

Course Form *(One form per course, lab, or recitation)*

NORTHEAST Integrated Curriculum Committee



Date: 9/20/2022

1. **Contact person:** Conrad Quintyn
Phone: 570-389-5379 **Email:** cquintyn@bloomu.edu
2. **Department:** Anthropology
Program: Anthropology, Criminal Justice & Sociology
3. **Tracking #** *(For Provost office use only)*
4. **CIP#** *(For Provost office use only)*
5. **Select which actions you are requesting for** Undergraduate Graduate
 Course Modified for Integration Course Not Previously Offered at any campus
6. **Click modalities that the course may be offered (80% +)**
 Face-to-Face/In person Online (100%) Interactive TV Multi-modal

New University Course Prefix	New University Course Number	New University Course Title
ANTH	290	Race & Human Variation
Current University Course Prefix	Current University Course Number	Current University Course Title
<i>*Only list Current Courses that are equivalent to the New Course</i>		
BU: ANTH	290	Race & Racism
LHU:		
MU:		

New Course for Integrated University

7. Will the course be seeking General Education approval?

No Yes (if yes, go to next section [General Education Approval- click on this link](#))

8. Resources at Each Campus: List any resources, including faculty, facilities, technology, equipment, or library resources necessary at each campus listed above.

The course will be offered within load of current faculty and will be available to all three campuses. For face to face offering there are no additional resources needed beyond current classroom technology. For online offering there are no additional resources needed. For multi-modal offering classroom will need to be equipped with proper technology to facilitate synchronous communications with faculty member and students in-person and those students that are accessing the class remotely.

Identify on which campuses the course is intended to be offered in the integrated university (for administration use only):

<input checked="" type="checkbox"/> BU	<input checked="" type="checkbox"/> LHU	<input checked="" type="checkbox"/> MU
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9. Identify Departments/Programs/Courses impacted by changes on this form (Identify any programs/departments/courses that may be impacted by course changes. Contact programs, departments to obtain support if you are offering a course that will impact their program:

No other departments, courses, programs, campuses are impacted.

10. Indicate Semester and Year Course will be implemented: Fall semester 2023

11. Provide a rationale for how this course relates to the mission and goals of the related program:

A B.A. in Anthropology provides students with skills needed to understand social and cultural systems, and helps them develop critical thinking, analytical, problem-solving, and presentation skills necessary for professional success. The goals of the Anthropology program are to have students be able to: 1. Identify diverse worldviews, 2. Describe anthropological theories, 3. Apply ethical principles in research, 4. Conduct research, 5. Demonstrate effective communication skills, and 6) Evaluate the viability of potential solutions

This course examines race from holistic and cross-cultural perspectives to gain a deeper understanding of the concepts of race and racism. Additionally, it encourages students to think about race and racism in new ways and to reflect on their own attitudes about race and racism. This helps them to better understand and respond to the roots of inequality which undermines social justice.

12. Abbreviated Title (for Master Schedule, Maximum 20 spaces): RACE & HUM VAR

13. Course Description for Catalog (Maximum 75 words -start with an action verb.):

Examines race from holistic and cross-cultural perspectives. The biological nature of race will be explored through the investigation of the origins of human skin color, genetics, adaptation, and

variation. The socio-cultural aspect of race will be considered through the comparative study of racial categories in cultures and societies from around the world.

14. Credit(s): 3

Clock Hours: 3 **Lecture:** hours **Recitation:** hours **Lab:** hours

Contract Hours: 3 **Lecture:** hours **Recitation:** hours **Lab:** hours

15. Prerequisites (*Courses completed prior to taking this course*):

None

16. Co-requisites (*Courses which must be taken simultaneously with other courses*):

None

17. Enrollment Restrictions (*e.g., limited to majors in program XXX, restricted from majors in program XXX, etc.*):

None

18. Repeatable: Can this course be repeated for credit as a multi-topic class, not just for a grade change?

No Yes: How many times is the course repeatable?

19. Dual-Level or Cross-Listed: Is this course dual-level? Yes No.

20. Estimated Frequency of Offering: Once in a two-year cycle.

21. Recommended class size for student success: *Provide the recommended class size number and a clear rationale based on accreditation guidelines, discipline standards, or pedagogical limitations.*

The recommended class size for student success is 35. This course is writing, presentation, and discussion intensive. The recommended class size is to meet the needs of students by allowing for meaningful classroom discussions, more personal communication, inclusion of all students in assessment of performance in formal and informal presentation settings, and working with students on a one-on-one basis, and it is based on review of students' performance.

Submit a Master Course Syllabus – (see attached)

General_Education_Approval

Locate the required Curricular Theme, Program Goal, and Learning Objectives and Desired Outcomes for your selected area of this program in the [General Education Plan \(click on this link\)](#).

GE-1: Select the *Curricular Theme* and *Program Goal* you are applying from the drop down below (*click on the words Choose an item, then click on the arrow and select one option*):

Choose an item.

GE-2: How does your course fit into the General Education *Curricular Theme and Program Goal* to which you are applying (be sure to address all of the required areas of the selected Program Goal)?

GE-3: List the Course Specific SLOs that correspond to the General Education SLOs of the relevant *Curricular Theme and Program Goal* and explain how your course will meet each one of these Course Objectives. *Please be specific and use examples to align in column two and to demonstrate how this will be implemented in column three.*

Course Specific Student Learning Objectives (SLOs)	General Education Student Learning Objectives (SLOs)	How do the methods and structure of the course provide students with the opportunity to meet each aligned pair of General Education and Course Specific SLOs?

Submit the Master Course Syllabus (including assessment) in addition to this form to be considered for General Education approval.

Signatures		
Required Signatures	Name	Date
Department Chairperson	David Fazzino	9/20/2022

By typing my name in the box above, I am electronically signing this form. Dean, ICC Chair, and President/Designee will sign to indicate approval directly in SharePoint.

Final status: Approved



Approved by
Rogers-Adkinson, Diana

The recommended class size is acknowledged. The president (or designee of the president) retains the right to alter the class size as warranted, in support of the mission, vision and operation of the university.

MASTER COURSE SYLLABUS

NORTHEAST Integrated Curriculum Committee

1. **DATE PREPARED:** 7/13/2022
2. **PREPARED BY:** Conrad Quintyn
3. **DEPARTMENT:** Anthropology, Criminal Justice & Anthropology
Program: Anthropology
4. **COURSE PREFIX & NUMBER** (*without space in-between*): ANTH290
5. **COURSE TITLE:** Race & Human Variation
6. **CREDIT HOURS:** 3
7. **RECOMMENDED CLASS SIZE:** 35
8. **PREREQUISITES/CO-REQUISITES:** NONE
9. **COURSE DESCRIPTION FOR CATALOG:** Examines race from holistic and cross-cultural perspectives. The biological nature of race will be explored through the investigation of the origins of human skin color, genetics, adaptation, and variation. The socio-cultural aspect of race will be considered through the comparative study of racial categories in cultures and societies from around the world.

10.CONTENT DESCRIPTION: The following areas of study will be included:

- I. **Race and History**
 - A. Ancient Egypt
 - B. Assyrians
 - C. Ancient India
 - D. Ancient China
 - E. Ancient Greece & Rome
 - F. Islamic Civilization

- II. **Monogenism and Polygenism**
 - A. Carolus Linnaeus
 - B. Johann Blumenbach
 - C. Race and the Founding of the American School of Physical Anthropology
 - D. American Slavery based on Skin Color
 - E. Samuel Morton
 - F. Louis Agassiz
 - G. Nathaniel Shaler

- III. **Anthropological Perspective in Twentieth Century**
 - A. Harvard University vs. Columbia: Earnest Hooton & Franz Boas
 - B. Biological Determinism vs. Cultural Determinism
 - C. William Ripley
 - D. Madison Grant

- IV. **The Ethos of Eugenics**
 - A. Francis Galton
 - B. Charles Davenport

- C. Carrie Buck vs. John Bell
- D. The Irish
- E. Native American and Aborigine Aborigine Assimilation
- F. Asia: China and Japan
- G. Nazi Germany
- H. Japanese Americans during WWII

V. Race and Human Biology

- A. Genetic Polymorphisms
- B. Evolution of Skin Color
- C. Race and Hypertension, Sickle Cell, Tay Sachs, Cystic Fibrosis, Duffy Blood Group
- D. Race and Intelligence/Standardize Testing
- E. Race and Sports

VI. Race in Contemporary Societies

- A. Race and Admixture: The New Face of Race
- B. U.S. Census: Race vs Ethnicity
- C. Race/Ethnicity in Japan, Brazil

11. & 12. TABLE: STUDENT LEARNING OBJECTIVES AND STUDENT ASSESSMENT. Use the Table below to document the outcomes and assessment for the course. *If this is a General Education course, be sure to complete the second column as well, if it is not a General Education course, you can leave the 2nd column blank.*

If General Education: Select the *Curricular Theme* and *Program Goal* you are applying from the drop down below directly as done on the Course Form above (click on the words Choose an item, then click on the arrow and select one option):

Interconnections: Diversity

11. Course Specific Student Learning Objectives (SLOs)	General Education Student Learning Objectives (<i>Complete this column for GE courses only</i>)	12. Student Assessment <i>Include assessment(s) and whether they are suggested or mandated (e.g., to comply with accreditation or as a minimum standard)</i>
Explain race from holistic and cross-cultural perspectives in order to examine own attitudes about race and racism		<u>Formative assessment:</u> Pre-test (not-graded) Practice tests (non-graded) Quizzes

		<p>Discussion</p> <p><u>Summative assessment:</u> Exams (multiple choice/TF), short answers, essay)</p> <p>Cumulative final exam focus on all goals reinforced in lectures and discussions</p>
Explain the importance of cultural and biological diversity.		<p><u>Formative assessment:</u> Pre-test (not-graded) Practice tests (non-graded) Quizzes Discussion Presentation w/ rubric</p> <p><u>Summative assessment:</u> Exams (multiple choice/TF), short answers, essay)</p> <p>Cumulative final exam focus on all goals reinforced in lectures and discussions</p>
Analyze race and human variation within an evolutionary perspective in terms of human skin color, adaptation, and genes.		<p><u>Formative assessment:</u> Pre-test (not-graded) Practice tests (non-graded) Quizzes Discussion</p> <p><u>Summative assessment:</u> Exams (multiple choice/TF), short answers, essay)</p> <p>Cumulative final exam focus on all goals reinforced in lectures and discussions</p>
Apply concepts of race and racism to social justice issues.		<p><u>Formative assessment:</u> Pre-test (not-graded) Practice tests (non-graded) Quizzes Discussion Presentation w/ rubric</p>

		<u>Summative assessment:</u> Exams (multiple choice/TF), short answers, essay Cumulative final exam focus on all goals reinforced in lectures and discussions
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**Note- Rows can be added*

13. METHODS:

This course is offered as a lecture/discussion course, using other materials and techniques such as films, videos, and Power Point slides, and fossil skull casts as appropriate. To facilitate discussion the proposed class size is 25 students. The course is offered every fall and spring semester.

Distance Education Setting: This course may be taught online using synchronous methods based on the instructor. Techniques may include using D2L (BOLT) combined with Zoom (i.e., whiteboard, chat, polling, yahoos, breakout rooms, YouTube videos, etc.). Discussions and homework exercises will be posted via D2L. A computer (desktop, laptop, tablet, etc.), personal smart phone, Microsoft Office (Word, PowerPoint, Excel, and Access) and reliable Internet are required. Exams will be given via D2L.

14. COURSE ASSESSMENT:

The department collects departmental-developed rubrics and/or results on exam items across all sections of the course, both distance and in-class learning each semester. The Department will utilize a bank of questions that will serve to assess student learning objectives through the strategy of embedded questions on exams (test blueprinting). The question bank will be developed from contributions by department faculty members and will be large enough for faculty to select questions that vary from individual to individual and semester to semester, but at the same time test each of the four objectives in a reasonably consistent measurable manner. Each student learning objective will have its own set of questions. For each of the objectives, three to five embedded questions will be utilized on exams throughout the semester to test overall knowledge acquisition. Embedded question data is reported to the department outcomes assessment committee within 30 days of the final day of the semester. The data for all sections will be statistically analyzed and summarized into one data set for assessment purposes. The assessment data assists in identifying changes needed to the course to ensure greater student attainment of the Student Learning Objectives.

The assessment results will be utilized to assist our program outcomes and general education goals as well as helping in long-term planning for curriculum and development. Data from course assessment will be transmitted to the university Office of Planning and Assessment.

15. SUPPORTING MATERIALS- SAMPLE TEXTS (Recommended): : Listed below are some of the materials which might be used in the course development but are not limited to the following references. The following list includes both historical materials and more recent references (*holdings available in the Andruss Library).

- *American Anthropological Association. (1999) [Adopted 1998]. American Anthropological Association Statement on "Race." *American Anthropologist* 100: 712-713. <http://www.aaanet.org/stmts/racepp.htm>
- *American Anthropological Association. (1994) American Anthropological Association Statement on "Race" and Intelligence. <http://www.aaanet.org/stmts/race.htm>
- *American Association of Physical Anthropologists. (1996) AAPA Statement on Biological Aspects of Race. *American Journal of Physical Anthropology* 101: 569-570. <http://www.physanth.org/positions/race.html>
- Armelagos G. and Goodman A. (1998). Race and racism in anthropology. In Goodman, A., Leatherman, T. (eds.) *Building a New Biocultural Synthesis: Political-Economic Perspectives on Human Biology*, University of Michigan Press, Ann Arbor, pp. 359-377.
- *Bamshad, M. (2005). Genetic influences on health: Does race matter? *Journal of the American Medical Association* 294: 937-946.
- *Bamshad, M., Wooding, S., Salisbury, B., and Stephens, J. (2004). Deconstructing the relationship between genetics and race. *Nature Reviews Genetics* 5: 598-609.
- *Batai, K. et al. (2020). Leveraging genetic ancestry to study health disparities. *American Journal of Biological Anthropology* 175: 363-375.
- *Bird, K. A. (2021). No support for the hereditarian hypothesis of the Black-White achievement gap using polygenic scores and tests for divergent selection. *American Journal of Biological Anthropology* 175: 465-476.
- *Blakey, M. L. (2020). Understanding racism in physical (biological) anthropology. *American*

Journal of Biological Anthropology 175: 316-325.

*Brace C. (2005). *"Race" Is a Four-Letter Word*. Oxford University Press, New York.

*Briggs, C. (2005). Communicability, racial discourse and disease. *Annual Review of Anthropology* 34: 269-291.

Brown, R. and Armelagos, G. (2001). Apportionment of racial diversity: A review. *Evolutionary Anthropology* 10: 34-40.

*Cooper, R., Rotimi, C., and Ward, R. (1999). The puzzle of hypertension in African Americans. *Scientific American* 280: 56-63.

*Cose, E. (2000). What's white, anyway? *Newsweek* (September) 64-65.

*Diamond, J. (1991). Curse and blessing of the ghetto. *Discover* 12: 60-65.

*DiGangi, E. A. and Bethard, J. D. (2021). Uncloaking a lost cause: Decolonizing ancestry Estimation in the United States. *American Journal of Biological Anthropology* 175: 422-436.

*Dressler, W., Oths, K., and Gravlee, C. (2005). Race and ethnicity in public health research: Models to explain health disparities. *Annual Review of Anthropology* 34: 231-252.

Echo-Hawk, R. and Zimmerman, L. (2006). Beyond racism: some opinions about racialism and American archaeology. *The American Indian Quarterly* 30: 461-485.

Farber, P. (2003). Race-mixing and science in the United States. *Endeavour* 27: 166-170.

Fausto-Sterling, A. (2004). Refashioning race: DNA and the politics of health care. *Differences* 15: 1-37.

*Fuentes, A. (2020). Biological anthropology's critical engagement with genomics, evolution, race/racism, and ourselves: Opportunities and challenges to making a difference in the academy and the world. *American Journal of Biological Anthropology* 175: 326-338.

Goodman, A. (1997). The problematic of "race" in contemporary biological anthropology. In Boaz, N., and Wolfe, L. (eds.) *Biological Anthropology: The*

State of the Science. 2nd ed. International Institute of Human Evolutionary Research, Bend, Oregon, pp. 221-243.

- Goodman, A. (2000). Biological diversity and cultural diversity: From race to radical bioculturalism. In Patterson, T. and Susser, I. (eds.) *Cultural Diversity in the United States: A Critical Reader*, Blackwell Publishers, Oxford and Malden, MA, pp. 43-59.
- *Goodman, A. (2000). Why genes don't count (for racial differences in health). *American Journal of Public Health* 90: 1699-1702.
- *Gould, S. (1994). The geometer of race. *Discover* 11: 65-69.
- *Gould, S. (1996). *The Mismeasure of Man*, W.W. Norton & Co., New York.
- *Harrison, F. (2002). Unraveling "race" for the 21st century. In MacClancy, J. (ed.) *Exotic No More: Anthropology on the Front Lines*, University of Chicago Press, Chicago, pp. 145-166.
- *Harrison, F. (ed.) (2005). *Resisting Racism and Xenophobia: Global Perspectives on Race, Gender, and Human Rights*. Altamira Press, Walnut Creek, CA.
- *Hart D, Ashmore P. (2006). Changing students' understanding of race. *Anthropology News* 47: 10-11.
- *Herrenstein, R. and Murray, C. (1994). *The Bell Curve: Intelligence and Class Structure in American Life*, Free Press, New York.
- *Jablonski, N. (2004). The evolution of human skin and skin color. *Annual Review of Anthropology* 33: 585-623.
- *Jablonski, N. (2006). *Skin: A Natural History*. University of California Press, Berkeley.
- *Keely, M. et al. (2021). Race, racism, and the policy of 21st century Medicine. *Yale Journal of Biology and Medicine* 94: 153-157.
- *Keita, S. and Boyce, A. (2001). "Race": confusion about zoological and social taxonomies and their places in science. *American Journal of Human Biology* 13: 569-575.

- *Keita, S. and Kittles, R. (1997). The persistence of racial thinking and the myth of racial divergence. *American Anthropologist* 99: 534-544.
- *Kevles, D. (1995). *In the Name of Eugenics*, Harvard University Press, Cambridge, MA.
- *Kim, J. et al. (2021). Skin deep: The decoupling of genetic admixture levels from phenotypes that differed between source populations. *American Journal of Biological Anthropology* 175: 406-421.
- *Lee, S. (2006). Rethinking race and ethnicity in health disparities. *Anthropology News* 47: 7-8.
- Lewontin, R. (1972). The apportionment of human diversity. *Evolutionary Biology* 6: 381-398.
- *Lewontin, R. (2000). *The Triple Helix: Gene, Organism, and Environment*. Harvard University Press, Cambridge, MA.
- *MacEachern, S. (2000). Genes, tribes, and African history. *Current Anthropology* 41: 357-384.
- *Meacham, J. (2000). The new face of race. *Newsweek* (September) 38-48.
- Morganthau, T. (1995). What color is Black? *Newsweek* (February) 63-65.
- Moses, Y. (2004). The continuing power of the concept of "race." *Anthropology and Education Quarterly* 35: 146-148.
- Mukhopadhyay, C., Henze, R., and Moses, Y. (2007). *How Real Is Race? A Sourcebook On Race, Culture, and Biology*, Rowman & Littlefield Education, Lanham, MD.
- *Mulligan, C. J. and Raff, J. A. (2021). Special Issue: Race reconciled II: Interpreting and communicating biological variation and race in 2021. *American Journal of Biological Anthropology* 175: 313-315.
- *Overbey, M. (2005). Defining what we do and do not mean by "race." *American Anthropologist* 46: 20.
- *Relethford, J. (1997). Hemispheric difference in human skin color. *American Journal of Physical Anthropology* 104: 449-457.

*Rutherford, A. (2020). Race, eugenics, and the canceling of great scientists. *American Journal of Biological Anthropology* 175: 448-452.

*Smedley, A. and Smedley, B. (2005). Race as biology is fiction, racism as a social problem is real: anthropological and historical perspectives on the social construction of race. *American Psychologist* 60: 16-26.

*Stegmann, Jr. A. (2005). Climate, racial category, and body proportions in the U.S. *American Journal of Human Biology* 17: 393-402.

Thornton, R. (2002). Repatriation as healing the wounds of the trauma of history: Cases of Native Americans in the United States of America. In Fforde, C., Hubert, J., Turnbull, P. *The Dead and Their Possessions: Repatriation in Principle, Policy and Practice*, Routledge, New York and London, pp. 17-24.

*Wills, C. (1994). The skin we're in. *Discover* 11: 77-81

16. Prototype Text: May include but not be limited to:

Back, L. and Solomos, J. (2022). *Theories of Race and Racisms: A Reader*. 3rd ed. Routledge, Oxfordshire, UK.

Golash-Boza, T. M. (2021). *Race and Racisms: A Critical Approach*. 3rd ed. Oxford University Press, New York, NY.

Tattersall, I. and DeSalle, R. (2011). *Race? Debunking a Scientific Myth*. Texas A&M Press, College Station, TX.

Brace, C. (2005). *"Race" Is A Four-Letter Word*. Oxford University Press, New York.

Gould, S. (1996). *The Mismeasure of Man*, W.W. Norton & Co., New York.

Indicate possible recommended texts for the course where appropriate, including author/editor, title, publisher, edition, and date of publication. The style of entry should consistently follow a manual such as Turabian, MLA, APA, or an accepted guide in a specific discipline.