

SCIENCE AND RACE: HISTORY, USE, AND ABUSE

Class 1 – SEPTEMBER 21, 2016

UNDERSTANDING THE HISTORY OF SCIENCE AND RACE

Race is a modern idea. Ancient societies did not segregate people according to physical differences. Some social scientists argue that race is a social construct without biological basis—that is rooted instead in the long history of racial inequalities.

This class will introduce you to the historic roots of race and its connections with science.

CLASS SCHEDULE:

6:20 – 6:35 PM	Pop Quiz with Paul Mitchell
6:35 – 6:40 PM	Introduction to Class and Series, Julian Siggers , <i>Williams Director, Penn Museum</i>
6:40 – 7:10 PM	Collections Workshop with Janet Monge
7:10 – 7:15 PM	Workshop Q&A
7:10 – 7:30 PM	Short Break
7:30 – 8:45 PM	Panel discussion with: Claudine Cohen , <i>École de Hautes Études en Sciences Sociales</i> Janet Monge , <i>University of Pennsylvania</i> Michael Yudell , <i>Drexel University</i> Rachel Watkins , <i>American University</i> Paul Mitchell , <i>University of Pennsylvania</i> Nichelle McKelvey-Polston , <i>WHYY, Moderator</i>
8:45 – 9:00 PM	Q&A

This class will be live-streamed, and class recordings will be posted at
www.penn.museum/sites/pmclassroom



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MEET THE SPEAKERS:



Claudine Cohen, Ph.D.

Professor in the History of Science and Director of the Research Program Biology and Society, École de Hautes Études en Sciences Sociales, Paris, France

Claudine Cohen's research focuses particularly on the history and philosophy of Life and Earth Sciences, namely Evolutionary biology, Paleontology, Anthropology and Prehistoric Archaeology. In her seminars and publications, she has investigated different aspects of these disciplines and different episodes of their development. She devoted several books and lengthy papers to the history of palaeo-anthropology and prehistoric archaeology, from the birth of these disciplines in mid-19th century to the present, dealing in particular with the introduction of evolutionary ideas into their scientific elaborations, and with the role of racial and gender biases in the construction of their concepts.

<http://www.penn.museum/sites/pmclassroom/speakers/#speaker-838>



Paul Mitchell

Doctoral Student in Anthropology, University of Pennsylvania

Paul has worked as a research assistant in the Penn Museum's Physical Anthropology Section for over five years, since he was an undergraduate at the University of Pennsylvania. Now a graduate student at Penn, he has excavated and analyzed skeletal remains across the world, from the Paleolithic to forensic cases. He has a strong research interest in the history of anthropology and wrote his master's thesis on the connections among craniology, phrenology, and racial theories in the United States in the 19th century, focusing on the Samuel George Morton collection.

<http://www.penn.museum/sites/pmclassroom/speakers/#speaker-861>



Janet Monge, Ph.D.

Curator-in-Charge of the Physical, Anthropology Section in the Penn Museum and Adjunct Professor in Anthropology, University of Pennsylvania

The Museum collection is extensive and includes both historic and archaeological skeletal collections with all skeletons 3D digitized using computed tomography. Monge's research interests include human evolution, human skeletal biology, bioarchaeology, and life history/paleodemography. In addition, she offers research experiences in applied anthropology within forensic science and museum studies (emphasizing NAGPRA) and teaches classes in all of these topical areas. She is Director of the Museum's Fossil Casting Program that produces over 3000 bones representing all phases of human and primate evolution—fossil casts and human skeletal materials form the core of all of her classes and are integrated into all aspects of graduate student education.

<http://www.penn.museum/sites/pmclassroom/speakers/#speaker-834>



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MEET THE SPEAKERS:



Rachel Watkins, Ph.D.

Associate Professor, Department of Anthropology, American University, Washington, DC

Rachel Watkins is an Associate Professor in the Department of Anthropology at American University. Her research focuses on the biological and social history of African Americans living in the 19th and 20th century urban U.S., which began with research and writing on the W. Montague Cobb skeletal collection. This research led to a broader interest in past and present studies of the human body as a 'biological and social product' within biological anthropology. As such, her current research and writing focuses on the use of African American skeletal remains and living bodies in the development of bioanthropological practices and racial formation.
<http://www.penn.museum/sites/pmclassroom/speakers/#speaker-839>



Michael Yudell, Ph.D.

Chair and Associate Professor in the Dornsife School of Public Health Department of Community Health and Prevention at Drexel University

Yudell is also Director of the Program in Public Health Ethics and History at the Dornsife School of Public Health. He received his PhD and MPH from Columbia University and his BA from Tufts. He is the author *Race Unmasked: Biology and Race in the 20th Century* (Columbia University Press, 2014), a history that examines the way biologists, especially geneticists, shaped the race concept during the 20th century from eugenics to the sequencing of the human genome. The book pays careful attention to the ways in which scientific conceptions of human difference impact both public health and medicine. Additionally, the work has important implications for bioethics and public health ethics given race's role in patient care and in our understandings of the health of populations.
<http://www.penn.museum/sites/pmclassroom/speakers/#speaker-835>



Nichelle McKelvey-Polston

*Co-Host and Reporter, WHYY
Moderator, Understanding the History of Race and Science*

Nichelle Polston joined WHYY and First in February 2012. However, she is no stranger to WHYY. The Philadelphia native participated in many fundraisers at the station, during her high school years. That was just the beginning for Nichelle who was only seven-years old when she decided to become a news reporter. She has worked very hard behind and in front of the camera to turn her dream into a reality. The Temple University graduate began her career in Salisbury, MD and made her first television debut in Greenwood, MS on WABG-ABC 6. Since then, Nichelle has worked in many newsrooms from the Mississippi Delta to Johnstown, PA. Outside of work, Nichelle loves traveling with her husband, blogging, eating lots of cupcakes, as well as spending time with family and friends.

MODERATOR

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READING LIST:

Continue your exploration of this topic with the following readings, recommended by our panelists.

ACADEMIC:

Race Unmasked: Biology and Race in the Twentieth Century, by Michael Yudell

<https://www.amazon.com/Race-Unmasked-Biology-Twentieth-Century/dp/0231168748>

Origines De L'humanité : Les Nouveaux Scénarios, Claudine Cohen, José Braga,
Nicolas Teyssandier, Bruno Maureille

<https://www.ehess.fr/en/node/9407>

ADULT:

The Samuel George Morton Cranial Collection, Expedition (Volume 50, Issue 3, November 2008)

<http://www.penn.museum/sites/expedition/the-samuel-george-morton-cranial-collection/>

<http://penn.museum/documents/publications/expedition/PDFs/50-3/renschler.pdf>

'Races of Mankind' Sculptures, Long Exiled, Return to Display at Chicago's Field Museum,

The New York Times, January 20, 2016

http://www.nytimes.com/2016/01/21/arts/design/races-of-mankind-sculptures-long-exiled-return-to-display-at-chicagos-field-museum.html?_r=1

"Race" Is a Four-Letter Word: The Genesis of the Concept 1st Edition, by C. Loring Brace

https://www.amazon.com/%2522Race%2522-Four-Letter-Word-Genesis-Concept/dp/Boo86XHROo/ref=sr_1_1?ie=UTF8&qid=1474372139&sr=8-1&keywords=%22Race%22+Is+a+Four-Letter+Word%3A+The+Genesis+of+the+Concept+1st+Edition

YOUTH:

Iggie's House, by Judy Blume

https://www.amazon.com/Iggies-House-Judy-Blume/dp/1481411047/ref=sr_1_1?s=books&ie=UTF8&qid=1474372193&sr=1-1&keywords=iggies+house

Lies We Tell Ourselves, by Robin Talley

https://www.amazon.com/Lies-Tell-Ourselves-Harlequin-Teen/dp/0373212046/ref=sr_1_1?s=books&ie=UTF8&qid=1471130249&sr=1-1&keywords=lies+we+tell+ourselves



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ACTIVITIES:

ARE YOU BIASED?

Implicit bias refers to attitudes and beliefs we hold at a subconscious level that impact our judgement and behavior on a day-to-day basis. In some cases, we may be completely unaware of the influence it has on the way we perceive the world and the people around us. The tools below can help you explore your own implicit biases.

1. Interactive Diversity Solutions brings together social science, art and technology to get people thinking and talking about diversity and inclusion in an entirely new way. **(Don't) Guess My Race** was developed by Dr. Michael Baran, cultural anthropologist, to foster a deep critical thinking perspective on complex issues such as implicit bias, structural inequality, identity construction and cultural competence.

<http://www.eddontguessmyrace.com/>

To sign up for (Don't) Guess My Race:

- 1 Go to www.dontguessmyrace.com
- 2 Click on LOGIN
- 3 Do **NOT** use your real email address. For email, enter: `firstname.lastname@upenn.edu`.
(For example: `bernie.worrell@upenn.edu`)

2. **PROJECT IMPLICIT** is a non-profit organization and international collaboration between researchers who are interested in implicit social cognition - thoughts and feelings outside of conscious awareness and control. The goal of the organization is to educate the public about hidden biases and to provide a “virtual laboratory” for collecting data on the Internet. Project Implicit also provides consulting, education, and training services on implicit bias, diversity and inclusion, leadership, applying science to practice, and innovation.

<https://implicit.harvard.edu/implicit/selectatest.html>



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QUIZ QUESTIONS:

These questions will be addressed during the first class. Take notes on the responses given and the discussions to follow.

1. What is the difference between the academic and the popular understanding of race?
2. What is the origin of human diversity?
3. How were humans classified?
4. Are humans classified the same way in all cultures?
5. What is biological anthropology?
6. Why classify humans at all?
7. What are the controversies surrounding this classification system?
8. How did scientific racism emerge?
9. What were the effects of scientific racism? Do we see them today?
10. Why is race not considered a scientific concept anymore?
11. Are we living in a post-racial society?
12. What are academics doing to push the needle to place us into a post-racial society?
13. Is science alone able to fight against racism?



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SAVE THE DATE

SEPTEMBER 28 | 06:30PM - 09:00PM

Public Classroom: Biomedicine and Race

OCTOBER 26 | 06:30PM - 09:00PM

Public Classroom: Genetics and Race

NOVEMBER 09 | 06:30PM - 09:00PM

Public Classroom: Geography, Culture and Race

NOVEMBER 16 | 06:30PM - 09:00PM

Public Classroom: Violence and Race

Visit the website: <http://www.penn.museum/sites/pmclassroom>
for the Public Classroom @ Penn Museum to view the recorded classes as well as
additional resources, activities, and information.

THANKS FOR ATTENDING!