

# AFRO 100

September 4, 2007  
Lecture 2

COLOR - RACE - BIOLOGY

# Afro 100

## September 4, 2007

**This tune is the sound track for turning in your papers on Katrina and Black Studies.**

**Lionel Richie, “Stand down”** 

**Please turn your papers in now at the front of the room. Place the papers next to the name of your TA.**

# Conceptual structure of the Black experience

## Key concept

Color (race)

Class

Culture

Consciousness

## Academic area

Biology

Political economy

Community

Ideology

# **BUZZ GROUP TIME**

**What is a buzz group? A short 10 minute discussion among people sitting next to each other in class. First go around and let everyone answer the quex. After that, discuss. Our collective wisdom is best.**

**Question: Define the word race. How many are there? How do you know? So what?**

**Our answer at 9:00 might be different at 11:00. The task is to listen and think.**

# Race



**We will investigate  
the concept of race.**

**Are there are biological differences that  
can be measured between groups of  
humans?**

**If so, then what are these differences?  
Categorical? Hierarchal? Permanent?**

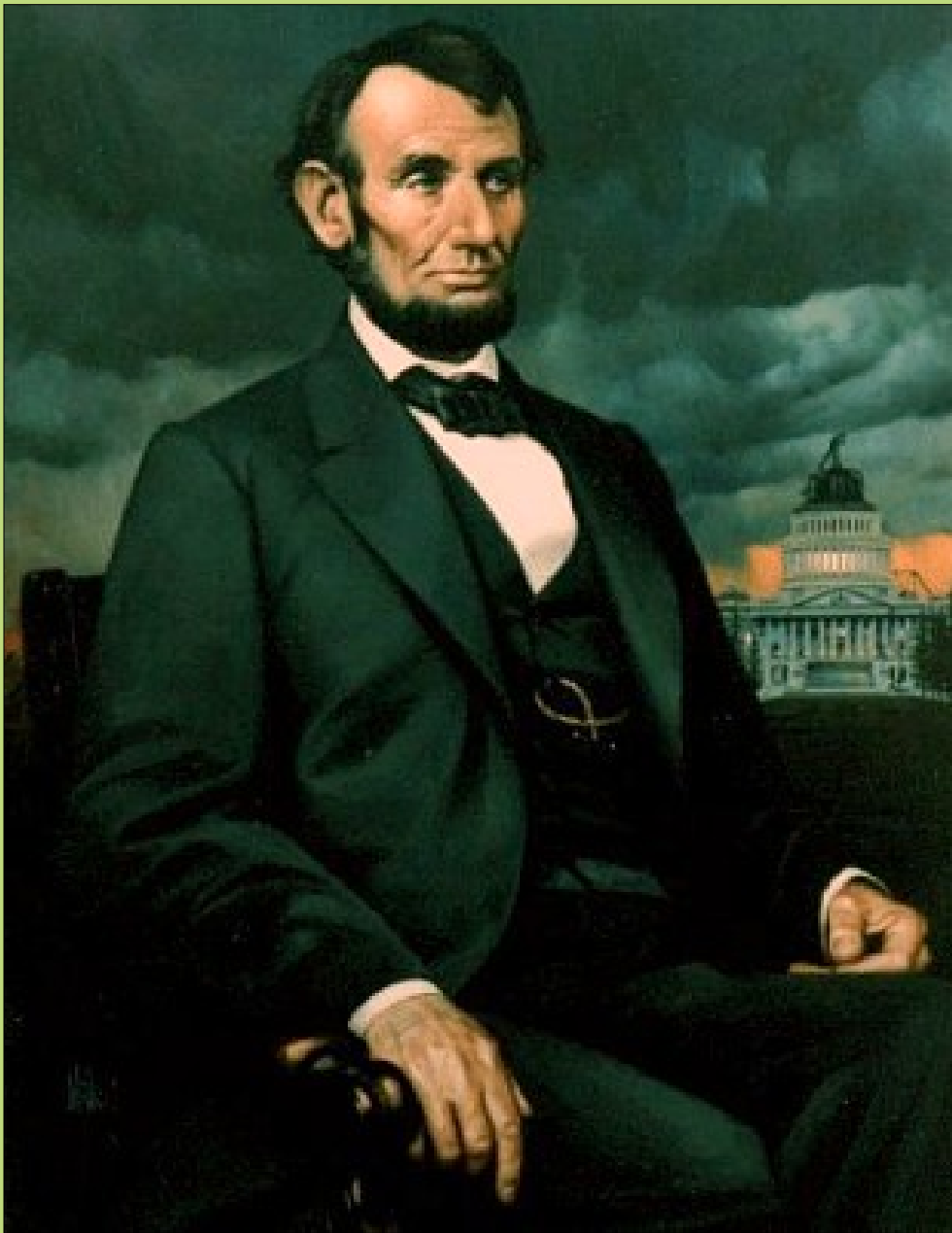
# **Three basic questions in the search for “racial differences”**

- 1. Categorical differences: some basis for saying there is no group overlap between Black and whites**
- 2. Hierarchal differences: the differences justify one group being on top of or better than another group**
- 3. Permanent differences: either based on a law of nature or the law of God**

**The dominant western intellectual tradition has been racist to the core, except for a few notable exceptions**

**“White supremacy is as  
American as apple pie.”**

**—H. Rap Brown**



# Abraham Lincoln

1809-1865

Lerone Bennett,  
*Forced Into Glory*  
1999





# Charles Darwin

## 1809-1882

“At some future period, not very distant as measured by centuries, the civilized races of man will almost certainly exterminate, and replace, the savage races throughout the world. At the same time, the anthropomorphous apes ... will no doubt be exterminated.”

<http://www.icr.org/index.php?module=articles&action=view&ID=268>

# **Pseudo-scientific racialist theories**

- 1. Morphological lies comparing Blacks and whites to gorillas**
- 2. Studies of twins to prove environment does not make a difference (IQ tests)**
- 3. “Racial” comparisons without controls for class and region**
- 4. Generalizations from a single case**



Apollo Belvidere



Greek



Negro



Creole Negro



Young chimpanzee



Young chimpanzee

# Blacks, whites, and gorillas

**2 • 1** The unilinear scale of human races and lower relatives according to Nott and Gliddon, 1868. The chimpanzee skull is falsely inflated, and the Negro jaw extended, to give the impression that blacks might even rank lower than the apes.

# The great IQ Test Lie: Cyril Burt argued nature over nurture

“The primary source of concern voiced by both Kamin and Jensen was the suspicious consistency of the correlation coefficients for the intelligence test scores of the monozygotic twins in Burt's studies. In each study Burt reported sum totals for the twins he had studied so far. His original results were published in 1943. In 1955 he added 6 pairs of twins and reported results for a total of 21 sets of twins. Likewise in 1966 he reported the results for a total of 53 pairs. In each study Burt reported correlation coefficients indicating the similarity of intelligence scores for monozygotic twins who were reared apart. A high coefficient would indicate that the twins had similar intelligence scores. Since the twins were reared apart, a high correlation coefficient would also make a strong case for his hereditarian argument. In his studies Burt reported the following coefficients: 1943:  $r = .770$ ; 1955:  $r = .771$ ; 1966:  $r = .771$ . These correlation coefficients suggested a strong relationship between genetics and intelligence. One would expect to see greater variability among the coefficients when more sets of twins were added.”

<http://www.indiana.edu/~intell/burtaffair.shtml>

# Tests out of context: The World War 2 military tests

- Military reported that Blacks scored below whites
- Did not report accurate comparisons between urban and rural residence





# The single case fallacy



Using one person to generalize to an entire group

# **Is race a scientific category?**

## **What is the physical evidence?**

1. Archeology – uncovering physical objects preserved in the earth from past times. Is there evidence of races within the human species? What is the origin of humanity? (phenotypes)
2. Genetics – uncovering physical evidence from the DNA of human genes. Is there genetic difference between races? What can genetics tell us about the origin of humanity? (genotypes)

# **Archeology: Exploring the fossil evidence of human origins**

**1. Lucy**

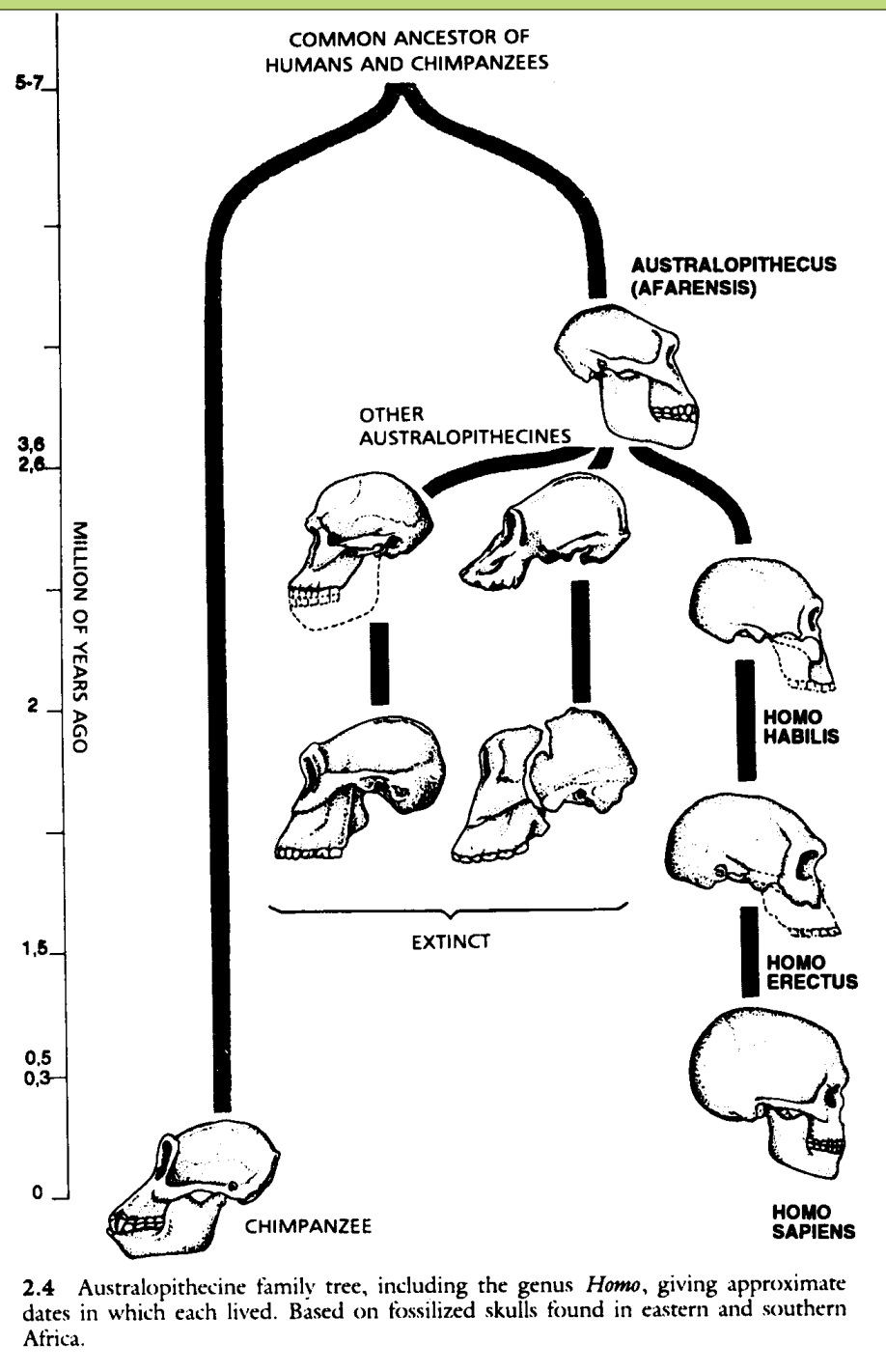
**2. Turkana boy**

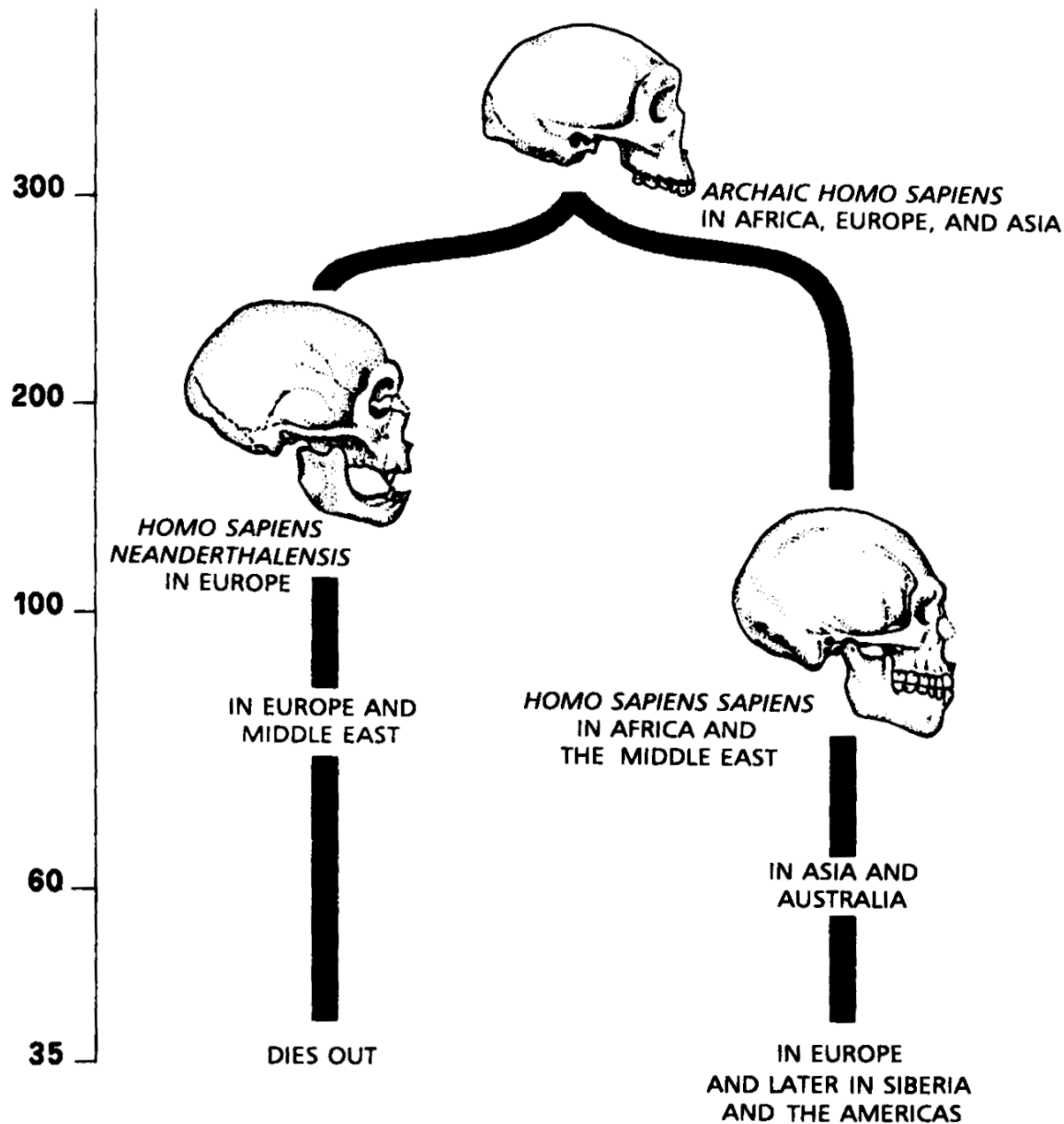
<http://www.becominghuman.org/documentary>



# Human lineage from an archeological perspective #1

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3.1 Family tree of *Homo sapiens* with comparison of Neandertal and modern humans. The scale indicates thousands of years ago.

... and #2

# **What is the meaning of the “Out of Africa thesis” for the study of human origins?**

The earliest human ancestors who migrated out of Africa to Europe were named the Neanderthals. There is a debate over who they were, what they were like, and what happened to them because the majority of humans seemed to have come from a later migration, also out of Africa.

- a. The story of Yacub
- b. The story of race war
- c. The story of race mixing

# Yacub



Elijah Muhammad  
1897-1975

1. There are genetic differences between Black and whites.
  2. These genetic differences developed from Black to white.
  3. Genetics then influenced history.
- The whites (Neanderthals) are still fighting the Blacks (Humans).

# Race war

The Neanderthals were descendent from a first migration out of Africa.

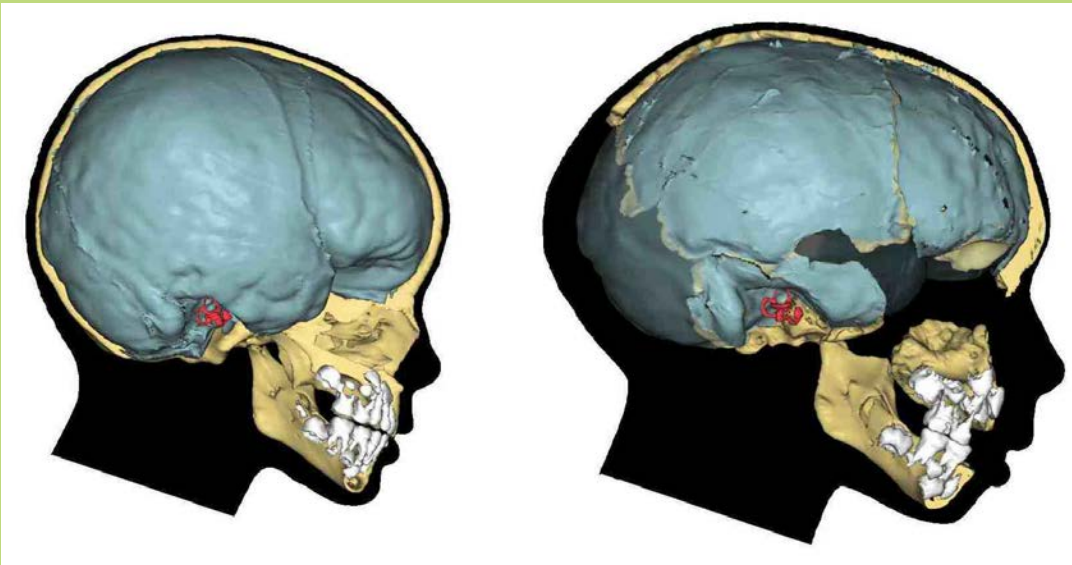
They were later met by a new wave of immigrants of a new species called the Homo sapiens.

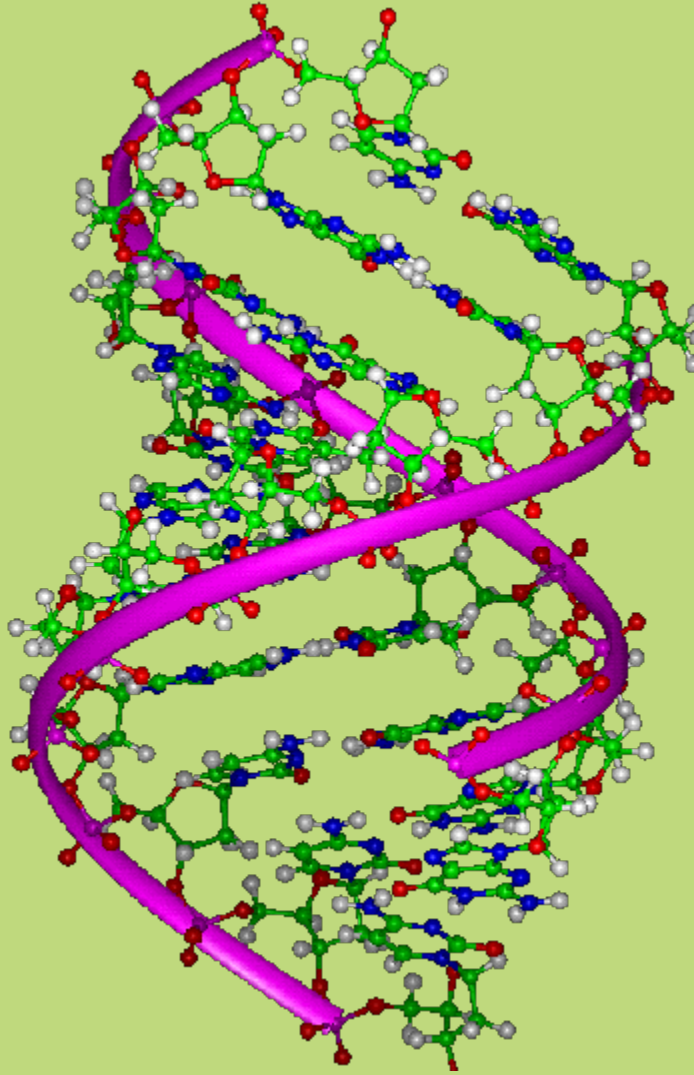
The Neanderthals lost in the competition and were eliminated by the new humans out of Africa.

# Race mixing

The Neanderthals were met by  
Homo sapiens.

They were able to coexist and  
mate.





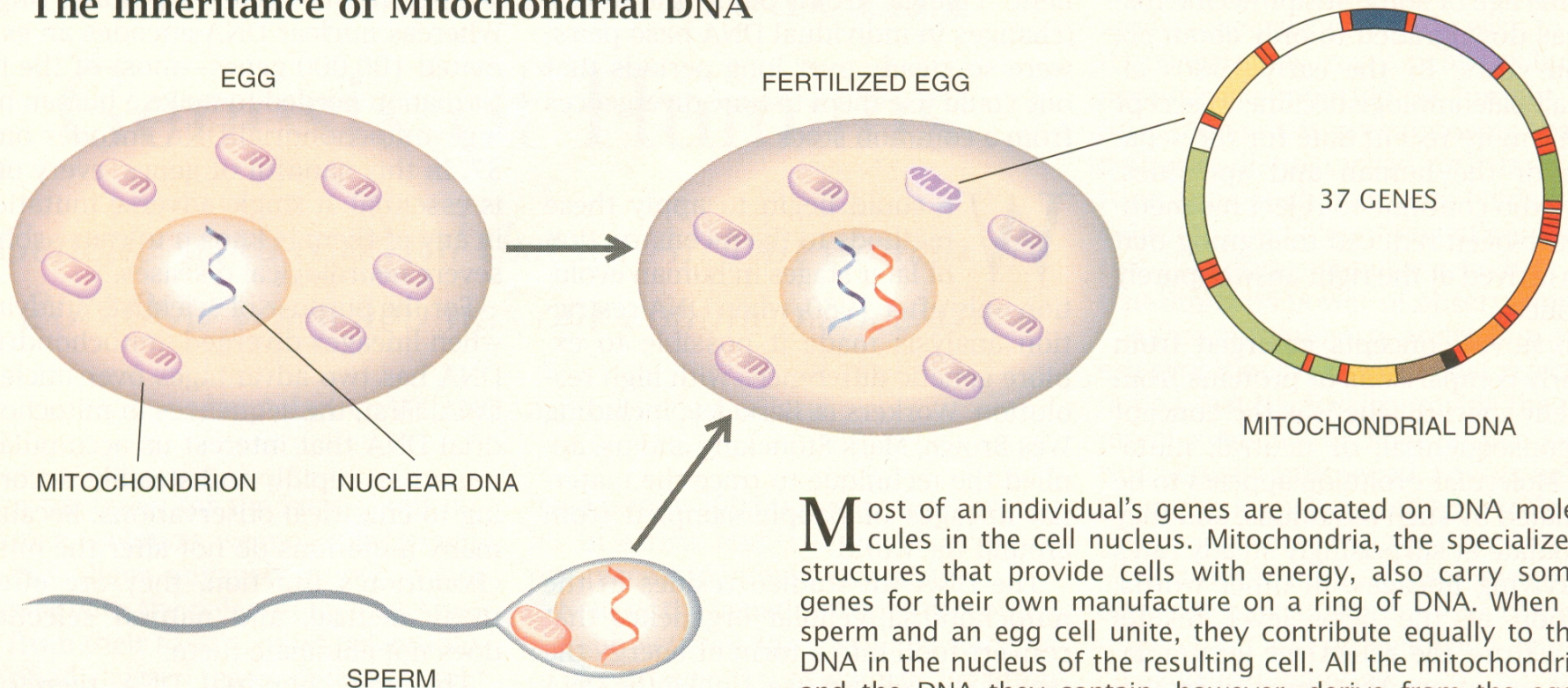
**Modern genetics provides a road map to the structure and history of biological life forms. This is another way to evaluate the validity of the concept of race.**



# Genetic search for origins: #1

The search for the original mother, Eve:  
research on Mitochondrial DNA

## The Inheritance of Mitochondrial DNA



Most of an individual's genes are located on DNA molecules in the cell nucleus. Mitochondria, the specialized structures that provide cells with energy, also carry some genes for their own manufacture on a ring of DNA. When a sperm and an egg cell unite, they contribute equally to the DNA in the nucleus of the resulting cell. All the mitochondria and the DNA they contain, however, derive from the egg. Studies of mitochondrial DNA can reveal an individual's maternal ancestry.



# Genetic search for origins: #2

The search for the original father, Adam:  
Research following the Y chromosomes

Male = XY

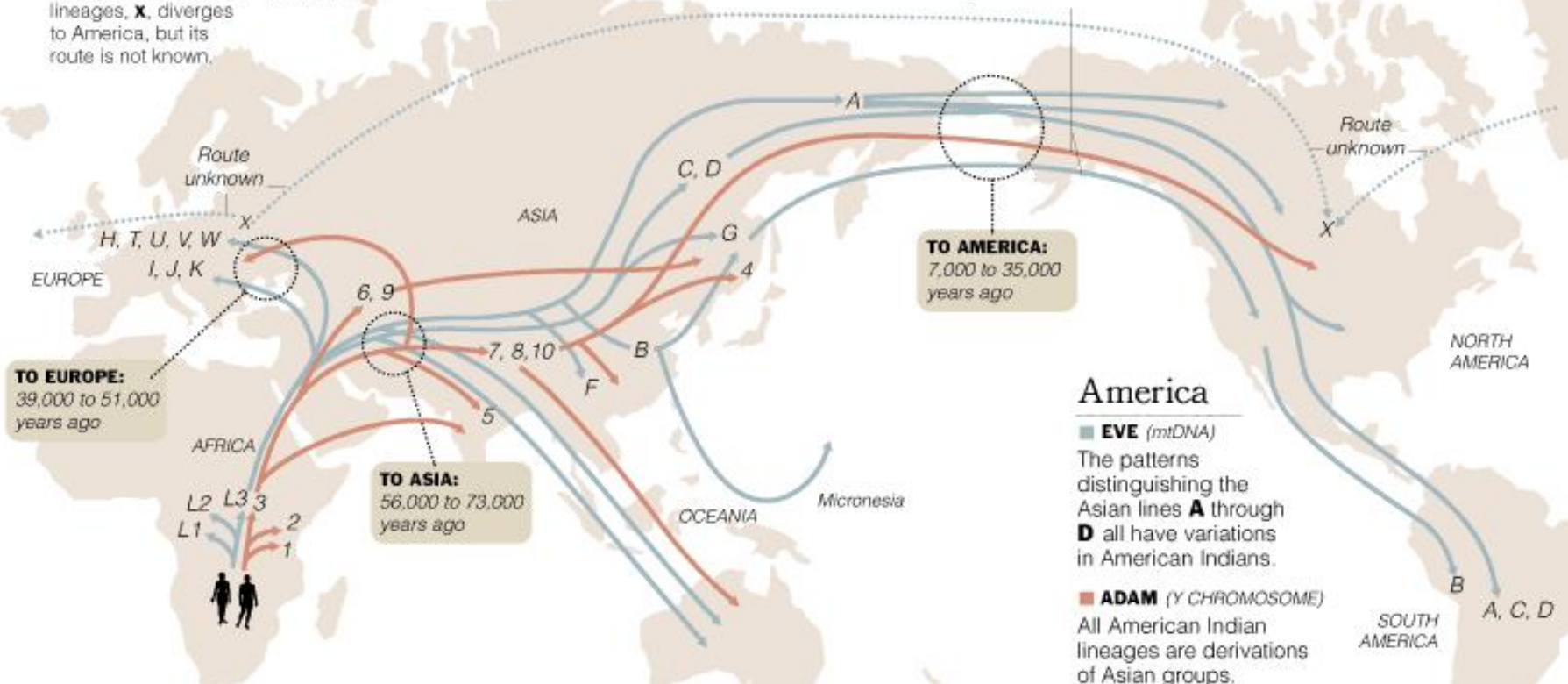
Female = XX

## Europe

The nine European lineages are named **H** through **K**, and **T** through **X**. One of the lineages, **X**, diverges to America, but its route is not known.

All European lineages are variations of African and Asian branches

*Men and women certainly colonized the world together; the differences between the routes shown reflect differences in genetic information.*



## Africa

The three African branches are named **L1** through **L3**, and **L3** separates into all the other branches.

The three African branches are named **1**, **2** and **3**, and **3** separates into all the other branches.

## Asia

The six Asian branches are named **A** through **D** and **E** and **F**.

The seven Asian branches are **4** through **10**, and these groups branch off into Oceania, Europe and America.

Sources: Dr. Douglas C. Wallace, Marie T. Lott, Emory University; Dr. Peter A. Underhill, Stanford University; "Genes, Peoples, and Languages," by Dr. Luca Cavalli-Sforza

Steve Duenes/The New York Times

# Who thinks about our molecular structure?

**Mose Allison, “Molecular Structure”**



# **“RACE”:**

**The social construction of a lie. How do they pull this off in plain view?**

- 1. The dominant ideology – the “big” lie**
- 2. Laws – the backing of government**
- 3. The census – social science**
- 4. Language – public opinion**
- 5. Culture – cultural values and morality**

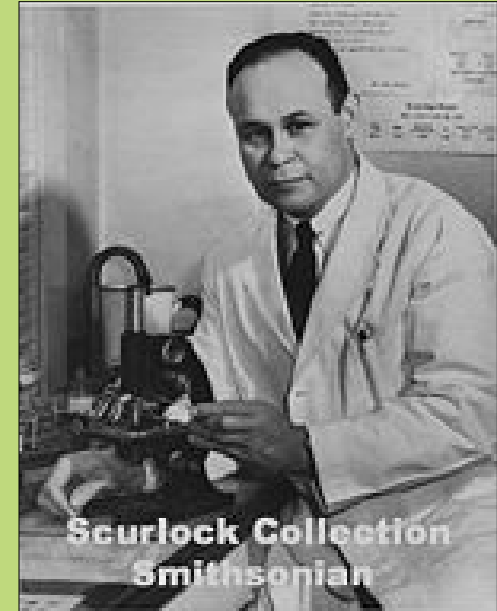
# The big lie:

**“One drop of Black blood makes you Black”**

“As the European war scene became more violent and the need for blood plasma intensified, Drew, as the leading authority in the field, was selected as the full-time medical director of the Blood for Britain project. He supervised the successful collection of 14,500 pints of vital plasma for the British. In February 1941, Drew was appointed director of the first American Red Cross Blood Bank, in charge of blood for use by the U.S. Army and Navy. During this time, Drew agitated the authorities to stop excluding the blood of African-Americans from plasma-supply networks, and in 1942, he resigned his official posts after the armed forces ruled that the blood of African-Americans would be accepted but would have to be stored separately from that of whites.”

[http://www.cdrewu.edu/\\_022/\\_html/about\\_us/charles\\_drew.htm](http://www.cdrewu.edu/_022/_html/about_us/charles_drew.htm)

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Charles Drew  
1904-1950

# **Legal definition of race varied (but race remained a legal concept)**

**In 1982-83, Susie Guillory Phipps unsuccessfully sued the Louisiana Bureau of Vital Records to change her racial classification from black to white. The descendant of an eighteenth-century white planter and a black slave, Phipps was designated as "black" in her birth certificate in accordance with a 1970 state law which declared anyone with at least one-thirty-second "Negro blood" to be black.**

**Michael Omi and Howard Winant, *Racial Formation in the United States: From the 1960s to the 1980s* (NY: Routledge, 1986/1989)**

# **The census categories of race have not been very scientific.**

**1850 “Under heading 5, entitled “Color” insert, in all cases, when a slave is Black the letter B; when he or she is mulatto, insert M. The color of all slaves should be noted.”**

**1870 “Be particularly careful in reporting the class Mulatto. The word is here generic and includes quadroons, octoroons, and all persons having any perceptible trace of African blood.”**

**1890 “Be particularly careful to distinguish between blacks, mulattos, quadroons, and octoroons.”**

**1960’s The US Census introduces the category “Nonwhite”**

# Our language of “race” is subjective and very ambiguous, more connotative than denotative

Name	Organizational example
AFRICAN	African Methodist Episcopal Church
COLORED	National Association for the Advancement of Colored People
NEGRO	National Council for Negro Women
NONWHITE	Journal of Non-white Concerns in Personnel and Guidance
MINORITY	National Organization of Minority Architects
AFRO-AMERICAN	Association for the Study of Afro-American Life and History
AFRICAN-AMERICAN	DuSable Museum of African American History
BLACK	Coalition of Black Trade Unionists



**The Bible has  
been used to  
support racial  
arguments of  
difference  
and hierarchy**



# **How do we solve the language issue?**

**Names used vary without standardization:**

- a. past versus current discourse**
- b. Phenotypical versus genotypical names**
- c. Eurocentric versus global or indigenous**
- d. Confusion of biological with social categories**
- e. Often confused with national differences**
- f. United States close only to Nazi Germany and Apartheid South Africa in racialization**

# **Basic Black Studies points on race**

- 1. All scientific research should be carried out as public science, open to replication and rigorous peer review.**
- 2. As of now there is no valid biological definition of race, hence race is a non scientific term**
- 3. Race should be banned as a legitimate concept for scholarly research.**

# **These weekly papers can be your best academic work. Why not?**

- 1. Add graphics to your papers (right click)**
- 2. Pay attention to details (sources, quotes, numbers, bibliography, footnotes, etc.)**
- 3. Plagiarism**
- 4. Network – share contact info**
- 5. Take the challenge – on time, on point, on level**

# The fundamental question you should be asking everyday

What's going on?



Marvin Gaye helped us ask this question.

Powerpoint slides available every Thursday morning at **[eblackstudies.org](http://eblackstudies.org)**