Instructor
Dr. Christopher Leslie
cleslie@poly.edu, (718) 260-3130
Rogers Hall 213h
Office hours: 5 to 6 pm, Mondays and Fridays, or by appointment

Prerequisite
Students must have completed HuSS 1023W (or the equivalent) and one 2000-level Science and Technology Studies elective before taking this course.

Course Description
This course considers the historical development of the science of difference from the eighteenth century to the present. Because today we are fairly flexible in our understanding of race and gender, it can be difficult to imagine how these concepts were once more rigid. It is illuminating to consider how reputable scholars once tied their understanding of an individual’s personality and potential to his or her race and gender. With the growth of scientific disciplines, these reified notions of race and gender began to give way – but not without resistance. We shall seek to understand these historical episodes of cultural anxiety over difference by critically examining the logic of classification used to construct difference in living populations and the scientific methodologies that lurk behind the conclusions. In so doing, we shall be able to better identify the legacy of scientific racism in our current time.

Objectives
This semester you will learn to:
• Trace the historical development of scientific concepts relating to gender and race
• Consider how the conduct of science changes in different historical periods
• Read representative authors in the field of Science and Technology Studies
• Distinguish between primary and secondary sources and balance them in an essay
• Practice advanced techniques in analytical writing

Structure
Most class time is devoted to lectures about course topics and discussion of the reading material. Because this course is designated as writing-intensive, some class time is spent on topics related to writing; in addition, there are writing assignments, both formal and informal, and required revision of your writing based on comments from the instructor.

Readings
The required texts for the course are:
In addition, there will be PDFs that you will find on Blackboard. Please let me know in advance of class if you have any trouble locating a required reading assignment.
Grading

I shall calculate your semester grade as follows:

- Presentations 10%
- Quizzes 20%
- Final exam 20%
- Papers 25% (5%, 10%, 10%)
- Portfolio 25%

Requirements

Attendance: On-time attendance for the entire class period is mandatory. Students who miss three or more classes automatically fail the course. For the purposes of attendance, missing fewer than twenty minutes counts as one-third of an absence (arriving late, departing early, leaving the room). Missing more than twenty minutes counts as an absence. Doctor’s notes are not necessary.

Attentiveness: Please pay attention during class and avoid behaviors that distract others. Do not eat, drink, or sleep during class. You should not use electronic devices, such as cell phones or laptops, at all. Do not hold side conversations; if someone tries to talk to you during class, tell him or her to speak to you after class. Do not bring visitors without advance permission.

Examination: There is a final exam during our last regular class meeting. It consists of short answer and essay questions, and is cumulative and closed-book.

Honesty: Please be advised that I take the University policy about academic dishonesty seriously and will punish cheating or plagiarism by awarding a grade of “F” for the course and referring cases to Student Affairs for further action.

Papers: You will write three papers (1,500 words or 5 about pages each) for this class; both must be uploaded to Blackboard and scanned by SafeAssign before the deadline.

Portfolio: Your final portfolio will include two revised essays, a third essay, your quizzes, a writing log, a resume, and a cover letter. I shall hand back your essays with comments for revision, and that will guide you for the finished copy. The writing log is a description of errors you make in writing with “bad” and “corrected” examples. I shall make a presentation about resumes and cover letters toward the middle of the semester. There are two portfolio checks during the summer before you submit the final version.

Preparation: According to New York State guidelines, a student should spend at least two hours to prepare for each hour in class. Thus, for this course, you can expect to spend about twelve hours per week getting ready for class. Please plan accordingly so that you can read thoroughly, write carefully, and comment thoughtfully.

Presentations: Each student signs up to start us off on class discussion for two different class periods. These “mini” presentations should draw our attention to how the reading assignments fit in with the overall scheme of the course and comment on whatever you find interesting about the assignment. You may use outside sources for the presentation; just make sure you indicate which ideas are not your own.

Quizzes: There will be unannounced quizzes on the reading assignments and course lessons. You may consult your own handwritten notes, but not books or printouts, for these quizzes. If you miss a quiz due to lateness or absence, you shall receive a zero.
How to Do Well

1. **Be on time.** At the start of class, you will notice that I provide a preview of what is coming up and also answer questions. If you regularly miss these first minutes, you will start to feel the uncomfortable sensation that you do not know what is going on. Keep in mind that trains, subways and busses usually take much longer than they “should,” so plan accordingly. Being late once is ok; it happens to everyone. If you are always late, then you are doing something wrong.

2. **Ask questions.** Please raise your hand at the beginning of class or during a presentation. It does little good to whisper to the person next to you; instead, feel free to ask me for clarification. Also, use office hours or write an e-mail message for additional information.

3. **Take notes,** even if I am not writing on the board. Taking notes helps you stay focused on the material we are studying. Note taking also serves another purpose: it helps you to get used to writing about the course materials in your own words. Since the evaluation in this course is written, taking notes is valuable practice (and good exercise for your writing muscles!). There is no need to write down everything I say, but make sure you take down interesting ideas and connections to the course themes. Go over your notes after class to fill in the gaps.

4. **Read actively.** Prepare by reading the assignment for the day carefully before class. Mark key phrases and passages that have to do with the ideas in the course. Take notes like you are preparing a laboratory notebook – write down what you think is important, with examples, and prepare questions you want to ask.

5. **Prepare a writing log.** You will gain feedback on your writing several times during this course. Keep a list of your personal problem areas, along with “right and wrong” examples, to help yourself move to the next level of proficiency.

6. **Work proactively.** Start an assignment when it is assigned, not when the deadline is looming. It sometimes takes a little bit of time wondering about an assignment before you make progress, and there are often times that you need guidance. If you wait until the last moment to get started, you cannot negotiate these hurdles adequately.

**Bibliography**

In addition to looking at the full-length versions of scholarship we read in part, you may find these books interesting sources for further information.


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Tentative Assignment Schedule

Friday, July 15
Linnaeus and Bernier
Read Siep Stuurman, “François Bernier and the Invention of Racial Classification.”

Monday, July 18
Racial Classification and Culture

Wednesday, July 20
Darwin's Predecessors
Read Appleman, “Part III: Scientific Thought: Just Before Darwin” (pp. 31–64) and Stephen Jay Gould, “Lamarck and the Birth of Modern Evolutionism” from The Structure of Evolutionary Theory.

Friday, July 22
Darwin's The Voyage of the Beagle and Other Early Work
Read Appleman, “Part IV: Selections from Darwin’s Work” (pp. 65–94).

Monday, July 25
Darwin's The Origin of Species
Read Appleman, “Part IV: Selections from Darwin’s Work” (pp. 95–174).

Deadline: Paper #1

Note: Monday, July 25, is the last day for program adjustments in the Y session. If you drop before this deadline, no notation will appear on your transcript. No one may add the course after this date.
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Material</th>
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<tr>
<td>Wednesday, July 27</td>
<td><strong>Darwin’s The Descent of Man</strong></td>
<td>Read Appleman, “Part IV: Selections from Darwin’s Work” (pp. 175–254).</td>
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<td>Friday, July 29</td>
<td><strong>Reaction and Response</strong></td>
<td>Read Appleman, “Part V: Darwin’s Influence on Science” (pp. 255–288).</td>
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<td>Monday, August 1</td>
<td><strong>Social Darwinism and Neo-Lamarckianism</strong></td>
<td>Read Appleman, “Part VI: Darwinian Patterns in Social Thought” (pp. 387–425) and Steven Jay Gould, “Evolutionary Triumph, 1859–1900” from <em>Ontogeny and Phylogeny</em>.</td>
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<td>Wednesday, August 3</td>
<td><strong>Racial Policy</strong></td>
<td>Read David Wallace Adams, “Reform” and “Rituals” from <em>Education for Extinction: American Indians and the Boarding School Experience</em>.</td>
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<td>Friday, August 5</td>
<td><strong>Darwin and Gender</strong></td>
<td>Read Appleman, “Part VI: Darwinian Patterns in Social Thought” (pp. 425–444).</td>
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<td>Monday, August 8</td>
<td><strong>The Impact of Mendel</strong></td>
<td>Read Theodosius Dobzhansky, “Mutation as a Basis for Racial and Specific Differences” from <em>Genetics and the Origin of Species</em>.</td>
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<td>Wednesday, August 10</td>
<td><strong>The Decline of Biological Determinism</strong></td>
<td>Read Matthew Frye Jacobson, “Becoming Caucasian, 1924–1965” from <em>Whiteness of a Different Color</em>.</td>
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<td>Friday, August 12</td>
<td><strong>The Great Synthesis</strong></td>
<td>Read from Appleman: Peter Bowler, “The Evolutionary Synthesis” (pp. 319–325) and Adam Kuper, “The Chosen Primate” (pp. 326–334).</td>
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<td>Monday, August 15</td>
<td><strong>Courtrooms and Regulation</strong></td>
<td>Read Whitmarsh and Jones, Introduction and the “Ruling” section (1–4).</td>
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<td><strong>Note:</strong> Monday, August 15, is the withdrawal deadline. If you withdraw before this date, you will see a “W” on your transcript. Otherwise, you will see a grade A to F at the end of the course.</td>
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<td>Wednesday, August 17</td>
<td><strong>Genomic Science and Difference</strong></td>
<td>Read Whitmarsh and Jones, the “Knowing” section (5–8).</td>
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<td>Friday, August 19</td>
<td><strong>Clinics and Medical Research</strong></td>
<td>Read Whitmarsh and Jones, the “Caring” section (9–11).</td>
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<td>Monday, August 22</td>
<td><strong>Conclusion</strong></td>
<td>Read Whitmarsh and Jones, “Race and the New Biocitizen” (12)</td>
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<td><strong>Deadline:</strong> Portfolio review (include resume)</td>
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<td>Wednesday, August 24</td>
<td><strong>Final Exam</strong></td>
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