

1<sup>st</sup> paper

**WRITE AN ESSAY on one of the following 3 topics: Note at the beginning of your paper which question you are answering**

**DUE THURSDAY, FEBRUARY 22 [lateness penalty, on 4-point scale: .3 if by Feb 24; .5 if by Feb 27; additional .2 for every 2 days after that [must be by e-mail if non-class day]. PLEASE, PLEASE TURN IT IN ON TIME!!!**

Essay must be c. 800-1100 words [you must provide a word count!].

***Please number your pages*** to make it easier for my commenting system.

**READ THE QUESTION VERY CAREFULLY. MAKE SURE YOU ANSWER EVERY PART OF THE QUESTION!!! ALL THE QUESTIONS REQUIRE YOU TO RECOGNIZE THAT THE IDEA OF RACE HAS A HISTORY, THAT IT WAS NOT ALWAYS PART OF HUMAN THINKING, THAT IT WAS CREATED OVER A LONG STRETCH OF TIME BY VARIOUS HISTORICAL DEVELOPMENTS.**

### 1. RELIGION AND RACE

(Background:) Frederickson (*Racism: A Short History*) sees bigotry, persecution, and oppression based on *religion* as different from bigotry, persecution, and oppression based on *race*. In your paper be sure to explain that distinction, as Frederickson understands it.

Nevertheless, Frederickson regards some developments within Christianity, especially in relation to Jews and Africans, as paving the way for the emergence of a distinctly racial way of looking at (some) human populations in Europe and the Americas (Jews, Native Americans/indigenous peoples, people of African ancestry). (Blum essentially agrees with Frederickson on this, but discusses it less extensively.) You will have to explain Frederickson's conception of race (which he never spells out in one place, but is implicit in his argument and we talked about it in class) in order to be able adequately to contrast religion with it, and to explain how certain religious developments paved the way for race, and also how other developments were obstacles to a fully racial understanding of those populations.

(Assignment:) Write an essay in which you trace and explain this historical, chronological development toward "racialization," bringing out as clearly as you can the aspects of these ways of looking at human populations that are *racial* or *on-the-way-to-racial*, and also those that are *religious without being racial*. Note that these can overlap; a way of viewing or treating a group can be religious and not racial, yet be on the way to being racial. Both Blum and Frederickson write on this topic, but Frederickson more so. (It is important also to keep in mind the distinction Frederickson draws between two kinds of race/racism—one against Jews and one [which he calls "color-coded" against especially blacks but to some extent other people of color.]

In your essay discuss *at least 3* of the following 6 phenomena (but you may do more than 3): (1) The curse on Jews as Christ-killers in the gospel of Matthew. (2) The official Church view that conversion of the Jews was essential to the salvation of the world (Frederickson, p. 21). (3) European views of Africans *prior to* the slave trade (26-29)(Blum 112). (4) the early history of the European slave trade (Fred, 29-30). (5) The treatment of the Jews in Christian Spain (Fred, 31-33). (6) The "curse of Ham." (You may discuss other phenomena also.)

In your essay be sure to discuss more than one target population, e.g. not only Jews.

### 2. SLAVERY AND RACE

Explain how slavery contributed to the historical development idea of race, looking *at least* at the following 3 historical phenomena: (1) Slavery in ancient Greece (Blum [109-111] and Frederickson [17]). (2) Slavery in Europe and Islam in the Middle Ages (Frederickson). (3) *Especially*, slavery in the U.S. (Blum)

With regard to (3), be sure to discuss the following:

- (a) Why Africans were eventually—but not initially—chosen to be the only slave or slave-like (“captive labor”) population in the English North American colonies (i.e. pre-U.S.). Explain what (and how) this did and/or did not have to do with race.
- (b) how the entrenchment of African-origin slavery affected the development and power of the idea of race in the U.S. (Keep in mind that slavery was not the *only* contributor to the development and popular entrenchment of the idea of race.)

You will have to provide a conception of race in order to be able adequately to state how slavery was connected with the origins and development of race. Blum spells out a conception of race on 127-28, though you do not need to nail down all 9 parts of his conception; Frederickson has an essentially similar conception, though not exactly, and he doesn’t spell it out in our readings, but it is implicit.

You might frame your essay as an answer to the question, “In what way was slavery a racial institution (keeping in mind that there were different forms of slavery)? In what way was it *not* a racial institution? How did slavery contribute to the development of the idea of race?”

### 3. SCIENCE and RACE

a) *Briefly*, explain how 18<sup>th</sup> and 19<sup>th</sup> century natural science contributed to the development and legitimizing of the idea of race, covering at least the classification schemes of the naturalists (Linnaeus, Blumenbach). In doing this, be sure to explain what is meant by “race” in order to make clear what it is that these scientists are contributing to. (Keep in mind that science was not the only contributor to the idea of race.)

b) Then explain **three** arguments that (most, not all) 20<sup>th</sup> century scientists have provided to criticize the idea of race. Please number the 3 arguments so I can see what you take the 3 arguments to be. Two of the three must make use of concepts from genetics, discussed in both Blum and Roberts, and one of those two must deal with the issue of *genetic variation* that we discussed in class. Since different aspects or elements of the race idea can be the target of criticism (the race idea has several distinct elements), when you are explaining an argument, you must make clear which aspect of the race idea that particular argument is attempting to criticize. (The handout “the scientific critique of race” should help you with this part of question 3.)

c) Describe and explain *either* how Roberts thinks that genetic studies that make explicit use of racial categories (e.g. self-reported by subjects) are deeply flawed (see 68-74), *or* describe and explain one example that Roberts provides in which she argues that scientists unknowingly make use of a racial mind-set in conducting, interpreting, or reporting their findings. (She gives several instances of this.)

### GENERAL GUIDELINES:

*Citation:* Citation is the process by which you acknowledge that something you have written has been taken from a particular source—for example, that a point you are making as part of an argument has been taken from an article or book that you have read. In this paper, I want you to give citations for every point that you draw from a specific author—Frederickson, Blum, or Roberts (or any other source you use, although I prefer that you do not use outside sources for this particular paper). Failure to provide appropriate citation can constitute plagiarism, as it involves presenting work as your own which is not your own. (And making appropriate use of the works of others is also an important step in building the academic skills you are acquiring in college.)

The best way to handle citations in this paper is a 2-step process:

1. When you draw a particular point from a specific page or pages of one of the authors, put the author’s name and the page number(s) at the end of the sentence. For example, “Linnaeus thought that all humans could be categorized in four biologically distinct population groups (Blum 120).”

If you are taking all the points in a given paragraph from a few pages of a single author, you may put the citation at the end of the *paragraph*, and do not need to put it at the end of every *sentence* in the paragraph.

*Quotations:* All **direct quotations** must be put in quotation marks with the author’s name, and page, placed at the end of the quote (right after the quotations marks). However, I do not want you to quote very much in this paper; I want you to show that you understand the point by using your own words.

2. At the end of your paper, make a bibliography in which you list all of the sources you used and cited in the paper. (It does not need to be on a separate page; it can go after the end of the text of the paper.) The format I recommend for book citation is as follows:

\*\*Roberts, Dorothy. "Redefining Race in Genetic Terms," from Fatal Invention: How Science, Politics, and Big Business Re-Create Race in the Twenty-First Century (New York, NY: The New Press, 2011).

\*\*Frederickson, George. *Racism: A Short History* (Princeton, NJ: Princeton University Press, 2002).

The general form is this:

Author's last name, author's first name. name of chapter, name of book in which the chapter appears (city and state of publication: name of publisher, date of first publication)

The use of a bibliography relieves you of having to use footnotes, and of repeating the whole title of a book or article every time you cite it.