Course Description
This course is an advanced graduate seminar covering issues of race and racism in the field of evolutionary biology. The scientific core of evolutionary biology is the study and appreciation of biological diversity, and yet evolutionary ideas have been used to support racist ideologies. Course topics include biological concepts of race and ancestry, the history of eugenics, race and intelligence/aptitude tests, race-based medicine and strategies for increasing diversity in STEM. This course is appropriate for graduate students at all levels as well as advanced undergraduates with an interest in evolutionary biology.

Learning Objectives
After completing this course students will be able to:

- Describe how biological views on “human races” have changed over time
- Explain distinctions between race, ancestry and ethnicity
- Discuss the history of eugenics, including its modern incarnations
- Critique the assumptions of intelligence and aptitude tests
- Debate the virtues of race-based medicine
- Analyze barriers to diversity in STEM

Prerequisite(s): none
Co-Requirement(s): none
Concurrent Enrollment: none
**Recommended Preparation:** Previous coursework and/or research experience in genetics and evolutionary biology is helpful but not required.

**Course Notes**
Letter grade. Course is expected to be conducted by live (synchronous) Zoom sessions via Blackboard. Classes will also be recorded and available on Blackboard.

**Required Readings and Supplementary Materials**
Other readings as assigned will be available via Blackboard.

**Description and Assessment of Assignments**
Students will take turns leading presentations of the weekly material – the number of individual and group presentations will depend on the class size. Two writing assignments will be given: 1) an op-ed, targeted at a newspaper, on a recent re-naming controversy involving a eugenicist (such as Jordan Hall at Stanford or the Von KleinSmid Center at USC), and 2) an editorial, targeted at a science education journal, on how high school biology classes should address the issue of racial classification in humans. A detailed rubric for presentations and writing assignments will be provided on Blackboard.

**Grading Breakdown**
Grades will be based on writing assignments (2*20%), presentations (45%) and participation in class discussions (15%).

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>% of Grade</th>
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</thead>
<tbody>
<tr>
<td>Op-ed writing assignment</td>
<td>40</td>
<td>20</td>
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<tr>
<td>Editorial writing assignment</td>
<td>40</td>
<td>20</td>
</tr>
<tr>
<td>Weekly presentations</td>
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<tr>
<td>No. presentations TBD</td>
<td>90</td>
<td>45</td>
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<tr>
<td>Participation</td>
<td>30</td>
<td>15</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>200</td>
<td>100</td>
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**Assignment Submission Policy**
Writing assignments will be submitted to the instructor by e-mail. Maximum credit will be reduced by 10% for every day the assignment is late unless the student has obtained prior approval from the instructor.
<table>
<thead>
<tr>
<th>Date</th>
<th>Discussion Topic</th>
<th>Readings</th>
<th>Deliverable/Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 24</td>
<td>Pre-Darwinian theories on race</td>
<td>Gould pp 62-104</td>
<td></td>
</tr>
</tbody>
</table>
Gould. Measuring Heads, pp 105-141                                                              | Student presentations  |
https://archive.org/details/bloodofnationstu00jorduoft/page/20/mode/2up  
von KleinSmid RB. 1913. Eugenics and the State.                                                | Student presentations  |
| Sep 14  | Views on race and eugenics post World War II                                     | UNESCO 1952. The Race Concept- Results of an Inquiry. Pp 5-16 plus dissenting views pp 52-58  
| Sep 28  | Race and IQ part I: Binet, Terman, Yerkes                                       | Gould pp. 176-263                                                                              | Student presentations  |
Yudell et al. 2016. Science 351:6273                                                            | Student presentations  |
Weyland & McGann 2021. Lancet Haematology 8(6) E462-E466                                      | Student presentations  |
Lewis & Green 2021. 13(1):14                                                                  | Student presentations  |
| Nov 23  | No class- Thanksgiving Break                                                     |                                                                                               |                         |
| Nov 30  | Towards increasing diversity among evolutionary biologists                      | Mead et al. 2018. Evo Ed Outreach 8:6  
Graves JL. 2019. Evo Ed Outreach 12:18                                                          | Student presentations  |
Statement on Academic Conduct and Support Systems

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own.

Academic Conduct:
Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct.

Support Systems:
Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. engemannshc.usc.edu/counseling

National Suicide Prevention Lifeline – 1 (800) 273-8255
Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. www.suicidepreventionlifeline.org

Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call
Free and confidential therapy services, workshops, and training for situations related to gender-based harm. engemannshc.usc.edu/rsvp

Sexual Assault Resource Center
For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: sarc.usc.edu

Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086
Works with faculty, staff, visitors, applicants, and students around issues of protected class. equity.usc.edu

Bias Assessment Response and Support
Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. studentaffairs.usc.edu/bias-assessment-response-support

The Office of Disability Services and Programs
Provides certification for students with disabilities and helps arrange relevant accommodations. dsp.usc.edu

Student Support and Advocacy – (213) 821-4710
Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. studentaffairs.usc.edu/ssa

Diversity at USC
Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. diversity.usc.edu

Syllabus for 13600, Page 4 of 5
USC Emergency Information
Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. emergency.usc.edu

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.
Provides overall safety to USC community. dps.usc.edu

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC) ombuds.usc.edu
A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.