

Syllabus

ANTH 690: Deconstructing Eugenics

THE UNIVERSITY OF TENNESSEE – SPRING 2021

Course Information

Instructor: Dr. Benjamin M. Auerbach
Office: 416 Strong Hall (Dr. Auerbach will not be available at his office)
Office Hours: Dr. Auerbach is available for individual meetings via Zoom, requested via e-mail.
E-mail: auerbach@utk.edu
(Dr. Auerbach typically responds within 24 hours of receiving an e-mail. More urgent matters should be marked as URGENT in the e-mail subject line.)
Course website: Canvas page (utk.instructure.com)

Course Meeting Details

This is an advanced graduate seminar in the theory and history of the eugenics movement and its consequences. **All course meetings will take place exclusively online via Zoom video conferencing.** Our course meetings will occur synchronously throughout the semester. Participation and attendance on Zoom is mandatory barring legitimate reasons for absence and notification to me before class. If you experience health or family-related concerns over the course of the semester, please know that I will work with you to minimize any impact anent course content and assignments. See the attendance policy at the end of this syllabus for more details. Please note that all course meetings will be recorded for those who cannot attend. Details about course meeting structure may be found on the next page.

Meeting Times: Tuesdays and Thursdays, 2:50 P.M. – 4:05 P.M.

Zoom meeting address: <https://tennessee.zoom.us/j/99491045385>

The password for the Zoom session will be posted to Canvas.

About the course

Humans have long sought to bring about ways to “improve” the traits in their populations (or across the species) through the control of reproduction. Few have had the reach, organization, and impact of the eugenics program introduced in the late 19th and early 20th centuries in North America and Europe. Based on a flawed application of biological thinking, and fueled by pre-existing cultural, racial, socioeconomic, and philosophical biases, the eugenic movement resulted in widespread social engineering, sterilization laws, & ethnic cleansing and genocide. The policies that created these outcomes were drawn up by biologists, psychologists, and anthropologists, as well as eugenicists (many geneticists) and politicians. Effects of these efforts continue to impact society and eugenic practices continue to be exercised today. This course will focus on understanding the circumstances, individuals, and ideas that brought about eugenics and its implementation, its contributions to race science, as well as highlight the ways in which these continue to influence modern cultures. A central argument in the course is that

eugenic ideals comprised a belief system that operated apart from biological realities in order to satisfy the desires of those who instigated and carried out its aims.

A key element to this course is the *deconstruction* of eugenics, which means that we will make efforts to understand the thinking and circumstances of both those who promoted its ideas and practices, and the scientific and ethical critique of those concepts. In the spirit of this approach, we will consider eugenics through multiple topics:

- The historical context of the eugenic movement
- Pseudoscience and science in relation to eugenics in anthropology, psychology, and biology
- The socioeconomics of eugenics
- Race science, racism, and xenophobia
- Eugenic policies: anti-immigration laws, sterilization laws, anti-miscegenation laws, genocide, and the restriction of reproductive rights
- The mainstreaming of and critique of eugenics in popular culture

Each of these topics could be a course alone, and so for this reason we will not be able to discuss every topic in detail. Given the weighty nature of the material that we are discussing, as well as the complexity of some topics, be sure to give yourself adequate time to reflect on the course readings and discussions.

Course objectives

By the end of this course, you will:

- understand the historical and modern circumstances that produced and cultivated concepts of eugenics;
- learn about the ways in which science has been perverted to serve the cause of eugenic thinkers;
- develop a critical approach to reading historical arguments and reflections of those in context;
- gain a deep comprehension of the ongoing impact that eugenic and race science has on modern science and culture.

Course structure

This course is an advanced graduate seminar dependent on a deep reading of assigned literature and discussion about the implications of that literature in context. Before each week, I will be providing a document with themes and concepts, derived from the readings, which will guide our conversations. **You therefore are expected to have completed the readings and be ready to participate in conversations in class! I expect you to fully participate in each class meeting through dialogue; 40% of your grade is predicated on knowledgeable class participation in these discussions.**

Each of you is expected to lead discussion for the first 30 minutes in two class meetings. This means that you will critically summarize the literature assigned for that class and will initiate the discussion. In any meeting, including those you lead, I will provide informal lectures and clarifications about the topics as necessary when we encounter them. The purpose of this course is, in part, to provide opportunities for you to practice synthetic and critical analysis of published literature, and to give you practice providing that analysis verbally with colleagues.

As reviewed below in the “Evaluation” section, there also are six critical, argumentative essays that will be due over the course of the semester. We will discuss argumentative construction in writing on the first meeting for the course, along with approaches to critical reading of texts. The format guidelines for these essays are provided in the “Evaluation” section below; prompts for the essays will be given over the course of the semester.

Finally, a **note about Zoom etiquette**: Since we will be meeting exclusively online this semester, please abide by the following rules:

- 1) When you log in, please mute your microphone unless you are speaking;
- 2) Only one person may speak at a time (remember that some of us may experience lag, and so always pause to give someone else time to respond);
- 3) I will moderate all conversations. To help, please click on the hand raise button under the Participants option at the bottom of the Zoom window; you will be called on in order by me;
- 4) Be respectful of all other participants in the course; see the Civility Statement below.

For each class meeting

- You should have read the assigned readings for that class meeting.
- Prepare questions to ask during the seminar.
- Be prepared to summarize readings & lead discussion during your assigned week.

Required texts

All course readings will be provided weekly as PDFs via Canvas. This is a reading heavy course. **You should do all of the readings before we meet!** Typically, we will have an average of 100 pages of reading per week, so it is to your advantage to come up with a way to personally organize your time to minimize the impact of reading so it is spread out over days and not concentrated into a cram session.

Most literature that we read in this course is required, though I reserve the right to provide supplementary readings *ad hoc* when appropriate, based on questions or topics that emerge through conversations. You must read through and give yourself time to understand the required literature. See the “Course Readings” at the end of the syllabus for the full citations, and the schedule for when to read them.

EVALUATION

ARGUMENTATIVE ESSAYS – 60% of grade

Over the course of the semester, you are **required to write six argumentative essays**:

- **Four** of these are tied to prompts that I will give at the start of specific thematic sections of the course. The due dates for these are the final day I will accept them; you may submit them earlier:
 - 11 February – *How early anthropology, biology, and psychology set the stage for eugenics*
 - 4 March – *How eugenics transformed from an idea to a movement*
 - 25 March – *How eugenics became policy and law, and normalized in society*
 - 22 April – *The legacy of eugenics after the “end” of the early 20th century movement*

- **Two** essays may be completed at any time during the course (though I encourage you to wait until after March 11th to gain enough background). These are focused on constructive discussion of the communication of the eugenics movement and its pseudoscience to the general populace. You will be watching two films (available via streaming on Canvas): *American Experience: The Eugenics Crusade*, a PBS documentary released in 2018 that reviews the early 20th century movement; and the 1997 dystopian science fiction film *Gattaca*, which takes place in a post-eugenic future. Prompts for these will be given to you shortly after the start of the semester. **These must be submitted by the 30th of April at the latest, and preferably before.**
- Each essay is worth 10% of the total grade in the course, using grading criteria provided below (see “Essay Grading Criteria”)
- Each essay should **not be longer than four pages single spaced (eight pages double-spaced), not including references**, which means that you must be efficient when developing and explaining your argument. As you see below in the grading criteria, the essays are assessed for quality, not quantity. You do not need to be exhaustive in your review of pertinent literature, but you should demonstrate clarity in your ideas and lucidity in the logical connection of those ideas.

These essays are meant to be critical and argumentative, which means that you must take a position and provide sourced evidence to provide support for that position. *These are not reaction or opinion essays.* Given the breadth of the material that we cover over the course of the semester, these essays will be focused thematically on each of the course’s four major sections (see the “Course Schedule” at the end of this syllabus). Make sure that you give yourself enough time to organize and formulate your argument, and explore additional sources beyond course readings as you find them to be necessary.

Your essays should open with a broad presentation of evidence that builds toward a thesis, the central argument of your treatise. The argument is a position that will require evidence to support and validate. *You do not need to outline in the introduction what evidence you will be discussing to support the argument.* You may have been taught this as a rhetorical method, but it is better to show and not tell. By this I mean that a good argumentative paper presents the argument without having to draw attention to each of the positions that you take. Look at authors like Gravlee, Black, Cravens, and Roseman, whose argumentative papers we will have read this semester. Note that they all set out a position but do not waste time telegraphing how they will build support to that position. Rather, they simply set out a logical flow of arguments and evidence that builds back toward their thesis.

Much of your essays will therefore be spent developing positions and providing evidence in the form of cited literature. You may use conjecture or speculation in your writing, but you need to note when you are speculating. Do not make arguments that are unfounded in the literature. Similarly, if you take positions or make arguments without providing proper citation for those ideas, then I will assume that the position *is* conjecture.

Do not directly quote from sources unless you are specifically critiquing that source. Paraphrasing is fully acceptable and should be the default mode in which you write. For example, Darwin wrote in *Origin of Species*, “One general law, leading to the advancement of all organic beings, namely, multiply, vary, let the strongest live and the weakest die.” I would use this quote if I wanted to critique his use of certain terms; for instance, I could quote this to discuss his choice of words like *law*, *vary*, *strongest*, and

weakest. But if my point in a paragraph were to note that Darwin intended in his writing to show that evolution favors variation and reproduction through differential survival, I would simply write just that and then cite him (Darwin, 1859). See how I paraphrased his ideas?

Finally, I have a couple pieces of rhetorical advice to give. First, good argumentation does not only consider positions that support the thesis, but also those that argue against it. It is useful to discuss arguments *against* your premise, and then show how these could be valid or not based on your position and the evidence you have on hand. Of course, never bring up a counterargument that you are not prepared to rebut. Second, make sure you do not commit to logical or argumentative fallacies. There are many of these, including appeals to authority, straw man arguments, *ad hominem* attacks, and syllogisms. If you are unfamiliar with these concepts, look them up and then look into other forms of logical fallacies and bad argumentation (I have a link to these on the Research page of my professional website). You should know these so you do not commit them!

ESSAY GRADING CRITERIA

The essays are each awarded up to 60 points, and are graded on the following criteria:

- **Argumentation (10 points):** Is the analysis of your essay presented as a clear, coherent argument throughout? This means that you take a position or assert a premise, and then provide evidence to support that position or premise throughout the text and analyses. While your conclusions are likely not definitive (they rarely are), you should at least make a positional conclusion. Points will be deducted for use of bad argumentation or logical fallacies, in addition to an overuse of conjecture.
- **Organization (10 points):** Does the essay follow a coherent order and argument? Does the argumentation have logical support from references presented in the paper? In the end, is the reader left with a clear sense of the position of the author and the way evidence supports their positions?
- **Statement of the thesis (5 points):** Does the essay present the main premise clearly? Is the topic presented in a way to allow for subsidiary positions to be presented?
- **Background (5 points):** Does the essay present sufficient background to support the thesis and subsidiary positions? The background need not be exhaustive, but it needs to be complete enough to argue to the reader why the central question of the paper needs to be investigated.
- **Sourcing of evidence (10 points):** Does the essay cover all of the necessary literature to provide evidence to support the arguments made. While the citations do not need to be comprehensive, they should be sufficient to make the case and support the positions drawn in the paper. Providing counterevidence is included here, as well as proper citing of all literature involved in making the case.
- **Discussion of evidence (10 points):** Do the discussion and conclusions drawn in the essay reflect the literature accurately? Does the discussion of this supporting evidence return to the main positions and address them? Has the paper shown adequate contemplation of how the literature relates to the background that you use to support the paper? Finally, you discuss the limitations of your argument, or gaps in the literature that may need to be further addressed?
- **Grammar and language (10 points):** Make sure that your paper has good sentence structure and writing. Avoid overly long sentences and complicated usages of subclauses; make the writing clear, succinct, and direct. Check for typographic errors and make sure you are employing proper word usage.

PARTICIPATION – 40% of grade

Regular class attendance and participation, including two class meetings that you will lead, are worth 40% of your grade altogether. While I realize that some students do not like to speak in class, given the small enrollment and discussion-based nature of this course, you should make every effort to verbally contribute to course discussions. The more participation you engage in during the class, the more you will get out of the course! (But make sure you give other students opportunities to speak and share their ideas as well.) I will give feedback throughout the semester concerning your participation and am available to discuss questions or concerns that you have.

Grade Scale (600 total points)

A: 600 – 521 **B⁺:** 520 – 501 **B:** 500 – 421 **C⁺:** 420 – 400 **C:** <400

Academic honesty: Simply, don't cheat. The knowledge you gain in this course is an awesome asset, and it is hoped that you will find the discovery of this information extremely rewarding. Follow the guidelines for each of the assignments and you'll reap long-term benefits. Assignments found to be plagiarized or resulting from academic dishonesty will assigned a grade of zero.

Tips for getting the most out of the course

As a crucial part of this course is keeping up with the reading before class meetings, you need to give ample time to reflect on the perspectives presented in the chapters and papers you read. On average, you are expected to read around 100 pages a week in assigned chapters and articles. You are strongly encouraged to read broadly, looking into additional sources to help you better develop an understanding of the topics covered. An excellent place to start is always in the references cited within the assigned readings. I am also available by e-mail to point you toward additional resources as specific questions arise. However, you should use this course as an opportunity to develop skills at independently locating and reading relevant sources to supplement those that are assigned.

Students with technological needs

If you do not have access to a stable internet connection, or lack the computing resources necessary to access the materials for this course, you may contact the Office of Information Technology (<http://oit.utk.edu>) to request a personal hotspot or a loaner laptop for use during the semester. Due to high demand, please contact them well in advance of the semester if possible.

Students with special needs

If you require accommodation because of special needs in learning, please contact the Office of Disability Services at 2227 Dunford Hall (974-6087). Please also contact me immediately via e-mail after you register with the Office of Disability Services. Arrangements will be made to adjust the course to fit your needs.

Make-up policy

If you become sick (with the novel coronavirus, flu, or any other cause), with notice, you will be accommodated. Understandably, if you are sick, I do not expect you to attend lectures, even virtually, though you will need to make up any work missed. Legitimate athletic, religious, legal or medical reasons all qualify for eligibility to make up assignments or request extensions on course deadlines. If you must miss a lecture, or cannot turn in any materials required over the semester, you must contact Dr. Auerbach before the lecture or deadline.

University Policies

Academic Integrity:

An essential feature of the University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. “As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.”

Plagiarism:

Students are also responsible for any act of plagiarism. Plagiarism is using the intellectual property or product of someone else without giving proper credit. The undocumented use of someone else’s words or ideas in any medium of communication (unless such information is recognized as common knowledge) is a serious offense, subject to disciplinary action that may include failure in a course and/or dismissal from the University. Specific examples of plagiarism are:

1. Copying without proper documentation (quotation marks and a citation) written or spoken words, phrases, or sentences from any source;
2. Summarizing without proper documentation (usually a citation) ideas from another source (unless such information is recognized as common knowledge);
3. Borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge);
4. Collaborating on a graded assignment without the instructor’s approval;
5. Submitting work, either in whole or in part, created by a professional service and used without attribution (e.g., paper, speech, bibliography, or photograph).

University Civility Statement:

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other’s well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected.

Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: <http://civility.utk.edu>.

Course Readings

- Baker LD. 1998. *From Savage to Negro: Anthropology and the Construction of Race, 1896-1954*. Berkeley, CA: University of California Press.
- Batai K, Hooker S, and Kittles RA. *In press*. Leveraging genetic ancestry to study health disparities. *American Journal of Physical Anthropology*. DOI: 10.1002/ajpa.24144
- Black E. 2012. *War Against the Weak*. Expanded edition. New York: Dialog Press.
- Boas F. 1899. Some recent criticisms of Physical Anthropology. *American Anthropologist* 1(1): 98-106.
- Carlson EA. 2011. The Hoosier connection: compulsory sterilization as moral hygiene. In: *A Century of Eugenics in America: From the Indiana Experiment to the Human Genome Era*. Bloomington: Indiana University Press. pp 11-25.
- Cohen A. 2016. *Imbeciles: The Supreme Court, American Eugenics, and the Sterilization of Carrie Buck*. New York: Penguin Press.
- Cravens H. 1988. *The Triumph of Evolution: American Scientists and the Heredity-Environment Controversy 1900-1941*. Philadelphia: The University of Pennsylvania Press.
- Cravens H. 2009. Race, IQ, and politics in Twentieth-century America. In: *Race and Science: Scientific Challenges to Racism in Modern America*, edited by P Farber and H Cravens. Corvallis: Oregon State University Press. pp 152-184.
- Daar J. 2017. *The New Eugenics: Selective Breeding in an Era of Reproductive Technologies*. New Haven: Yale University Press.
- Davenport CB. 1911. *Heredity in Relation to Eugenics*. New York: Henry Holt and Company.
- Dorr GM. 2011. Protection or control? Women's health, sterilization abuse, and *Relf v. Weinberger*. In: *A Century of Eugenics in America: From the Indiana Experiment to the Human Genome Era*. Bloomington: Indiana University Press. pp 161-190.
- Dorr GM, and Logan A. 2011. "Quality, Not Mere Quantity, Counts": black eugenics and the NAACP baby contests. In: *A Century of Eugenics in America: From the Indiana Experiment to the Human Genome Era*. Bloomington: Indiana University Press. pp 68-93.
- Dubow S. 2010. South Africa: paradoxes in the place of race. In: *The Oxford Handbook of the History of Eugenics*, edited by A Bashford and P Levine. New York: Oxford University Press. pp 274-288.

- Frye M. 2006. The refinement of “crude allegory”: eugenic themes and genotypic horror in the weird fiction of H.P. Lovecraft. *Journal of the Fantastic in the Arts* 17: 237-254.
- Gravlee CC. 2009. How race becomes biology: embodiment of social inequality. *American Journal of Physical Anthropology* 139:47-57.
- Herrnstein RJ, and Murray C. 1994. *The Bell Curve: Intelligence and Class Structure in American Life*. New York: Free Press.
- Kühl S. 1994. *The Nazi Connection: Eugenics, American Racism, and German National Socialism*. Oxford: Oxford University Press.
- Lantzer JS. 2011. The Indiana way of eugenics: sterilization laws, 1907-74. In: *A Century of Eugenics in America: From the Indiana Experiment to the Human Genome Era*. Bloomington: Indiana University Press. pp 26-41.
- Leonard TC. 2016. *Illiberal Reformers: Race, Eugenics and American Economics in the Progressive Era*. Princeton, NJ: Princeton University Press.
- Levine P. 2010. Anthropology, Colonialism, and Eugenics. In: *The Oxford Handbook of the History of Eugenics*, edited by A Bashford and P Levine. New York: Oxford University Press. pp 43-61.
- Levine P, and Bashford A. 2010. Introduction: Eugenics and the Modern World. In: *The Oxford Handbook of the History of Eugenics*, edited by A Bashford and P Levine. New York: Oxford University Press. pp 3-24.
- Lombardo PA. 2011. From better babies to the bunglers: eugenics on tobacco road. In: *A Century of Eugenics in America: From the Indiana Experiment to the Human Genome Era*. Bloomington: Indiana University Press. pp 45-67.
- Lovecraft HP. 1924. The rats in the walls. In: *The New Annotated H.P. Lovecraft: Beyond Arkham*, edited by LS Klinger. 2019. New York: WW Norton & Company. Pp 150-174.
- McCabe LL, and McCabe RBM. 2011. Are we entering a “perfect storm” for a resurgence of eugenics? Science, medicine, and their social context. In: *A Century of Eugenics in America: From the Indiana Experiment to the Human Genome Era*. Bloomington: Indiana University Press. pp 193-218.
- Mehlman MJ. 2011. Modern eugenics and the law. In: *A Century of Eugenics in America: From the Indiana Experiment to the Human Genome Era*. Bloomington: Indiana University Press. pp 219-240.
- Moses AD, and Stone D. 2010. Eugenics and genocide. In: *The Oxford Handbook of the History of Eugenics*, edited by A Bashford and P Levine. New York: Oxford University Press. pp 192-209.

- O'Brien GV. 2013. *Framing the Moron: The Social Construction of Feeble-Mindedness in the American Eugenic Era*. Manchester: Manchester University Press.
- Paul DB, and Moore J. 2010. The Darwinian Context: evolution and inheritance. In: *The Oxford Handbook of the History of Eugenics*, edited by A Bashford and P Levine. New York: Oxford University Press. pp 27-42.
- Robertson J. 2010. Eugenics in Japan: sanguinous repair. In: *The Oxford Handbook of the History of Eugenics*, edited by A Bashford and P Levine. New York: Oxford University Press. pp 430-448.
- Roseman CC. 2014. Troublesome reflection: racism as the blind spot in the scientific critique of race. *Human Biology* 86:233-240.
- Roseman CC. 2018. Complexity, genetic causation, and hereditarianism. *Human Biology* 90:241-250.
- Saini A. 2019. *Superior: The Return of Race Science*. Boston: Beacon Press.
- Schultz DE, and Joshi ST (editors). 2015. *H.P. Lovecraft Letters to Robert Bloch and Others*. New York: Hippocampus Press.
- Spiro JP. 2009. *Defending the Master Race: Conservation, Eugenics, and the Legacy of Madison Grant*. Burlington: The University of Vermont Press.
- Staub ME. 2018. *The Mismeasure of Minds: Debating Race and Intelligence between Brown and The Bell Curve*. Chapel Hill: University of North Carolina Press.
- Stern AM. 2016. *Eugenic Nation: Faults and Frontiers of Better Breeding in Modern America*. Second edition. Berkeley, CA: University of California Press.
- Turda M. 2010. Race, Science, and Eugenics in the Twentieth Century. In: *The Oxford Handbook of the History of Eugenics*, edited by A Bashford and P Levine. New York: Oxford University Press. pp 62-79.
- Wade N. 2014. *A Troublesome Inheritance: Genes, Race and Human History*. New York: Penguin Books.
- Weindling P. 2010. German eugenics and the wider world: beyond the racial state. In: *The Oxford Handbook of the History of Eugenics*, edited by A Bashford and P Levine. New York: Oxford University Press. pp 315-331.

Course Schedule – Spring 2021: Deconstructing Eugenics

COMPLETE ALL READINGS BEFORE CLASS. ALL ESSAYS ARE DUE BEFORE CLASS ON THE SPECIFIED DATE.

| Section | DATE | TOPIC | REQUIRED READING | ESSAY DEADLINES |
|---|-------------|--|--|----------------------------------|
| Setting the stage for the eugenics movement: late 19 th & early 20 th century ideas and professionalization | 21 January | Wherefore Eugenics? | Levine and Bashford 2010 | <i>OPTIONAL ESSAY DUE</i> |
| | 26 January | Deconstructing early American anthropology: Scientific racism | Baker 1998, Chapters 1 & 2 | |
| | 28 January | Deconstructing early American anthropology: Scientific anti-racism | Baker 1998, Chapter 5 Cravens 1988, Chapter 3 | |
| | 2 February | Deconstructing genes vs. environment: early professional biology | Cravens 1988, Chapter 1 | |
| | 4 February | Deconstructing genes vs. environment: early professional psychology | Cravens 1988, Chapter 2 | |
| | 9 February | Deconstructing popular ideas about race in the early 20 th century | Baker 1998, Chapter 3 | |
| | 11 February | Embodiment theory: How race becomes biology | Gravlee 2009 Batai et al. <i>in press</i> | ARGUMENTATIVE ESSAY 1 DUE |
| The eugenics movement in its open United States prime: 1900-1940 | 16 February | Understanding eugenics: The foundations of eugenics | Spiro 2009, Chapters 5 & 6 | |
| | 18 February | Understanding eugenics: “Evidence” & arguments for eugenics | Spiro 2009, Chapter 7 Davenport 1911 | |
| | 23 February | Understanding eugenics: Eugenics becomes a movement | Turda 2010 Spiro 2009, Chapter 8 | |
| | 25 February | Understanding eugenics: Perverting science | Paul and Moore 2010 | |
| | 2 March | Impacts of eugenics: The economics of the eugenics movement | Leonard 2016, Chapters 6-9 | |
| | 4 March | Impacts of eugenics: Xenophobia and anti-immigration law | Levine 2010 Spiro 2009, Chapter 9 | ARGUMENTATIVE ESSAY 2 DUE |
| | 9 March | Impacts of eugenics: Sterilization laws in Indiana as a template of eugenic practice | Carlson 2011 Lantzer 2011 | |

| Section | DATE | TOPIC | REQUIRED READING | ESSAY DEADLINES |
|--|---|---|--|---|
| | 11 March | Impacts of eugenics: Sterilization becomes national & the rise of IQ as a eugenic focus | Cohen 2016, Chapters 1, 4 & 5 O'Brien 2013, Chapter 6 & Conclusion | |
| Deconstructing the short-term eugenic legacy | 16 March | The “ending” of the early eugenics movement | Spiro 2009, Chapters 12 & 13 Cravens 2009 | |
| | 18 March | Eugenics spreads: Inside the U.S. | Dorr and Logan 2011 Lombardo 2011 | |
| | 23 March | Eugenics spreads: Eugenics and the Nazi-American connection – Part 1 | Weindling 2010 Spiro 2009, Chapter 14 Moses and Stone 2010 | |
| | 25 March | Eugenics spreads: Eugenics and the Nazi-American connection – Part 2 | Kühl 1994, Chapters 4-7 Cohen 2016, Conclusion | ARGUMENTATIVE ESSAY 3 DUE |
| | 30 March | Eugenics spreads: Eugenics in contemporary popular culture | Lovecraft, <i>The Rats in the Walls</i> Lovecraft <i>letters</i> , 1933 & 1934 Frye 2007 | |
| | 1 April | Eugenics spreads: Case studies in other countries (Japan & South Africa) | Dubow 2010 Robertson 2010 | |
| | Deconstructing the legacy of eugenics in the modern era | 6 April | Eugenics in the modern era: New sterilizations and individual rights | Stern 2016, Chapter 7 & Conclusion Dorr 2011 |
| 8 April | | NO CLASS MEETING (AAPA Virtual Conference) | | |
| 13 April | | Eugenics in the modern era: Artificial reproduction and designer babies | Daar 2017, Chapters 1 & 4 McCabe and McCabe 2011 | |
| 15 April | | Eugenics in the modern era: IQ and race | Herrnstein & Murray 1994, Chapters 5 & 13 Staub 2018, Chapter 5 | |
| 20 April | | Eugenics in the modern era: Biological determinism | Kühl 1994, Chapter 1 Saini 2019, Chapters 9 & 10 Roseman 2018 | |
| 22 April | | Eugenics in the modern era: A troublesome anthropology | Roseman 2014 Wade 2014, Chapters 7 & 10 | ARGUMENTATIVE ESSAY 4 DUE |
| 27 April | | A rose by any other name: Defining eugenics today | Mehlman 2011 | |
| | 30 April | Argumentative essays on “The Eugenics Crusade” and on “Gattaca” due by 5:00 P.M. | | |