sup>

The annotated bibliography is designed to help you think about what other scholars have said about your topic and how their work may contribute to your argument as you prepare to write. You should submit **6-8 sources**, with a paragraph for each **explaining what the source says and how you plan to use it in your paper**.

#### Writing Center

You are required to attend the writing center at least twice this semester, once before you submit your draft and once afterwards. Please bring me written confirmation that you went.

#### Draft – DUE MARCH 31<sup>ST</sup>

The draft of your research paper should provide a foundation for you to finish your manuscript. I should be able to read it and gain a reasonable understanding of the argument you intend to build. Aim for *at least 750-1000 words* in your draft so I can give you solid feedback.

#### Final Version – DUE MAY 1<sup>ST</sup>

The final version of your research paper should build on your draft and address the comments and revisions I suggested. Your manuscript should be at least 3000 words but not exceed 3500.

## RESEARCH PAPER GRADING RUBRIC

	<b>ANNOTATED BIBLIOGRAPHY</b>	<b>DRAFT</b>	<b>REVISIONS</b>	<b>FINAL PAPER</b>
<b>0 points</b>	No Work	No Work	No Work	No Work
<b>10 points</b>	Sources without annotation	Draft offers no coherent ideas; no writing center; 350 words or less	No revisions; final same as draft; no writing center	Extensive mechanical and grammatical errors make the manuscript unreadable; fewer than ten sources
<b>15 points</b>	Fewer than 4 sources; Minimal annotation	Draft offers few coherent ideas; no writing center; at least 500 words	Ignores important revisions; No writing center	Incoherent argument with claims not bolstered by evidence; Mechanical and grammatical errors significantly detract from readability; at least 2000 words; at least ten sources
<b>20 points</b>	6-8 sources with minimal annotation on use; 3-4 sources with clear detail on value and use	Draft offers reasonably clear direction; visited writing center; at least 650 words	Addresses most important revisions; Visited writing center	Mostly clear argument with mostly strong evidence; Minor mechanical and grammatical errors that may slightly detract from readability; at least 2500 words; at least 15 sources
<b>25 points</b>	6-8 relevant sources with clear detail on value and use	Draft offers a clear direction forward; visited writing center; at least 750 words	Addressed all pertinent revisions; Visited writing center	Clear argument supported by strong evidence; Minimal mechanical and grammatical errors that do not detract from readability; at least 3000 words; 15-20+ sources

## Appendices and Policies

### Student Rights & Responsibilities

- You have a right to a learning environment that supports mental and physical wellness.
- You have a right to respect.
- You have a right to be assessed and graded fairly.
- You have a right to freedom of opinion and expression.
- You have a right to privacy and confidentiality.
- You have a right to meaningful and equal participation, to self-organize groups to improve your learning environment.
- You have a right to learn in an environment that is welcoming to all people. No student shall be isolated, excluded or diminished in any way.

With these rights come responsibilities:

- You are responsible for taking care of yourself, managing your time, and communicating with the teaching team and with others if things start to feel out of control or overwhelming.
- You are responsible for acting in a way that is worthy of respect and always respectful of others. Your experience with this course is directly related to the quality of the energy that you bring to it, and your energy shapes the quality of your peers' experiences.
- You are responsible for creating an inclusive environment and for speaking up when someone is excluded.
- You are responsible for holding yourself accountable to these standards, holding each other to these standards, and holding the teaching team accountable as well.

### Personal Pronoun

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. We will gladly honor your request to address you by an alternate name or gender pronoun. Please advise us of this preference early in the semester so that we may make appropriate changes to our records.

**Sharing of Course Materials is Prohibited:** No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class unless you have my explicit, written permission. Unauthorized sharing of materials promotes cheating. It is a violation of the University's Student Honor Code and an act of academic dishonesty. I am well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course

### University Policies

#### Academic Integrity

Each student in the course is expected to abide by the University of Texas Honor Code: "As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity." **Plagiarism is taken very seriously at UT.** Therefore, if you use words or ideas that are not your own (or that you have used in previous class), you must cite your sources. Otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. You are responsible for understanding UT's Academic Honesty and the University Honor Code which can be found at the following web address: [http://deanofstudents.utexas.edu/sjs/acint\\_student.php](http://deanofstudents.utexas.edu/sjs/acint_student.php)

**Q Drop Policy**

If you want to drop a class after the 12th class day, you'll need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution. For more information, see: <http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop>

**University Resources for Students**

Your success in this class is important to me. We will all need accommodations because we all learn differently. If there are aspects of this course that prevent you from learning or exclude you, please let me know as soon as possible. Together we'll develop strategies to meet both your needs and the requirements of the course. There are also a range of resources on campus:

*Services for Students with Disabilities*

This class respects and welcomes students of all backgrounds, identities, and abilities. If there are circumstances that make our learning environment and activities difficult, if you have medical information that you need to share with me, or if you need specific arrangements in case the building needs to be evacuated, please let me know. I am committed to creating an effective learning environment for all students, but I can only do so if you discuss your needs with me as early as possible. I promise to maintain the confidentiality of these discussions. If appropriate, also contact

Services for Students with Disabilities, 512-471-6259 (voice) or 1-866-329- 3986 (video phone).

<http://ddce.utexas.edu/disability/about/>

*Counseling and Mental Health Center*

Do your best to maintain a healthy lifestyle this semester by eating well, exercising, avoiding drugs and alcohol, getting enough sleep and taking some time to relax. This will help you achieve your goals and cope with stress.

All of us benefit from support during times of struggle. You are not alone. There are many helpful resources available on campus and an important part of the college experience is learning how to ask for help. Asking for support sooner rather than later is often helpful.

If you or anyone you know experiences any academic stress, difficult life events, or feelings like anxiety or depression, we strongly encourage you to seek support. <http://www.cmhc.utexas.edu/individualcounseling.html>

*The Sanger Learning Center*

Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit <http://www.utexas.edu/ugs/slc> or call 512-471-3614 (JES A332).

*Undergraduate Writing Center:* <http://uwc.utexas.edu/>

*Libraries:* <http://www.lib.utexas.edu/>

*ITS:* <http://www.utexas.edu/its/>

*Student Emergency Services:* <http://deanofstudents.utexas.edu/emergency/>

**Important Safety Information:**

If you have concerns about the safety or behavior of fellow students, TAs or Professors, call BCAL (the Behavior Concerns Advice Line): 512-232-5050. Your call can be anonymous. If something doesn't feel right – it probably isn't. Trust your instincts and share your concerns.

The following recommendations regarding emergency evacuation from the Office of Campus Safety and Security, 512-471-5767, <http://www.utexas.edu/safety/>



Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or announcement requires exiting and assembling outside.

- Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- Link to information regarding emergency evacuation routes and emergency procedures can be found at:  
[www.utexas.edu/emergency](http://www.utexas.edu/emergency)